

# LAW ENFORCEMENT SERVICES

The past, present and future of Law Enforcement:

AKA Robocop?

21<sup>st</sup> Century Law Enforcement

**INDUSTRY SECTOR | Public Services**

**PATHWAY | Public Safety**

## COURSE ESSENTIAL QUESTION:

## COURSE OVERVIEW:

This course is designed to educate students in law enforcement occupations through hands on training, role playing and exposure to various police scenarios. Students will be trained and taught by current police experts, cadets, and police officers. Student will apply skills learned such as pat down searches, building searches, high risk traffic stops, handcuffing techniques and use of force. Students will also participate in physical fitness, be exposed to K9 demonstrations and law enforcement related field trips. Students will lead other students in practical scenarios such as building searches, traffic stops, active shooter responses and the execution of search warrants. Students will also lead the class in physical exercises and lifetime fitness practices.

## INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11<sup>th</sup>/12<sup>th</sup> grader.
- B. **Abilities Required:** Read and write at a 9<sup>th</sup> grade level. Be able to participate in rigorous physical training.
- C. **Dress Requirement and Grooming:** Must dress code/Industry Standards
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** No fee for high school students
- F. **Course Length:** 180 hours
- G. **Textbook:** No textbook for this class
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** Yes
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work- Based Learning:** No

IDEA/THEME: UNIT 1. HOW ABOUT A CAREER IN LAW ENFORCEMENT?

ENGAGING TITLE:

ESSENTIAL QUESTION: How can you prepare yourself now for a career in law enforcement?

INSTRUCTIONAL HOURS: 10 Hours

### Common Core Unit Objective

Students will be introduced to close quarter marching drills. Students will learn understand face commands, marching commands, preparatory commands, and executory commands.

### Key Assignments

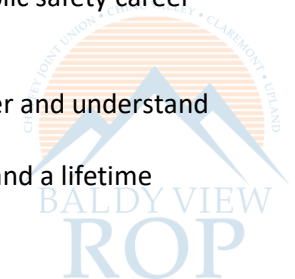
- As a class, students will separate into two platoons with four squads each and execute all commands in a formal marching ceremony. Students will teach and guide students in need of assistance
- Students will write a one-page paper on the difference between “Spirit of the Law” and “Letter of the Law”
- Students will fill out application for Police Officer Position
- Students will complete a recruitment video

### Anchor Standards

- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments of performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Public Services sector.

### Pathway Standards

- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas.
- A3.2 Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.
- A3.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.



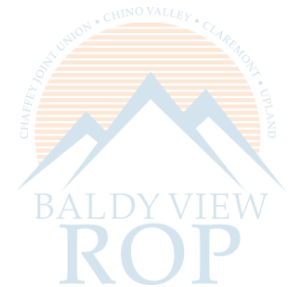
### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

### RESOURCES:

#### Resources

1. PowerPoint for A2.4 (Information on various law enforcement agencies).
2. PowerPoint for equipment used by local, state, and federal law enforcement agencies.
3. Copies of "10 Codes" and "Phonetic codes/Acronyms" handed out to students.
4. Post learning domains.
5. Penal, Vehicle, Business and Professions codes/other applicable.
6. Job Applications
7. Blank Resumes
8. Bingo Game for Review



**IDEA/THEME: UNIT 2. DRILL AND CEREMONY**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: Are you ready to put a “you” in team?**

**INSTRUCTIONAL HOURS: 5 Hours initially – Ongoing subsequently**

**Common Core Unit Objective**

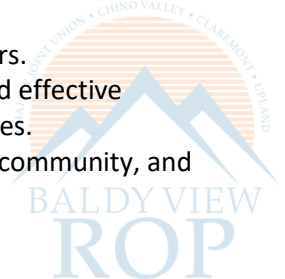
Students will understand the philosophy behind the establishment of crimes in our society. Students will acquire a general knowledge of what the general principles of criminal liability are through the study of *actus reus* (action including status or condition as action, thoughts and action, voluntariness, words as acts, omission as action, and possession), *mens rea* (intent or the mental element including determining and defining in relation to purpose, knowledge, recklessness, negligence and strict liability), concurrence and causation, and offense grading.

