

Course: Criminal Law	Semester: TBD
Unit 5: Arrests and Stops	Duration of Unit: 15 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: Objective 1: Describe standards of proof that apply to arrests and stops Objective 2: Describe how the 4th amendment applies to arrests and stops Objective 3: Apply 4th amendment standards to arrest scenarios	
Supporting Standards (if any): None	
Essential Questions: 1. What are the standards of proof that apply to arrests and stops, and how do they differ? 2. How does the 4th amendment apply to arrests and stops conducted by law enforcement officers? 3. What is the role of an arrest warrant, and under what circumstances is it used? 4. How do legal standards such as probable cause and reasonable suspicion impact law enforcement actions involving arrests and stops?	
Student-Friendly Learning Targets: ● I can explain what standards of proof are needed for arrests and stops by law enforcement. ● I can describe how the 4th amendment protects individuals during arrests and stops. ● I can understand what an arrest warrant is and when it is used by law enforcement. ● I can differentiate between probable cause and reasonable suspicion and explain how they affect law enforcement actions during arrests and stops. ● I can identify the factors that contribute to establishing probable cause for an arrest or stop. ● I can discuss the impact of the Supreme Court case Terry v. Ohio on law enforcement practices. ● I can explain the concept of "stop and frisk" and how it operates within the framework of the 4th amendment. ● I can compare and contrast the rights of individuals during arrests and stops conducted in public spaces versus those conducted in private buildings.	
Essential Vocabulary	

Key Academic Vocabulary:

Standards of Proof, Arrest, Stop, 4th Amendment, Probable Cause, Reasonable Suspicion, Warrant, Terry vs Ohio, Stop-and-Frisk, Private, Public Space, Search Warrant, Exigent Circumstances, Plain View Doctrine, Incident to Arrest

Scaffolded (Review) Academic Vocabulary:

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

Assessment and Evidence**Classroom Assessments:**

Scenario Analysis, Role-Playing, Case Studies, Quiz or Test, Debate, Class Discussion

Proficiency Scales

Score 4.0	<i>The student will:</i> • <i>Demonstrate a comprehensive understanding of the legal standards and procedures related to arrests and stops.</i> • <i>Provide detailed and accurate explanations of the 4th amendment's application to arrests, stops, and related concepts.</i> • <i>Analyze complex scenarios involving arrests and stops, identifying constitutional issues and applying legal reasoning effectively.</i>
Score 3.0	<i>The student will:</i> • <i>Show a solid understanding of the key concepts related to arrests and stops under the 4th amendment.</i> • <i>Provide accurate explanations of legal standards and procedures, with some minor gaps in understanding.</i> • <i>Analyze scenarios involving arrests and stops, identifying constitutional issues and applying legal reasoning with moderate effectiveness.</i>
Score 2.0	<i>The student will:</i> • <i>Demonstrate a basic understanding of some of the key concepts related to arrests and stops under the 4th amendment.</i> • <i>Provide limited or partially accurate explanations of legal standards and procedures, with significant gaps in understanding.</i>

• <i>Attempt to analyze scenarios involving arrests and stops but may struggle to identify constitutional issues or apply legal reasoning effectively.</i>		
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 Time - 20 mins Opening/Sponge/Motivator • Begin with a warm-up discussion: Ask students about their understanding of privacy and personal rights. Activity • Activity: Engage students in a discussion about the 4th Amendment as it pertains to Arrests and Stops. Ask them what they know about it and its relevance in everyday life. Encourage them to share examples or situations where the 4th Amendment might come into play, such as searches by law enforcement or privacy rights in digital spaces. Assessment • Assess students' understanding by listening to their contributions during the discussion. Take note of any misconceptions or areas	Engagement: • Encourage active participation by facilitating student interactions throughout the discussion. Encourage students to ask questions, share personal experiences, and engage in respectful dialogue with their peers. Student Interactions: ❖ Encourage students to interact by prompting them with open-ended questions such as: • "What are your thoughts on how the 4th Amendment protects our privacy during arrests and stops?" • "Can anyone share an example of a situation where the 4th Amendment might be relevant to an arrest or stop?"	• Whiteboard • Student Computer • Pen and Paper • Discussion and Bell Ringer Activity

where further clarification may be needed.

Closure

- Summarize key points from the discussion and emphasize the importance of the 4th Amendment in protecting individual rights and privacy. Encourage students to think critically about how these rights impact their daily lives.

- "How do you think the principles of the 4th Amendment apply to arrests and stops in today's digital age?"

Student Reminders

- Remind students to actively listen to their peers and to respect diverse viewpoints during the discussion.
- Encourage students to take notes or jot down any questions they have during the activity.
- Emphasize the importance of critical thinking and analysis when considering the implications of the 4th Amendment in various contexts.

