

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**LAW ENFORCEMENT & PUBLIC SAFETY**

# **LAW ENFORCEMENT AND PUBLIC SAFETY 2**

Grade Level: 10

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 26, 2013**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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# Law Enforcement & Public Safety II

## Course Philosophy

The Law Enforcement and Public Safety Career Academy epitomizes the district's mission by providing accepted students with opportunities to study four major areas: law enforcement, fire science, emergency management services, and homeland security. The goal is to equip students with the knowledge, skills, and compassion for working with a diverse population with the personal responsibility needed to prepare for service. This will be achieved through interaction with those who have served the public in various capacities to familiarize students with the processes necessary to gain and find fulfillment through employment in the field.

The Law Enforcement and Public Safety Career Academy employs an interdisciplinary approach which includes English, Social Studies, Mathematics, Science and Physical Education. These courses will build upon each other in order to assist students in understanding the various skills for dealing with our society's diverse needs and population.

The goal of this curriculum is to assist students in discovering the history and the evolution of enduring issues relevant to Law Enforcement and Public Safety through innovative instructional methods that reflect best practices and develop life-long learning skills that will help create active citizens in a democratic society.

## Course Description

LEPS II is the academy's introduction to law enforcement and firefighting. Students will receive firsthand knowledge of police and firefighting by engaging in field trips to departments and receiving training and certification in Incident Command, and Introduction to firefighting. The course will also focus on the history, structure, technological evolution, and current issues in each area of the four areas of the academy.

Each learning experience will require students to be active participants, critical thinkers, effective communicators, and disciplined listeners. Student will be expected to follow designated discipline policies. This will give them an understanding of the rank structure that is part of public safety employment, and will help them prepare for future job opportunities.

## Course Map

| CCSS/NJCCCS   | Enduring Understandings  | Essential Questions   | Common Assessments    |
|---|--|---|-----------------------|
| 9.4.12.L.(4).4<br>9.4.12.L.(4).28<br>9.4.12.L.(1).37<br>RST.9-10.3<br>RST.9-10.7                                    | As society changes and evolves, so do the police and their responsibilities.   | What are the powers of the police and how have they change over time?<br>What types of patrols exist and how have they changed over time?<br>How have equipment and technology changed over time, and how do they affect patrol?  | Crime Scene Models    |
| 9.4.12.L.(1).6<br>9.4.12.L.(1).29<br>9.4.12.L.(2).1<br>WHST.9-10.1-10   | Police training is a continuing process that never ends.   | How does the training in the Police Academy aid the officer in his/her duties?<br>What continuing training must an officer receive?<br>What types of ongoing training do officers receive over the course of their careers?   | Paper                 |
| 9.4.12.L.(4).2<br>9.4.12.L.(4).3<br>9.4.12.L.(4).8<br>9.4.12.L.(4).9<br>9.4.12.L.(4).10<br>RST.9-10.3<br>RST.9-10.7 | Police departments consist of many units that aid the community in which they work.  | How do specialized police units serve the different parts of the community?<br>How do different types of patrols serve the different types of communities?<br>How do the different types of equipment serve the community?<br>What do communities expect from their police department and officers?<br>How can the community serve the police department? | Training Video        |
| 9.4.12.L.(4).3<br>9.4.12.L.11<br>9.4.12.L.(1).6<br>WHST.9-10.4-6  | Written and oral communication skills are an important part of police work.  | What different types of reports do police write?<br>What are the proper procedures for filling out special reports?<br>Why are police reports so important to police work?<br>What are proper radio procedures and how is it utilized?  | Police Reports        |
| 9.4.12.L.(2).5<br>9.4.12.L.(2).10<br>9.4.12.L.(2).11<br>RST.9-10.3<br>RST.9-10.7                                    | Qualifications and responsibilities in public safety have developed over time and in response to the history of the occupations. | How is knowledge of the history of public service vital to becoming a professional?   | Field Trip Debriefing |

