

Course: IP 11 Public Safety I	Semester: TBD
Unit: Law Enforcement Services	Duration of Unit: 15 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main North Carolina Standards: 7.0 - Understand careers in law enforcement	
Supporting Standards (if any):	
Essential Questions: • What are the roles of police officers in our community? • How does professionalism and ethics affect the image of a police officer in the community? • How do law enforcement officers cope with job-related stress?	
Student-Friendly Learning Targets: • I Can describe the roles and responsibilities of law enforcement • I Can describe the minimum requirements for employment in law enforcement	
Essential Vocabulary	
Key Academic Vocabulary: Scene integrity, child neglect, internal affairs, active shooter, crime scene investigation, drug enforcement unit, informant, child abuse, school resource officer, domestic violence, mafia, community policing, banishment, justice, retribution, civilian, sworn, auxiliary, infrastructure, complacency	
Scaffolded (Review) Academic Vocabulary:	

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

Classroom Assessments:

- Vocabulary
- WebQuest - LE
- WebQuest - Careers
- Document Analysis - LE Code of Ethics
- Student Code of Ethics
- Vocabulary Quiz
- Summative Assessment

Proficiency Scales

Score 4.0

The student will be able to:

- List the duties and laws governing the duties of law enforcement officers
- List the levels of law enforcement career opportunities, and give examples of various agencies at each level
- Differentiate between the three types of law enforcement jobs and give examples of each type
- List the minimum employment requirements for careers at each level of law enforcement

Score 3.0

The student will be able to:

- Describe the roles and responsibilities of law enforcement officers
- Describe the hiring process for law enforcement careers
- Describe the minimum requirements for employment in law enforcement careers

Score 2.0

The student will be able to:

- Understand that there are different levels and types of law enforcement careers
- Discuss the various requirements to be employed in law enforcement
- Understand various roles law enforcement perform within the community

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: - Explain how Word Searches help learn the structure and spelling of new words Activity: - Word Search - (Click on Link) Assessment: - Check for understanding Closure: - Explain that some people may need more time to finish but to move onto the 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 the assignment	Word Search word Search Answer Key - Highlighter/pen/pencil Instructor copy of vocabulary list (<i>not for student handout unless using for students with IEP</i>)
Segment 2 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: Closure - Explain that some people might need more time to finish but move on to the next segment	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 on in small groups Student Reminders - Remind students to stay on task as there is more to this assignment	Crossword Crossword Answer Key - Pen/pencil

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 Time: 30 min Opening/Sponge/Motivator - Ask students to describe the job of law enforcement in their own words Activity - Lecture: Introduction to Law Enforcement Assessment - Check for understanding Closure: - Discuss the importance of law and order in the community	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 - Intro to LE - Computer/smartboard - White Board

Segment 5 Time: 30 min Opening/Sponge/Motivator • Give instructions for Web Quest Activity • Begin WebQuest: Law Enforcement Services Assessment • Grade the webquest assignment for accuracy Closure • Continue 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 6 Time: 30 min Opening/Sponge/Motivator • Continue from previous segment Activity • Complete WebQuest: Law Enforcement Services Assessment • Grade WebQuest for accuracy 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	• WebQuest Assignment (this could be digital or paper copy)

Segment 7 Time: 30 min Opening/Sponge/Motivator - Discuss the importance of studying history. Then talk about why we should understand the history of law enforcement Activity - Lecture: History of Law Enforcement Assessment - Check for understanding Closure: - Reinforce the significant changes made in law enforcement over the centuries	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 - History of Law Enforcement - Computer/smartboard - White Board
Segment 8 Time: 30 min Opening/Sponge/Motivator - Discuss ethics and why they are important in law enforcement. Activity - Begin Document Analysis: Law Enforcement Code of Ethics Assessment - Instructor can check for understanding or collect for grade. Closure: - Continue to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the readings, 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	Document Analysis worksheet AND teacher instruction sheet LE Code of Conduct Document LE Code of Ethics Document Student Printable Worksheet - Highlighters - Pen/Pencil