**Key Assignments**

- Students will select a crime previously discussed in class; theft, robbery, burglary. After selecting a crime, students will create a poster board listing all elements of the crime. Students will determine if the crime is a felony or misdemeanor and explain why.
- Students will write a one page paper discussing the difference between mens rea and actus rea. Students will provide clear examples of both. Students will review each other’s papers and offer suggestions.
- As a class, students will separate into small platoons with separate squads to practice and execute commands in a formal marching ceremony. (ongoing assignment). Students will lead other classmates in complex formations and movements.

**Anchor Standards**

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.



### Pathway Standards

- A1.0 Demonstrate an awareness of the personal, physical, psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
- A1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
- A1.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
- A1.6 Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.
- A1.9 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- A1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.

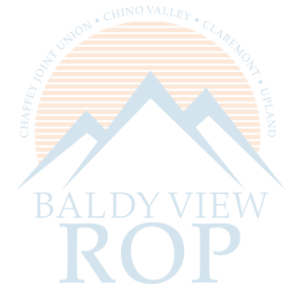
### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

## RESOURCES:

### Resources

1. Drill and Ceremony Video (How to do the basics).
2. PowerPoint on Drill and Ceremony.
3. Guest Speaker (Explorer) to assist with teaching, demonstrating and leading movement.
4. Obstacle Course.
5. YouTube video “Difference between men’s rea and actus rea”



**IDEA/THEME: UNIT 3. CRIMES AGAINST THE PERSON**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION:** *Enter Essential Question*

**INSTRUCTIONAL HOURS:** *Enter total course hours spent on section*

### Common Core Unit Objective

Students will acquire a general knowledge of the elements of criminal homicide (mens rea and actus reus, particularly the beginning and ending of life issues), causing another person's death, types and degrees of homicide (first-degree murder, second-degree murder, the felony-murder doctrine, and issues surrounding corporate murder), and manslaughter (voluntary, involuntary and negligent homicide).

### Key Assignments

- Students will be presented role playing scenarios. Students will respond to a potential crime and interview potential witnesses and victims. After conducting on-scene interviews, students will determine if a crime has been committed. Students will present their findings to class for discussion. Students will list the elements of the crime, what makes the crime a misdemeanor, felony, or "wobbler," and any potential special circumstances. Students will back up their findings citing material from class.
- Students will video each scenario and later review them to determine if the investigations were done properly.

### Anchor Standards

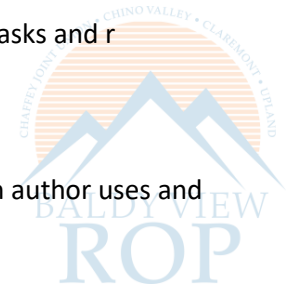
*Enter Anchor Standards*

### Pathway Standards

- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A5.2 Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.
- A5.3 Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text



## RESOURCES:

### Resources

- PowerPoint illustrating various crimes against the person.
- YouTube video "The Edmond Way" = Domestic Call (7:44)
- Role Players
- Equipment (Walkie-Talkies, Handcuffs, Audio Recorders)
- Police Explorer Demonstrations



IDEA/THEME: UNIT 4. CRIMES AGAINST PROPERTY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

### Common Core Unit Objective

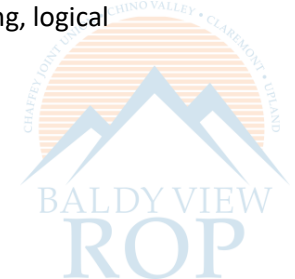
Students will acquire knowledge of the history of theft, and the definitions of larceny, embezzlement, false pretenses, receiving stolen property, forgery, uttering, robbery, and extortion.

