Course: Law Enforcement	Semester: TBD
Unit: History, crime awareness & causes of crime	Duration of Unit: 4 hours

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

Main Standards:
- 1.03 - Understand causes of crime and Uniform Crime Reporting

Supporting Standards (if any):
-

Essential Questions:
- Why does crime exist?

Student-Friendly Learning Targets:
- I Can explain the different theories of crime
- I Can explain the different methods and systems of crime reporting

Essential Vocabulary

Key Academic Vocabulary:
- crime, deterrence, biological, hereditary, psychological, sociological, crime rate, clearance rate, theory, criminological theory

Scaffolded (Review) Academic Vocabulary:

PLC Question Two: How will we know when students have learned?
Assessment and Evidence

Classroom Assessments:
- Vocabulary
- 1.03 Quiz

Proficiency Scales	
Score 4.0	*The student will:* ● be able to differentiate the various criminological theories of crime ● be able to differentiate the various methods of crime reporting and analyze crime data
Score 3.0	*The student will:* ● be able to identify different criminological theories of crime ● be able to identify crime reporting methods
Score 2.0	*The student will:* ● be able to explain that there are different theories of crime ● be able to explain how crime is reported

Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	**Daily Reminders:**	**Supporting Resources & Equipment**
Segment 1 Vocabulary Introduction ***Time -*** 30 min **Opening/Sponge/Motivator** ● Bell Ringer: students respond to a prompt. (in writing journal or oral discussion) ● Explain how word searches help learn the structure and spelling of new words **Activity** ● Vocabulary Word Search **Assessment** ● Word searches will be graded **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 ● 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	● Instructor can create his/her own Bell Ringer prompt, or choose from this list: **Bell Ringer List** ● word search sheet ● highlighter ● word search answer key

Segment 2: *Time:* 30 min **Opening/Sponge/Motivator** ● Explain the crossword is 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 Flash Cards	**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	● [crossword puzzle sheet](#) ● crossword puzzle [answer key](#)
Segment 3 *Time -* 30 min **Opening/Sponge/Motivator** ● Explain the importance of breaking words down and dissecting for further understanding **Activity** ● Vocabulary flashcards using the Frayer Model of flashcards **Assessment** ● Flashcards are graded **Closure** ● Explain that some people might need more time to finish but move on to next segment	**Engagement:** ● explain and show examples of Frayer Model flashcards **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	● [Frayer Model of flashcards](#) ● [Frayer Model of Flashcards explanation](#) ● Index cards

Segment 4 **Time -** *30 min* **Opening/Sponge/Motivator** ● Pose the question: What is crime, and why does it occur? Is there one single reason that crime exists? **Activity** ● PowerPoint presentation: Causes of Crime **Assessment** ● Check for understanding **Closure** ● Review content and hold open discussion on the students' theories of crime	*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 that information in this presentation will be tested	● PowerPoint - Causes of crime
Segment 5 **Time -** *30 min* **Opening/Sponge/Motivator** ● Discuss crime rates in your area and immediate surrounding areas. How do they compare? **Activity** ● Crime Data Explorer Activity **Assessment** ● Activity can be graded. ● Check for understanding **Closure** ● Have students discuss their findings openly with the instructor	*Engagement:* ● Students will be working individually *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	● Website: FBI-Crime Data Explorer ● Activity Worksheet

Segment 6 ***Time - 30 min*** **Opening/Sponge/Motivator** ● Now that we've explored crime data, let's take a look at how it is collected. **Activity** ● PowerPoint presentation: Crime Reporting **Assessment** ● Check for understanding **Closure** ● Discuss the reliability of the different reporting methods	***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 that information in this presentation will be tested	● PowerPoint presentation: Crime Reporting
Segment 7 ***Time - 30 min*** **Opening/Sponge/Motivator** ● Instructor can go through a quick review of the lessons **Activity** ● 1.03 Quiz **Assessment** ● Quiz will be graded **Closure** ● Remind students that there is an upcoming test on all of 1.0	***Engagement:*** ● Students will be working individually on the quiz ***Student Interactions:*** ● Walk among students to ensure academic integrity ***Student Reminders*** ● Remind students that this information could be on a final test	● 1.03 Quiz - Causes of Crime & Crime Reporting ● quiz answer key

| Segment 8
Time - 30 min

Opening/Sponge/Motivator
● encourage students
Activity
● Teacher 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.com
  ○ Quizizz.com
  ○ Jeopardy
  ○ Trasketball |

PLC Question Three: What will we do when students have not learned?

Interventions

- Reteach
- Recovery
- Peer teach
- Alternative assignments

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

Enrichment

Additional Information Related to the Unit:
- [NIBRS 101 Video - Youtube](#)

SkillsUSA Connection(s):
- SkillsUSA Framework Connection Activity - ["My Authentic Timeline"](#) (personal skills enhancement - Integrity)

Notes:
- [1.03 Capstone Competencies](#)

Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule:

Week 1
1. Vocabulary
2. Lecture: Causes of Crime
   Crime Data Explorer Exercise
3. Lecture: Crime Reporting
   Review material
4. Quiz - 1.03
   Review all 1.0 material to prepare for Unit test
Week 2
6. Unit 1 Test
7. Begin 2.0