Segment 9 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Complete Document Analysis: Law Enforcement Code of Ethics Assessment - Instructor can check for understanding or collect for grade. 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 readings, 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	Document Analysis worksheet AND teacher instruction sheet LE Code of Conduct Document LE Code of Ethics Document Student Printable Worksheet - Highlighters - Pen/Pencil
Segment 10 Time: 30 min Opening/Sponge/Motivator - Now that we've introduced you to the world of law enforcement, let's talk about how to get hired, and what kinds of jobs are out there Activity - Lecture: Law Enforcement Careers Assessment - Check for understanding Closure: - Talk about things that will prevent you from being hired, and reinforce positive ways you can increase your chances of being hired	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 - Law Enforcement Careers - Computer/smartboard - White Board

Segment 11 Time: 30 min Opening/Sponge/Motivator - Give instructions on completing WebQuests Activity - WebQuest: Law Enforcement Careers Assessment - Grade WebQuest for accuracy Closure: - Continue 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 12 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - WebQuest: Law Enforcement Careers Assessment - Grade WebQuest for accuracy 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	WebQuest Assignment (this could be digital or paper copy)

Segment 13 Time: 30 min Opening/Sponge/Motivator - Briefly review vocabulary words Activity - Teacher-made vocabulary quiz Assessment - Grade quiz for accuracy. (Optional: <i>you may consider allowing students to take the quiz multiple times until they can score 100 - this ensures they see the words and definitions repeatedly and increases familiarity</i>) Closure: - Move on to next segment	Engagement: - Students will be working individually on the quiz Student Interactions: - Walk among students to ensure academic integrity Student Reminders - Remind students that this information could be on a final test	Teacher should make his/her own vocabulary quiz and answer key
Segment 14 Time: 30 min Opening/Sponge/Motivator - Remind students of our activity on LE Code of Ethics. Now talk about the role ethics plays in school and class. Activity - Begin Student Code of Ethics Activity Assessment - Instructor can check for understanding or collect for grade. Closure: - Move to next segment	Engagement: - Students will be working in small groups/pairs Student Interactions: - Walk among the students as they complete the assignment, 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	Student Code of Ethics Worksheet

Segment 15 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Complete Student Code of Ethics Activity Assessment - Instructor can check for understanding or collect for grade. Closure: - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working in small groups/pairs Student Interactions: - Walk among the students as they complete the assignment, 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	Student Code of Ethics Worksheet
Segment 16 Time: 30 min Opening/Sponge/Motivator - Ask students how stressful it is to be a student in high school. Get their perspective. Ask them how they cope with the stress. Now ask them if they think law enforcement is stressful, and what they think police officers do to deal with stress. Activity - Lecture: Life of a Police Officer Assessment - Check for understanding Closure: - Move to the next segment	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 - Life of a Police Officer - Computer/smartboard - White Board

Segment 17 Time: 30 min Opening/Sponge/Motivator • Talk about the difference and similarities of policing in an urban city vs a smaller community Activity • Documentary Video (56 min) Assessment • None Closure: • Continue to next segment	Engagement: • Students will be watching the video presentation Student Interactions: • Circulate the room occasionally to ensure students are attentive Student Reminders • None	• Documentary YouTube Video https://www.youtube.com/watch?v=p6J8n_WeThw • Media equipment to show YouTube video • Computer/projector
Segment 18 Time: 30 min Opening/Sponge/Motivator • Continue from previous segment Activity • Documentary Video (56 min) Assessment • None Closure: • Ask students which they think would better suit their interests - big city or small town police work.	Engagement: • Students will be watching the video presentation Student Interactions: • Circulate the room occasionally to ensure students are attentive Student Reminders • None	• Documentary YouTube Video https://www.youtube.com/watch?v=p6J8n_WeThw • Media equipment to show YouTube video • Computer/projector

Segment 19 Time: 30 min Opening/Sponge/Motivator - Inform students they are going to do an activity today that is meant to be fun and competitive. Explain what an escape room is, and give instructions. Activity - Escape Room Activity Assessment - None Closure: - Continue to next segment	Engagement: - Students will work in groups and compete against other classmates Student Interactions: - Instructor will guide students through the game Student Reminders - Remind students to have fun but be safe and respectful of other students	Escape Room Instructions for teachers Student Puzzles to print Escape Room PowerPoint Tracker Teacher Answer Sheet Blank Certificates **Note to Teachers: This activity was purchased from Teachers Pay Teachers website and is NOT for sharing among your colleagues
Segment 20 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Escape Room Activity Assessment - None Closure: - Continue to next segment	Engagement: - Students will work in groups and compete against other classmates Student Interactions: - Instructor will guide students through the game Student Reminders - Remind students to have fun but be safe and respectful of other students	Escape Room Instructions for teachers Student Puzzles to print Escape Room PowerPoint Tracker Teacher Answer Sheet Blank Certificates **Note to Teachers: This activity was purchased from Teachers Pay Teachers website and is NOT for sharing among your colleagues