Segment 2 Time – 20 mins Opening/Sponge/Motivator - Begin by explaining the benefits of word searches in learning the structure and spelling of new words. Emphasize how actively searching for words within a grid can reinforce recognition and retention of spelling patterns, as well as promote familiarity with word structures. Activity - Engage students in a word search activity. Provide them with word search puzzles containing relevant vocabulary words related to the current lesson or topic. Encourage students to actively search for the words within the grid. Assessment - Grade the word searches completed by students. Assess their ability to locate the words accurately within the grid and their overall completion of the activity. Closure - Conclude the word search activity by explaining that while some	Engagement: - Foster engagement by encouraging active participation from all students throughout the activity. - Create opportunities for collaborative learning by allowing students to work together on the word search puzzles. - Keep the energy level high by incorporating elements of friendly competition or timed challenges. Student Interactions: - Encourage students to discuss their strategies for finding words within the grid. - Facilitate peer-to-peer teaching by pairing students with different levels of proficiency to work together on the word searches. - Provide opportunities for students to share their progress or findings with the class, fostering a supportive and inclusive learning environment. Student Reminders	- Student Computers - Highlighters - Pen or Pencil Word Search Word Search Answer Key
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students may need more time to finish, it's important to move on to the next activity.	● Remind students to stay focused and engaged during the activity, encouraging them to persevere even if they encounter difficulty. ● Encourage students to ask questions and seek help from their peers or the teacher if they need clarification on any aspect of the activity. ● Emphasize the importance of good sportsmanship and teamwork, reminding students to support and encourage each other throughout the activity.	
Segment 3 Time - 20 minutes Opening/Sponge/Motivator ● Discuss the importance of breaking words down for better understanding. Emphasize how this process enhances comprehension and aids memory retention. Highlight the value of handwriting flashcards in reinforcing this learning method. Activity ● Engage students in creating vocabulary flashcards. Provide blank flashcards and instruct	Engagement: ● Keep students involved in creating flashcards by allowing them to choose words that interest them. ● Encourage collaboration between students as they work together on the activity. ● Maintain enthusiasm by celebrating students' progress and efforts. Student Interactions: ● Facilitate peer collaboration and encourage students to	● Student Computer ● Pen or Pencil ● Index Cards ● Frayer Model ● Quizlet ● Activity: Frayer Model Vocabulary Exploration ● Vocabulary

students to write a new word on one side and its definition, pronunciation, and use in a sentence on the other. Optionally, introduce the Frayer Model for more detailed exploration. Assessment - Grade completed flashcards based on accuracy, completeness, and neatness. Assess understanding through review of definitions, examples, and usage in sentences. Closure - Continue in Segment 4	discuss word meanings and examples. - Provide opportunities for students to showcase their flashcards to their peers. Student Reminders - Stress the importance of accuracy and neatness in creating flashcards. - Encourage regular review of flashcards to reinforce learning.	
Segment 4 Time - 20 minutes Opening/Sponge/Motivator - Discuss the importance of breaking words down for better understanding. Emphasize how this process enhances comprehension and aids memory retention. Highlight the value of handwriting flashcards in reinforcing this learning method. Activity - Engage students in creating vocabulary flashcards. Provide blank flashcards and instruct students to write a new word on	Engagement: - Keep students involved in creating flashcards by allowing them to choose words that interest them. - Encourage collaboration between students as they work together on the activity. - Maintain enthusiasm by celebrating students' progress and efforts. Student Interactions: - Facilitate peer collaboration and encourage students to discuss word meanings and examples.	- Student Computer - Pen or Pencil - Index Cards Frayer Model Quizlet Activity: Frayer Model Vocabulary Exploration Vocabulary

one side and its definition, pronunciation, and use in a sentence on the other. Optionally, introduce the Frayer Model for more detailed exploration. Assessment • Grade completed flashcards based on accuracy, completeness, and neatness. Assess understanding through review of definitions, examples, and usage in sentences. Closure • Check for Understanding	• Provide opportunities for students to showcase their flashcards to their peers. Student Reminders • Stress the importance of accuracy and neatness in creating flashcards. • Encourage regular review of flashcards to reinforce learning.	
Segment 5 Time - 20 minutes Opening/Sponge/Motivator • Present brief real-world scenarios questioning police actions. Have students quickly decide if the actions were justified using visual aids and quick polls. This activity introduces probable cause and reasonable suspicion engagingly. Activity • <u>Presentation on Probable Cause and Reasonable Suspicion</u> Deliver a detailed presentation explaining the concepts of probable cause and reasonable suspicion. Include real-life examples and Supreme	Engagement: • Active Participation and Interaction Encourage students to ask questions and participate actively during the presentation. Use interactive elements such as polling and small group discussions to maintain engagement. Provide real-life examples and case studies to make the material relatable and interesting. Student Interactions: • Encourage collaboration and critical thinking within groups, providing guidance as needed. Promote respectful	• Smartboard • Whiteboard and markers for visual aids and note-taking. • Student computers for accessing case summaries and legal resources. • Pen and paper for note-taking and individual exercises. • <u>UNDERSTANDING AND APPLYING LEGAL STANDARDS: PROBABLE CAUSE AND REASONABLE SUSPICION</u>

Court cases to illustrate these legal standards. Use slides, videos, or other visual aids to keep students engaged and to reinforce key points. Assessment - After the presentation, have each group present their analysis of provided scenarios, followed by a Q&A session. Students then write brief reflections on what they learned. Conclude with a short quiz on key concepts to assess understanding comprehensively. Closure Summarize and Reflect Review the main differences between probable cause and reasonable suspicion, emphasizing their importance. Facilitate a class discussion on how these standards protect rights and ensure public safety, and ask students to share key takeaways. This reflection helps solidify understanding and encourages thoughtful engagement.	listening and discussion, ensuring all students feel heard and valued. Student Reminders Remind students to stay engaged, respect differing viewpoints, and apply critical thinking. Encourage review of key concepts in preparation for the quiz and reflections, maintaining focus and reinforcing learning objectives.	
Segment 6 Time - 20 minutes Opening/Sponge/Motivator Present brief real-world scenarios questioning police actions. Have students quickly decide if the	Engagement: Active Participation and Interaction Encourage students to ask questions and participate actively during the presentation. Use	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources.

actions were justified using visual aids and quick polls. This activity introduces probable cause and reasonable suspicion engagingly.