## Course Map

| CCSS/NJCCCS  | Enduring Understandings   | Essential Questions  | Common Assessments   |
|--|---|--|--|
| 9.4.12.L.(2).4<br>9.4.12.L.(2).5<br>9.4.12.L.(2).11<br>9.4.12.L.(2).12                   | Firefighters are continually training to keep up with the changing times.                               | What types of specialized training must firefighters receive?<br>How do firefighters keep up with the changing times?<br>What specialized skills and teams are used in firefighting to keep up with the times?<br>How do firefighters' tools and equipment change with the time? | Introduction to Fire Fighting and Incident Command Certification |
| 9.4.12.L.(2).6<br>9.4.12.L.(2).8<br>RST.9-10.3<br>RST.9-10.7                             | Government and municipal agencies affect both fire departments and law enforcement.                     | How does a building code officer aid fire departments and law enforcement personnel by setting standards?<br>How do ambulance units, hazmat units, rescue and recovery units assist police and fire departments?<br>How do mutual aid agreements benefit municipalities?         | Multimedia Presentation  |
| 9.4.12.L.(2).4<br>9.4.12.L.(2).5<br>9.4.12.L.(4).37<br>9.4.12.L.(4).10<br>9.4.12.L.(4).1 | Responding to an incident or emergency requires predetermined protocols and standards to ensure safety. | What are the procedures police and firefighting personnel conduct when responding to a call?<br>Upon arrival at the scene, what actions do the police and firefighters conduct?<br>How do police and firefighters conduct an incident action plan?                               | Field Experience Certification                                   |

## Enduring Understandings & Pacing

| Unit Title                          | Unit Understandings   | Recommended Duration |
|-------------------------------------|---|----------------------|
| 1: Introduction & History of Police | As society changes and evolves, so do the police and their responsibilities.<br>Police training is a continuing process that never ends.  | 5-7 weeks            |
| 2: Police & the Community           | Police departments consist of many units that aid the community in which they work.   | 5-7 weeks            |
| 3: Reports & Report Writing         | Written and oral communication skills are an important part of police work.   | 5-7 weeks            |
| 4: History of Public Safety         | Qualifications and responsibilities in public safety have developed over time and in response to the history of the occupations.<br>Firefighters are continually training to keep up with the changing times. | 5-7 weeks            |
| 5: Other Agencies and Response      | Government and municipal agencies affect both fire departments and law enforcement.<br>Responding to an incident or emergency requires predetermined protocols and standards to ensure safety.                | 5-7 weeks            |

**LAW ENFORCEMENT AND PUBLIC SAFETY II**  
**UNIT 1: INTRODUCTION AND HISTORY OF POLICE**

**SUGGESTED DURATION: 5-7 WEEKS**

| <b>UNIT OVERVIEW</b>   |  |
|--|--|
| <b>ENDURING UNDERSTANDINGS</b>   | <b>ESSENTIAL QUESTIONS</b>   |
| As society changes and evolves, so do the police and their responsibilities. | What are the powers of the police and how have they change over time?<br>What types of patrols exist and how have they changed with time?<br>How have equipment and technology changed over time, and how do they affect patrol? |
| Police training is a continuing process that never ends.                     | How does the training in the Police Academy aid the officer in his/her duties?<br>What continuing training must an officer receive?<br>What types of ongoing training do officers receive over the course of their careers?      |

| <b>LEARNING TARGETS</b>  |   |   |
|--|---|---|
| <b>NJCCCS/CCSS</b>   | <b>COMMON ASSESSMENT</b>  | <b>LEARNING GOALS</b>   |
| 9.4.12.L.(4).4<br>9.4.12.L.(4).28<br>9.4.12.L.(1).37<br>RST.9-10.3<br>RST.9-10.7 | Students create crime scenes (miniature models, videotaped recreations, virtual, etc.), demonstrating proper procedures in collecting evidence. | The proficient student will: <ul style="list-style-type: none"> <li>explain and demonstrate a type of patrol;</li> <li>express in writing how patrols have developed from yesterday to modern times.</li> </ul> |
| 9.4.12.L.(1).6<br>9.4.12.L.(1).29<br>9.4.12.L.(2).1<br>WHST.9-10.1-10            | Students write a formal paper detailing and comparing different types of training, utilizing multiple technical sources.                        | The proficient student will: <ul style="list-style-type: none"> <li>express and demonstrate a type of training that police officers receive over a period of time.</li> </ul>                                   |

| <b>SUGGESTED STRATEGIES</b>   |   |   |
|---|---|---|
| <b>ACTIVITIES</b>   | <b>DECLARATIVE KNOWLEDGE</b>  | <b>PROCEDURAL KNOWLEDGE</b>   |
| Classroom discussions on the history of police work along with videos and text book<br>Field Trip to Morris County Mounted Unit, Field Trip WTC, Field Trip Monmouth County Police Academy, Court, and Jail. Guest Speaker to include Federal, County and State guest speakers. | Beat, Bulletin, CFS, Formalized Training, General Orders, in service Training, Assault, Battery, Degree of Crimes, Roll Call, Specialized Training, Special Orders, Written Directives, Reasonable Belief | <ul style="list-style-type: none"> <li>Students should be able to explain how law enforcement started and who the father of modern policing is and how police work has change over time.</li> </ul> |

| <b>SUGGESTED MODIFICATIONS</b>  |   |
|---|---|
| <b>TECHNOLOGY INTEGRATION</b>   |   |
| Activity Alternatives <ul style="list-style-type: none"> <li>• Guest speakers can join class in person or via Skype, Google Hangout, etc. in order to engage students in dialogue on police responsibilities, changing duties.</li> </ul>                 | Student Monitoring <ul style="list-style-type: none"> <li>• Students can engage in discussions and respond to formative questions on Edmodo, or other online learning management system.</li> </ul> |
| <b>DIFFERENTIATION</b>  |   |
| <ul style="list-style-type: none"> <li>• When possible, teacher should take advantage of excursions to any of the following: Morris County Mounted Unit, Monmouth County Police Academy, Monmouth County Courthouse, and Monmouth County Jail.</li> </ul> |   |



**LAW ENFORCEMENT AND PUBLIC SAFETY II**  
**UNIT 2: POLICE AND THE COMMUNITY**

**SUGGESTED DURATION: 5-7 WEEKS**

**UNIT OVERVIEW**

| ENDURING UNDERSTANDINGS   | ESSENTIAL QUESTIONS   |
|---|---|
| Police departments consist of many units that aid the community in which they work. | <p>How do specialized police units serve the different parts of the community?</p> <p>How do different types of patrol serve the different types of communities?</p> <p>How do the different types of equipment serve the community?</p> <p>What do communities expect from their police department and officers?</p> <p>How can the community serve the police department?</p> |

**LEARNING TARGETS**

| NJCCCS/CCSS  | COMMON ASSESSMENT  | LEARNING GOALS   |
|--|--|--|
| <p>9.4.12.L.(4).2</p> <p>9.4.12.L.(4).3</p> <p>9.4.12.L.(4).8</p> <p>9.4.12.L.(4).9</p> <p>9.4.12.L.(4).10</p> <p>RST.9-10.3</p> <p>RST.9-10.7</p> | Students will create a training video, as if it were to be used with police academy students. Divided up into teams, students will highlight a specific aspect of police training. | <p>The proficient student will:</p> <ul style="list-style-type: none"> <li>explain and show three different types of training police receive.</li> </ul> |

**SUGGESTED STRATEGIES**

| ACTIVITIES  | DECLARATIVE KNOWLEDGE  | PROCEDURAL KNOWLEDGE  |
|---|--|---|
| Guest speakers from the county and state units share hands on knowledge of police equipment handcuffs, baton, holster, etc. Teacher may also lead classroom discussion s on “You Bet Your Badge.” | Gifts, Gratuities, Legalistic Style, Service Style, Watchman Style | <ul style="list-style-type: none"> <li>Student should be able to explain community expectations.</li> </ul> |

**SUGGESTED MODIFICATIONS**

| TECHNOLOGY INTEGRATION   |  |
|--|--|
| <p>Activity Alternatives</p> <ul style="list-style-type: none"> <li>Students can utilize training and demonstration videos on YouTube and other streaming media services.</li> </ul>     | <p>Student Monitoring</p> <ul style="list-style-type: none"> <li>Students can engage in discussions and respond to formative questions on Edmodo, or other online learning management system.</li> </ul> |
| DIFFERENTIATION  |  |
| <ul style="list-style-type: none"> <li>When possible, teacher should take advantage of excursions to any of the following: Morris County Mounted Unit, Monmouth County Police</li> </ul> |  |

Academy, Monmouth County Courthouse, and Monmouth County Jail.

