

Course: Criminal Investigation and Forensics	Semester: TBD
Unit: Crimes Against Persons	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. How do investigators use specific techniques to identify and document different crimes against persons, ensuring accurate and lawful evidence collection? 2. What strategies are most effective when interviewing victims of traumatic crimes, and how do these techniques ensure reliable information while supporting the victim's well-being? 3. In what ways do crimes impact individuals emotionally, physically, and socially, and how can the justice system address these effects to promote healing and justice?	
Student-Friendly Learning Targets: ● I can explain the differences between various crimes against persons, such as assault, robbery, and domestic violence. ● I can identify and describe the evidence needed to investigate crimes like murder, sexual assault, and kidnapping. ● I can demonstrate effective communication skills for interviewing victims of traumatic crimes. ● I can explain how to properly document evidence in reports like narratives and chain of custody forms. ● I can describe how crimes like domestic violence or sexual assault impact victims emotionally, physically, and socially. ● I can apply basic techniques to analyze evidence and interpret clues to solve crimes against persons. ● I can understand and use key vocabulary terms related to crimes against persons in discussions and assignments.	
Essential Vocabulary	

Key Academic Vocabulary: Murder, Homicide, Premeditation, Sexual Assault, Consent, Assault, Battery, Aggravated Assault, Robbery, Force, Kidnapping, Abduction, Domestic Violence, Coercion, Trauma, Victimology	
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> • I can evaluate a complex scenario involving a crime against a person, identify the crime type, and outline the steps to investigate it thoroughly. • I can independently develop strategies to support victims during interviews, ensuring both effective information gathering and victim well-being. • I can create comprehensive and accurate investigative reports, applying advanced techniques for evidence collection, preservation, and interpretation.
Score 3.0	<i>The student will:</i> • I can differentiate between various crimes against persons and explain the unique characteristics of each. • I can independently explain and apply techniques for interviewing victims of traumatic crimes and documenting evidence in a chain of custody report. • I can analyze and describe the physical, emotional, and social impacts of crimes on victims and provide examples.
Score 2.0	<i>The student will:</i> • I can identify and define common crimes against persons, such as assault, robbery, and domestic violence, with some support. • I can describe basic techniques for collecting evidence and documenting it, but I need assistance with the proper procedures. • I can recall the emotional and social impacts of crimes but struggle to analyze them in-depth.

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 - 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	- Student Computers - Highlighters - Pen or Pencil Unit 7: Word Search Unit 7: Word Search Answer Key Vocabulary and Definitions (instructors Only)
Segment 2 Time – 30 mins 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 7: Crossword Unit 7: 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 Assessment - Flashcards are graded Closure - Explain that some people might need more time to finish but move on to next segment	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
Segment 4 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different crimes against persons Activity - PowerPoint Presentation: “Crimes Against Persons” and Discussion 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 Persons 1” or “Crimes Against Persons 2” (Instructor can choose which Presentation they want to use) Video 1 Video 2

Segment 5 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different crimes against persons Activity - PowerPoint Presentation: “Crimes Against Persons” and Discussion Assessment - Check for understanding Closure - Discuss the different crimes against persons	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 Persons 1” or “Crimes Against Persons 2” (Instructor can choose which Presentation they want to use) Video 1 Video 2
Segment 6 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different crimes against persons Activity - Worksheet: Legal Concepts – Crimes Against Persons Assessment - Grade Worksheet Closure - Discuss the different crimes against person	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 Computers - Pen/Pencil - Paper Instructor Instruction Sheet: Legal Concepts – Crimes Against Persons Worksheet Worksheet: Legal Concepts – Crimes Against Persons
Segment 7 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different crimes against persons Activity - Worksheet: Legal Concepts – Crimes Against Persons Assessment - Grade Worksheet Closure	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 Computers - Pen/Pencil - Paper Instructor Instruction Sheet: Legal Concepts – Crimes Against Persons Worksheet Worksheet: Legal Concepts – Crimes Against Persons

Discuss the different crimes against person		
Segment 8 Opening/Sponge/Motivator - Explain the importance of understanding the how to deal with trauma victims Activity - PowerPoint Presentation: “Trauma Informed Interviewing” and Discussion Assessment - Check for understanding Closure - Discuss the different techniques used to interview trauma victims.	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: “Trauma Informed Interviewing” Video 3
Segment 9 Opening/Sponge/Motivator - Explain the importance of understanding the how to deal with trauma victims Activity - PowerPoint Presentation: “Trauma Informed Interviewing” and Discussion Assessment - Check for understanding Closure - Discuss the different techniques used to interview trauma victims	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: “Trauma Informed Interviewing” Video 3