Activity

- [Presentation on Probable Cause and Reasonable Suspicion](#) Deliver a detailed presentation explaining the concepts of probable cause and reasonable suspicion. Include real-life examples and Supreme Court cases to illustrate these legal standards. Use slides, videos, or other visual aids to keep students engaged and to reinforce key points.

Assessment

- After the presentation, have each group present their analysis of provided scenarios, followed by a Q&A session. Students then write brief reflections on what they learned. Conclude with a short quiz on key concepts to assess understanding comprehensively.

Closure

- **Summarize and Reflect** Review the main differences between probable cause and reasonable suspicion, emphasizing their importance. Facilitate a class discussion on how these

interactive elements such as polling and small group discussions to maintain engagement. Provide real-life examples and case studies to make the material relatable and interesting.

Student Interactions:

- Encourage collaboration and critical thinking within groups, providing guidance as needed. Promote respectful listening and discussion, ensuring all students feel heard and valued.

Student Reminders

- Remind students to stay engaged, respect differing viewpoints, and apply critical thinking. Encourage review of key concepts in preparation for the quiz and reflections, maintaining focus and reinforcing learning objectives.

- Pen and paper for note-taking and individual exercises.
- [UNDERSTANDING AND APPLYING LEGAL STANDARDS: PROBABLE CAUSE AND REASONABLE SUSPICION and UNPACKING LEGAL STANDARDS: PROBABLE CAUSE VS. REASONABLE SUSPICION IN TERRY V. OHIO](#)

standards protect rights and ensure public safety, and ask students to share key takeaways. This reflection helps solidify understanding and encourages thoughtful engagement.		
Segment 7 Time - 30 minutes Opening/Sponge/Motivator • "What's Your Verdict?" Present brief real-world scenarios questioning police actions. Have students quickly decide if the actions were justified using visual aids and quick polls. This activity introduces probable cause and reasonable suspicion engagingly. Activity • Presentation on Probable Cause and Reasonable Suspicion Deliver a detailed presentation explaining probable cause and reasonable suspicion. Use real-life examples and Supreme Court cases to illustrate these legal standards. Include slides, videos, or other visual aids to maintain engagement and reinforce key points. Assessment • Presentations and Reflections Have each group present their analysis of provided scenarios,	Engagement: • Active Participation and Interaction Encourage students to ask questions and participate actively during the presentation. Use interactive elements such as polling and small group discussions to maintain engagement. Provide real-life examples and case studies to make the material relatable and interesting. Student Interactions: • Encourage collaboration and critical thinking within groups, providing guidance as needed. Promote respectful listening and discussion, ensuring all students feel heard and valued. Student Reminders • Remind students to stay engaged, respect differing viewpoints, and apply critical thinking. Encourage review of key concepts in preparation	• Smartboard • Whiteboard and markers for visual aids and note-taking. • Student computers for accessing case summaries and legal resources. • Pen and paper for note-taking and individual exercises. • Probable Cause vs. Reasonable Suspicion: A Comparison Document • Analyzing and Interpreting Precedent Addressing Reasonable Suspicion and Probable Cause

followed by a Q&A session. Students then write brief reflections on what they learned. Conclude with a short quiz on key concepts to assess understanding comprehensively Closure ● Summarize and Reflect Review the main differences between probable cause and reasonable suspicion, emphasizing their importance. Facilitate a class discussion on how these standards protect rights and ensure public safety, and ask students to share key takeaways. This reflection helps solidify understanding and encourages thoughtful engagement.	for the quiz and reflections, maintaining focus and reinforcing learning objectives.	
Segment 8 Time - 30 minutes Opening/Sponge/Motivator ● Start with a thought-provoking question or scenario related to legal standards, prompting students to consider the application of reasonable suspicion and probable cause in real-life situations. Activity ● Students will analyze and apply the legal standards of reasonable suspicion and probable cause	Engagement: ● Encourage active participation through group work, role-playing exercises, and interactive discussions, ensuring students are intellectually engaged throughout the lesson. Student Interactions: ● Promote collaborative learning through group discussions, presentations, and peer feedback sessions, fostering a supportive and	● Smartboard ● Whiteboard and markers for visual aids and note-taking. ● Student computers for accessing case summaries and legal resources. ● Pen and paper for note-taking and individual exercises. ● Classroom Group Activity: Understanding and Applying Reasonable Suspicion and Probable Cause