**HONORS LAW ENFORCEMENT AND PUBLIC SAFETY II**  
**UNIT 3: REPORTS AND REPORT WRITING**

**SUGGESTED DURATION: 5-7 WEEKS**

**UNIT OVERVIEW**

| ENDURING UNDERSTANDINGS   | ESSENTIAL QUESTIONS  |
|---|--|
| Written and oral communication skills are an important part of police work. | What different types of reports do police write?<br>What are the proper procedures for filling out special reports?<br>Why are police reports so important to police work?<br>What are proper radio procedures and how is it utilized? |

**LEARNING TARGETS**

| NJCCCS/CCSS  | COMMON ASSESSMENT   | LEARNING GOALS   |
|--|---|--|
| 9.4.12.L.(4).3<br>9.4.12.L.11<br>9.4.12.L.(1).6<br>WHST.9-10.4-6 | Student will complete police reports dealing with motor vehicle accidents, operation reports, and investigation reports and be evaluated on the completeness and accuracy of the reports. | The proficient student will: <ul style="list-style-type: none"><li>demonstrate which report is use for what type of case, and will be able fill out a report with the following information: who, what, when, where, why and how;</li><li>demonstrate the proper radio procedures when utilizing a police radio.</li></ul> |

**SUGGESTED STRATEGIES**

| ACTIVITIES   | DECLARATIVE KNOWLEDGE  | PROCEDURAL KNOWLEDGE   |
|--|--|--|
| Teacher conducts classroom discussion on report writing, utilizing videos and textbook presentations. Create scenarios in which students must file reports in a simulation of a police call or incident. Guest speakers may include representatives from federal, county and state agencies. | Preliminary Report, Signature, Staging, Subject, Suspect, Victim, witness, TRIAD officer | <ul style="list-style-type: none"><li>Student should be able to explain the different types of reports and their uses.</li></ul> |

**SUGGESTED MODIFICATIONS**

| TECHNOLOGY INTEGRATION   |   |
|--|---|
| Activity Alternatives <ul style="list-style-type: none"><li>Students will create a motor vehicle accident and fill out a motor vehicle accident report utilizing illustration or graphics software.</li><li>Students may share report templates and complete collaborative reports via Google Drive.</li></ul> | Student Monitoring <ul style="list-style-type: none"><li>Teacher may utilize version tracking and commenting in Google Drive.</li></ul> |
| DIFFERENTIATION  |   |

- When possible, teacher should take advantage of excursions to any of the following: Morris County Mounted Unit, Monmouth County Police Academy, Monmouth County Courthouse, and Monmouth County Jail.

**HONORS LAW ENFORCEMENT AND PUBLIC SAFETY II**  
**UNIT 4: HISTORY OF FIRE FIGHTING**

**SUGGESTED DURATION: 5-7 WEEKS**

**UNIT OVERVIEW**

| ENDURING UNDERSTANDINGS  | ESSENTIAL QUESTIONS   |
|--|---|
| Qualifications and responsibilities in public safety have developed over time and in response to the history of the occupations. | How is knowledge of the history of public safety vital to becoming a professional?  |
| Firefighters are continually training to keep up with the changing times.  | What type of specialized training must firefighters receive?<br>How do firefighters keep up with the changing times?<br>What specialized skills and teams are used in firefighting to keep up with the times?<br>How do firefighters' tools and equipment change with the time? |

**LEARNING TARGETS**

| NJCCCS/CCSS  | COMMON ASSESSMENT  | LEARNING GOALS  |
|--|--|---|
| 9.4.12.L.(2).5<br>9.4.12.L.(2).10<br>9.4.12.L.(2).11<br>RST.9-10.3<br>RST.9-10.7 | Student will debrief a field trip to the Monmouth County Fire Academy, highlighting the history of firefighting to describe the development of at least two practices observed, through a formal presentation. | The proficient student will: <ul style="list-style-type: none"> <li>explain and discuss the history of firefighting.</li> </ul>           |
| 9.4.12.L.(2).4<br>9.4.12.L.(2).5<br>9.4.12.L.(2).11<br>9.4.12.L.(2).12           | Student will attend a field trip to Monmouth Fire Academy to receive certification in Introduction to Fire Fighting and Incident Command.  | The proficient student will: <ul style="list-style-type: none"> <li>obtain a certificate in incident command and firefighting.</li> </ul> |

**SUGGESTED STRATEGIES**

| ACTIVITIES  | DECLARATIVE KNOWLEDGE  | PROCEDURAL KNOWLEDGE   |
|---|--|--|
| Conduct classroom discussion on the history of fire fighting with videos and textbook presentations. Students may examine technology available during historical fires (Chicago, etc.), and discuss "what-if's" to determine how different technology might have altered the outcome. | Assistance or Division Chief, Banked, Battalion Chief, Captain, Chain of Command, Chief Trumpet, Company Officer, Fire Hook, Fire Mark | <ul style="list-style-type: none"> <li>Student will be able to explain the history of firefighting and the equipment used by fireman.</li> </ul> |

