



Social Studies Department
 Elective Course: Police and the Community

Developed by: Mrs. Jennifer Stine and Mr. Joseph Dwyer

Last Updated: September 2022

Scope and Sequence

Month	Instructional Unit
Unit 1	History of Policing & Community Relations <ol style="list-style-type: none"> 1. Introduction: Why Do We Need the Police? 2. History of the Police Function 3. Evolution of Modern Policing 4. Historical Approaches to Police Community Relations 5. Development of Community Oriented Policing
Unit 2	The Nature of Conflict and “Community: <ol style="list-style-type: none"> 1. Elements and Causes of Conflict 2. Sociological Perspectives on Societal Interaction 3. Cooperation and Conflict 4. Sources of Injustice 5. Understanding “Community” and Diversity 6. The Nature of Police-Community Partnerships 7. Community Oriented Policing as Collaboration 8. Police Discretion in the Context of Police Community Relations
Unit 3	Managing Conflict, Understanding Differing Perspectives <ol style="list-style-type: none"> 1. Three Styles of Policing 2. Humanistic Policing: Human Relations, Emotional Intelligence, and the Power of Respect 3. Understanding the Whole Community - Differing Perspectives 4. Managing Conflict in the Law Enforcement and Policing Roles 5. Perspectives of the Police: Why the Police Do What They Do

	<ol style="list-style-type: none">6. Building Better Relationships Through Youth Mentoring & Engagement7. Responding to Terrorism: A New Reality Threatens Efforts to Build Better Relationships8. Special Issues: Juveniles, War on Drugs, Police in Schools
Unit 4	<p>Problem Solving Practical Exercises - Taking Action</p> <ol style="list-style-type: none">1. Analysis of multiple strategies used in problem solving2. Action planning used in problem solving

Unit 1

Introduction to Community Policing

Summary and Rationale

The unit will address the history and development of policing, including its contemporary community era, the fundamental elements of the community policing philosophy and its implications for police operations. The importance of engaging community residents in collaborative partnerships for identifying and resolving community problems will be discussed. Analysis of the nature of police-community partnerships and suggested methods of developing these partnerships will be incorporated.

Recommended Pacing

4 weeks

Standards

Social Studies

6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

Social Justice

JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

Language Arts

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Writing

W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

	comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The evolution of policing in America has led to the development of new strategies to create a more community- and problem-oriented policing. ● By incorporating past wisdom and the use of new tools, methods and strategies via problem solving, modern policing procedures offer the most promise for detecting and preventing crime, addressing crime and disorder, and improving relations with the public. 	<ul style="list-style-type: none"> ● What is meant by the “social contract”? ● What is the “rule of law” and why is it important? ● What were the British contributions to American policing? ● When did modern-day policing first emerge in America? What were its primary challenges? ● How have laws evolved over time? ● What are the three generations of community and problem oriented solving? ● What is meant by culture? What are a few characteristics of the police subculture?
Inquiry Question(s):	
Why do we need the police? How can they improve their relationship with the public?	
Evidence of Learning (Assessments)	
Pre-assessment Formative assessments Summative assessment	

Objectives (SLO)

Students will know: (Goals)

- The evolution and development of professional policing from its early use of volunteers in England to its modern-day practices in the United States.
- The characteristics of each of the three eras-political, professional, and community- of policing in the United States.
- The foundations and strategies of both community policing and problem-oriented policing, to include contributions of the federal government.
- How empirical studies resulted in major changes in police and problem-oriented policing, to include contributions of the federal government.
- How to distinguish the three generations of community policing and problem solving.
- How, when viewing the entire history of policing, it may be said to have come full circle in its contemporary emphasis on community.

Students will be able to: (Teaching Points)

- Students will be able to discuss the need for police in general including the primary function and orientation of the police, while examining the difference between social justice and criminal justice.

Secondary

- Trace of the origins of the American model of policing to historical foundations and connect the British contributions.
- Explain when and where modern-day policing first came to America and what its primary challenges were.
- Evaluate the three eras of policing focusing on their primary differences and identifying the strengths and weaknesses of each era.
- Explain what is meant by the new “common wisdom” of policing.
- Discuss the major research findings of the latter half of the 1900s regarding policing methods
- Discuss an event or situation where the different perceptions of individuals or groups caused conflict.
- Provide examples of subjective interpretation and objective interpretation of an event and distinguish between the two.
- Apply concepts to example scenarios and activities

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
 - Hunter, R., Barker, T., & Guzman, D. M. (2017). *Police Community Relations and the Administration of Justice* (9th ed.). Pearson.

- Peak, K., & Glensor, R. (2017). *Community and Problem-Oriented Policing: Effectively Addressing Crime and Disorder* (7th ed.). Pearson.
- Solar, P. (2021). *Police Community Relations: A Conflict Management Approach (Higher Education Coursebook)* (2nd ed.). West Academic Publishing.

Modifications and Accommodations

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning

- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

The Nature of Conflict and “Community

Summary and Rationale

This unit will explore the basics of conflict, including where conflict originates and how differing perspectives often drive conflict. Not all conflict is bad; in fact, the greatest advancements in history have been driven by conflict. Understanding the various perspectives upon which conflict is based offers the possibility of avoiding dysfunctional conflict and developing better conflict management strategies. Working with the community to resolve conflict is key in community policing. Every community is made up of a diverse set of sub-groups that differ from each other in terms of needs, desires, goals, and objectives. As the needs of each community continue to change, police departments are constantly addressing the challenges of creating a sense of police-community unity by adopting new strategies and a “New Professionalism.”

Recommended Pacing

6 weeks

Standards

Social Studies

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Instructional Focus

Enduring Understandings:

- The partnership between the police and the community is the cornerstone of developing a healthy community, which includes cohesion among sub-groups, and fostering a sense of security by addressing fear of crime.
- The use of beat meetings and citizens' police academies for bringing police and communities together can be effective in building strong relationships.
- The expansion of police-community relationships to the courts and corrections agencies encourages citizens' participation in the implementation of community justice.

Essential Questions:

- What is the nature of conflict?
- What are the main sociological perspectives? How do they explain conflict?
- Why is the concept of justice often a basis for conflict?
- What is meant by the term "community"?
- How does "community" relate to police-community relations?
- What drives individuals to establish group affiliations?
- How has community policing developed over time?
- What are the differences between Community Oriented Policing and Problem-Oriented Policing? Which is more effective in reducing crime and disorder?
- How does community policing differ from traditional policing?

	<ul style="list-style-type: none"> ● How do beat meetings and citizens’ police academies function, and serve to foster better police-community relations? ● How are courts and corrections agencies connecting with citizens?
Inquiry Question(s):	
How does understanding conflict improve police-community relations?	
Evidence of Learning (Assessments)	
Pre-assessment Formative assessments Summative assessment	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● What is meant by the nature of conflict and why can conflict be positive in fostering progress. ● The main sociological perspectives of social interaction, and distinguish how cooperation and competition can provide value to a changing society. ● What constitutes a healthy community, and how citizens and police can collaboratively contribute to a sense of social well-being as community policing continues to evolve. ● The role courts and corrections agencies play in contributing to community justice and connecting with the community as a whole. 	<ul style="list-style-type: none"> ● Students will be able to examine and evaluate the role conflict plays in developing more unity among police agencies and the communities they serve. <p>Secondary</p> <ul style="list-style-type: none"> ● Describe the meaning of the “nature of conflict”. ● Explain why conflict can be good. ● Describe the main sociological perspectives of social interaction. ● Compare and contrast the value of cooperation and competition. ● Argue why justice is seen differently from the distributive vs. procedural perspectives. ● Describe the meaning of the term “community”. ● Identify a few mechanisms of social control. ● Identify various groups that exist in most communities. ● Describe the difference between Community Oriented Policing and Problem-Oriented Policing. ● Describe what is meant by “New Professionalism” among police agencies. ● Describe what community policing is and compare and contrast how it differs from traditional policing. ● Explain how the courts and corrections agencies are connecting with the citizens of a community.

Suggested Resources/Technology Tools

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- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL:

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Gifted and Talented

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- Use technology to enhance productivity.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3
Managing Conflict and Understanding Differing Perspectives
Summary and Rationale
<p>This unit will explore the various styles of policing related to the use of police discretion, along with the implications for improving police-community relations beginning with identifying two distinct contexts of police-citizen interaction that guide officer discretion. Modern policing demands for a more humanistic approach by police officers within the communities they serve. Inherent to this goal is developing a framework for understanding the cultural diversity that permeates the urban communities. Developing this understanding is a first step in building rapport, developing better police-community relationships, and managing conflicts. Subsequently, improving police-community relations will help law enforcement in the war against terrorism and affirm their role in providing homeland security. Additional areas of focus will include the development of a more active approach by police departments to engage community members through youth mentoring programs, substance abuse education, and the implementation of school safety officers.</p>
Recommended Pacing
6 weeks
Standards
Social Studies

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Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s),

	<p>establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.11-12.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
W.11-12.6.	<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
W.11-12.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>

	investigation.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Community policing offers the best hope for improving the relationship between 	<ul style="list-style-type: none"> Why is the use of wise judgment critical to a police officer?

