

Wallenpaupack Area School District Planned Course Curriculum Guide

Career and Technical Education

Protective Services Level 1

Course Description:

Law Enforcement Career and Technical Education (CTE) course provides hands-on training and instruction in the history, ethics, and practical application of law enforcement and criminal justice, covering topics such as criminal law, investigation techniques, report writing, and physical fitness. Students learn about local, state, and federal law enforcement structures, use of technology, and develop skills in critical thinking, communication, and teamwork to prepare them for careers in the field

Initial Creation Date (if applicable) and Revision Dates:
September 2025

Wallenpaupack Area School District Curriculum	
COURSE: Protective Services Level 1	GRADE/S: 10
UNIT 3: Arrests, Search & Seizure	TIMEFRAME: 15 days

PA COMMON CORE/NATIONAL STANDARDS:

Understand the impact of Supreme Court decisions such as Mapp v. Ohio, Terry v. Ohio, and Tennessee v. Garner, analyzes custody and interrogation as they relate to the U.S. Supreme court decision in Miranda v. Arizona. As well as demonstrate the application of the constitutional rights for both adult and juvenile suspects

UNIT OBJECTIVES (SWBATS):

Contrast reasonable suspicion with probable cause
 Define the six standards of proof
 When police can execute a warrantless search and when police need a search warrant
 Define contraband
 Explain the conditions when Miranda Rights are triggered
 List important court cases and explain the impact of their decision on law enforcement

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Arrest, Search & Seizure Notes
 Standards of Proof Video Analysis
 Vocabulary Arrest, Search & Seizure
 4th Amendment Searches Landmark Case Activity
 Search & Seizure Video Quiz

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Arrest and Miranda Warning Quiz
 Discussion Rubric
 Individual Work Rubric
 Research Rubric
 Role Play Rubric

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

1. Miranda Warning Discussion. Do an Internet search for the following article: Supreme Court: Suspects must invoke the right to remain silent in interrogations. Have the students read (or read to the students) the article. Class discussion using the following questions.
 -Should a suspect have to verbally say that they are “invoking” their right to remain silent?
 -Does the fact that the suspect has to “say something”, violate the purpose of that Miranda right?

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Entry Into the System: Arrests Key Terms handout
- Attorney-Client Role Play Activity Instructions
- Attorney-Client Role Play Activity Client’s Story

- Legal pads
- Computers

KEY VOCABULARY:

Key Terms:

-Arrest – Taking a person suspected of committing a crime into custody and curtailing the individual’s freedom to leave, until the person can be brought before a judge to answer the charges against him or her.

-Arrest Warrant – A court-ordered document giving law enforcement the authority to arrest someone on a specific charge.

-Due Process – The constitutional rights of citizens against government actions that threaten the denial of life, liberty, or property. In criminal cases, arrests and trials must meet certain minimum standards of fairness, and laws cannot violate constitutional rights.

-Reasonable Suspicion – Warranted suspicion that a person may be engaged in criminal conduct. Not quite to the level of probable cause.

-Probable Cause – Reasonable suspicion or belief that a crime has been committed and that a particular person committed that crime.

-Miranda Warning – The warning given to suspects by law enforcement, advising suspects of their legal rights to counsel, to refuse to answer questions, to avoid self-incrimination, and other privileges. Named after the landmark case of *Miranda v. Arizona* (1966).

-Fifth Amendment – The right to a grand jury for a capital or serious crime; protection against double jeopardy; protection against self- incrimination; prohibition of the taking of life, liberty, or property without due process of law.

-Self-incrimination – Giving evidence and answering questions that would tend to subject one to criminal prosecution.

-Right to Counsel – The right to be represented by an attorney at critical stages of the criminal justice system.

