

Lesson Title: Radio Communication	Grade Level: 9th-12th
CTE Pathway / Course Name: Law Enforcement	Lesson Duration: 90min
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Industry Standards: <ul style="list-style-type: none"> • Proper radio procedure ensures clear, concise, and professional communication, especially when conditions are poor or messages are critical. This involves using standard phraseology, the phonetic alphabet, and codes. 	
Essential Question: <ul style="list-style-type: none"> • Why is standard, disciplined radio procedure considered a critical safety and efficiency requirement, not just a preference, in law enforcement operations? • When spelling a critical piece of information (e.g., a license plate, a suspect's name, or a location), why is the use of the Phonetic Alphabet mandatory, and what are the risks of not using it? 	
Instructional Objectives / Learning Targets:	
By the end of this lesson, students will be able to: <ul style="list-style-type: none"> • Construct a disciplined radio transmission by consistently stating the Recipient's Call Sign, then Your Call Sign, then The Message, and finally The Closing Pro-word in that specific order. • Apply procedure words (pro-words) like ROGER, WILCO, OVER, and OUT to convey specific transactional status. • Spell critical information (e.g., license plates, names) accurately using the Law Enforcement phonetic alphabet (Adam, Boy, Charles) to prevent errors. • Utilize radio codes and standardized numeral pronunciation to ensure message conciseness and operational clarity. 	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	
Classroom Assessments: <ul style="list-style-type: none"> • Knowledge Assessments • Reflective Assessments • Role-Play Performance Assessment (Summative/Microcredential) 	
<i>Planning Question: How will teachers facilitate the learning?</i>	
Micro Lesson Planning	Resources & Equipment

<p>Bell Ringer / Engagement (5–10 min):</p> <p>Activity</p> <ul style="list-style-type: none"> ● Radio Communication Slides 1-5 <p>Assessment</p> <ul style="list-style-type: none"> ● Knowledge Check 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer
<p>Direct Instruction (10–15 min):</p> <p>Activity</p> <ul style="list-style-type: none"> ● Radio Communication Slides 6-12 <p>Assessment</p> <ul style="list-style-type: none"> ● Knowledge Check 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer
<p>Guided Practice (10–15 min):</p> <p>Activity</p> <ul style="list-style-type: none"> ● Radio Communication Guided Practice <p>Assessment</p> <ul style="list-style-type: none"> ● Interactive Quiz 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer ● Radios
<p>Hands-On Activity / Lab (30–60 min):</p> <p>Students will demonstrate competency in real-time radio communication by correctly transmitting law enforcement activity to Dispatch using the standard 4-part radio sequence, proper APCO phonetics, correct 10-codes, and professional radio discipline.</p> <p>Activity</p> <ul style="list-style-type: none"> ● MICRO-CREDENTIAL HANDS-ON PRACTICAL <p>Assessment</p> <ul style="list-style-type: none"> ● Role-Play Performance Assessment (Summative/Microcredential) 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer ● Radios ● Scenario Cards
<p>Debrief and Reflection (10–15 min):</p> <p>1. Quick Discussion</p> <p>What went well during your transmissions?</p> <p>What was the hardest part (phonetics, codes, clarity)?</p>	

<p>2. Partner Feedback Share one strength and one improvement for each person.</p> <p>3. Instructor Highlights Address common errors and reinforce key skills (4-part sequence, phonetics, pro-words).</p>	
<p>Assessment / Exit Ticket:</p> <p>Short Written Reflection (2–3 min) One skill I improved today: _____ One skill I need to practice: _____</p>	
<p>Microcredential Evaluation:</p> <ul style="list-style-type: none"> ● Formative assessment will occur during Hands-On Activity. 	
<p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> ● Accommodations will follow all IEP or 504 plans to ensure equitable access. Students may receive extended time, simplified scenarios, or verbal instead of written responses. Small-group or one-on-one settings, restated directions, and assistive technology (speech-to-text, enlarged print) may be provided as needed. All supports will maintain the integrity of the Radio Communication Micro-Credential standards. 	
<p>Rubric:</p>	<ul style="list-style-type: none"> ● Radio Communication Microcredential Rubric