Course: Criminal Investigation and Forensics	Semester: TBD
Unit 6: Crimes Against Property	Duration of Unit: 8 hours

PLC Question One: What do we want all students to know and be able to do?

Main Standards:

Standard 1: Create various investigative reports and legal documents used in criminal investigations including warrant applications, narratives, and chain of custody reports.

Standard 2: Demonstrate common evidence collection techniques used in criminal investigations.

Standard 3: Interpret common evidence for clues to a crime.

Supporting Standards (if any):

Essential Questions:

- 1. What distinguishes different types of property crimes, such as robbery, burglary, vandalism, arson, and criminal property destruction?
- 2. Why is it important to follow proper procedures when collecting and preserving evidence in property crime investigations?
- 3. How can analyzing evidence provide critical clues to solving property crimes?
- 4. What role do investigative reports and legal documents play in documenting property crimes and ensuring justice?

Student-Friendly Learning Targets:

- I can describe the differences between robbery, burglary, vandalism, arson, and criminal property destruction.
- I can explain how to properly collect and preserve evidence in property crime investigations.
- I can analyze evidence to identify clues that help solve property crimes.
- I can create clear and accurate investigative reports and legal documents, like narratives and chain of custody forms.

Essential Vocabulary

Key Academic Vocabulary:

Arson, Burglary, Theft, Larceny, Embezzlement, Vandalism, Criminal Mischief, Extortion, Fraud, Forgery, Shoplifting, Identity Theft, Robbery, Receiving Stolen Property, Trespassing, Criminal Property Damage

Scaffolded (Review) Academic Vocabulary:

	PLC Question	n Two: How will we know when students have	e learned?
		Assessment and Evidence	
Classroom	Assessments: Vocabulary	Activities, Projects, Worksheets, Summative As	ssessment
		Proficiency Scales	
Score 4.0	between evidence and cons The student develops a deta	evaluates a case study involving multiple prope tructing a plausible crime theory. iled and accurate mock warrant application, ac ols, and articulating the reasoning for evidence	ddressing unique challenges like arson
Score 3.0	 The student will: The student correctly defines all property crimes, such as burglary, robbery, and arson, and categorizes case studies or scenarios with minimal errors. The student completes a chain of custody report for collected evidence in a simulated investigation, ensuring all fields ar filled out accurately and comprehensively. 		
Score 2.0	 The student will: The student lists common property crimes and their basic characteristics but may mix up definitions (e.g., confusing robbery with burglary). The student attempts to document evidence but makes minor mistakes, such as incomplete descriptions or failing to specify a preservation method. 		
	Planning	Question: How will teachers facilitate the lea	arning?
	Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment
Segment 1 Time - 30 mins Opening/Sponge/Motivator • Explain how word searches help learn the structure and spelling of new words Activity Engagement: • remind students to stay on task and bring up assignment as completed Student Interactions:		 Student Computers Highlighters Pen or Pencil <u>Unit 6: Word Search</u> <u>Unit 6: Word Search Answer Key</u> <u>Vocabulary and Definitions</u> (instructors Only 	

 Word Search Assessment Word searches will be graded Closure Explain that some people might need more time to finish but move on to crossword 	 You might allow ESL or SE students to work with peer mentors or in small groups Word searches can be very difficult and frustrating for some students - particularly dyslexia Student Reminders: Remind students to stay on task as there is more to this assignment 	
Segment 2 Time – 30 mins Opening/Sponge/Motivator	Fingagement: remind students to stay on task and bring up assignment as completed Student Interactions: You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders remind students to stay on task as there is more to this assignment	 Student Computer Pen or Pencil Unit 6: Crossword Unit 6: Crossword Answer Key
Segment 3 Time - 30 minutes Opening/Sponge/Motivator • Explain the importance of breaking words down and dissecting for further understanding. Having students hand write flashcards helps them retain the information Activity • Vocabulary flashcards traditional or using the Frayer Model of flashcards	Engagement: Remind students to stay on task and bring up assignment as completed Student Interactions: You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders: Remind students to stay on task as there is more to the assignment	 Student Computer Index Cards Frayer Model Instructions Quizlet