### Key Assignments

- Students will create a chart which compares and contrasts the elements of theft, robbery, and extortion.
- Students will create a public service announcement on how to protect themselves from being a victim of either a theft, robbery, or extortion.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to a answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.





### Pathway Standards

- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.
- A4.4 Understand the professional use of a variety of communication methods and equipment.
- A4.5 Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.

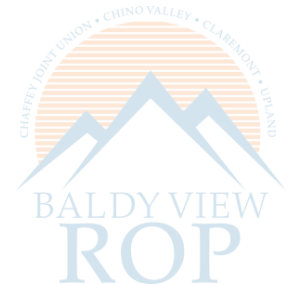
### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

## RESOURCES:

### Resources

- PowerPoint explaining elements of a crime against a property.
- Various YouTube videos showing public service announcements by Law Enforcement agencies.
- Students will use their cell phones to record
- Computer lab/laptops to edit/complete public service announcement
- YouTube video “What is Cyber-Crime and Cyber-Attack types explained” (5:34)



IDEA/THEME: UNIT 5. CRIMES AGAINST PUBLIC ORDER AND MORALITY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

### Common Core Unit Objective

Students will develop an appreciation for the task of balancing the community interest in order and the individual interest in liberty, and why it is a fundamental requirement of our constitutional system. Issues examined will be street gangs, homelessness and panhandling.

### Key Assignments

- Students will research the internet to find case examples of the 1<sup>st</sup> Amendment.
- Students will summarize the case and list the verdict of the case. (student work groups).
- Students will then discuss if they agree or disagree with the verdict and explain their position. (student work groups)
- Students will create role-playing for 1<sup>st</sup> Amendment scenarios.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services including new information, as required in the Public Services sector workplace environment.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Public Services Anchor Standards, Pathway Standards, and performance indicators in classroom, laboratory and workplace settings.



### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.
- A2.8 Survey the history of public safety agencies in the United States and their influence on the current systems.

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

## RESOURCES:

### Resources

- Computer Lab/Computer Cart
- YouTube video "HIP Hughes: 1<sup>st</sup> Amendment Explained"



**IDEA/THEME: UNIT 6. WHITE COLLAR CRIMES**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: "Money Matters: Is there such a thing as a Victimless Crime?"**

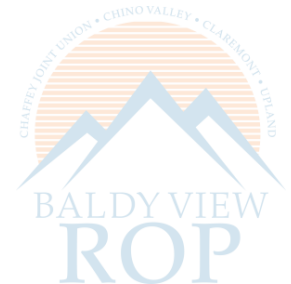
**INSTRUCTIONAL HOURS: 10 Hours**

### Common Core Unit Objective

Students will consider the question "what is white-collar crime?" They will understand the implications of the answer for criminal justice professionals and that "white-collar crime" has been used to refer to a wide variety of illegal behaviors. Various forms of white-collar crime will be examined by focusing on the extent and costs of these crimes. Students examine legal issues, including questions of corporate liability, and consider problems associated with the enforcement of laws related to white-collar criminality and the prosecution of such offenses.

### Key Assignments

- PowerPoint on White Collar Crime (Police One Website, FBI Website, California Law Website as references)
- YouTube Documentary: "Too Posh to Pay" (White Collar Crime Documentary)
- Students will research examples of White Collar Crimes crimes on their own utilizing the Computer Lab or Computer Cart. Students will then be put into groups and list their examples on the White Board. They will need to explain how each is a White Collar Crime.
- Lesson Module Assignment: Fill in the Blanks Worksheet from Mt. SAC PowerPoint/Lecture.
- White Collar Bingo, as a Test Review.
- Students will be given a "Call for Service" and will determine the crime, be dispatched to the call and will investigate: Role Playing Scenarios with two students as Officers and two students as the White Collar Crime Victims.



### Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector Pathway Standards completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.1 Recognize the elements of communication using a sender–receiver model.
  - 2.2 Identify barriers to accurate and appropriate communication.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
  - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies

### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.4 Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies.
  - A2.5 Analyze information to make prompt, effective, and appropriate decisions.

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.



## RESOURCES:

### Resources

1. Mt. SAC Administration of Justice DVD Lesson: "White Collar Crime" (with PowerPoint) / included handouts
2. [www.fbi.gov](http://www.fbi.gov): White Collar Crimes explained, references, stats
3. [www.policeone.gov](http://www.policeone.gov): "Street Gangs Migrate from Drugs to White Collar Crimes"
4. California Penal Code-various sections referenced including: PL503, PL470, PL186-11, PL529, PL487, PL490, PL488, PL186.9, PL186.10
5. YouTube Documentary: "Too Posh to Pay"
6. Computer Lab/Computer Cart



IDEA/THEME: UNIT 7. THE CIVIL LAW PROCESS

ENGAGING TITLE:

ESSENTIAL QUESTION: “You Have the Right to Remain Silent or Do You?”

INSTRUCTIONAL HOURS: 10 Hours

### Common Core Unit Objective

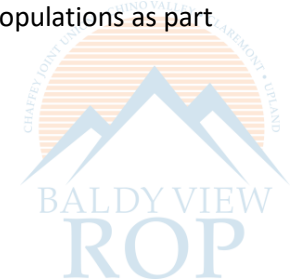
Students will understand the civil court process and the following concepts of civil law: tort law, contract law, civil remedies, and exceptions to remedies, litigation and alternatives to litigation.

### Key Assignments

- Students will be given scenarios and work in groups to determine if a civil or criminal trial is needed. Students will then role play a trial with attorneys, defendants, judge, bailiff and jury. Each scenario will be reviewed and discussed as a class.
- Students will critique the scenarios and research famous similar cases and compare/contrast those cases.
- Students will research the internet for famous civil and criminal trials. Demonstrate an understanding of the differences between the two, and work in groups to discuss and present those differences.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
  - 2.2 Identify barriers to accurate and appropriate communication.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.
  - 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.



### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.
  - A2.5 Analyze information to make prompt, effective, and appropriate decisions.
  - A2.9 Analyze and evaluate ideas, proposals, and solutions to problems.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
  - A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
  - A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

### RESOURCES:

#### Resources

1. Mt. SAC DVD “The Civil Law Process” Lesson Plan / included handouts
2. YouTube “What is the Difference between Civil Cases and Criminal Cases?” (2:11)
3. YouTube “Top 10 Court Cases that Changed America” (13:12)





IDEA/THEME: UNIT 8. TORT LIABILITY: DUTY TO OTHERS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5 Hours

### Common Core Unit Objective

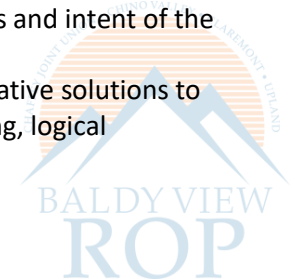
Students will appreciate how unreasonable actions against someone or damage to a person's property can lead to civil litigation.

### Key Assignments

- Students will research the internet to find examples of intentional and unintentional Tort. They will then pair up and compare their findings and share their top three responses.
- Students will prepare and present a flow chart of the judicial system.
- Students will be given scenarios and work together in squads to prepare and act out a mock trial based upon their scenarios and possible Tort responsibility of those involved.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in Public Services sector workplace environment.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problem



### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.
  - A2.5 Analyze information to make prompt, effective, and appropriate decisions.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
  - A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
  - A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

### RESOURCES:

#### Resources

1. Mt. SAC Student Works DVD/PowerPoint
2. Various Internet Sites



IDEA/THEME: UNIT 9. "POWERS OF ARREST AND USE OF FORCE"

ENGAGING TITLE:

ESSENTIAL QUESTION: "You Can Run, but Can You Hide?"

INSTRUCTIONAL HOURS: 20 Hours

### Common Core Unit Objective

Students will analyze a peace officer's and a private person's authority to arrest; arrest procedures; arrestee's rights; use of force; booking, bail, and arraignment procedures; pat-down procedures; and, difference between temporary detention and arrest.

### Key Assignments

- Students will learn about the use of force continuum from command presence all the way up to deadly force.
- Working groups, students will respond to an active shooter scenario and explain their actions in a debrief.
- Students will learn how to conduct a "pat down search".
- Students will learn the basics of handcuffing and practice those techniques.
- Students will have the opportunity to take on a combative person in the "Red Man Suit" and use modified foam police batons on that person.
- Students will conduct a "high-risk" traffic stop and explain their actions in a student-led scenario debrief.
- Police K9 demonstration illustrating how the K9 can be used for searches, rescues and as a use of force tool.

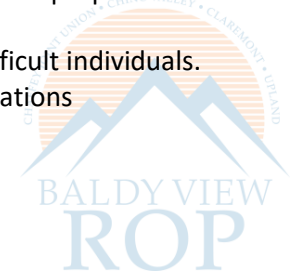


### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.2 Identify barriers to accurate and appropriate communication.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
  - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.
  - 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Public Services sector program of study.

### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.5 Analyze information to make prompt, effective, and appropriate decisions.
  - A2.6 Use conflict-resolution and anger-management skills and procedures to resolve problems.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
  - A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
  - A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.
  - A4.5 Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).



**Common Core Standards**

RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text



## RESOURCES:

### Resources

1. Mt. SAC Student Works PowerPoint
2. California Penal Code
3. Fontana Police K9 Unit/Officers
4. Use of Force “Red Man Suit”
5. Foam Batons
6. Handcuffs
7. Use of Force Continuum
8. YouTube Clip: “Reasonable Suspicion Explained” – FlexYourRights.org
9. YouTube Clip: “Probable Cause Explained” – FlexYourRights.org
10. YouTube Clips of Various “Do’s and Don’ts of Making Arrests”
11. YouTube Clip showing Officer using proper Tactical Communication to safely disarm a citizen.
12. Textbook: CJ 2010 – Prentice Hall (Chapter 5)
13. Movie “k9”
14. Police explorers to assist with “pat-downs”/handcuffing



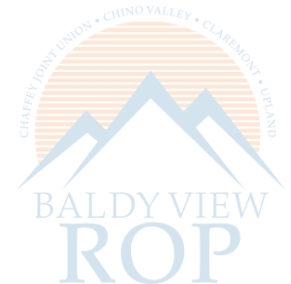
IDEA/THEME: UNIT 10. SEARCH AND SEIZURE  
ENGAGING TITLE:  
ESSENTIAL QUESTION: *Enter Essential Question*  
INSTRUCTIONAL HOURS: 10 Hours

### Common Core Unit Objective

Students will analyze constitutional limitations pertaining to search and seizure activities of law enforcement officers; warrantless searches; consent searches; emergency searches; searches incidental to a lawful arrest; plain view seizures; probation and parole conditions; admissibility; and, the exclusionary rule.

### Key Assignments

- Students will role play various scenarios and conduct pat down searches.
- Students will determine if there is a need to utilize handcuffs.
- Students will explain their reason to handcuff or not and be able to explain if the handcuffed person is under arrest or just being detained.
- Students will interview victims and witnesses and interview/interrogate arrestees as part of the role play scenarios.
- Students will complete and execute the service of a search warrant on a residence and business office.



## Anchor Standards

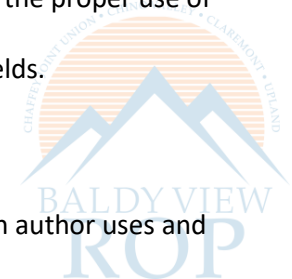
- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector Pathway Standards completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.1 Recognize the elements of communication using a sender–receiver model.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
  - 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Public Services Industry sector.
  - 8.3 Demonstrate ethical and legal practices consistent with Public Services sector workplace standards.
  - 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

## Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.
  - A2.5 Analyze information to make prompt, effective, and appropriate decisions.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
  - A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
  - A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
  - A5.1 Describe how federal, state, and local laws and regulations affect public safety operations.

## Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

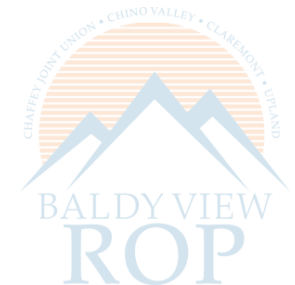




## RESOURCES:

### Resources

1. Textbook: CJ 2010 – Prentice Hall (Chapter 5)
2. Textbook: The Police in America – McGraw Hill (Chapter 9)
3. YouTube Clip: “Search and Seizure Explained” – PBS
4. YouTube Clips: Various Examples
5. PowerPoint Lesson – Mt. SAC Student Works
6. United States Constitution
7. Case Law: Terry vs. Ohio
8. Handcuffs
9. YouTube “Terry vs. Ohio (1968)” Clip (4:56)



IDEA/THEME: UNIT 11. CAREER PATHWAY STANDARDS LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 60

### Common Core Unit Objective

Students will analyze careers in the Law, Public Safety, Corrections and Security Pathway Standards and focus on exploring careers, to analyze options, to self-assess interests and abilities, and to develop an educational plan that will lead to success in career choices throughout their life span. Students will explore educational requirements and programs that can lead to a career in law enforcement.

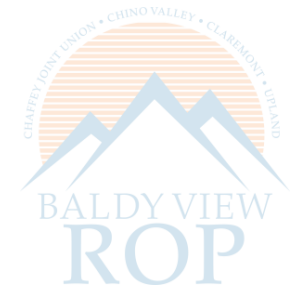
### Key Assignments

- Demonstrate the obstacle course to the students. Practice safety on each barrier/obstacle. Have students practice each obstacle individually and build up to completing the entire course.
- Complete and advanced physical agility test.
- Police department recruiter as guest speaker.
- Police explorers mentoring students and assisting with physical agility practice.
- Students will develop and produce a “Recruitment video” focusing on skills obtained in class.



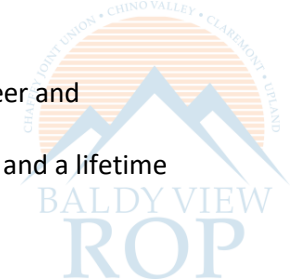
## Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector Pathway Standards completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
  - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
  - 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
  - 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
  - 3.3 Explore how information and communication technologies are used in career planning and decision making.
  - 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
  - 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
  - 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
  - 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
  - 3.9 Develop a career plan that reflects career interests, Pathway Standards, and postsecondary options



## Pathway Standards

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
  - A.1.1 State the major types of occupations found in the Public Safety Pathway Standards and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.
  - A1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
  - A1.3 Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.
  - A1.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
  - A1.5 Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.
  - A1.6 Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.
  - A1.7 Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.
  - A1.8 Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.
  - A1.9 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
  - A1.10 Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.
  - A1.11 Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.
  - A1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
  - A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas.
  - A3.2 Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.
  - A3.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.



### Common Core Standards

RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

### RESOURCES:

#### Resources

1. Mt. Sac PowerPoint DVD
2. YouTube – “What Should I Know Before Pursuing a Career as A Police Officer?” (4:33)
3. YouTube – “Police Academy: Physical Fitness” (7:14)
4. YouTube – “Police: Education Requirements” (11:42)
5. YouTube – “Physical Agility Test” (San Bernardino Sheriff Department) (3:26)
6. Lesson PowerPoint
7. Employment Background Test Questionnaire
8. Student cell phones for video recording
9. Computer lab/Computer cart for video editing

