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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** | Law Enforcement 1 |
| **Lesson/Unit Title** | Community-Oriented Policing |
| **TEKS Student Expectations** | **130.336. (c)** **Knowledge and Skills**(9) The student analyzes law related to victims and witnesses. (A) The student is expected to define community-oriented policing and(B) The student is expected to evaluate the skills needed to be a successful community-oriented police officer. |
| **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:* Define terms associated with COP.
* Compare and contrast traditional law enforcement with COP.
* Analyze research on traditional law enforcement and recommendations made about police work.
* Assess what skills an officer needs to be effective in COP.
* Examine ways police departments have implemented COP.
* Create methods to address crime in the community.
* Evaluate the effectiveness of COP ideas presented by fellow students.
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| **Rationale** | Community-Oriented Policing (COP) is a recent, and occasionally controversial, concept in law enforcement. It is important for an officer to understand its significance in order to lower crime rates by effectively working with community members. |
| **Duration of Lesson** | 3 to 4 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Community-Oriented Policing (COP)** – decentralized policing programs that focus on crime prevention, quality of life, public order, and alternatives to arrest**Problem-Oriented Policing** – also associated with COP; a proactive type of community policing that focuses on solving the underlying problems of delinquency and crime |
| **Materials/Specialized Equipment Needed** | **Materials*** Computers
* Internet Access
* Presentation materials or computer-based presentation software
* Discussion Rubric
* Group Evaluation Rubric
* Presentation Rubric
* Research Rubric
* Summary Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Use the following scenario and questions for a class discussion:There is an apartment complex in your community that officers consider a “hot spot,” an area where officers spend a disproportionate amount of time responding to calls. The crimes in this complex are numerous and include drug deals, assaults, robberies, gangs, and property crimes. Officers have only treated the symptoms with traditional methods of arresting and investigating. Unfortunately, this has not reduced the crime rate. What alternative methods could the police department attempt? What are some elements that might be helpful? Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | 1. Definitions
	1. Community-Oriented Policing (COP) – decentralized policing programs that focus on crime prevention, quality of life, public order, and alternatives to arrest
	2. Problem-Oriented Policing – also associated with COP; a proactive type of community policing that focuses on solving the underlying problems of delinquency and crime
2. Characteristics
	1. Focuses on proactive crime prevention rather than emergency response
	2. Encourages officers to see citizens as partners
	3. Shifts decision-making and discretion downward to those who know the neighborhood best: patrol officers
	4. Increase visible operations
3. Comparisons with traditional law enforcement
	1. Traditional
	2. Rapid response
		1. Crime investigation
		2. Apprehension of criminal
		3. Law enforcement
		4. Responds to the symptoms
	3. COP
		1. Uses strategies that promote crime prevention
		2. Promotes the community quality of life and public order
		3. Uses alternatives to arrest and force in order to solve the problem
4. Origin
	1. Police research of, and Presidential Commissions for the events in the 1960s resulted in data and recommendations
	2. Data
		1. Analysis of crime statistics showed that the current emphasis on crime fighting has had a limited effect on reducing crime.
		2. Police isolation
			1. Prevented strong ties to the community
			2. Hampered crime-fighting efforts
			3. Resulted in ignorance of unreported crimes
		3. Randomized patrols had a limited impact on crime
		4. A large portion of serious crimes were not deterred by rapid response
		5. There was less friendly foot patrolling because of the reimplementation of automobiles
		6. Answering the high number of 911 calls overwhelmed the police and left them little time for crime prevention
		7. Detectives solved only a small percentage of the crimes; the majority of solved cases hinged on information obtained by patrol officers
	3. Recommendations
		1. There is a need for formal call screening procedures to differentiate between emergency and nonemergency calls.
		2. Rather than performing randomized patrols when not handling calls, the officers’ time could be more profitably spent addressing specific criminal activities.
		3. Police could identify the community “hot spots” and reduce the number of repeated calls to these locations.
		4. Patrol officers needed to become knowledgeable about their beats through “beat-profiling” activities such as studying demographics and call histories.
5. Benefits
	1. Interaction with the community can improve the attitudes of officers toward their jobs and toward the communities they serve, which encourages the officers to develop creative solutions to complex problems.
	2. Officers are able to obtain valuable information about criminal activity and perpetrators by getting to know members of the community.
	3. Officers can obtain realistic assessments of community members’ needs and their expectations of police services
6. Challenges
	1. Decentralization of decision-making is difficult because officers are more comfortable with a structured leadership.
	2. The need for retraining is difficult for the traditional officers who see the public as their enemy.
	3. Crime displacement versus elimination
	4. Acceptance by biased communities who may have a preconceived, negative stereotype of police
	5. The tyranny of neighborhoods that suppress persons who are considered objectionable
7. The SARA method of application
	1. Scanning – gather data to define the problem
	2. Analysis – determine the nature of the problem, causes, and possible solutions
	3. Response – work with people, groups, and agencies to implement solutions
	4. Assessment- follow up on the initiatives taken

*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 \*** | Have students research how police departments use COP, design a visual aid, cite resources, and report their findings to the class using computer-based presentation software. A potential resource is http://www.cj.msu.edu/~people/cp/20year.html. Use the Presentation Rubric for assessment.Have students work as individuals or groups to research crime issues in their local community and to develop an effective COP program. They will present their program to the class for evaluation. Use the Group Evaluation Rubric and 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 \***  | COP Exam and KeyCOP Quiz (open-note) and Key*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** | U.S. Department of Justice <http://www.ncjrs.gov/pdffiles/commp.pdf> National Center for Community Policing<http://www.cj.msu.edu/~people/cp/20year.html> Community Oriented Policing Services[http://www.cops.usdoj.gov/Default.asp?Item=36 020547893X](http://www.cops.usdoj.gov/Default.asp?Item=36%20020547893X%20) Criminal Justice (Second Edition), James A. Fagin |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | 1. Research
	1. Formulate topic and questions
		1. Explore a research topic.
	2. Select information from a variety of sources.
		1. Gather relevant sources.
		2. Evaluate the validity and reliability of sources.
		3. Synthesize and organize information effectively.
	3. Produce and design a document.
		1. Design and present an effective product.
		2. Use source material ethically.
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| **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 compare the characteristics between traditional law enforcement and community policing and why each method could have a different impact on the community. Use the Summary Rubric for assessment.For enrichment, students will research complaints against community policing, and determine if they are valid and outweigh the benefits of it. 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)