

<i>Course:</i>	Teen and Police Service
<i>PEIMS Code:</i>	N1130025
<i>Abbreviation:</i>	TEENPOL
<i>Grade Level(s):</i>	9-12
<i>Number of Credits:</i>	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 slife, 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

(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)



- (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)



- (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 -2(e.u72 62. [(



- (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



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