Assessment		
Segment 4 Time – 30 mins Opening/Sponge/Motivator • Explain the importance of understanding the different crimes against properties Activity • PowerPoint Presentation: "Crimes Against Property" Assessment • Check for understanding Closure • Discuss the different crimes	Engagement: ■ Engage students during presentation of slides Student Interactions: ■ Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders: ■ Remind students to stay focused and on task	 Whiteboard/smartboard Computer PowerPoint Presentation: "Crimes Against Property"
Segment 5 Time - 30 mins Opening/Sponge/Motivator	Engagement: ■ Walk around the room monitoring students' progress, assisting them where needed Student Interactions: ■ Students will be working in small groups interacting with each other within their respective groups ■ You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders ■ Remind students to stay on task	 Student Computers Pen/Pencil Paper Group Activity: Case Study Analysis (Instructions) Group Activity: Case Study Handout
Segment 6 Time - 30 mins Opening/Sponge/Motivator • Discuss the importance of knowing the different types of crimes against properties.	Engagement: ■ Walk around the room monitoring students' progress, assisting them where needed Student Interactions:	 Student Computers Pen/Pencil Paper Group Activity: Case Study Analysis (Instructions) Group Activity: Case Study Handout

PowerPoint Presentation: "Crime Scene Investigation and Evidence Handling" Assessment Check for understanding Closure Discuss the evidence handling Segment 8 Time – 30 mins Opening/Sponge/Motivator Review test taking strategies Activity Summative Assessment Assessment Graded for accuracy	during presentation to ensure understanding Student Reminders: Remind students to stay focused and on task Engagement: Walk the room to ensure academic integrity Student Interactions: Students will be working individually on the assessment Student Reminders Remind students to use integrity	 Student Computer Pen or Pencil Make a Copy of the Following Form and use that link for your Students Crime Scene Investigation and Evidence Handling Quiz
 Reflect on the impact of property crimes and summarize what was learned about investigating these crimes. Segment 7 Time – 30 mins Opening/Sponge/Motivator Explain the importance of handling evidence correctly Activity 	groups Student Reminders Remind students to stay on task Engagement: Engage students during presentation of slides Student Interactions: Students should be interacting through open discussion and feedback	 Whiteboard/smartboard Computer PowerPoint Presentation: "Crime Scene Investigation and Evidence Handling"
Activity	 Students will be working in small groups interacting with each other within their respective groups You might allow ESL or SE students to work with peer mentors or in small 	

Segment 9	Engagement:	Student Computers	
 Time - 30 mins Opening/Sponge/Motivator Discuss the roles and responsibilities of crime investigations Activity Group Activity: Role-Play: Property Crime Investigations Assessment Discuss what was learned during Activity Closure Reflect on the impact of knowing the roles and responsibilities of crime scenes 	 Walk around the room monitoring students' progress, assisting them where needed Student Interactions: Students will be working in small groups interacting with each other within their respective groups You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders Remind students to stay on task 	 Pen/Pencil Paper Role-Play: Property Crime Investigation 	
Segment 10 Time - 30 mins Opening/Sponge/Motivator	Walk around the room monitoring students' progress, assisting them where needed Student Interactions: Students will be working in small groups interacting with each other within their respective groups You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders Remind students to stay on task	 Student Computers Pen/Pencil Paper Role-Play: Property Crime Investigatio 	
Segment 11 Time – 30 mins Opening/Sponge/Motivator • Show video" Particularity in Search Warrants"	Engagement:	 Whiteboard/smartboard Computer Particularity in Search Warrants 	

