

Course: Law Enforcement	Semester: TBD
Unit: Understand procedures of arrest in law enforcement	Duration of Unit: 8 Hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: 4.01 Understand laws of arrest	
Supporting Standards (if any): 1.02 Understand Bill of Rights and the rights of citizens and police	
Essential Questions: When can an officer lawfully arrest someone?	
Student-Friendly Learning Targets: - I Can define arrest. - I Can identify when to arrest with and without a warrant. - I Can Differentiate between reasonable suspicion and probable cause - I Can understand and apply legal precedents established by case law pertaining to detentions and arrests.	
Essential Vocabulary	
Key Academic Vocabulary: coercion, reasonable suspicion, probable cause, arrest, seizure, voluntary, stop, frisk, intrusion, exigent, contraband, detention	
Scaffolded (Review) Academic Vocabulary:	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	
Classroom Assessments: - Vocabulary activities - Case Law Review Worksheets - WebQuest - Lab Evaluation - Summative Assessment	

Proficiency Scales		
Score 4.0	<i>The student will:</i> ● Recognize various levels of suspicion and what they allow police officers to do ● Define reasonable suspicion and probable cause, and articulate how it relates to arrest ● Differentiate between, and describe, consensual encounters, detention, and custodial arrest ● Describe situations where warrant and warrantless arrests occur	
Score 3.0	<i>The student will:</i> ● Differentiate between reasonable suspicion and probable cause ● Define arrest and understand the laws that regulate arrest	
Score 2.0	<i>The student will:</i> ● Recognize when an arrest occurs ● Know the difference between reasonable suspicion and probable cause	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 Vocabulary Introduction Time - 30 min Opening/Sponge/Motivator ● Bell Ringer: students respond to a prompt. (in writing journal or oral discussion) ● Explain how word searches help learn the structure and spelling of new words Activity ● Vocabulary Word Search Assessment ● Word searches will be graded Closure ● Explain that some people might need more time to finish but move on to Crossword	Engagement: ● remind students to stay on task and bring up assignment as completed Student Interactions: ● You might allow ESL or SE students to work with peer mentors or in small groups ● Word searches can be very difficult and frustrating for some students - particularly dyslexia Student Reminders: ● Remind students to stay on task as there is more to this assignment	● Instructor can create his/her own Bell Ringer prompt, or choose from this list: Bell Ringer List ● word search sheet ● highlighter ● word search answer key

Segment 2: Vocab Introduction Time: 30 min Opening/Sponge/Motivator - Explain the crossword is a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz Activity - crossword puzzle Assessment - Check for understanding Closure - Explain that some people might need more time to finish but move on to Flash Cards	Engagement: - remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: - Remind students to stay on task as there is more to this assignment	crossword puzzle sheet - crossword puzzle answer key
Segment 3 Time - 30 min Opening/Sponge/Motivator - Explain the importance of breaking words down and dissecting for further understanding Activity - Vocabulary flashcards using the Frayer Model of flashcards Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - explain and show examples of Frayer Model flashcards Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	Frayer Model of flashcards Frayer Model of Flashcards explanation - Index cards

Segment 4 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Ask this question: Are all police encounters considered a detention? Activity - PowerPoint presentation: Police Encounters Assessment - Check for understanding Closure - Hold short discussion on the relationship between police encounters and the 4th Amendment	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	- PowerPoint - Police Encounters - Whiteboard/smartboard - Computer
Segment 5 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Discuss how case law changes the way law enforcement conducts business Activity - Case Law Review: Terry v Ohio Assessment - Assignment will be graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Case Law Review Worksheet

Segment 6 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Ask: How would you define “Arrest” in your own words? Activity - PowerPoint Presentation: Approach & Arrest of Suspects Assessment - Check for understanding Closure - Ask: How can you articulate that the suspect poses a threat if he/she escapes?	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	- PowerPoint - Approach & Arrest - Whiteboard/smartboard - Computer
Segment 7 <i>Time - 30 min</i> Opening/Sponge/Motivator - Give instructions for Web Quest Activity - WebQuest: Approach & Arrest of Suspects Assessment - Grade the webquest assignment for accuracy Closure - Explain that students may need more time to complete the webquest, but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	WebQuest assignment (this could be digital or paper copy)

Segment 8 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Discuss how deadly force is regulated in arrest laws Activity - Case Law Review: Tennessee v Garner Assessment - Assignment will be graded Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	Case Law Review Worksheet
Segment 9 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Pass around handcuffs for students to look at up close. Activity - PowerPoint Presentation: Handcuffing (slides 1-20) Assessment - Check for understanding Closure - Explain to students the importance of safety and maturity when conducting handcuffing labs	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	- PowerPoint - Handcuffing Handcuffing Rubric - Whiteboard/smartboard - Computer - Multiple Pairs of handcuffs for demonstration - Duty belt - Handcuff pouch - Handcuff key

Segment 10 <i>Time - 30 Min</i> Opening/Sponge/Motivator • Prepare students for handcuffing lab by issuing duty gear Activity • PowerPoint Presentation: Handcuffing (slides 21-25) Assessment • Check for understanding and correct technique Closure • Continue to next segment	Engagement: • Instructor will be demonstrating or using an assistant to demonstrate techniques Student Interactions: • Students will be practicing techniques Student Reminders • Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	• PowerPoint - Handcuffing • Handcuffing Rubric • Whiteboard/smartboard • Computer • Multiple Pairs of handcuffs for lab use • Duty belts • Handcuff pouches • Handcuff keys • Tumbling mats
Segment 11 <i>Time - 30 Min</i> Opening/Sponge/Motivator • Prepare students for handcuffing lab by issuing duty gear Activity • PowerPoint Presentation: Handcuffing (slide 26) Assessment • Check for understanding and correct technique Closure • Continue to next segment	Engagement: • Instructor will be demonstrating or using an assistant to demonstrate techniques Student Interactions: • Students will be practicing techniques Student Reminders • Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	• PowerPoint - Handcuffing • Handcuffing Rubric • Whiteboard/smartboard • Computer • Multiple Pairs of handcuffs for lab use • Duty belts • Handcuff pouches • Handcuff keys • Tumbling mats

