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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, & Security |
| **Course Name** | Principles of LPSCS |
| **Lesson/Unit Title** | Public Safety Professionals’ Roles and Responsibilities |
| **TEKS Student Expectations** | **130.332. (c) Knowledge and Skills**  (9) The student identifies the roles of the public safety professional.  (A) The student is expected to identify career opportunities in federal, state, county, and municipal law enforcement agencies.  (B) The student is expected to identify the education and training required for various levels of law enforcement.  (C) The student is expected to discuss the history of policing in the United States.  (D) The student is expected to identify the roles and responsibilities of law enforcement professionals.  (F) The student is expected to examine the role of emergency medical services in public safety.  (G) The student is expected to identify how public safety professionals manage the stress related to these jobs. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Identify career opportunities in federal, state, county, and municipal law enforcement agencies. * Identify the education and training required for various levels of law enforcement. * Discuss the history of policing in the United States. * Identify the roles and responsibilities of law enforcement professionals. * Analyze the impact of constitutional law on police as it relates to arrest, use of forces, and searches and seizures. * Examine the role of emergency medical services in public safety. * Identify how public safety professionals manage the stress related to these jobs. |
| **Rationale** | There are many opportunities in the field of public safety. Students should be informed before making a career decision. They need to know the available public safety career options, as well as job requirements, duties, and stressors. |
| **Duration of Lesson** | 4 Hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Stress Reduction Suggestions Worksheet * Time Management Worksheet * Computers with Internet access * Poster board or butcher paper |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | *Who is Law Enforcement?*  Divide the students into groups of five. Assign the groups the following titles: Local, County, State, Federal, and Military. Have each group brainstorm at least five agencies or persons within their category that have law enforcement powers. Review the groups’ lists and discuss who is actually considered law enforcement and who is not (see the [Code of](http://www.statutes.legis.state.tx.us/Docs/CR/htm/CR.2.htm) [Criminal Procedure Article 2.12, 2.121, 2.122, & 2.123](http://www.statutes.legis.state.tx.us/Docs/CR/htm/CR.2.htm)). Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | 1. Career Opportunities    1. Municipal       1. Police Department       2. City Marshall       3. Fire Department       4. Emergency Medical Services (EMS)       5. Jailer       6. 9-1-1 Operator       7. Crime Scene Investigator       8. Code Enforcement       9. Animal Control    2. County       1. Sheriff’s Deputy       2. Detention Officer       3. Constable       4. Probation Officer       5. Juvenile Probation/Detention       6. Medical Examiner’s Investigator       7. District Attorney’s Investigator    3. State       1. State Trooper       2. Texas Ranger       3. Game Warden       4. Park Ranger       5. Border Patrol       6. Correctional Officer       7. Parole Officer       8. Texas Alcoholic Beverage Commission (TABC)       9. Texas Office of Inspector General    4. Federal       1. Federal Bureau of Investigations (FBI)       2. Secret Service       3. Drug Enforcement Agency (DEA)       4. Alcohol Tobacco and Firearms (ATF)       5. Immigration and Neutralization (INS)       6. Internal Revenue Service (IRS)       7. U.S. Customs       8. Transportation Security Administration (TSA)       9. U.S. Marshals       10. Military       11. Air Marshall       12. Federal Bureau of Prisons       13. Federal Population/Pre-Trial   II. Education and Training Requirements   1. Municipal, Country, and State 2. High School Diploma or GED 3. 30+ college hours or Bachelor’s degree 4. Texas Commission on Law Enforcement Officer Education (TCLEOSE) license (peace officer license) 5. Military training 6. Good work history 7. Strong character qualities 8. Physical agility test 9. U.S. Citizen 10. Written Exam 11. Background Investigation (no criminal history) 12. 21 years of age 13. Valid driver’s license 14. Federal 15. U.S. Citizen 16. At least 23, but no more than 37 years old 17. 4-year college degree- GPA of 2.5 or higher     * 1. 3 years professional work experience       2. Valid driver’s license       3. Physical exam       4. Medical review          1. 