

Course: Criminal Investigation and Forensics	Semester: TBD
Unit 6: Crimes Against Property	Duration of Unit: 8 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
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 Two: How will we know when students have learned?		
Assessment and Evidence		
Classroom Assessments: Vocabulary Activities, Projects, Worksheets, Summative Assessment		
Proficiency Scales		
Score 4.0	<i>The student will:</i> • The student independently evaluates a case study involving multiple property crimes, identifying the relationships between evidence and constructing a plausible crime theory. • The student develops a detailed and accurate mock warrant application, addressing unique challenges like arson accelerants or vandalism tools, and articulating the reasoning for evidence requests.	
Score 3.0	<i>The student will:</i> • 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 are filled out accurately and comprehensively.	
Score 2.0	<i>The student will:</i> • 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 learning?		
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 • Unit 6: Word Search • Unit 6: Word Search Answer Key • Vocabulary and Definitions (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 <i>Time – 30 mins</i> Opening/Sponge/Motivator • Explain that crosswords are a fun way to begin to learn definitions. Tell them the crossword clues are the definitions that will be on the quiz Activity • Crossword puzzle Assessment • Check for understanding Closure • Explain that some people might need more time to finish but move on to crossword	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 this assignment	• Student Computer • Pen or Pencil • Unit 6: Crossword • Unit 6: Crossword Answer Key
Segment 3 <i>Time - 30 minutes</i> 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: <i>Remind students to stay on task and bring up assignment as completed</i> Student Interactions: <i>You might allow ESL or SE students to work with peer mentors or in small groups</i> Student Reminders: <i>Remind students to stay on task as there is more to the assignment</i>	• Student Computer • Index Cards • Frayer Model Instructions • Quizlet

Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment		
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 - Discuss the importance of knowing the different types of crimes against properties. Activity - Group Activity: Case Study Analysis Assessment - Discuss what was learned during Activity Closure - Reflect on the impact of property crimes and summarize what was learned about investigating these crimes.	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

Activity - Group Activity: Case Study Analysis Assessment - Discuss what was learned during Activity Closure - Reflect on the impact of property crimes and summarize what was learned about investigating these crimes.	- 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	
Segment 7 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of handling evidence correctly Activity - PowerPoint Presentation: “Crime Scene Investigation and Evidence Handling” Assessment - Check for understanding Closure - Discuss the evidence handling	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: “Crime Scene Investigation and Evidence Handling”
Segment 8 Time – 30 mins Opening/Sponge/Motivator - Review test taking strategies Activity - Summative Assessment Assessment - Graded for accuracy Closure - Discuss how important evidence collection	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 during test taking - Remind students to remain quiet until all students have finished	- 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

Segment 9 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	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 Role-Play: Property Crime Investigation
Segment 10 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	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 Role-Play: Property Crime Investigation
Segment 11 Time – 30 mins Opening/Sponge/Motivator Show video" Particularity in Search Warrants"	Engagement: - Discussion Student Interactions: - Students should be interacting through open discussion	- Whiteboard/smartboard - Computer Particularity in Search Warrants

Activity • Video Assessment • Discuss video Closure • Check for Understanding	Student Reminders • Remind students to pay attention	
Segment 12 Time – 30 mins Opening/Sponge/Motivator • Discuss the important information needed for search warrants Activity • Read the article “Affidavit Writing Made Easy” and complete the worksheet Assessment • Worksheet will be graded Closure • Check for Understanding	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	• Student Computer • Pen or Pencil • Article: “Affidavit Writing Made Easy” • Worksheet
Segment 13 Time - 30 mins Opening/Sponge/Motivator • Discuss the importance of chain of custody. Activity • Group Activity: Chain of Custody Practice for Property Crimes Assessment • Discuss what was learned during Activity Closure • Reflect on the importance of making sure the chain of custody is well documented	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: Chain of Custody Practice for Property Crimes • Chain of Custody Form
Segment 14 Time - 30 mins Opening/Sponge/Motivator • Discuss the importance of chain of custody.	Engagement: • Walk around the room monitoring students’ progress, assisting them where needed Student Interactions:	• Student Computers • Pen/Pencil • Paper • Group Activity: Chain of Custody Practice for Property Crimes

Activity - Group Activity: Chain of Custody Practice for Property Crimes Assessment - Discuss what was learned during Activity Closure - Reflect on the importance of making sure the chain of custody is well documented	- 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	Chain of Custody Form
Segment 15 Time – 30 mins Opening/Sponge/Motivator - Encourage students Activity - Teachers should choose a review activity. Games or activities that are fun work best Assessment - check for understanding Closure - Encourage students to study and do well on the test	Engagement: - Students are actively engaged in the review process by participating individually or in groups depending on the activity Student Interactions: - Guide the activity with the students' participation - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind the students to study	- Ideas for Review games: ★ Quizlet ★ Quizizz.com ★ Jeopardy ★ Trasketball
Segment 16 Time – 30 mins Opening/Sponge/Motivator - Review test taking strategies Activity - Unit 6 Summative Assessment Assessment - Graded for accuracy Closure - Continue to Unit 7	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 during test taking - Remind students to remain quiet until all students have finished	- Student Computer - Pen or Pencil Unit 6: Test Unit 6: Test Answer Key
PLC Question Three: What will we do when students have not learned?		
Interventions - Reteach - Recovery - Peer teach		

Alternative assignment
<i>PLC Question Four: What will we do when students have learned?</i>
<i>Enrichment</i>
<i>Additional Information Related to the Unit:</i> - 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: