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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Principles of Law, Public Safety, Corrections, and, Security |
| **Lesson/Unit Title** | Interagency Partnerships |
| **TEKS Student Expectations** | **130.332(C) Knowledge and Skills**  (7) The student recognizes the importance of interagency cooperation.  (A) The student is expected to discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;  (B) The student is expected to examine the roles and responsibilities of first responders;  (C) The student is expected to identify jurisdictional problems that may arise as multiple agencies work together; and  (D) The student is expected to differentiate the roles of private security and public law enforcement agencies. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student will be able to: | | 1. Discuss the importance of police, fire, emergency medical services, | | courts, corrections, and security systems working together to protect | | the public. | | 2. Explain the roles and responsibilities of first responders. | | 3. Identify jurisdictional problems that may arise as multiple agencies | | work together.  4. Differentiate the roles of private security and public law enforcement  agencies | |
| **Rationale** | |  | | --- | | Each agency in the criminal justice system relies on one or more other | | agencies to proceed through the criminal justice system. Some of these | | agencies work in connection with each other, while others work in sequence | | with each other. Interagency cooperation is essential to the system working | | smoothly. | |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | Police Scenario handouts  White board/chalk board |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | List “Police,” “Fire,” and “Emergency Medical Services (EMS)” on the board, and have students brainstorm the duties and responsibilities of each category. This exercise is to assess the knowledge students have about the roles and responsibilities of each. Once the students have taken 10-15 minutes to brainstorm, review the list. Add the actual responsibilities to the list as needed. Use the discussion rubric for assessment. |
| **Direct Instruction \*** | 1. First Responder Partnerships – each of the agencies function independent of the others, but are all interconnected in some of their duties.    1. Respond to 911 calls    2. Provide emergency medical care    3. Put out and/or investigate fires    4. Block traffic    5. Transportation to medical facilities    6. Investigate health/perform well-being calls    7. Respond to death investigations/crime scenes 2. Courts    1. The court system can only function on a criminal level once someone has had contact with police (law enforcement).    2. The violator must either receive a Class C ticket or be arrested for a Class B misdemeanor or higher prior to enter into the criminal court system    3. Therefore, law enforcement and courts work in sequence with one another. 3. Corrections    1. The court system must make a disposition on the charges before a violator can be passed on for sentencing in the correctional system.    2. The correctional system is comprised of several different types of systems, ranging from community supervisions to jails and prisons.   IV. Security Systems   * 1. Security systems range from monitored equipment to armed and unarmed personnel responsible for securing private property.   2. Many times, law enforcement relies on security systems already in place to help piece the first elements of the offenses together.   V. Roles and Responsibilities of First Responders   * 1. Police      1. Respond to all 911 calls not specifically directed to fire or EMS      2. Preventative patrols      3. Enforce criminal laws      4. Enforce traffic violations      5. Make referrals to community service organizations      6. Provide legal counseling      7. Babysit      8. Animal control      9. Secure crime scenes      10. Process crime scenes      11. Conduct investigations   2. Fire      1. Respond to all 911 calls relating to traffic accidents, medical issues, or fires      2. Fight fires      3. Provide emergency medical care      4. Conduct fire investigations      5. Provide safety inspections      6. Respond to hazardous materials spills   3. EMS      1. Respond to all 911 calls relating to medical issues, or as needed by Fire or Police      2. Assess the patients need for medical treatment      3. Provide emergency medical care      4. Transport patients to medical facilities      5. Assists Police and Fire on 911 calls   VI. Jurisdictional Problems – there are many problems that arise when multiple agencies work together. Several of those problems are detailed below:   1. Non-uniform operating procedures – not all agencies have operating procedures for all situations. Local, state, and federal agencies may all have different standards with which they handle a particular situation 2. Conflicts of interest – sometimes different agencies have different agendas or reasons for getting involved in a situation. There may also be the involvement of upper management, such as a chief who also serves on the city council. This can create conflicts of interest among agencies. 3. Jurisdictional jealousy – many times there are several different agencies that all share the same jurisdictions. Unfortunately, sometimes “turf wars” occur over who has jurisdiction. The same event can occur among differing levels of agencies, such as when a federal agency gets involved in a local case. 4. Lack of Resources – smaller agencies may not have the same budget or resources that larger agencies have and, therefore, cannot provide the same kind of services. 5. Differing priorities – there may be several crimes that have occurred that have spanned both state and federal jurisdictions. Each agency involved is going to have a different priority for handling that case. 6. Misunderstanding of jurisdictions – agencies, such as school district police departments or special police, often have broad jurisdictions. Other agencies who do not understand those broadened jurisdictions may be reluctant to let the special agencies handle a case in what they believe is “their” jurisdiction. 7. Not sharing information – many times there is a reluctance to share material between agencies, even for relevant reasons. Some agencies are very territorial regarding information that could be shared and that would benefit both agencies.   VII. Private Security vs. Law Enforcement   1. Private security is responsible for protecting private property or individuals. 2. Law Enforcement is responsible for protecting the public. 3. Each has a valuable role in the criminal justice system, but both serve a different function.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Police Scenarios – Divide the students into groups and provide each group with a scenario. Have the students discuss which agency would be responsible for responding and how they would resolve the situation**.** A captain may be designated for each group to present the collaborative resolution. Use the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | **Handouts (Attached):**   * Interagency Partnerships Exam and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Research Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, have the students research the job qualifications of private security officers vs. law enforcement. They should also include the salaries of each. Use the Research Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) Training  Officer’s Personal Experience |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  I. Key Cognitive Skills   1. Reasoning    1. Consider arguments and conclusions of self and others.    2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions. 2. Problem solving    1. Analyze a situation to identify a problem to be solved.    2. Develop and apply multiple strategies to solving a problem.    3. Collect evidence and data systematically and directly relate to solving a problem. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, have the students create a flow chart of the justice system. The chart should include entry into the system through the entire court system and the correctional system. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)