through case studies, group discussions, and role-playing exercises. Assessment - Conclude with a class-wide discussion and debrief on role-playing outcomes, emphasizing understanding and application of legal standards. Closure - Summarize key insights from the lesson, reinforcing the practical importance of reasonable suspicion and probable cause in legal contexts.	participatory classroom environment. Student Reminders Remind students to actively contribute to discussions, respect diverse viewpoints, and apply critical thinking skills when analyzing legal standards and case studies.	
Segment 9 Time - 30 minutes Opening/Sponge/Motivator - Start with a thought-provoking question or scenario related to legal standards, prompting students to consider the application of reasonable suspicion and probable cause in real-life situations. Activity - Students will analyze and apply the legal standards of reasonable suspicion and probable cause through case studies, group discussions, and role-playing exercises. Assessment	Engagement: - Encourage active participation through group work, role-playing exercises, and interactive discussions, ensuring students are intellectually engaged throughout the lesson. Student Interactions: - Promote collaborative learning through group discussions, presentations, and peer feedback sessions, fostering a supportive and participatory classroom environment. Student Reminders	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Classroom Group Activity: Understanding and Applying Reasonable Suspicion and Probable Cause

- Conclude with a class-wide discussion and debrief on role-playing outcomes, emphasizing understanding and application of legal standards. Closure - Summarize key insights from the lesson, reinforcing the practical importance of reasonable suspicion and probable cause in legal contexts.	Remind students to actively contribute to discussions, respect diverse viewpoints, and apply critical thinking skills when analyzing legal standards and case studies	
Segment 10 Time - 30 minutes Opening/Sponge/Motivator - Start with a thought-provoking question or scenario related to legal standards, prompting students to consider the application of reasonable suspicion and probable cause in real-life situations. Activity - Students will analyze and apply the legal standards of reasonable suspicion and probable cause through case studies, group discussions, and role-playing exercises. Assessment - Conclude with a class-wide discussion and debrief on role-playing outcomes,	Engagement: - Encourage active participation through group work, role-playing exercises, and interactive discussions, ensuring students are intellectually engaged throughout the lesson. Student Interactions: - Promote collaborative learning through group discussions, presentations, and peer feedback sessions, fostering a supportive and participatory classroom environment. Student Reminders - Remind students to actively contribute to discussions, respect diverse viewpoints, and apply critical thinking	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. <u>Classroom Group Activity: Understanding and Applying Reasonable Suspicion and Probable Cause</u>

emphasizing understanding and application of legal standards. Closure Summarize key insights from the lesson, reinforcing the practical importance of reasonable suspicion and probable cause in legal contexts.	skills when analyzing legal standards and case studies	
Segment 11 Time - 30 minutes Opening/Sponge/Motivator - Commence the lesson with an introduction to Terry stops, highlighting their significance in law enforcement for maintaining public safety while balancing individual rights. Illustrate this balance with a scenario or anecdote to engage students in considering the practical implications of Terry stops. Activity - Students will read an assigned article on Terry stops and their impact on public safety. The article will prompt them to examine how Terry stops contribute to public safety, the legal standards officers must meet to conduct them, controversies surrounding their use, and the influence of court decisions on their application.	Engagement: - Foster active engagement through critical reading, analysis of legal principles, and discussion of the broader implications of Terry stops on legal practice and individual rights. Student Interactions: - Facilitate peer discussion to encourage exploration of differing viewpoints on Terry stops, promoting deeper understanding through debate and reflection among future legal professionals. Student Reminders - Encourage students to approach the article with a critical eye, considering various perspectives on Terry stops and articulating their insights effectively during discussions and	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Terry v. Ohio: 50 Years Later

Assessment • Evaluation will be based on students' comprehension of the article's content, assessing their understanding of the legal, ethical, and societal dimensions of Terry stops. Closure • Conclude with a class discussion synthesizing key insights from the article, emphasizing the dual goals of understanding legal principles and safeguarding civil liberties in the context of Terry stops as future legal professionals.	assessments as they prepare for legal careers.	
Segment 12 Time - 30 minutes Opening/Sponge/Motivator Activity • Following the reading of an assigned article on Terry stops and their implications for public safety, students will participate in a quiz assessing their understanding. The quiz will cover topics such as the justification for Terry stops, legal standards governing their use, controversies surrounding their implementation, and the influence of judicial rulings on their application.	Engagement: • Encourage students to actively engage with the quiz content, applying critical thinking skills to interpret and respond to questions about Terry stops and their broader implications. Student Interactions: • Promote reflection and discussion among students on the complexities and controversies surrounding Terry stops, encouraging them to articulate their viewpoints and engage in respectful debate.	• Smartboard • Whiteboard and markers for visual aids and note-taking. • Student computers for accessing case summaries and legal resources. • Pen and paper for note-taking and individual exercises. • Quiz on Terry Stops and Their Impact on Public Safety