20/20 corrected vision          2. Hearing screening       5. Extensive background check (no criminal history) 18. Roles of Law Enforcement Professionals     1. Jurisdiction – the geographical region of responsibility or official duties covered by an agency     2. Police Duties        1. Social Worker        2. Babysitter        3. Attorney        4. Role Model        5. Law Enforcer        6. First Responder        7. Firefighter        8. Crime Preventer        9. Court Security        10. Investigator        11. Animal Control        12. Traffic Enforcement        13. Case Worker        14. Crime Scene Investigator     3. Sheriff Duties        1. Officers of the court – serve as bailiffs in the courtroom and security in courthouses        2. Jail operations – staff and maintain the county jail        3. Law Enforcement – same duties as their police counterparts, but outside city limits   IV. History of Policing in America – a system of authority is required for a society to operate effectively. The history of policing reveals the evolution of that authority   1. Police defined    1. The arrangements made to ensure that the inhabitants keep the peace and obey the laws    2. The force of peace officers is employed for this purpose 2. Roots of American policing    1. The Code of Hammurabi       1. The first example of civil and criminal codes       2. 282 codes that governed civil and criminal behavior in medieval times (eye-for-an-eye philosophy)    2. Tithing System       1. A system based in kinship and civilian responsibility, used to maintain social order. Families grouped by “tens” (only the men counted) and formed communities       2. Sheriff established to collect taxes and maintain order in the tithings          1. The Power of [Posse Comitatus](http://www.youtube.com/watch?v=7jQXjF9Y1HA) – power to summon citizen assistance          2. Separation of military from civilian law enforcement   V. Eras of American policing   * 1. Prior to 1776      1. Slave patrols were utilized in the southern colonies – civilian groups in the southern states to protect against rioting and revolts by slaves      2. Black Codes – laws passed by the southern states after the Civil War to disenfranchise freed slaves   2. 1776 – 1850      1. The first three police departments were established in America         1. Philadelphia 1830 – night-watch and day-watch forces were created         2. New York City 1844 – the night and day watches formed one single police force         3. Boston 1855 – a single police force was established   3. 1850 – 1900      1. Urbanization      2. Conflicts from different groups including minorities and immigrants      3. Controlled by the municipal government      4. Trained civil war veterans entered policing      5. Advances in firearm manufacturing      6. Carried revolvers for protection      7. *Plessy v. Ferguson* –this landmark U.S. Supreme Court caseestablished the “separate but equal” doctrine that allowed racial segregation   4. Wild West Days      1. Sparsely inhabited      2. Violence toward Native Americans      3. Intolerance of those who were different      4. Widespread lawlessness      5. Personal defense (vigilantism)      6. Town marshals, U.S. marshals, and the U.S. Army      7. Justice was quick and brutal      8. Firearms and lynch mobs      9. No official law enforcement agency   5. Private Policing      1. Private companies began filling the void left by law enforcement      2. Brinks, Pinkerton, and Wells Fargo were established      3. Corruption in local police departments      4. Geographic jurisdiction limitations      5. Lack of state/federal police   6. 1900 – 1930      1. Increased population      2. Widespread violence (gangs, gambling, drinking, and prostitution)   7. Electricity   8. New inventions that assisted in policing      1. Automobiles      2. Airplanes and telephones      3. Advances in weapons   9. Police officers in the 1900’s      1. Working class      2. $1,400 a year after 6 years      3. Day shift – 75 hrs./week      4. Night shift – 87 hrs./week      5. 1 day off every 15 days      6. Obedient to authority, physical strength, and size      7. 6-foot minimum height      8. No training   10. August Vollmer       1. The Father of Modern Policing       2. Chief of police in Berkley, CA       3. “A dedicated body of educated persons comprising a distinctive corporate entity with a prescribed code of behavior”       4. Emphasis on education, professionalism, and administrative reform       5. Philosophy          1. Use of automobiles and radios          2. Emergency telegraph boxes          3. Typewriters for reports          4. College educated          5. Entrance testing          6. 3-year training course          7. Use of polygraph, fingerprints, and scientific evidence          8. Social workers   G. Current trends   * 1. Community Policy Approach      1. A focus on decentralized strategies that promote crime prevention rather than rapid response, crime investigation, and apprehension of the criminal      2. A focus on promoting quality of life of the community, and public order rather than law enforcement      3. Use of alternatives other than arrest and force to solve the cause of the problem rather than responding to the symptoms of the problem   2. Broken Window – the belief that ignoring public order violations and disruptive behavior leads to community neglect, which fosters further disorder and crime   3. Zero Tolerance – strict enforcement of the laws, even