

Course: Law Enforcement	Semester: TBD
Unit: History, Crime Awareness & Causes of Crime	Duration of Unit: 4 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Main Standards: <ul style="list-style-type: none"> 1.02 - Understand the Bill of Rights and the rights of citizens and police. 	
Supporting Standards (if any): <ul style="list-style-type: none"> 1.01 - Understand the history of law enforcement 	
Essential Questions: <ul style="list-style-type: none"> What is the significance of the Bill of Rights being added to the U.S. Constitution? Where do the police get their powers? 	
Student-Friendly Learning Targets: <ul style="list-style-type: none"> I Can identify the Bill of Rights and apply them correctly in a scenario setting I can define how the Bill of Rights impacts the criminal justice system I can identify rights for citizens and police 	
Essential Vocabulary	
Key Academic Vocabulary: Enumeration Clause, case law, due process, amendment, incendiary speech, quartering, probable cause, reasonable, frisk	
Scaffolded (Review) Academic Vocabulary: common law	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	
Classroom Assessments: <ul style="list-style-type: none"> Vocabulary WebQuest Bill of Rights Illustration Charts Bill of Rights Quiz 	

Proficiency Scales		
Score 4.0	<i>The student will:</i> <ul style="list-style-type: none">be able to understand and apply the Bill of Rights to a given scenario	
Score 3.0	<i>The student will:</i> <ul style="list-style-type: none">be able to identify and explain the individual rights contained within the bill of rights	
Score 2.0	<i>The student will:</i> <ul style="list-style-type: none">be able to explain what the Bill of Rights is	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
<p>Segment 1 Vocabulary Introduction Time - 30 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none">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 <p>Activity</p> <ul style="list-style-type: none">Vocabulary Word Search <p>Assessment</p> <ul style="list-style-type: none">Word searches will be graded <p>Closure</p> <ul style="list-style-type: none">Explain that some people might need more time to finish but move on to Crossword	<p>Engagement:</p> <ul style="list-style-type: none">remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none">You might allow ESL or SE students to work with peer mentors or in small groupsWord searches can be very difficult and frustrating for some students - particularly dyslexia <p>Student Reminders:</p> <ul style="list-style-type: none">Remind students to stay on task as there is more to this assignment	<ul style="list-style-type: none">Instructor can create his/her own Bell Ringer prompt, or choose from this list: Bell Ringer Listword search sheethighlighterword search answer key

<p>Segment 2: Vocab Introduction <i>Time:</i> 30 min Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> 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 <p>Activity</p> <ul style="list-style-type: none"> crossword puzzle <p>Assessment</p> <ul style="list-style-type: none"> Check for understanding <p>Closure</p> <ul style="list-style-type: none"> Explain that some people might need more time to finish but move on to Flash Cards 	<p>Engagement:</p> <ul style="list-style-type: none"> remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups <p>Student Reminders:</p> <ul style="list-style-type: none"> Remind students to stay on task as there is more to this assignment 	<ul style="list-style-type: none"> crossword puzzle sheet crossword puzzle answer key
<p>Segment 3 Vocabulary Introduction <i>Time</i> - 30 min Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the importance of breaking words down and dissecting for further understanding <p>Activity</p> <ul style="list-style-type: none"> Vocabulary flashcards using the Frayer Model of flashcards <p>Assessment</p> <ul style="list-style-type: none"> Flashcards are graded <p>Closure</p> <ul style="list-style-type: none"> Explain that some people might need more time to finish but move on to next segment 	<p>Engagement:</p> <ul style="list-style-type: none"> explain and show examples of Frayer Model flashcards <p>Student Interactions:</p> <ul style="list-style-type: none"> You might allow ESL or SE students to work with peer mentors or in small groups <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay on task 	<ul style="list-style-type: none"> Frayer Model of flashcards Frayer Model of Flashcards explanation Index cards

