

Course: Law Enforcement	Semester: TBD
Unit: Apply procedures used in career planning in law enforcement	Duration of Unit: 7 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: ● 9.01 Apply personal qualifications and skills needed in law enforcement careers ● 9.02 Understand career opportunities in law enforcement ● 9.03 Understand past, present, and future trends in law enforcement	
Supporting Standards (if any): ●	
Essential Questions: ● How do I prepare for a career in law enforcement?	
Student-Friendly Learning Targets: ● I Can describe personal qualifications, interest, aptitudes, knowledge, and skills necessary to succeed in criminal justice careers. ● I Can identify the array of opportunities within the career of law enforcement. ● I Can explain the role and function of professional organizations, industry associations, and organized labor in a productive society. ● I Can identify past, present, and future trends that affect careers in criminal justice. ● I Can describe how working in law enforcement affects people.	
Essential Vocabulary	
Key Academic Vocabulary: ● character, agility, dependability, cooperation, respect, probationary, merit, vice, resume, perspective, candidate, scrutiny, transparency, tolerant, diversity, complacency, anxiety, fatigue, camaraderie, perception	
Scaffolded (Review) Academic Vocabulary: ● integrity, municipal, ethics, stamina, strength	

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

Assessment and Evidence

Classroom Assessments:

- Vocabulary activities, Graphic Organizer, Resume Worksheet, Resume, Interview Prep Worksheet, Job Application, Summative

Proficiency Scales

Score 4.0

The student will:

- Describe the personal and professional qualifications required for a career in law enforcement
- Create a professional resume to industry standards that can be used beyond the classroom and into real world application
- Prepare for, and sit in a mock job interview to successfully “land the job”
- List a wide variety of career opportunities within law enforcement, and describe what each job entails
- Know and understand the role and function of professional organizations in law enforcement
- Described how organized labor plays a role in a productive society
- Understand and describe the positive and negative effects of the law enforcement work environment

Score 3.0

The student will:

- Be able to research organizations for job opportunities, and complete a job application
- Understand how to prepare for, and sit in a job interview
- Prepare a resume meeting industry standards
- Recognize the various career opportunities and requirements for a career in law enforcement
- Identify and understand the trends in law enforcement

Score 2.0

The student will:

- Understand the job application process
- Know that there are multiple types of careers available in the law enforcement pathway
- Understand how the law enforcement work environment affects people

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 <i>Time</i> - 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</i> - 30 Min Opening/Sponge/Motivator - Ask this question: What do you think it takes to be a police officer? Activity - PowerPoint presentation: Law Enforcement Career Requirements Assessment - Check for understanding Closure - Discuss the importance of high standards in the application process in law enforcement.	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 -Career Requirements - Whiteboard/smartboard - Computer

Segment 5 Time - 30 Min Opening/Sponge/Motivator - Discuss various research tools used to locate information about specific careers. Activity - Career Research Graphic Organizer Assessment - Assignment can be graded Closure - Explain that some people might need more time to finish but move on to 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 or in small groups Student Reminders: - Remind students to stay on task - incomplete assignments can be completed as homework	- Student computer/internet access Graphic Organizer Worksheet
Instructor Note: A good starting point for research can be found at this website: https://www.bls.gov/ooh/		
Segment 6 Time - 30 Min Opening/Sponge/Motivator - Choose a couple students and ask students to tell you what their skills are. You may need to help them get creative and think about personal and technical skills. Then discuss how to put this information in formal writing for potential employers. Activity - PowerPoint presentation: Resume Writing Assessment - Check for understanding Closure - Encourage students to begin thinking about their skills and experience and get them excited about creating a resume that will be a graded assignment, but one that they will be able to take with them to use in the real world.	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 -Resume Writing - Whiteboard/smartboard - Computer

Segment 7 Time - 30 Min Opening/Sponge/Motivator - Explain the importance of preparation in resume writing. Explain the importance of truthfulness on a resume. Activity - Resume Worksheet Assessment - Check work to make sure the information is accurate and relevant Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Circulate throughout the room to assist students with the worksheet - Encourage students to be creative in their thought process Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students that this information will be used to create their resume	Resume Worksheet Resume Rubric Alternative Rubric
Instructor Note: Here is an alternate resume worksheet. You can use this in place of or in addition to the above linked worksheet. Alternate Worksheet		
Segment 8 Time - 30 Min Opening/Sponge/Motivator - Once students are satisfied with the information on the resume worksheet, tell them that we are now going to build a resume. Activity - Resume Writing - student will create a resume	Engagement: - Circulate throughout the room to assist students with their resume - Encourage students to be creative in their thought process Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students that this can be used to apply for real jobs, so they should take pride in their work, and strive for their best work	Resume Rubric Alternative Rubric - Handout: Resume template - Handout: Action Verbs - Handout: References Template - Handout: Cover Letter template