Segment 12 <i>Time - 30 Min</i> Opening/Sponge/Motivator • Prepare students for handcuffing lab by issuing duty gear Activity • PowerPoint Presentation: Handcuffing (slide 27-28) Assessment • Check for understanding and correct technique Closure • Ensure students are prepared for the lab assessment	Engagement: • Instructor will be demonstrating or using an assistant to demonstrate techniques Student Interactions: • Students will be practicing techniques Student Reminders • Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	• PowerPoint - Handcuffing • Handcuffing Rubric • Whiteboard/smartboard • Computer • Multiple Pairs of handcuffs for lab use • Duty belts • Handcuff pouches • Handcuff keys • Tumbling mats
Segment 13 <i>Time - 30 Min</i> Opening/Sponge/Motivator • Hand out the Handcuffing Lab Rubric and explain expectations Activity • Handcuffing Lab Evaluation: Standing Assessment • Grade according to rubric Closure • Move to next segment	Engagement: • Instructor will be monitoring and evaluating the safe application of techniques by students • Instructor will grade students' according to the rubric Student Interactions: • Students will be applying learned techniques for check-off and grading Student Reminders • Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	• PowerPoint - Handcuffing • Handcuffing Rubric • Whiteboard/smartboard • Computer • Multiple Pairs of handcuffs for lab use • Duty belts • Handcuff pouches • Handcuff keys • Tumbling mats
Instructor Note: Lab evaluation could be used as the summative assessment in place of a written test, or in combination with a written test.		

Segment 14 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Review kneeling procedures Activity - Handcuffing Lab Evaluation: Kneeling Assessment - Grade according to rubric Closure - Move to next segment	Engagement: - Instructor will be monitoring and evaluating the safe application of techniques by students - Instructor will grade students' according to the rubric Student Interactions: - Students will be applying learned techniques for check-off and grading Student Reminders - Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	- PowerPoint - Handcuffing Handcuffing Rubric - Whiteboard/smartboard - Computer - Multiple Pairs of handcuffs for lab use - Duty belts - Handcuff pouches - Handcuff keys - Tumbling mats
Segment 15 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Review prone procedures Activity - Handcuffing Lab Evaluation: Prone Assessment - Grade according to rubric Closure - Move to next segment	Engagement: - Instructor will be monitoring and evaluating the safe application of techniques by students - Instructor will grade students' according to the rubric Student Interactions: - Students will be applying learned techniques for check-off and grading Student Reminders - Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	- PowerPoint - Handcuffing Handcuffing Rubric - Whiteboard/smartboard - Computer - Multiple Pairs of handcuffs for lab use - Duty belts - Handcuff pouches - Handcuff keys - Tumbling mats

Segment 16 Time - 30 Min Opening/Sponge/Motivator - Review handcuffing safety issues Activity - Lab Evaluation - make-ups Assessment - Grade according to rubric Closure - Close out with discussion on safety, both in training and in the field	Engagement: - Instructor will be monitoring and evaluating the safe application of techniques by students - Instructor will grade students' according to the rubric Student Interactions: - Students will be applying learned techniques for check-off and grading Student Reminders - Remind students to be safe in the use of the equipment, and that horseplay and misuse of equipment will not be tolerated	- PowerPoint - Handcuffing Handcuffing Rubric - Whiteboard/smartboard - Computer - Multiple Pairs of handcuffs for lab use - Duty belts - Handcuff pouches - Handcuff keys - Tumbling mats
Instructor Note: The last segment should be used to work with students who may have been absent from a day of evaluation, or for struggling students who may have needed more time or practice. You could also use this time as a unit review, or to take the written portion of a summative assessment.		
PLC Question Three: What will we do when students have not learned?		
Interventions - Reteach - Recovery - Peer teach - Alternative assignments		
PLC Question Four: What will we do when students have learned?		
Enrichment		
Additional Information Related to the Unit: - Instructors can show demonstration videos if available from your local agency or state criminal justice education agency. SkillsUSA Connection(s): - Criminal Justice Contest - SkillsUSA Framework Connection Activity - "Lean on Me" (Personal Skills: Responsibility, Teamwork) Notes: - Instructors can request assistance from local law enforcement agency to assist with labs (safety concerns in instructor-student ratio) 4.01 Capstone Competency Review		

Pacing from a comprehensive high school with 90 minute block class periods:

Week 1

1. Vocabulary
2. Lecture: Police Encounters
Case Law Review: Terry v Ohio
Open Discussion about Terry v Ohio
3. Lecture: Approach & Arrest
WebQuest: Approach & Arrest
Case Law Review: Tennessee v Garner
4. Discussion about Tennessee v Garner
Lab: Handcuffing (1-20)
5. Lab: Handcuffing (21-25)
Lab: Handcuffing (26)

Week 2

6. Lab: Review Handcuffing (21-26)
Lab: Handcuffing (27-28)
7. Lab Evaluation: Standing
Lab Evaluation: Kneeling
Lab Evaluation: Prone
8. Lab Evaluation: Make-ups/Review
Summative Assessment: Written Test