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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** | Practicum in Law, Public safety, Corrections, and Security |
| **Lesson/Unit Title** | Critical Issues |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (3) The student applies concepts of critical thinking and problem solving.  (A) The student is expected to analyze elements of a problem to develop creative and innovative solutions.  (B) The student is expected to critically analyze information to determine its value for the problem-solving task.  (C) The student is expected to compare and contrast alternatives using a variety of critical-thinking skills. |
| **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:   * Identify why officers patrol and how they prepare for patrol. * Discuss the different methods and patterns of patrols. * Analyze scenarios that a patrol officer could have an impact on through patrolling. * Create proposals about how the problems in the scenarios could be addressed through patrols. |
| **Rationale** | Police officers are more effective when they understand the many ways to catch criminals, prevent crime, and build community relationships through different types of patrol. |
| **Duration of Lesson** | 2to 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | Patrol Problem Solving Handout |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Use the following for a class discussion: Let’s say someone has been creating graffiti in the school bathrooms, usually during this class period. The principal has asked our class to help catch the person doing it. How are we going to do this? How would a police officer on the street do this in a larger context? Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | I. Why do officers patrol?  A. Preserve peace with presence and proper action  B. Prevent crime by reducing opportunity  C. Suppress crime with timely response to crimes in progress  D. Regulate non-criminal conduct by obtaining and maintaining good officer-citizen relationships  II. What should an officer know about the beat that he or she is patrolling?  A. Socio-economic makeup  B. Geographical characteristics  C. Street locations  D. Problem areas  E. Recent crime trends  III. What are things an officer does before patrol?   1. Briefing 2. Beat assignment 3. Roll call training 4. Events of the prior shift 5. Gossip 6. Uniform and equipment maintenance 7. Vehicle inspection (lights, tires, undercarriage, weapons, fire extinguisher, first aid kit, CPR mask, camera, computer, other damage, etc.)   IV. Types of Patrols   1. Preventative Patrol 2. Maintain high visibility 3. Various patrol patterns 4. What an officer spends a lot of time doing 5. Selective Patrol – deals with specific problems or violations 6. Apprehension Patrol – low visibility and surveillance   V. Patterns  A. Circular Pattern – the car is driven from the center of the beat in increasingly large circles or vice versa  B. Double Back Pattern  1. Helpful when learning the beat   1. Helpful in problem areas or cases where a second look at something or someone is necessary   C. Random Pattern – whatever pattern is chosen, the beat is covered with a lack of predictability  VI. How does an officer patrol?   1. Bicycle Patrols    1. Flexible where you can't use vehicles    2. Allows for high visibility and intense patrol 2. Motorcycle Patrols    1. Quick response    2. Flexibility of covering a large area    3. Can be used as escort units    4. Is effective in traffic enforcement 3. Foot Patrols    1. Immediate traffic control    2. Person-to-person contact    3. Good community relations    4. Increased knowledge of the beat    5. Develop informants 4. Automobile Patrols    1. Speed, mobility, visibility    2. Increases preventive patrolling    3. More protection for the officer    4. Permits the officer to carry more equipment 5. Fixed-Wing and Helicopter Patrols    1. Available in emergency situations    2. Can cover an enormous area    3. Allow a sky view of persons or vehicles    4. Excellent apprehension tool when used in conjunction with ground units 6. One-Officer Patrols    1. Advantage – can use his or her own techniques    2. Disadvantage – not as safe 7. Two-Officer Patrols    1. Advantage – safer    2. Disadvantage – personality conflicts   VII. Other things to consider   1. Lane Selection    1. The lane nearest the center of the roadway; the advantage is that the officer can turn around quickly if needed    2. The lane nearest the curb; the advantage is that the officer can get a better look into businesses, etc.   *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 \*** | Give the students the Patrol Problem Solving Handout and have the students create a proposal about which patrol method would be best to address the issues. Pair the students up. Then give each pair just one of the problems to solve, or have each pair solve each problem. You may want to require the proposal to be a certain length or have more than one option to choose from. If they are working on only one problem per pair have the students present their proposals to the class. The students may also want to have the class create problem scenarios for the other groups to solve in addition to what is listed on the Problem Solving Handout. Use the Presentation Rubric and the Writing Rubric for assessment as needed.  *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 \*** | * Patrol Techniques Exam and Key * Patrol Techniques Quiz and Key * Discussion Rubric * Presentation Rubric * Research Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Texas Commission on Law Enforcement Officer Standards and Education (TCLOSE) Training <http://www.tcole.texas.gov> |
| **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 reinforcement, students will research the crime trends in their city through the statistics the police department has, and suggest what patrol methods could help curb these crimes. Use the Research Rubric for assessment.  For enrichment, students will research what studies have proven or disproven the effectiveness of patrol. Use the Research 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)