Segment 10 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different way to deal with trauma victims Activity - Worksheet: Understanding Trauma-Informed Interview Assessment - Grade Worksheet Closure	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 Computers - Pen/Pencil - Paper - Worksheet: Understanding Trauma-Informed Interview - Worksheet: Understanding Trauma-Informed Interview Answer Key (Instructor Only)
Segment 11 Time – 30 mins Opening/Sponge/Motivator - Explain the importance of understanding the different way to deal with trauma victims Activity - Worksheet: Understanding Trauma-Informed Interview Assessment - Grade Worksheet Closure	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 Computers - Pen/Pencil - Paper - Worksheet: Understanding Trauma-Informed Interview - Worksheet: Understanding Trauma-Informed Interview Answer Key (Instructor Only)

Segment 12 Time: 30 min Opening/Sponge/Motivator - Give instructions for Web Quest Activity - WebQuest: The Impact of Crime on Victims and Society Assessment - Grade the webquest assignment for accuracy Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	- Student Computer - Pen/Pencil - Paper - WebQuest Assignment:The Impact of Crime on Victims and Society (this could be digital or paper copy) - WebQuest Assignment:The Impact of Crime on Victims and Society Answer Key (Instructor Only)
Segment 13 Time: 30 min Opening/Sponge/Motivator - Give instructions for Web Quest Activity - WebQuest: The Impact of Crime on Victims and Society Assessment - Grade the webquest assignment for accuracy Closure - Explain that some people might need more time to finish but move on to next segment	Engagement: - Students will be working individually Student Interactions: - Walk among the students as they complete the webquest, giving assistance where needed - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders - Remind students to stay on task, and that this material may be covered in a test	- Student Computer - Pen/Pencil - Paper - WebQuest Assignment:The Impact of Crime on Victims and Society (this could be digital or paper copy) - WebQuest Assignment:The Impact of Crime on Victims and Society Answer Key (Instructor Only)

Segment 14 Time - 30 min Opening/Sponge/Motivator - Discuss the significance of accurate documentation in solving crimes, emphasizing its role in justice and evidence preservation. Activity - Group Activity: Investigative Report and Chain of Custody Activity Assessment - Evaluate the accuracy, thoroughness, and clarity of the reports and chain of custody documents. Closure - Review key lessons learned, and discuss how documentation impacts the success of criminal investigations.	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 Computer - Pen/Pencil - Paper - Instructor Instructions: Investigative Report and Chain of Custody Activity Investigative Report Writing Exercise: Crime Against Person Instructions Scenario: Assault in a Local Park Investigative Report
Segment 15 Time - 30 min Opening/Sponge/Motivator - Discuss the significance of accurate documentation in solving crimes, emphasizing its role in justice and evidence preservation. Activity - Group Activity: Investigative Report and Chain of Custody Activity Assessment - Evaluate the accuracy, thoroughness, and clarity of the reports and chain of custody documents.	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 Computer - Pen/Pencil - Paper - Instructor Instructions: Investigative Report and Chain of Custody Activity Investigative Report Writing Exercise: Crime Against Person Instructions Scenario: Assault in a Local Park Investigative Report

Closure Review key lessons learned, and discuss how documentation impacts the success of criminal investigations.		
Segment 16 Time - 30 min Opening/Sponge/Motivator - Discuss the significance of accurate documentation in solving crimes, emphasizing its role in justice and evidence preservation. Activity - Group Activity: Investigative Report and Chain of Custody Activity Assessment - Evaluate the accuracy, thoroughness, and clarity of the reports and chain of custody documents. Closure - Review key lessons learned, and discuss how documentation impacts the success of criminal investigations.	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 Computer - Pen/Pencil - Paper - Instructor Instructions: Investigative Report and Chain of Custody Activity Investigative Report Writing Exercise: Crime Against Person Instructions Scenario: Assault in a Local Park Investigative Report
PLC Question Three: What will we do when students have not learned?		
Interventions - Reteach - Recovery - Peer teach - 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):

- Crime Scene Investigation Competition
- Criminal Justice Competition

Notes:

- Can bring in guest speakers

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