Activity	Student Reminders	
• Video	 Remind students to pay attention 	
Assessment		
 Discuss video 		
Closure		
Check for Understanding		
Segment 12	Engagement:	Student Computer
Time – 30 mins	 Remind students to stay on task and 	Pen or Pencil
Opening/Sponge/Motivator	bring up assignment as completed	 Article: "Affidavit Writing Made Easy"
 Discuss the important information needed 	Student Interactions:	
for search warrants	 You might allow ESL or SE students to 	• <u>Worksheet</u>
Activity	work with peer mentors or in small	
 Read the article "Affidavit Writing Made 	groups	
Easy" and complete the worksheet	Student Reminders:	
Assessment	Remind students to stay on task	
 Worksheet will be graded 	,	
Closure		
 Check for Understanding 		
Segment 13	Engagement:	Student Computers
Time - 30 mins	 Walk around the room monitoring 	Pen/Pencil
	students' progress, assisting them	● Paper
Opening/Sponge/Motivator	where needed	 Group Activity: <u>Chain of Custody Practice</u>
 Discuss the importance of chain of custody. 	Student Interactions:	for Property Crimes
Activity	 Students will be working in small 	 Chain of Custody Form
 Group Activity: Chain of Custody Practice for 	groups interacting with each other	
Property Crimes	within their respective groups	
Assessment	 You might allow ESL or SE students to 	
 Discuss what was learned during Activity 	work with peer mentors or in small	
Closure	groups	
Reflect on the importance of making sure	Student Reminders	
the chain of custody is well documented	Remind students to stay on task	
Segment 14	Engagement:	Student Computers
Time - 30 mins	Walk around the room monitoring	Pen/Pencil
0	students' progress, assisting them	Paper Construction Chair of Control Propries
Opening/Sponge/MotivatorDiscuss the importance of chain of custody.	where needed Student Interactions:	 Group Activity: <u>Chain of Custody Practice</u> for Property Crimes
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Activity	Students will be working in small	Chain of Custody Form
Group Activity: Chain of Custody Practice for	groups interacting with each other	
Property Crimes	within their respective groups	
Assessment	You might allow ESL or SE students to	
 Discuss what was learned during Activity 	work with peer mentors or in small	
Closure	groups	
 Reflect on the importance of making sure 	Student Reminders	
the chain of custody is well documented	 Remind students to stay on task 	
Segment 15	Engagement:	Ideas for Review games:
Time – 30 mins	 Students are actively engaged in the 	★ Quizlet
Opening/Sponge/Motivator	review process by participating	★ Quizizz.com
 Encourage students 	individually or in groups depending on	★ Jeopardy
Activity	the activity	★ Trasketball
 Teachers should choose a review activity. 	Student Interactions:	
Games or activities that are fun work best	 Guide the activity with the students' 	
Assessment	participation	
check for understanding	You might allow ESL or SE students to	
Closure	work with peer mentors or in small	
 Encourage students to study and do well on 	groups	
the test	Student Reminders	
	Remind the students to study	
Segment 16	Engagement:	Student Computer
Time – 30 mins	Walk the room to ensure academic	Pen or Pencil
Opening/Sponge/Motivator	integrity	• Unit 6: Test
Review test taking strategies	Student Interactions:	Unit 6: Test Answer Key
Activity	Students will be working individually	onico. Test Answer Key
Unit 6 Summative Assessment	on the assessment	
Assessment	Student Reminders	
Graded for accuracy	Remind students to use integrity	
Closure	during test taking	
Continue to Unit 7	Remind students to remain quiet until	
Continue to onit /	all students have finished	
21.00		
PLC Question Three: What will we do when students have not learned?		
Interventions		
 Reteach 		
 Recovery 		
Peer teach		
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Alternative assignment

PLC Question Four: What will we do when students have learned?

Enrichment

Additional Information Related to the Unit:

 Analyze real life cases
 Perform role playing scenarios for each of the crimes discussed

SkillsUSA Connection(s):

 Notes:

Pacing from a comprehensive high school with 90 minute block class periods: