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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 I |
| **Lesson/Unit Title** | Felony Traffic Stops |
| **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 apply techniques used to assess risk in vehicle stops.  (B) The student is expected to understand and analyze traffic laws contained in the Texas Transportation Code and their applications.  (D) The student is expected to execute a simulated felony traffic stop with one and two patrol units. |
| **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:   * Apply techniques used to assess risk in vehicle stops. * Comply with local established policies and procedures. * Execute a simulated felony traffic stop. |
| **Rationale** | There are situations when an officer must pull over a known dangerous offender, or when he realizes that a traffic stop has become a serious danger to his safety. It is important for an officer to effectively perform a felony traffic stop for his safety and the safety of other officers. |
| **Duration of Lesson** | 4 to 5 Hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Training guns * Handcuffs * Vehicles if available |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Read a story about one former officer’s experience with felony traffic stops. To find an article do an Internet search for the following: Traffic Stops Too Dangerous for One Former Officer. Have the students write a reflection on the article, focusing on the importance of safety during felony traffic stops. Use the Writing Rubric for assessment. |
| **Direct Instruction \*** | I. Felony Traffic Stops are performed when  A. There is a felony warrant  B. The vehicle is stolen  C. There is a threat to officer safety  II. Positions of Vehicles and Officers  A. Vehicles are parked side-by-side  B. Officers take cover behind the vehicle door  III. Procedures  A. The primary officer will command the driver to  1. Put his or her hands out of the window  2. Throw the keys out of the window  3. Open the door from the outside with his or her left hand  4. Get out of the vehicle  5. Lift up his or her shirt and turn around  6. Face away from the officer and walk backwards toward the sound of the officer’s voice  7. Take a few steps to the right when the suspect is close enough  8. Stop and get on his or her knees or stomach  B. The backup officer will  1. Arrest the suspect  2. Take the suspect to his car  3. Search the suspect   1. The primary officer will    1. Give the commands to get out again    2. Stay out of crossfire zones    3. Open the trunk   IV. Priorities   * 1. Only the primary officer gives commands   2. Communication among the officers is key   3. The primary officer must say, “Do it now,” after each command  1. Other Scenarios    1. When there is more than one person in the vehicle, wait until the driver is in the squad car before getting the other occupants out of the vehicle    2. When there is a gun in the suspect's waistband, let him or her know that you see it and you will shoot if he or she reaches for it   *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 \*** | Watch videos involving felony traffic stops and critique them using the Felony Traffic Stops Checklist. To find videos do an Internet search for the following:   * + Police Explorer felony vehicle stop   + High risk traffic stop   *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 each student demonstrate a felony traffic stop while the other students evaluate him or her in writing. They may use the Felony Traffic Stops Checklist or write down one strong skill and one skill that needs improvement. The peer evaluations may be assessed. Allot time for practice before the evaluation.  *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 \*** | * Felony Traffic Stops Quiz and Key * Felony Traffic Stops Checklist * Individual Work 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 Officers Standards and Education (TCLOESE) Training  Do an Internet search for the following:   * Traffic stops too dangerous for one former officer * Police Explorer felony vehicle stop * High risk traffic stop |
| **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, have students watch additional videos of felony traffic stops and critique what the officer did or did not do correctly. Use the Individual Work Rubric for assessment.  For enrichment, have students practice felony traffic stops on a car that has four or more suspects in it. Students can also do a felony traffic stop with a suspect who does not speak English. Use the Felony Traffic Stops Checklist 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)