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COURSE:	GRADE/S: 10
UNIT 11: DWI	TIMEFRAME: 5 days

PA COMMON CORE/NATIONAL STANDARDS:

Applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver related to driving while intoxicated and related offenses; and the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention

UNIT OBJECTIVES (SWBATS):

Discuss the elements of DWI offenses
Identify examples of "reasonable suspicion" for intoxicated drivers
Identify the 3 Phases of a DWI traffic stop
Describe the 3 Standard Field Sobriety Tests
Score the Walk & Turn as well as the One Leg Stand

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

DWI Notes
Vocabulary DWI
SFST Activity

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

DWI Notes Exam
DWI Field Tests
Standard Field Sobriety Testing Rubric

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES (Technology Based Resources, Text Resources, etc.): Computer with Internet Access “Drunk” googles SFST instruction sheets
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COURSE:	GRADE/S: 10 Days
UNIT 10: Transportation and Traffic Stops	TIMEFRAME: 10 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Applies reasonable suspicion and probable cause for motor vehicle traffic stops, including</p> <ul style="list-style-type: none">-apply techniques used to assess risk in vehicle stops-execute a simulated misdemeanor traffic stop using the seven-step violator contact method- identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation- identify the regulations relating to arrest, charging procedures, notices, and promises to appear
<p>UNIT OBJECTIVES (SWBATS):</p> <p>List the 7 Step Violator Contact Method</p> <p>Show the correct use of the 7 Step Violator Method in simulations</p> <p>State when a person can be arrested for DWLI</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Transportation Code Notes</p> <p>License Plate & Registration Stickers Information</p> <p>Phonetic Alphabet Practice</p> <p>Parking Lot Check</p> <p>Traffic Violations Video Analysis</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Traffic Stops Quiz and Key</p> <p>Traffic Stops Checklist</p> <p>Individual Work Rubric</p> <p>Writing Rubric</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>For reinforcement, 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.</p>

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.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Training guns
Handcuffs
Vehicles if available
Computer with internet access

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COURSE:	GRADE/S: 10
UNIT 9: Report Writing	TIMEFRAME: 10 Days

<p>PA COMMON CORE/NATIONAL STANDARDS: use field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to: (a) describe the components of a police call sheet, an incident report, and a supplemental report (b) explain why a police call sheet, an incident report, and a supplemental report are legal documents (c) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report (d) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries</p>
<p>UNIT OBJECTIVES (SWBATS): Contrast an offense report and an arrest report Change regular times into military time Explain when a supplement(al) report would be necessary Write a report on a possession of marijuana arrest Write a report on a theft Write a report on a burglary of a vehicle</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Report Writing Notes Military Time Activity Report Writing Analysis Report #1- Possession of Marijuana Report #2- Theft Report #3- Possession of Marijuana Report #4- Burglary of a Vehicle</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Report Writing Quiz (open note) and Key Report Writing Exam and Key Writing Rubric</p>

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students create scenarios for the other students to write a report.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Burglary Case Scenario

Offense/Incident Report (blank)

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COURSE:	GRADE/S:
UNIT 8: Controlled Substances	TIMEFRAME:

PA COMMON CORE/NATIONAL STANDARDS:

identify current commonly abused drugs in society, the effects of substances as it applies to Health and Safety Codes, and procedures for handling drugs, dangerous drugs, and controlled substances.

UNIT OBJECTIVES (SWBATS):

The student will be able to:

- Identify current commonly abused drugs in society
- Identify side effects from downer drugs
- Research the effects of substances
- Identify common terms used in drug use and abuse
- List the signs of drug use
- Summarize the procedures for handling dangerous and unpredictable drugs

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Controlled Substances Notes
Dangerous Drugs PPT
DEA Drugs of Abuse Research
Drug Identification Activity
Learning Check Drug Identification

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Exam Drug Dangers
Discussion Rubric
Research Rubric

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Hollywood Who's. Students will select a celebrity that has died as a result of complications involving drug use or drug abuse. The student will record the celebrity's name, the type of drug used, and any physical, mental and economic side effects or consequences caused by their drug use while they were still alive. Sample inquiry questions are, "did it affect their employment standing?" and, "what were the circumstances surrounding the death?" Some celebrities to research might be Elvis Presley, Judy Garland, Marilyn Monroe, Michael Jackson, Kurt Cobain and Heath Ledger. After their research is complete, students may create a public drug awareness poster using their celebrity as the center of their campaign, and present it to the class. Use the Research Rubric and the

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Computers with Internet access
- Poster board and art supplies
- Drug Dangers Exam and Key

- Discussion Rubric
- Individual Work Rubric
- Presentation Rubric
- Research Rubric