**SUGGESTED MODIFICATIONS**

**TECHNOLOGY INTEGRATION**

|   |  |
|---|--|
| <p>Activity Alternatives</p> <ul style="list-style-type: none"><li>• Students may utilize Excel or Google Drive spreadsheet to quantify the costs of firefighting equipment versus the costs of fire disasters.</li></ul> | <p>Student Monitoring</p> <ul style="list-style-type: none"><li>• Students can engage in discussions and respond to formative questions on Edmodo, or other online learning management system.</li></ul> |
|---|--|

**DIFFERENTIATION**

|   |
|---|
| <ul style="list-style-type: none"><li>• When possible, teacher should take advantage of excursions to any of the following: Morris County Mounted Unit, Monmouth County Police Academy, Monmouth County Courthouse, and Monmouth County Jail.</li></ul> |
|---|

**HONORS LAW ENFORCEMENT AND PUBLIC SAFETY II**  
**UNIT 5: OTHER AGENCIES AND RESPONSE**

**SUGGESTED DURATION: 5-7 WEEKS**

**UNIT OVERVIEW**

| ENDURING UNDERSTANDINGS   | ESSENTIAL QUESTIONS  |
|---|--|
| Government and municipal agencies affect both fire departments and law enforcement.                     | How does a building code officer aid fire departments and law enforcement personnel by setting standards?<br>How do ambulance units, hazmat units, rescue and recovery units assist police and fire departments?<br>How do mutual aid agreements benefit municipalities? |
| Responding to an incident or emergency requires predetermined protocols and standards to ensure safety. | What are the procedures police and firefighting personnel conduct when responding to a call?<br>Upon arrival at the scene, what actions do the police and firefighters conduct?<br>How do police and firefighters conduct an incident action plan?                       |

**LEARNING TARGETS**

| NJCCCS/CCSS  | COMMON ASSESSMENT   | LEARNING GOALS   |
|--|---|--|
| 9.4.12.L.(2).6<br>9.4.12.L.(2).8<br>RST.9-10.3<br>RST.9-10.7                             | Multimedia presentation on other agencies assisting the fire and police department.       | The proficient student will: <ul style="list-style-type: none"> <li>explain how building codes aid police and firefighters when performing their jobs.</li> </ul>              |
| 9.4.12.L.(2).4<br>9.4.12.L.(2).5<br>9.4.12.L.(4).37<br>9.4.12.L.(4).10<br>9.4.12.L.(4).1 | Student will attend an incident command system in class field trip to earn certification. | The proficient student will: <ul style="list-style-type: none"> <li>attend incident command class and pass an exam with a grade of 70%, thus earning a certificate.</li> </ul> |

**SUGGESTED STRATEGIES**

| ACTIVITIES   | DECLARATIVE KNOWLEDGE   | PROCEDURAL KNOWLEDGE   |
|--|---|--|
| Conduct classroom discussions on the other agencies, utilizing video and textbook presentations. Class may conduct simulations in which students or groups of students represent various agencies along the chain of incident for an emergency or other large event (e.g., a large sports or other media event). | Two-way radio, SCBA, turnout pants and boots, dispatch, direct line, mayday call box, staging area, strike team | <ul style="list-style-type: none"> <li>Student will be able to explain how police and fire work together and with other agencies.</li> </ul> |

**SUGGESTED MODIFICATIONS**

**TECHNOLOGY INTEGRATION**

|  |  |
|--|--|
| <p>Activity Alternatives</p> <ul style="list-style-type: none"><li>• Students may create a digital training video and post it to a public web site, soliciting comments and reviews from professionals in the field.</li></ul> | <p>Student Monitoring</p> <ul style="list-style-type: none"><li>• Track participation, versioning, and commenting through the web site/bloggging platform.</li></ul> |
|--|--|

**DIFFERENTIATION**

|   |
|---|
| <ul style="list-style-type: none"><li>• When possible, teacher should take advantage of excursions to any of the following: Morris County Mounted Unit, Monmouth County Police Academy, Monmouth County Courthouse, and Monmouth County Jail.</li></ul> |
|---|