Assessment - The quiz will evaluate students' comprehension of the article, focusing on their ability to analyze and articulate the legal, ethical, and societal dimensions of Terry stops from a legal student's perspective. Closure - Conclude by reviewing the quiz results and facilitating a brief discussion to reinforce key insights from the article. Emphasize the importance of understanding Terry stops in legal practice and its implications for safeguarding civil liberties.	Student Reminders Remind students to approach the quiz with a thorough understanding of the article, considering various perspectives on Terry stops and demonstrating their knowledge effectively through their responses.	
Segment 13 Time - 20 minutes Opening/Sponge/Motivator - Begin the presentation by outlining the fundamental importance of the Fourth Amendment in safeguarding individual rights during arrests and stops. Introduce a relevant case or scenario illustrating a violation or application of Fourth Amendment rights to pique interest and engage the audience. Activity - Throughout the presentation, cover key aspects of the Fourth	Engagement: - Foster engagement through visually compelling slides, clear explanations of legal concepts, and interactive elements that prompt audience interaction and reflection on Fourth Amendment principles. Student Interactions: - Facilitate audience participation through discussions prompted by presentation slides, encouraging students to share insights, ask questions,	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Understanding 4th Amendment Rights in Arrests and Stops and Understanding Stop & Frisk Procedures: A Comparative Analysis of Law Enforcement Tactics in Public and Private Settings Slides

Amendment as it pertains to arrests and stops. Include topics such as the requirement for probable cause and reasonable suspicion, distinctions between arrests in public versus private settings, and limitations on search and seizure powers. Assessment • Evaluate audience understanding through interactive slides that pose questions or scenarios related to Fourth Amendment rights. Encourage participation to gauge comprehension and stimulate discussion on practical applications. Closure • Conclude the presentation by summarizing key points about Fourth Amendment rights in arrests and stops. Reinforce the significance of these rights in protecting against unlawful searches and seizures, and emphasize their role in maintaining a balance between law enforcement duties and individual liberties.	and apply Fourth Amendment principles to hypothetical scenarios. <i>Student Reminders</i> • Encourage students to take notes on key concepts presented, engage actively in discussions, and consider the broader implications of Fourth Amendment rights in their future legal studies and careers.	
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Segment 14 Time - 20 minutes Opening/Sponge/Motivator ● Begin the presentation by outlining the fundamental importance of the Fourth Amendment in safeguarding individual rights during arrests and stops. Introduce a relevant case or scenario illustrating a violation or application of Fourth Amendment rights to pique interest and engage the audience. Activity ● Throughout the presentation, cover key aspects of the Fourth Amendment as it pertains to arrests and stops. Include topics such as the requirement for probable cause and reasonable suspicion, distinctions between arrests in public versus private settings, and limitations on search and seizure powers. Assessment ● Evaluate audience understanding through interactive slides that pose questions or scenarios related to Fourth Amendment rights. Encourage participation to gauge comprehension and stimulate discussion on practical applications.	Engagement: ● Foster engagement through visually compelling slides, clear explanations of legal concepts, and interactive elements that prompt audience interaction and reflection on Fourth Amendment principles. Student Interactions: ● Facilitate audience participation through discussions prompted by presentation slides, encouraging students to share insights, ask questions, and apply Fourth Amendment principles to hypothetical scenarios. Student Reminders ● Encourage students to take notes on key concepts presented, engage actively in discussions, and consider the broader implications of Fourth Amendment rights in their future legal studies and careers.	● Smartboard ● Whiteboard and markers for visual aids and note-taking. ● Student computers for accessing case summaries and legal resources. ● Pen and paper for note-taking and individual exercises. ● <u>Understanding 4th Amendment Rights in Arrests and Stops and Understanding Stop & Frisk Procedures: A Comparative Analysis of Law Enforcement Tactics in Public and Private Settings Slides</u>
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Closure Conclude the presentation by summarizing key points about Fourth Amendment rights in arrests and stops. Reinforce the significance of these rights in protecting against unlawful searches and seizures, and emphasize their role in maintaining a balance between law enforcement duties and individual liberties.		
Segment 15 Time - 5 hours (See Instruction on time breakdown) Opening/Sponge/Motivator - Begin the session by emphasizing the critical importance of the Fourth Amendment in protecting citizens' rights during law enforcement encounters. Introduce a relevant case or scenario highlighting the implications of Fourth Amendment protections to engage students in the topic. Activity <u>Describe 4th Amendment Requirements for Arresting Citizens (1 hour)</u>: Cover the essential elements of the Fourth Amendment related to arresting citizens, focusing on the	Engagement: - Foster engagement through interactive discussions, case analyses, and scenario-based learning activities that encourage students to apply Fourth Amendment principles to hypothetical scenarios and real-world examples. Student Interactions: - Promote collaborative learning through group activities and discussions, allowing students to share perspectives, debate legal interpretations, and deepen their understanding of Fourth Amendment principles in various contexts. Student Reminders	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. <u>Comprehensive Classroom Activities on 4th Amendment Arrest Procedures Instructions</u>