Assessment - Resume should be graded according to a rubric. You may use the one provided, alter the one provided, or create one of your own. Closure - Explain that some people might need more time to finish but move on to the next segment. - Discuss how this assignment can be taken into the real world		
Instructor Note: You may use the sample resume template provided, or one of your own. The above resource was provided as a starting point. Instructors can modify this assignment in any way that fits their style. Other handouts are provided as additional resources for helping your students.		
Segment 9 Time - 30 Min Opening/Sponge/Motivator - Discuss the importance of making a good first impression to potential employers. Poll random students about what they think are good interview skills, or ask them what are some do's and don'ts of an interview. Activity - PowerPoint presentation: Interview Skills Assessment - Check for understanding Closure - Poll students (other than the ones polled previously) and ask them the same question as before.	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 -Interview Skills - Whiteboard/smartboard - Computer

Segment 10 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Inform the students they will now watch videos depicting good and bad interviews, and they should be taking notes for discussion later Activity - Video Analysis - Interview Skills - Show the linked videos of good and bad interviews and discuss them with your students. Have students write down things they notice in the videos from what they learned in the lecture. Assessment - Check for understanding Closure - Reemphasize the importance of making a good first impression through the interview process	Engagement: - Ensure students are on task and paying attention to the videos - You may choose to pause the video to make points about good/bad things, or discuss each video after it finishes playing - Cold call random students to see what they wrote in their notes Student Interactions: - Students should be interacting through open discussion about their notes and observations - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to pay attention and take notes	Good/Bad Interview Part 1 Good/Bad Interview Part 2
Segment 11 <i>Time - 30 Min</i> Opening/Sponge/Motivator - Discuss the problems law enforcement is having with recruitment and retention. Activity - PowerPoint presentation: Emerging Trends in Law Enforcement Assessment - Check for understanding Closure - Discuss modern recruitment tactics. See what the students think would lure them or their peers into a career like law enforcement.	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 - Emerging Trends - Whiteboard/smartboard - Computer

Segment 12 <i>Time</i> - 30 Min Opening/Sponge/Motivator - Review interview skills along with the do's and don'ts Activity - Activity - Interview Preparation Assessment - You may choose to grade the video responses, or simply check for understanding Closure - Hold discussion with students about lessons learned about their own interview skills	Engagement: - Assist students with encouragement when sharing videos with other students - Guide students as they work on their answers to interview questions Student Interactions: - Students will be working in small groups critiquing each other Student Reminders - Remind students to be professional with their critiques of other students' videos	Interview Prep Instruction Sheet - Video camera (if not using FlipGrid or some other form of recording for students) - Computer and smart board
Segment 13 <i>Time</i> - 30 Min Opening/Sponge/Motivator - Review with students the etiquettes of completing job applications Activity - Job Application Practice Assessment - Check for completion and understanding - If graded, you should create a rubric Closure - Explain that some people might need more time to finish but move on to the next segment.	Engagement: - Circulate the room assisting students and checking for understanding 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	Job Application Form
Instructor Note: You may use the sample application provided, create one, or use another version you may already have on file.		

Segment 14 Time - 30 Min Opening/Sponge/Motivator - Ask students to describe what they think police officers' lives are like, on and off duty. Activity - PowerPoint presentation: Life of an Officer Assessment - Check for understanding Closure - Emphasize how police officers are just normal people, just like everyone else.	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 an Officer - Whiteboard/smartboard - Computer
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: - Advanced students can complete a document analysis or a research paper using this document about the Explorers Program. - For additional activities, you can choose to hold mock interviews, using fellow teachers or industry experts as your interview panel. Students should hold practice interviews leading up to this activity if chosen. SkillsUSA Connection(s): - Job Interview, resume building - SkillsUSA Framework Connection Activity - "Professional Four Corners" (Workplace Skills: Communication) Notes: 9.0 Capstone Competency Review Capstone Competencies (Comprehensive Review for certification exam)		

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

Week 1

1. Vocabulary
2. Lecture: Career Requirements
Graphic Organizer
3. Lecture: Resume Writing
Resume Worksheet
Begin Resume Writing
4. Resume Writing
Lecture: Interview Skills
5. Video Analysis
Lecture: Emerging Trends
Begin Interview Prep Activity

Week 2

1. Interview Prep Activity
Job Application
Lecture: Life of an Officer
2. Review
3. Summative Assessment