



Course: Teen and Police Service
PEIMS Code: N1130025
Abbreviation: TEENPOL
Grade Level(s): 9-12
Number of Credits: 1.0

Course description:

The TAPS course includes specific topic areas associated with Children and Youth Safety (COPS-CPD-2011-3) such as violence, physical and sexual abuse, stalking, domestic trafficking, sexual exploitation, and bullying. The curriculum also encompasses law enforcement related subject areas that are important to youth. A cohort class of students partner with 10 mentor officers and discuss issues such as: bullying, anger management, avoidance of gang life, drug usage, conflict management and many other youth and law enforcement focused topics. Through these interactive sessions, students gain skills to manage these situations and make positive decisions in their daily lives. During the course, students and officers engage in two community services projects and other activities. The course is designed to help youth: change behavior, learn responsible decision making, participate in crime prevention projects, and reduce the social distance between themselves and law enforcement.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 9-12.
- (b) Introduction. Teen and Police Service (TAPS) is a course aimed to help at-risk youth change behavior, learn responsible decision-making, participate in crime prevention projects, and reduce the social distance between themselves and law enforcement officials.

This course encompasses topics and issues including: Crime Prevention, Gang Membership, Forensics, Narcotic Drug and Alcohol Abuse, Dating Abuse, Bullying, Robbery, Truancy, Search and Seizure, K-9 Units, Juvenile and Criminal Justice systems, Safe Driving, Conflict Management, Cognitive Decision-Making, Team Building, and Interpersonal Communications.

(c) Knowledge and skills.

- (1) The student explores social distance between community youth and law enforcement. The student is expected to:
 - (A) identify personal attitudes and perceptions about law enforcement officials;
 - (B) predict the attitudes and perceptions that law enforcement officials may have regarding at-risk youth;
 - (C) compare common youth and officer perceptions of one another's roles within the community, contrasting the differences of opinion that may form a gap representing social distance between youth and law enforcement; and
 - (D) recognize that perceptions about youth and law enforcement may be strongly influenced by multiple factors, including: personal experience, vicarious experiences, historical conceptions, social context, cultural identity and racial identity.
- (2) The student explores a career in law enforcement. The student is expected to:
 - (A) identify the educational and physical requirements for a career in law enforcement;
 - (B) discuss the ethical behavioral standards required in protecting the constitutional rights of citizens;
 - (C) research the core components of curriculum in a police academy;
 - (D) describe the rank structure within the police force; and
 - (E) assess the risk associated with a career in policing and compare to the advantages of a career as a police officer.
- (3) The student uses critical-thinking skills independently and in teams. The student is expected to:
 - (A) analyze elements of a problem to develop creative solutions;
 - (B) use problem-solving methods when developing proposals and solutions;
 - (C) differentiate roles of individuals on a team, and establish that diversity can enhance team work and problem-solving capabilities; and
 - (D) complete hands-on challenges designed to increase trust, reduce conflict, and avoid violence with police officers.

- (4) The student understands that communities are negatively affected by crime and that crime can be prevented. The student is expected to:
 - (A) identify root causes of crime;
 - (B) evaluate situations that are likely to result in criminal activity;
 - (C) identify areas that are highly affected by criminal activity; and
 - (D) identify and implement strategies for becoming less involved in crime as an offender or a victim.
- (5) The student recognizes the importance of using management techniques to reduce anger and anxiety and to resolve conflict. The student is expected to:
 - (A) recognize the common root causes for crime;
 - (B) examine issues of conflict that may exist in local neighborhoods;
 - (C) identify behaviors that contribute to escalation of anger, conflict, and hostility; and
 - (D) determine strategies used in law enforcement for deescalating anger and resolving conflict.
- (6) The student analyzes the consequences of truancy. The student is expected to:
 - (A) explain the Texas Education Code relevant to truancy;
 - (B) describe the cascading effect of truancy on enrollment, grades, course completion, and graduation;
 - (C) describe the process of appearing in court for the purposes of truancy and the consequential fees applied to both student and parent as a result of being ticketed for truancy; and
 - (D) list ways to avoid truancy and increase student attendance.
- (7) The student assesses the risk associated with gang membership. The student is expected to:
 - (A) identify the high risks of criminal involvement, bodily injury and death associated with gang membership;
 - (B) describe ways that gang-life represents a real and continuous threat to both youth and their families;
 - (C) describe the long-term legal consequences that can be associated with criminal gang activity.
 - (D) describe criminal activities that may result from actions taken by youth to “maintain their reputation.”
 - (E) identify sources of community support for youth avoidance of gangs, and identify ways to avoid gang membership or to find a way out of a gang.
- (8) The student analyzes the inherent risks of driving. The student is expected to:

- (A) identify dangerous driving activities that may result in property damage, or could cause bodily injury or death to drivers, passengers, pedestrians or other bystanders;
 - (B) identify texting while driving as an unsafe practice because it causes a significant diversion of attention from the concentration required for a driver's action and reaction;
 - (C) demonstrate the proper use of safety restraints for both children and adults while driving;
 - (D) identify the legal limits for drinking and driving;
 - (E) recognize the action-reaction impairment that results from being under the influence of drugs or alcohol;
 - (F) describe the severe legal penalties associated with the use of alcohol or drugs or the possession of these items while driving;
 - (G) define "probable cause" for search and seizure while operating a motor vehicle;
 - (H) identify the purpose of taking a pledge for safe driving practices and following traffic laws; and
 - (I) determine the steps that law enforcement officers take to ensure public safety on roads and highways.
- (9) The student analyzes the importance of verbal and non-verbal interpersonal communication skills when speaking with law enforcement officials. The student is expected to:
- (A) make appropriate decisions when coming into contact with law enforcement officials or persons of authority;
 - (B) use non-threatening postures, body language, and verbal skills when approached by law enforcement officials;
 - (C) understand the procedures that are followed by law enforcement officials to communicate with citizens during an investigation of crime; and
 - (D) practice appropriate verbal and non-verbal communication skills.
- (10) The student examines consequences related to the use of illegal drugs and alcohol. The student is expected to:
- (A) differentiate between the legal and illegal use of drugs and alcohol;
 - (B) identify the laws related to the use and possession of illegal substances;
 - (C) understand the potential physical consequences as a result of the use of illegal substances;
 - (D) determine the severity of legal penalties associated with the use and possession of illegal substances;

- (E) predict the effect that a conviction for the possession of legal substances may have on future employment in various fields; and
 - (F) create an individualized plan for remaining drug free or for receiving individualized support to break the cycle of drug use.
- (11) The student analyzes the relationship between bullying and violence. The student is expected to:
- (A) identify bullying behaviors;
 - (B) determine root causes for bullying behaviors in offenders and their effects on victims;
 - (C) relate bullying to potential violence;
 - (D) compare and contrast appropriate and inappropriate responses to the threat of violence.
 - (E) discuss strategies for remaining safe if active shooting or other violence erupts within the community or school; and
 - (F) determine steps that can be taken to reduce bullying in schools and neighborhoods.
- (12) The student categorizes crime. The student is expected to:
- (A) differentiate between misdemeanor and felony crimes;
 - (B) distinguish the difference in consequences between misdemeanor and felony crimes;
 - (C) examine potential motives for different categories of crime such as burglary, robbery, assault, or murder;
 - (D) recognize that one category of crime can easily become a more serious crime without initial intention for it to expand;
 - (E) determine the potential amplification of crime when criminal acts are committed by those who are also under the influence of drugs or alcohol;
 - (F) compare the juvenile and adult justice systems to determine the steps of processing alleged offenders through the system, and to identify the types of consequences rendered through the court; and
 - (G) evaluate an actual case where crime was escalated due to unintended amplification of actions and reactions.

- (13) The student evaluates situations requiring the use of force. The student is expected to:
- (A) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force;
 - (B) discuss situations that require the use of force to resolve a crime in progress; and
 - (C) create model scenarios to avoid the use of deadly force through appropriate interaction and by following directions of authority.
- (14) The student investigates strategies, techniques, and tools used to solve crime. The student is expected to:
- (A) identify the role of forensics in solving crime.
 - (B) describe the use of K-9 units in solving crime.
 - (C) identify and interpret evidence in a mock crime scene.
 - (D) lift and preserve developed latent prints from a simulated crime scene; and
 - (E) solve a mock crime using forensic evidence.
- (15) The student explores issues surrounding crimes representing grave infringement of human rights such as: human trafficking; rape; physical and sexual abuse; stalking, and dating abuse. The student is expected to:
- (A) recognize the dangers associated with violations of personal privacy with sexting and the use of social media as potential dating abuse;
 - (B) describe the impact of human trafficking on the health and wellbeing of individual victims, as well as the prevalence of occurrence within the locality;
 - (C) differentiate between normal dating behaviors and relationships, and infatuation that can result in stalking of celebrity and non-celebrity figures;
 - (D) identify behaviors that can help to protect individuals from becoming vulnerable to sexual violence such as rape or date rape; and
 - (E) identify signs and symptoms of physical and/or sexual abuse, and identify steps to be taken to report suspected abuse and provide help to potential victims.

Description of specific student needs this course is designed to meet:

The TAPS course is designed to enhance student understanding of the justice system, to promote a working partnership between students and law enforcement, to assist students with decision-making regarding issues faced by youth at-risk, and to clear up misunderstandings that occur in the absence of open communication between youth and law enforcement.

Major resources and materials:

The major source of instructional materials is the TAPS curriculum developed for the TAPS Academy through the support of a Community Oriented Policing Services (COPS) grant. The curriculum covers specific topic areas associated with Children and Youth Safety (COPS-CPD-2011-3).

Additional resources are recommended by the TAPS ACADEMY for teens, parents, and police at the following website, for topics including: Policing; Conflict Management; Safe Driving; Gang Involvement; Drug Use; Bullying; Communicating with Police; Active Shooter; Loud Noise/Disorderly Conduct; Robbery; Shoplifting; Sexting; Dating; Sexual Abuse and Assault; and Government Resources.

Resources:

<http://tapsacademy.org/programs/resource-links/>

Required activities and sample optional activities to be used:

Required Activity:

- Service Learning Project – a joint project of students and law enforcement officers

Sample Optional Activities:

- Field Study – Gathering Evidence
- Field Study – Attending Court
- Neighbor Survey/Interview – Attitudes about neighborhood crime



Methods for evaluating student outcomes:

Pre-test, Mid-term, and Post-Test attitude surveys will be administered

Graded Weekly Lesson Activities

Final Exam

Teacher Qualifications:

The classroom teacher should be highly qualified with a (6-12) Social Studies certificate. Additional classroom support will be provided by subject-area experts from the community and law enforcement.

Additional information:

Supplemental information is available from the TAPS ACADEMY website at the following address:

<http://tapsacademy.org/>