<p>police and the diverse communities they serve, because this strategy fosters a partnership based on trust, communication, and understanding.</p> <ul style="list-style-type: none"> ● The dehumanizing aspects of police work and the subsequent alienation of the police from the communities they serve can be mitigated by building a foundation of trust through youth mentoring programs. ● The increasing role of local law enforcement and community policing strategies to develop the knowledge, means, and ability to protect US citizens. 	<ul style="list-style-type: none"> ● How does the human relations approach to policing differ from the professional and community oriented perspectives discussed in previous units? ● How can law enforcement officers mitigate conflict and resentment in diverse communities? ● How does understanding the perspectives of the police explain their responses to various situations? ● Why effective youth mentoring programs can positively further the mission of the police within the communities they serve? ● How has law enforcement evolved and adapted to combat terrorism? ● How has the role of community policing expanded to now also provide homeland security for communities?
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Inquiry Question(s):

How does community policing evolve to meet the diverse and changing needs of the communities they serve?

Evidence of Learning (Assessments)

Pre-assessment
 Formative assessments
 Summative assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● The difference between the styles of policing and operational styles of officers. ● The various mediation strategies police officers can use to mitigate conflict and resentment. ● The expanded role of community policing in providing homeland security. ● The value of youth mentoring in furthering the mission of the community police. 	<ul style="list-style-type: none"> ● Describe the difference between the law enforcement and policing roles. ● Compare and contrast the styles of policing and the operational styles of officers. ● Discuss the history of the racial profiling controversy as it relates to the context of officer discretion. ● Explain the nature, purpose, and importance of human relations. ● Explain how human relations concepts can help police be more effective. ● Discuss how law enforcement officers can mitigate conflict and resentment.

- Identify basic mediation strategies police officers can use when called upon to intervene in non-crime related disputes.
- Explain a few of the various policing strategies.
- Identify law enforcement strategies used for addressing terrorism.
- Discuss how community policing has evolved to protect citizens from terroristic threats.
- Describe the basic elements of a youth mentoring program.
- Evaluate the effectiveness of a youth mentoring program for improving police-community relations.

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
 - Hunter, R., Barker, T., & Guzman, D. M. (2017). *Police Community Relations and the Administration of Justice* (9th ed.). Pearson.
 - Peak, K., & Glensor, R. (2017). *Community and Problem-Oriented Policing: Effectively Addressing Crime and Disorder* (7th ed.). Pearson.
 - Solar, P. (2021). *Police Community Relations: A Conflict Management Approach (Higher Education Coursebook)* (2nd ed.). West Academic Publishing.

Modifications and Accommodations

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused

- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

21ST CENTURY LIFE AND CAREER STANDARDS

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Problem Solving Practical Exercises - Taking Action

Summary and Rationale

In this unit, the students will use the knowledge gained from the previous units in the course to conduct community research to discover areas where community policing programs could be enhanced. Students will select an area of interest and work cooperatively to conduct research, identify solutions, weighing advantages and disadvantages, propose a solution that requires action within the bounds of the state and federal laws, and propose an action plan that could influence the appropriate agencies to consider or adopt their solution. A focus would be to propose community police programs that could be implemented at the middle and high school levels.

Recommended Pacing

3 weeks

Standards

Social Studies

6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

Social Justice

JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
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JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
Language Arts	
Reading: Informational Text	
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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	<p>content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
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SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and

to add interest.

Language

L.11-12.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

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Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Focus

Enduring Understandings:

- The steps and methods used to identify “problems” in the community and conduct accurate unbiased research to formulate possible solutions.
- The role of each citizen to take action and participate in a way that is guided by an enlightened, reasoned commitment to the fundamental values and principles of American democracy.

Essential Questions:

- Does everyone have a responsibility to know and understand the problems in their community?
- Why is consensus building an important part of group decision-making?
- Why is it important as a citizen to participate in problem-solving in your community?
- How does taking action in your community foster global change?

Inquiry Question(s):

In what ways can community policing be adapted for the needs of my community?

Evidence of Learning (Assessments)

Pre-assessment
 Formative assessments
 Summative assessment

Objectives (SLO)

Students will know: (Goals)

- The importance of evaluating existing programs and policies within communities to identify areas of strength and weakness.
- The value of conducting thorough research before proposing alternative solutions to community programs.
- The steps taken when developing an action plan to be considered by community leaders for implementation, as it pertains to the legal channels in the American democratic system.

Students will be able to: (Teaching Points)

- Explain areas of concern within the community.
- Research a community specific problem.
- Evaluate the strengths and weaknesses of specific community programs.
- Examine alternative policies, focusing on advantages and disadvantages of proposed solutions.
- Propose a well-researched policy suggestion to be implemented in the community.
- Develop an action plan explaining the steps needed to get the proposed policy adopted by the appropriate government officials.

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
 - We The People-- Project Citizen, Center For Civic Education (Calif, & National Conference Of State Legislatures. (2010). *Project citizen : a portfolio-based civic education program. Level 2.* Center For Civic Education.

Modifications and Accommodations

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications:

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