KEY VOCABULARY:

Abuser – a person who continues to use a drug after it is needed or even though it is not needed

Dependent – when a person experiences withdrawal symptoms from reducing or stopping the use of the drug

Overdose – a user takes more of a drug than the body can process; usually results in death

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Initial Creation Date (if applicable) and Revision Dates:

COURSE:	GRADE/S: 10
UNIT 7: Use Of Force	TIMEFRAME: 15 days

PA COMMON CORE/NATIONAL STANDARDS:

Applies legal authorities pertaining to law enforcement officers' use of force. The student is expected to:

- (A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force
- (B) analyze the deciding factors for use of force when effecting an arrest
- (C) analyze circumstances that are high risks for officers
- (D) analyze various force options or alternatives to increase the student's awareness of various force options or alternatives available to peace officers
- (E) discuss force options available to peace officers
- (F) Examine elements that an officer must recognize and control in every encounter

UNIT OBJECTIVES (SWBATS):

- Define use of force and related terms
- Explain the legal authority for use of force
- Discuss civil liability for officers and legal remedies available to citizens for excessive force
- List force options available for peace officers
- Identify the use of force continuum step for both officer and subject

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Use of Force Notes
- Use of Force Note Summarization
- Use of Force Wall Scenarios
- Use of Force Video Analysis 1, 2, & 3
- Use of Force Wordsearch
- Use of Force Video Project

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- A use of force writing assignment based on given scenarios
- Notes exam

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Discussion Rubric
- Research Rubric
- Role Play Rubric
- Writing Rubric

KEY VOCABULARY:

Definitions

Force – an aggressive act committed by any person which does not amount to assault, and is necessary to accomplish an objective

Deadly Force – force that is intended or known by the actor to cause death or serious bodily injury

Reasonable or Necessary Force – the minimum amount of lawful aggression sufficient to achieve a legitimate law enforcement objective

Control – the degree of influence the officer must exert over the violator to take him or her safely into custody

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COURSE:	GRADE/S: 10
UNIT 5: Victims & Victimology	TIMEFRAME: 5 days

PA COMMON CORE/NATIONAL STANDARDS:

Understand the psychological, social, and economic impact of crime on the victim such as: the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention

UNIT OBJECTIVES (SWBATS):

Define victim
Analyze the laws pertaining to witnesses
Describe various victim responses to crimes
Identify the elements of a crisis reaction
Define secondary victimization

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Victims & Victimology Notes
Victims' Rights LapBook Project

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Victims' Rights Exam and Key
Victim Impact Statement: Persuasive Essay Rubric
Witness Protection Program Brochure Rubric
Debate Rubric
Discussion Rubric
Writing Rubric

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Witness Protection Program Brochure. Have students research state and federal witness protection programs. Then have each student create a brochure outlining the Witness Protection Program. Have students imagine that their brochure will be given to victims who are in danger and need to be placed in the program.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Computers with Internet access
Witness Protection Brochure

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COURSE:	GRADE/S: 10
UNIT 4: Family Violence Laws	TIMEFRAME: 5 days

PA COMMON CORE/NATIONAL STANDARDS:

Proficiency in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence

UNIT OBJECTIVES (SWBATS):

Identify typical characteristics of the offender
Describe the 3 phases of the cycle of abuse
Define family violence
Define household
Define family member
Explain the laws regarding family violence situations
List the 4 types of assault and their punishments

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Family Violence Laws Notes
Cycles of Violence Activity
Tracey Thurman Movie Analysis
Red Flags Teen Dating Violence

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Each student will write a one-page personal reflection on what he or she learned from this lesson and how they plan to use the information now and in the future. Encourage them to include skills that are necessary to enhance personal and career effectiveness.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Develop a pamphlet with a list of resources available in your community which provides help for families in a crisis situation.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Computer with projector for PowerPoint presentation
Computers with Internet access (be sure to follow district guidelines)

KEY VOCABULARY:

Adaptation: To modify oneself to conform to a situation or environment
Addiction: Dependence on a particular substance or action
Child Abuse: Abusive treatment of children takes several forms such as neglect, emotional abuse, physical abuse, and sexual abuse
Crisis: A dangerous or critical moment of development
Intervention: Interference with the acts of others. The act of coming between
Shelter: A safe place for those who experience physical violence or sexual abuse
Violence: Physical force used to harm someone or something