requirement of probable cause and its application in different scenarios. Discuss case law examples that illustrate how these requirements are interpreted in practice. • <u>Explain What an Arrest Warrant Is and How It Is Used (1 hour):</u> Provide a detailed explanation of arrest warrants, including their purpose, issuance process, and legal requirements. Discuss the role of probable cause in obtaining arrest warrants and highlight the protections they afford both law enforcement and citizens. • <u>Explain How a Stop & Frisk Operates (1 hour):</u> Explore the operational procedures of stop and frisk encounters, including the legal standards of reasonable suspicion and their application in determining when such stops are justified. Use case examples to illustrate the impact of stop and frisk practices on law enforcement and individual rights. • <u>Compare and Contrast Stop & Frisks with Arrests (1 hour):</u> Analyze the similarities and differences between stop and frisk encounters and formal arrests.	• Encourage students to actively participate in discussions, take detailed notes on key concepts and case examples, and reflect on how Fourth Amendment principles apply to their future legal studies and careers.	
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Discuss the legal implications of each, including the level of intrusion on personal liberty and the procedural safeguards required under the Fourth Amendment. • <u>Differentiate Rules for Arresting Persons in Public vs. in a Private Building (1 hour):</u> Compare the legal considerations and procedural differences involved in arresting individuals in public settings versus private buildings. Address issues such as consent, warrant requirements, and expectations of privacy under the Fourth Amendment. Assessment • Assess student understanding through group discussions, case study analyses, and scenario-based exercises that require application of Fourth Amendment principles to real-life situations. Closure • Conclude the session by summarizing key concepts and practical implications of Fourth Amendment requirements for arresting citizens, arrest warrants, stop and frisk procedures, and rules governing arrests in public		
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versus private settings. Reinforce the importance of these legal standards in safeguarding constitutional rights and maintaining balance in law enforcement practices.		
Segment 16 Time - 20 minutes Opening/Sponge/Motivator - Begin by setting the stage with the significance of stop and frisk procedures in law enforcement, emphasizing their role in balancing public safety and individual rights. Introduce a scenario or case study to engage students in understanding the complexities of stop and frisk in both public and private settings. Activity - Dive into a comparative analysis of stop and frisk tactics, exploring the legal standards of reasonable suspicion and probable cause. Discuss how these standards differ between public and private settings, using case studies and legal precedents to illustrate practical applications Assessment - Evaluate student comprehension through interactive discussions and case study analyses. Assess	Engagement: - Foster active participation through visual aids, such as slides and diagrams, that outline legal standards and case examples. Encourage critical thinking by prompting students to analyze and debate the implications of stop and frisk procedures. Student Interactions: - Facilitate peer interactions through group discussions and role-playing exercises that simulate real-world scenarios. Encourage students to collaborate in evaluating the ethical and legal dimensions of stop and frisk tactics. Student Reminders - Remind students to engage thoughtfully with the material, consider diverse perspectives on stop and frisk procedures, and apply their understanding to uphold constitutional rights	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Understanding Stop & Frisk Procedures: A Comparative Analysis of Law Enforcement Tactics in Public and Private Settings and Legal Analysis: Evaluating Stop and Frisk Procedures and Arrest Powers

their ability to apply legal principles to scenarios involving stop and frisk procedures and arrest powers, focusing on ethical considerations and constitutional protections. Closure Conclude the lesson with a summary of key insights gained from the comparative analysis. Reinforce the importance of respecting civil liberties while ensuring effective law enforcement practices in diverse settings.	and ethical standards in law enforcement practices.	
Segment 17 Time - 20 minutes Opening/Sponge/Motivator - Begin by setting the stage with the significance of stop and frisk procedures in law enforcement, emphasizing their role in balancing public safety and individual rights. Introduce a scenario or case study to engage students in understanding the complexities of stop and frisk in both public and private settings. Activity - Dive into a comparative analysis of stop and frisk tactics, exploring the legal standards of reasonable suspicion and probable cause.	Engagement: - Foster active participation through visual aids, such as slides and diagrams, that outline legal standards and case examples. Encourage critical thinking by prompting students to analyze and debate the implications of stop and frisk procedures. Student Interactions: - Facilitate peer interactions through group discussions and role-playing exercises that simulate real-world scenarios. Encourage students to collaborate in evaluating the ethical and	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Understanding Stop & Frisk Procedures: A Comparative Analysis of Law Enforcement Tactics in Public and Private Settings and Legal Analysis: Evaluating Stop and Frisk Procedures and Arrest Powers

Discuss how these standards differ between public and private settings, using case studies and legal precedents to illustrate practical applications Assessment • Evaluate student comprehension through interactive discussions and case study analyses. Assess their ability to apply legal principles to scenarios involving stop and frisk procedures and arrest powers, focusing on ethical considerations and constitutional protections. Closure • Conclude the lesson with a summary of key insights gained from the comparative analysis. Reinforce the importance of respecting civil liberties while ensuring effective law enforcement practices in diverse settings.	legal dimensions of stop and frisk tactics. Student Reminders • Remind students to engage thoughtfully with the material, consider diverse perspectives on stop and frisk procedures, and apply their understanding to uphold constitutional rights and ethical standards in law enforcement practices. •	
Segment 18 Time - 2 hours (depending on class size) Opening/Sponge/Motivator • Start the session by highlighting the practical significance of understanding arrest procedures in law enforcement scenarios. Introduce the group activity by	Engagement: • Foster active participation by encouraging students to immerse themselves in the roles provided, prompting critical thinking about legal standards and their implications in law enforcement practices.	• Smartboard • Whiteboard and markers for visual aids and note-taking. • Student computers for accessing case summaries and legal resources. • Pen and paper for note-taking and individual exercises. • Group Activity Instructions

outlining its objective to simulate potential arrest scenarios, emphasizing the importance of applying legal knowledge and critical thinking skills.

Activity

- Students will role-play various potential arrest scenarios to determine whether the arrests comply with the 4th Amendment. This will help them understand the legal principles of probable cause and warrant requirements.

