

Unit 5: Crimes Against Property

Content Area: **CTE**
Course(s):
Time Period: **April**
Length: **5 weeks**
Status: **Published**

Unit Overview:

This unit focuses on crimes against property, emphasizing theft, arson, and bombings. Students will learn about the investigative processes specific to these types of crimes, including crime scene management, evidence collection, and legal procedures. The unit will cover the impact of property crimes on individuals and communities, the motivations behind these crimes, and the challenges law enforcement faces in preventing and solving them. Students will also explore the ethical and legal implications involved in property crime investigations.

Essential Questions:

- What are the key investigative steps law enforcement takes when responding to crimes like theft, arson, and bombings?
- How do property crimes affect both individuals and the larger community?
- What role does forensic evidence play in solving property crimes, especially arson and bombings?
- What are the ethical challenges law enforcement faces when investigating property crimes, and how are civil liberties balanced with investigative needs?
- How do law enforcement agencies collaborate with other organizations in cases involving significant threats to public safety, such as bombings?

Enduring Understandings:

- Crimes against property, such as theft, arson, and bombings, require specific investigative techniques that focus on evidence gathering, surveillance, and offender profiling.
- Preventing and investigating property crimes is vital for maintaining public safety and community trust.
- Each type of property crime has unique motivations and methods, requiring tailored investigative strategies.
- Ethical considerations and the protection of civil liberties are essential when investigating property crimes, particularly in cases involving large-scale destruction or public safety threats.

Standards/Indicators/Student Learning Objectives (SLOs):

	enforcement services.
PUBS.9-12.9.4.12.L.(4).3	Demonstrate writing skills that facilitate accurate and clear note-taking and report writing in order to effectively complete police incident reports.
PUBS.9-12.9.4.12.L.(4).8	Evaluate and select agency-approved community policing strategies to foster community involvement and cooperation in law enforcement.
PUBS.9-12.9.4.12.L.(4).9	Plan and develop a program, in collaboration with the community, to enhance understanding of crime prevention and loss-prevention activities.

Lesson Titles:

- **Introduction to Crimes Against Property: Scope and Impact**
- **Theft Investigations: Techniques for Solving Property Crimes**
- **Arson Investigations: The Science of Fire and Crime**
- **Bombing Investigations: Responding to Large-Scale Property Damage**
- **The Role of Forensic Evidence in Property Crime Investigations**
- **Technology in Property Crime: Surveillance, Digital Forensics, and Cyber Theft**
- **Ethical Considerations in Crimes Against Property Investigations**
- **Collaborative Efforts: Working with Fire Departments, Bomb Squads, and Federal Agencies**

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Inter-Disciplinary Connections:

- **Science (Forensics):** The physics and chemistry of fire and explosives, as well as fingerprinting, DNA analysis, and other forensic techniques used in theft, arson, and bombing investigations.
- **Technology/Computer Science:** Exploring the role of surveillance technology, cybersecurity, and digital forensics in solving property crimes.
- **History:** Historical cases of arson and bombings, such as major events in U.S. history, and how they shaped modern investigative techniques.
- **Legal Studies:** Understanding property laws, the legal ramifications of property crimes, and the court process for prosecuting theft, arson, and bombing cases.

Diversity, Equity, and Inclusion

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Assessments

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Materials:

Criminal Investigations

Michael D. Lyman

Textbook chapters

Scholarly articles

Documentaries

Primary Sources

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- **Crime Scene Simulation:** Students participate in a simulated property crime scene (theft, arson, or bombing), applying evidence collection and analysis techniques.
- **Case Study Analysis:** Examination of real-world property crime cases, discussing how law enforcement solved the case and the challenges they faced.
- **Problem-Based Learning:** Students are presented with a fictional crime scenario and must work in groups to solve it using investigative techniques.
- **Guest Speakers:** Invite professionals such as fire investigators, bomb squad officers, or forensic scientists to discuss their roles in solving property crimes.
- **Mock Trial:** Students role-play attorneys, law enforcement officers, and witnesses in a property crime case, allowing them to explore the legal aspects of property crime investigations.

Modifications

MLL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards

CS.9-12.8.1.12.AP.8

Evaluate and refine computational artifacts to make them more usable and accessible.

CS.9-12.8.1.12.AP.9

Collaboratively document and present design decisions in the development of complex programs.