<p>Segment 4 <i>Time - 30 min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Explain the importance of citizens knowing what their rights are, and the equal importance of police knowing their limitations on power in order to protect citizens rights <p>Activity</p> <ul style="list-style-type: none"> PowerPoint presentation - Bill of Rights <p>Assessment</p> <ul style="list-style-type: none"> check for understanding <p>Closure</p> <ul style="list-style-type: none"> Review content. Play the “Bill of Rights Rap Song” Youtube video 	<p>Engagement:</p> <ul style="list-style-type: none"> Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> PowerPoint - Bill of Rights YouTube video
<p>Segment 5 <i>Time - 30 min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Discuss Constitutional Law and it being the “Supreme Law of the Land”. What does this mean? <p>Activity</p> <ul style="list-style-type: none"> WebQuest: Constitutional Law <p>Assessment</p> <ul style="list-style-type: none"> WebQuest will be graded <p>Closure</p> <ul style="list-style-type: none"> Explain that students may need more time to complete the webquest, but move on to next segment 	<p>Engagement:</p> <ul style="list-style-type: none"> Students will be working individually <p>Student Interactions:</p> <ul style="list-style-type: none"> 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 <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay on task, and that this material may be covered in a test 	<ul style="list-style-type: none"> WebQuest: Constitutional Law

<p>Segment 6 <i>Time - 30 min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Discussion: is there any one right more important than another? <p>Activity</p> <ul style="list-style-type: none"> • Survivor Rights game <p>Assessment</p> <ul style="list-style-type: none"> • Check for understanding <p>Closure</p> <ul style="list-style-type: none"> • Discuss how the loss of one of these amendments would change the way policing is conducted, as well as how we live in our current society. How would our lives be different? 	<p>Engagement:</p> <ul style="list-style-type: none"> • Open discussions <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students will be actively participating in the game <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to have fun with this, but pay attention to the overall lesson 	<ul style="list-style-type: none"> • Survivor Rights Game instructions
<p>Segment 7 Illustration Charts <i>Time - 60 min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Ask students how they would describe the amendments to someone else? How would they get them to understand the rights of citizens? <p>Activity</p> <ul style="list-style-type: none"> • Bill of Rights Illustration Charts <p>Assessment</p> <ul style="list-style-type: none"> • Illustration charts will be submitted for grading <p>Closure</p> <ul style="list-style-type: none"> • Post the final illustration charts around the classroom or in the hall for other students to see 	<p>Engagement:</p> <ul style="list-style-type: none"> • Walk among the students to gauge understanding and ensure appropriateness of illustrations <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students will be working with peers <p>Student Reminders</p> <ul style="list-style-type: none"> • <i>Remind students to stay on task</i> 	<ul style="list-style-type: none"> • Bill of Rights Illustration Chart instruction sheet.

<p>Segment 8 <i>Time - 30 min</i></p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Talk about the importance of being able to apply the Bill of Rights to a given scenario <p>Activity</p> <ul style="list-style-type: none"> • Bill of Rights Quiz <p>Assessment</p> <ul style="list-style-type: none"> • Quiz is graded for accuracy <p>Closure</p> <ul style="list-style-type: none"> • Segway discussion about the causes of crime 	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working individually on the quiz <p>Student Interactions:</p> <ul style="list-style-type: none"> • Walk among students to ensure academic integrity <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that this information could be on a final test 	<ul style="list-style-type: none"> • Bill of Rights Quiz • Bill of Rights Quiz answer key
<p>PLC Question Three: What will we do when students have not learned?</p>		
<p>Interventions</p> <ul style="list-style-type: none"> • Reteach • Recovery • Peer teach • Alternative assignments 		
<p>PLC Question Four: What will we do when students have learned?</p>		
<p>Enrichment</p>		
<p>Additional Information Related to the Unit:</p> <ul style="list-style-type: none"> • Bill of Rights Documentary • Project Idea: Students (in groups or individually) can create a “Bill of Rights” for their school, naming unalienable rights for students and staff. Make sure they include an amendment which gives the faculty their powers. • iCivics Website Bill of Rights Game <p>SkillsUSA Connection(s):</p> <ul style="list-style-type: none"> • Law & Justice contest - related to search & seizure, and arrests • SkillsUSA Framework Connection Activity - “Lies, Up and Away” (personal skills enhancement - Integrity) <p>Notes:</p> <ul style="list-style-type: none"> • 1.02 Capstone Competencies 		

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

Week 1

1. Vocabulary
2. Lecture: Bill of Rights
WebQuest: ConLaw
3. Review Bill of Rights with students
Survivor Rights Game
4. Bill of Rights Illustration Charts
5. Quiz: Bill of Rights
Documentary Video