Unit 4: Specialized Roles of Police and Policing within the Law

Content Area: **Social Studies**
Course(s): **Law Enforcement**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Students will be able to demonstrate knowledge of the different roles police have, and where police powers originate from.

Transfer

Students will be able to compare and contrast different roles of police and how they function within the rules of American society.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- The primary characteristics of officers helps to determine the specified field they will excel at.

- Collecting evidence properly has a great impact on the success or failure of a case.

- The rights of the accused are just as important as the victim.

- Our inalienable rights our what make our country great and provide protection for all parties.

Essential Questions

Students will keep considering...

- The primary responsibilities of investigator.

- Different jobs within the police force.

- Public order versus individual rights.

- How our rights our protected by the Bill of Rights.

Application of Knowledge and Skill

Students will know...

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- The characteristics of an effective investigator.

- How an investigator must deal with evidence.

- The different types of specialized positions for police officers.

- The source of probable cause and what it must be based on.

- What a warrant contains and their purpose.

- The Miranda warning and the significance of different court cases dealing with police law.

Students will be skilled at...

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- Evaluating what things an investigator is looking for.

- Knowing the different jobs and roles with a police department.

- Identifying the characteristics of different officers and the roles they have within the department.

- Knowing the significance of different court cases and their impact on policing.

- Comparing and contrasting different types of warrants and the requirements needed for each.

Academic Vocabulary

chain of evidence, complainant, criminalistics, cyanoacrylate, DNA profiling, field identification, informant, interrogate, modus operandi, solvability factors, affidavit, consent, contraband, curtilage, de facto arrest, entrapment, exigent circumstances, extenuating circumstances, field inquiry, frisk, inevitable discovery doctrine, open fields doctrine, plain view, probable cause, stop and frisk

Target 2

Determine the importance of different units such as SWAT, K9, and Juvenile officers.

| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term |

consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Target 1

Determine the importance of the constitutionality of searches.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

Accommodations/Modifications

Enrichment opportunities: extra credit for those who choose to do outside the classroom work

Differentiation: 504 accommodations and IEP modifications are met as required

   All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

   - Graphic Organizers

   - Chunked Readings

   - RAFT Activites (Role, Audience, Format, Topic)

   - Layered Curriculum/Tiered Assignments

   - Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for indpendent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Unit Resources

Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

Interdisciplinary Connections