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COURSE: Protective Services Level 1	GRADE/S: 10
UNIT 2: Legal Systems	TIMEFRAME: 15 days

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> - Explain the role of the United States Constitution in relation to the development and implementation of law enforcement, explain how citizens are protected by constitutional laws of local, state, and federal courts, analyze the similarities, differences, and interactions between state and federal court systems
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> Identify the rights granted for Amendments in the US Constitution Compare and contrast state and federal court systems Show the progression of a case as it moves through local, state and federal jurisdiction

Match offenses with their statutes of limitations

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

US Constitution & Amendment Notes
Amendment Scenarios
Bill of Rights LapBook
Amendments Bingo

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

The State and Federal Court Systems Exam
The State and Federal Court Systems Quiz

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Have students complete the State and Federal Court System open-note review quiz.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Computers with Internet access
Discussion Rubric
Group Evaluation Rubric
Peer Evaluation Rubric
Research Rubric
Writing Rubric

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COURSE: Protective Services Level 1	GRADE/S: 10
UNIT 1: Juvenile Law	TIMEFRAME: 5 Days

PA COMMON CORE/NATIONAL STANDARDS:

Relate the meaning of technical concepts and vocabulary associated with law enforcement in regard to custody and interrogation, as well as additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses.

UNIT OBJECTIVES (SWBATS):

Define child according to Family Code
Contrast delinquent conduct with conduct in need of supervision
Contrast non-offender with a status offender
List offenses that juveniles can be imprisoned for
Give examples of the three ways to notify a school and their deadline
Explain when juvenile fingerprints can be taken
Tell how long a child can be detained for legally

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Juvenile Law Notes
Note Summarization
Vocabulary Juvenile Law
Juvenile Justice WebQuest
Juvenile Crossword
Juvenile Wordsearch
Fifteen to Life Documentary

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Juvenile Law Exam and Key
Discussion Rubric
Individual Work Rubric
Peer Evaluation Rubric
Role Play Rubric
Summary Rubric
Writing Rubric

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

For enrichment, students will take a field trip to the local police station to see how a juvenile's holding location is different from an adult's. Have students write a summary of the experience.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Juvenile Defense Attorney Activity Handout
Computer with Internet access

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COURSE: Protective Services Level 1	GRADE/S: 10
UNIT 1: Human Services	TIMEFRAME:10 days

PA COMMON CORE/NATIONAL STANDARDS:

National code of Conduct for Law Enforcement Officials, adopted by the United Nations General Assembly. This Code sets out general principles for law enforcement officials, including respect for human rights, integrity, and accountability

UNIT OBJECTIVES (SWBATS):

Define race, ethnicity, and culture
 Analyze race-related issues in law enforcement
 Give examples of Broken Window Theory
 Locate examples of Broken Window Theory on Google Maps
 Contrast traditional policing and community policing

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Unconscious Prejudice Activity
 Community Policing & Ethics Notes
 Ethical Dilemmas
 Ethical Scenarios
 Broken Window Theory Activity

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Human Services Exam and Key
Human Services Key Terms Quiz and Key
Report Writing
Debate

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

The students will select a person killed by police during a stop. Then the students will research the officer, the victim, and the situation and write a paper summarizing their research. Their paper must include a section analyzing and describing how the officer could/should have acted differently in order to save the victim's life. Use the Research Rubric and/or the Writing Rubric for assessment.

RESOURCES (Technology Based Resources, Text Resources, etc.):

MyCareerTech website
Ed puzzle
YouTube
Criminal Justice Today Text
Google Chrome research
iPad
Internet Access

KEY VOCABULARY:

Culture: an integrated pattern of learned human behavior traits including thoughts, communication, actions, beliefs, values; the institutions of an ethnic, religious, or social group; a body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group

Discrimination: to make a difference in treatment on a basis other than individual character

Ethnocentrism: to judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true, universal way and the other culture's in a negative way

Implicit Biases: unconscious biases that affect our decision-making; everyone has them

Multiculturalism: the recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class