Assessment

- Evaluate student understanding through their role-playing performances and subsequent discussions. Assess their ability to identify key Fourth Amendment principles, apply legal reasoning to justify or challenge arrests, and articulate their conclusions based on the scenarios presented.

Closure

- Conclude the activity with a debriefing session to discuss each scenario's outcomes. Facilitate a class discussion on the application of probable cause and warrant requirements in arrest situations, reinforcing the importance of these legal

Student Interactions:

- Promote collaborative learning through group discussions following each scenario, where students can compare their interpretations of Fourth Amendment requirements and debate the legality of the simulated arrests.

Student Reminders

- Remind students to approach the role-playing activity with a focus on understanding how the Fourth Amendment applies to arrest scenarios, and to actively participate in discussions to deepen their comprehension of legal principles governing probable cause and warrant requirements.

standards in protecting individual rights.		
Segment 19 Time - 30 minutes Opening/Sponge/Motivator - Start the session by highlighting the significance of the Fourth Amendment in protecting individuals from unreasonable searches and seizures. Introduce the activity by explaining that students will analyze various stop and frisk scenarios to determine whether the actions of police officers comply with the Fourth Amendment, helping them understand the legal standards of reasonable suspicion and the scope of a lawful frisk. Activity - The teacher will present various stop and frisk scenarios to the class. For each scenario, the teacher will lead a discussion, guiding students to assess whether the officers' actions meet the legal standards of reasonable suspicion and comply with the Fourth Amendment. Students will be encouraged to think critically and participate actively in the discussion. Assessment	Engagement: - Encourage active participation by prompting students to analyze and discuss each scenario. Use questions and prompts to stimulate critical thinking and ensure students are engaged in applying legal concepts to real-life situations Student Interactions: - Facilitate a teacher-led discussion where students can share their thoughts and interpretations. Encourage respectful debate and consideration of different perspectives on the legality of the police actions in the scenarios. Student Reminders - Remind students to focus on understanding the concept of reasonable suspicion and the requirements for a lawful frisk under the Fourth Amendment. Encourage them to participate actively in the discussion and think	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Instructions for Scenarios Class Activity Scenario Class Activity

- Evaluate student understanding through their participation in the discussion. Assess their ability to identify reasonable suspicion, apply legal standards, and articulate their reasoning about the legality of the stop and frisk actions based on Fourth Amendment principles. Closure - Conclude the activity with a summary of key points discussed, emphasizing the importance of reasonable suspicion and the legal limits of a lawful frisk. Reinforce the practical implications of these legal standards for law enforcement and individual rights.	critically about the legal principles involved.	
Segment 20 Time - 30 minutes Opening/Sponge/Motivator Begin by emphasizing the critical role of the Fourth Amendment in regulating arrests and protecting individuals from unreasonable seizures. Introduce the activity by explaining that students will analyze various arrest scenarios to determine their lawfulness under the Fourth Amendment.. Activity	Engagement: Encourage active participation by prompting students to share their analyses and conclusions during the class discussion. Use questions and prompts to stimulate critical thinking and ensure students are engaged in applying legal concepts to real-life arrest scenarios. Student Interactions:	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Case Precedent Videos Links Fourth Amendment Arrest Scenarios: Student Worksheet

● Case Precedent Videos: Start by showing a series of brief videos that summarize key case precedents related to Fourth Amendment arrests, such as <i>Terry v. Ohio</i>, <i>Illinois v. Gates</i>, and <i>Maryland v. Pringle</i>. These videos will provide a foundational understanding of the legal principles and standards for probable cause and warrant requirements. ● Scenario Analysis: Distribute the student worksheets, which contain different arrest scenarios. Instruct students to analyze each scenario, determine whether the arrest is lawful under the Fourth Amendment, and consider the requirements for probable cause and the necessity of a warrant. Students will fill in their answers in the provided spaces, justifying their conclusions with legal reasoning. Additionally, they will research and cite relevant case precedents that apply to each scenario. Assessment ● Evaluate student understanding through their completed worksheets. Assess their ability to identify probable cause,	● Facilitate a class discussion where students can present their findings, share their legal reasoning, and debate the lawfulness of the arrests in the scenarios. Encourage respectful consideration of different viewpoints and interpretations Student Reminders ● Remind students to focus on understanding the concept of probable cause and the legal requirements for warrants under the Fourth Amendment. Encourage them to thoroughly research relevant case precedents and actively participate in the discussion to enhance their comprehension of legal principles.	● Fourth Amendment Arrest Scenarios: Student Worksheet Answer Key
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understand warrant requirements, apply legal standards, and justify their conclusions with well-researched legal reasoning and relevant case precedents Closure Conclude the activity with a class discussion to review the scenarios and students' conclusions. Highlight key legal principles and case precedents that were particularly relevant to the scenarios. Reinforce the importance of probable cause and warrant requirements in ensuring lawful arrests under the Fourth Amendment.		
Segment 21 Time - 30 minutes Opening/Sponge/Motivator - Begin by emphasizing the critical role of the Fourth Amendment in regulating arrests and protecting individuals from unreasonable seizures. Introduce the activity by explaining that students will analyze various arrest scenarios to determine their lawfulness under the Fourth Amendment.. Activity Case Precedent Videos: Start by showing a series of brief videos that summarize key case	Engagement: - Encourage active participation by prompting students to share their analyses and conclusions during the class discussion. Use questions and prompts to stimulate critical thinking and ensure students are engaged in applying legal concepts to real-life arrest scenarios. Student Interactions: - Facilitate a class discussion where students can present their findings, share their	- Smartboard - Whiteboard and markers for visual aids and note-taking. - Student computers for accessing case summaries and legal resources. - Pen and paper for note-taking and individual exercises. Case Precedent Videos Links Fourth Amendment Arrest Scenarios: Student Worksheet Fourth Amendment Arrest Scenarios: Student Worksheet Answer Key