Segment 21 Time: 30 min Opening/Sponge/Motivator - Continue from previous segment Activity - Escape Room Activity Assessment - None Closure: - Discuss lessons learned from the activity	Engagement: - Students will work in groups and compete against other classmates Student Interactions: - Instructor will guide students through the game Student Reminders - Remind students to have fun but be safe and respectful of other students	Escape Room Instructions for teachers Student Puzzles to print Escape Room PowerPoint Tracker Teacher Answer Sheet Blank Certificates **Note to Teachers: This activity was purchased from Teachers Pay Teachers website and is NOT for sharing among your colleagues
Segment 22 Time: 30 min Opening/Sponge/Motivator - Introduce the guest speaker to the class Activity - Guest Speaker - Law Enforcement Assessment - None Closure: - None	Engagement: - Students will be listening and/or interacting with the guest speaker Student Interactions: - Instructor should monitor student behavior and encourage students to ask meaningful questions Student Reminders - Remind students to pay attention and be respectful	None

Segment 23 Time: 30 min Opening/Sponge/Motivator • None Activity • Guest Speaker - Law Enforcement Assessment • None Closure: • None	Engagement: • Students will be listening and/or interacting with the guest speaker Student Interactions: • Instructor should monitor student behavior and encourage students to ask meaningful questions Student Reminders • Remind students to pay attention and be respectful	• None
Segment 24 Time: 30 min Opening/Sponge/Motivator • None Activity • Guest Speaker - Law Enforcement Assessment • None Closure: • Thank the speaker for his/her time	Engagement: • Students will be listening and/or interacting with the guest speaker Student Interactions: • Instructor should monitor student behavior and encourage students to ask meaningful questions Student Reminders • Remind students to pay attention and be respectful	• None

Segment 25 Time: 30 min Opening/Sponge/Motivator • Discuss the importance of review and study Activity • Unit Test Review Assessment • Check for understanding Closure: • None	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 26 Time: 30 min Opening/Sponge/Motivator • None Activity • Unit Test Review Assessment • Check for understanding Closure: • None	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball

Segment 27 Time: 30 min Opening/Sponge/Motivator • None Activity • UnitTest Review Assessment • Check for understanding Closure: • Discuss study strategies and test strategies	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball
Segment 28 Time: 30 min Opening/Sponge/Motivator • Activity • Quick review prior to test (this is designed for test day) Assessment • Closure: • Prepare students for the test	Engagement: • Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: • Guide the activity with the students' participation • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind the students to study	• Ideas for Review games: ○ Quizlet.com ○ Quizizz.com ○ Jeopardy ○ Trasketball

Segment 29 Time: 30 min Opening/Sponge/Motivator - Review test taking strategies Activity - Unit Summative Assessment (teacher made) Assessment - Grade for accuracy Closure: - Prepare students for next Unit	Engagement: - Students will be working individually on the test Student Interactions: - Walk among students to ensure academic integrity Student Reminders - Remind students that this information could be on a final exam	Teachers can access test questions using the unsecured item bank in SchoolNet for standard 7.0
Segment 30 Time: 30 min Opening/Sponge/Motivator - Review test taking strategies Activity - Unit Summative Assessment (teacher made) Assessment - Grade for accuracy Closure: - Prepare students for next Unit	Engagement: - Students will be working individually on the test Student Interactions: - Walk among students to ensure academic integrity Student Reminders - Remind students that this information could be on a final exam	Teachers can access test questions using the unsecured item bank in SchoolNet for standard 7.0

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: • SkillsUSA Connection(s): • Apply knowledge through the SkillsUSA Framework Notes: •	

Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule:

Week 1

1. Vocabulary activities
2. Lecture - Intro to LE
WebQuest - Law Enforcement
3. Lecture - History of LE
Document Analysis - LE Code of Ethics
4. Lecture - LE Careers
WebQuest - LE Careers
5. Vocabulary Quiz
Student Code of Ethics Activity

Week 2

1. Lecture - Life of a Police Officer
Documentary video
2. Escape Room Activity
3. Guest Speaker
4. Summative Review
5. Quick Review
Summative Assessment