for minor violations (example: the “Click it or Ticket” seatbelt campaign)   4. Problem-oriented      1. Increased effectiveness by attacking underlying problems that give rise to incidents that consume patrol and detective time      2. Reliance on the expertise and creativity of line officers to study problems carefully and develop innovative solutions      3. Closer involvement with the public to make sure that the police are addressing the needs of citizens  1. SARA Model    1. Scanning – gather data to define the problem    2. Analysis – determine the nature of the problems, causes, and possible solutions    3. Response – work with people, groups, and agencies to implement solutions    4. Assessment – follow up on the initiatives taken   VI. Stress   1. Stress – a physical, chemical, or emotional factor that causes bodily or mental tension and may be a factor in disease 2. Attitude – the most important element in keeping your work stress at manageable, healthful levels 3. Perception – the consciousness, the awareness of objects or other data through the senses, insight, and intuition 4. Confidence – a belief in one’s own abilities    1. Lack of confidence equals uncertainty and lost credibility    2. Eliminates worry 5. Symptoms of stress    1. Emotional       1. Divorce       2. Alcoholism       3. Suicide       4. Abrupt behavior changes       5. Overly suspicious or hostile       6. Fearful       7. Depressed       8. Anti-social    2. Physical       1. Digestive disorders       2. Headaches       3. Excessive illness       4. High blood pressure       5. Sleep disorders       6. Back, neck, or shoulder pain       7. Increased or decreased weight 6. Stressors    1. Individual       1. Fears regarding job competence or success       2. Necessity to conform       3. Necessity to take a second job       4. Altered social status    2. Police Work       1. Frequent exposure to life’s miseries       2. Rigors of police work       3. Boredom       4. Fears and dangers       5. Responsibilities       6. Work overload       7. Fragmented nature of the job   F. Coping with Stress   1. Exercise 2. Recreation 3. Hobbies 4. A healthy lifestyle 5. Communication with others 6. Relaxation techniques 7. Time management techniques    * 1. Eat Breakfast      2. Determine your top priorities      3. Get organized      4. Conquer procrastination      5. Learn to say no      6. Protect your prime time      7. Keep weekends for yourself 8. Stress Reduction    1. Healthful levels of attitude    2. Laugh a little    3. Consciously relax your muscles    4. Use positive self-talk    5. Seek solitude    6. Avoid excess coffee    7. Exercise regularly    8. Talk about it    9. Listen to your conscience   *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 \*** | **Career Exploration**  Have students use computers with Internet access. You may assign them into groups if necessary. Have students select an agency—local, county, state or federal—and research their qualifications. They should include the vision, values and goals, current salaries, hiring qualifications, and job opportunities within the agency. Have students create a poster presentation with the information they obtain from their agency’s website. Use the Career Exploration Project Rubric and/or the Presentation Rubric for assessment.  **Worksheets**  Have students complete the Stress Reduction Suggestions and the Time Management worksheets. Use the Stress Reduction Suggestions Worksheet Key and the Time Management Worksheet Key for assessment.  **Relaxation Exercise** Have students move their desks to one area of the room, clearing the floor. Have the students take their shoes off and lie down on the floor. Turn off all the lights and start some classical or nature music to help create a relaxing atmosphere. Lead students in deep breathing and relaxation exercises. Exercises should not exceed 15-20 minutes. Use the Individual Work 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** | None |
| **Summative/End of Lesson Assessment \*** | Public Safety Professionals Roles and Responsibilities Exam and Key  Stress Reduction Suggestions Worksheet Key  Time Management Worksheet Key  Career Exploration Project Rubric  Discussion Rubric  Individual Work Rubric  Presentation Rubric  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Students may use a newspaper or the Internet to locate articles about Law Enforcement actions in their community. Have the students identify which level of agency the article relates to. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) <https://www.tcole.texas.gov/> * Texas Code of Criminal Procedure <http://www.statutes.legis.state.tx.us> * Fagan, James A. Criminal Justice. Pearson Education, 2004. * Men’s Fitness Magazine issue October 1994 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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, students can also examine the articles to determine what roles law enforcement play in keeping their community safe. They should be able to detail the skills needed by the officers to perform their duties. 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)