precedents related to Fourth Amendment arrests, such as <i>Terry v. Ohio</i>, <i>Illinois v. Gates</i>, and <i>Maryland v. Pringle</i>. These videos will provide a foundational understanding of the legal principles and standards for probable cause and warrant requirements. ● Scenario Analysis: Distribute the student worksheets, which contain different arrest scenarios. Instruct students to analyze each scenario, determine whether the arrest is lawful under the Fourth Amendment, and consider the requirements for probable cause and the necessity of a warrant. Students will fill in their answers in the provided spaces, justifying their conclusions with legal reasoning. Additionally, they will research and cite relevant case precedents that apply to each scenario. Assessment ● Evaluate student understanding through their completed worksheets. Assess their ability to identify probable cause, understand warrant requirements, apply legal standards, and justify their conclusions with	legal reasoning, and debate the lawfulness of the arrests in the scenarios. Encourage respectful consideration of different viewpoints and interpretations Student Reminders ● Remind students to focus on understanding the concept of probable cause and the legal requirements for warrants under the Fourth Amendment. Encourage them to thoroughly research relevant case precedents and actively participate in the discussion to enhance their comprehension of legal principles.	
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well-researched legal reasoning and relevant case precedents Closure ● Conclude the activity with a class discussion to review the scenarios and students' conclusions. Highlight key legal principles and case precedents that were particularly relevant to the scenarios. Reinforce the importance of probable cause and warrant requirements in ensuring lawful arrests under the Fourth Amendment.		
Segment 22 Time - 30 minutes Opening/Sponge/Motivator ● Begin by emphasizing the critical role of the Fourth Amendment in regulating arrests and protecting individuals from unreasonable seizures. Introduce the activity by explaining that students will analyze various arrest scenarios to determine their lawfulness under the Fourth Amendment.. Activity ● Case Precedent Videos: Start by showing a series of brief videos that summarize key case precedents related to Fourth Amendment arrests, such as <i>Terry v. Ohio</i>, <i>Illinois v. Gates</i>, and	Engagement: ● Encourage active participation by prompting students to share their analyses and conclusions during the class discussion. Use questions and prompts to stimulate critical thinking and ensure students are engaged in applying legal concepts to real-life arrest scenarios. Student Interactions: ● Facilitate a class discussion where students can present their findings, share their legal reasoning, and debate the lawfulness of the arrests in the scenarios. Encourage	● Smartboard ● Whiteboard and markers for visual aids and note-taking. ● Student computers for accessing case summaries and legal resources. ● Pen and paper for note-taking and individual exercises. ● Case Precedent Videos Links ● Fourth Amendment Arrest Scenarios: Student Worksheet ● Fourth Amendment Arrest Scenarios: Student Worksheet Answer Key

Maryland v. Pringle. These videos will provide a foundational understanding of the legal principles and standards for probable cause and warrant requirements.

- **Scenario Analysis:** Distribute the student worksheets, which contain different arrest scenarios. Instruct students to analyze each scenario, determine whether the arrest is lawful under the Fourth Amendment, and consider the requirements for probable cause and the necessity of a warrant. Students will fill in their answers in the provided spaces, justifying their conclusions with legal reasoning. Additionally, they will research and cite relevant case precedents that apply to each scenario.

Assessment

- Evaluate student understanding through their completed worksheets. Assess their ability to identify probable cause, understand warrant requirements, apply legal standards, and justify their conclusions with well-researched legal reasoning and relevant case precedents

Closure

respectful consideration of different viewpoints and interpretations

Student Reminders

- Remind students to focus on understanding the concept of probable cause and the legal requirements for warrants under the Fourth Amendment. Encourage them to thoroughly research relevant case precedents and actively participate in the discussion to enhance their comprehension of legal principles.

Conclude the activity with a class discussion to review the scenarios and students' conclusions. Highlight key legal principles and case precedents that were particularly relevant to the scenarios. Reinforce the importance of probable cause and warrant requirements in ensuring lawful arrests under the Fourth Amendment.		
<i>PLC Question Three: What will we do when students have not learned?</i> - Pair students with peer tutors - Provide examples of exemplary work products - After school meetings		
<i>PLC Question Four: What will we do when students have learned?</i> Enrichment Activities: Research Projects: Assign students to research specific cases related to the Fourth Amendment, such as <i>Terry v. Ohio</i>, and present their findings. Debate Sessions: Organize debates where students argue different sides of key issues like probable cause vs. reasonable suspicion. Field Trips: Arrange visits to local courts or police stations to see how arrests and stops are handled in practice.		
<i>Enrichment</i>		
<i>Additional Information Related to the Unit:</i> SkillsUSA Connection(s): Notes:		

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