Course: Criminal Investigations and Forensics (CIF)	**Semester:** TBD
Unit: 9.0 Serial Crimes and Criminal Profiling	**Duration of Unit:** 8 hours

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

Main North Carolina Standards:
Unit: 9.0 Serial Crimes and Criminal Profiling

Main CIF Standards:
Standard 1: Timeline the history of criminal profiling
Standard 2: Describe the stages of Profiling ProcessExplain the rights given to citizens in the United States
Standard 3: Explain how the U.S. Constitution guides investigations and police actions.

Supporting Standards (if any):

Essential Questions:

- How has criminal profiling evolved over time, and what key events shaped its development?
- What are the stages of the profiling process, and how does each stage help identify suspects?
- How do investigators differentiate between organized and disorganized offenders, and why is this important?
- What behavioral patterns are most useful in investigating and predicting serial offenders?
- How does criminal profiling improve investigations, and what are its limitations?

Student-Friendly Learning Targets:

- I can identify key events and figures that shaped the development of criminal profiling.
- I can create a timeline showcasing the evolution of profiling methods across different periods.
- I can explain how advances in psychology and forensic science have influenced profiling techniques.
- I can list and describe each stage in the criminal profiling process.
- I can analyze the importance of each stage in creating a detailed offender profile.
- I can identify how law enforcement applies the profiling process to real investigations.
- I can describe key investigative techniques used to analyze serial offenses.
- I can differentiate between organized and disorganized offender profiles.
- I can apply profiling techniques to case studies of known serial offenders.
- I can explain the role of behavioral patterns in predicting future offender actions.

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Essential Vocabulary		
Key Academic Vocabulary: civics, citizen, citizenship, government, authority, democracy, law, tolerance, Rule of Law, selective service **Scaffolded (Review) Academic Vocabulary:**		
PLC Question Two: How will we know when students have learned?		
Assessment and Evidence		
Classroom Assessments: ● Vocabulary Relay Race ● Organized vs. Disorganized Criminals: Profiling Worksheet ● Past vs. Present: Criminal Profiling Worksheet ● To Catch a Killer: Who is Next - Project ● Unit 9 Exam		
Proficiency Scales		
Score 4.0	*The student will be able to:* ● Construct a comprehensive timeline detailing key events, people, and advances in the history of criminal profiling. ● Analyze real-world cases by applying all stages of the profiling process to create an accurate offender profile. ● Evaluate the effectiveness and limitations of profiling techniques when investigating serial offenders. ● Compare and contrast different profiling methods, such as geographic profiling and behavioral analysis, with supporting examples.	
Score 3.0	*The student will be able to:* Identify key events and figures that contributed to the development of criminal profiling. Describe the stages of the profiling process and how they are used to develop offender profiles. Apply profiling techniques to case studies to differentiate between organized and disorganized offenders. Discuss the role of behavioral patterns in identifying and investigating serial offenders.	
Score 2.0	*The student will be able to:* Recognize important figures or events related to the history of criminal profiling. List the basic stages of the profiling process. Understand the difference between organized and disorganized offenders. Identify key behavioral patterns used in profiling.	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning	**Daily Reminders:**	**Supporting Resources & Equipment**

Segments are approximately 30 minutes in length		
Segment 1 - Vocabulary Introduction **Time:** 30 min **Opening/Sponge/Motivator:** ● Explain how the relay race helps learn the structure and spelling of new words as well as the recall for the definition **Activity:** ● Word Search - (Click on Link) **Closure:** ● Connect words in the relay race to the section.	***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 ● Vocabulary can be very difficult and frustrating for some students - particularly dyslexia ***Student Reminders*** ● Remind students to stay on task as there is more to the assignment	● Vocabulary Relay Race
Segment 2 **Time:** 30 min **Opening/Sponge/Motivator** ● In your opinion, What ethical challenges might arise when creating profiles of suspects? Could relying too much on profiling lead to errors? **Activity** ● Lecture: Criminal Profiling: History, Process, and Techniques ● Check for understanding **Closure:** ● What do you think makes certain criminals more difficult to catch than others? How can law enforcement overcome these challenges?	***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 - Criminal Profiling: History, Process, and Techniques PPT ● Computer/smartboard ● White Board

Segment 3 **Time:** 30 min **Opening/Sponge/Motivator** **Activity** ● Past vs. Present: Criminal Profiling Worksheet **Assessment** ● Grade the students on their detail in the diagram participation in the assignment. **Closure** ● Explain the importance of knowing the history of a subject in order to better understand the place we are now in said topic; i.e. criminology	***Engagement:*** ● Students will be working as a class ***Student Interactions:*** ● Walk among the students as they complete the activity, 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	● Past vs. Present: Criminal Profiling Worksheet
Segment 4 **Time:** 45 min **Opening/Sponge/Motivator** ● What factors do you think influence a serial offender's choice of victim? How can understanding victimology help catch the offender? **Activity** ● Lecture: Investigating Serial Offenders PPT ● Check for understanding **Closure:** ● How can understanding an offender's "cooling-off period" between crimes help investigators predict their next move?	***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 - Investigating Serial Offenders PPT ● Computer/smartboard ● White Board

Segment 5 **Time:** 45 min **Opening/Sponge/Motivator** **Activity** ● Organized vs. Disorganized Criminals: Profiling Worksheet **Assessment** ● Grade the students on their insights and findings in the worksheet. **Closure** ● What characteristics might make someone an "organized" offender versus a "disorganized" offender? Can a person show traits of both?	***Engagement:*** ● Students will be working as a class ***Student Interactions:*** ● Walk among the students as they complete the activity, 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	● Organized vs. Disorganized Criminals: Profiling Worksheet
Segment 6 **Time:** 45 min **Opening/Sponge/Motivator** ● How does geographic profiling help law enforcement narrow down suspects? What are some challenges of using it? **Activity** ● Lecture: Building a Criminal Profile PPT ● Check for understanding **Closure:** ● In your opinion, is it easier for law enforcement to investigate crimes in small towns or large cities? Why?	***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 - Building a Criminal Profile PPT ● Computer/smartboard ● White Board
Segment 7 **Time:** 45 min	***Engagement:*** ● Students will be working individually	● To Catch a Killer: Who is Next - Activity (Day 1)

Opening/Sponge/Motivator **Activity** ● To Catch a Killer: Who is Next - Activity **Assessment** ● Check on students progress **Closure:** ● Discuss as a class if they have met any difficulties in identifying key aspects of the case.	***Student Interactions:*** ● Walk among the students as they complete the readings, 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	● To Catch a Killer: Who is Next (Teacher Instructions) ● Laptop ● Pen/Pencil
Segment 8 **Time:** 90 min **Opening/Sponge/Motivator** **Activity** ● To Catch a Killer: Who is Next - Activity **Assessment** ● Check on students progress **Closure:** ● Discuss as a class if they have met any difficulties in identifying key aspects of the case.	***Engagement:*** ● Students will be working individually ***Student Interactions:*** ● Walk among the students as they complete the readings, 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	● To Catch a Killer: Who is Next - Activity (Day 2) ● To Catch a Killer: Who is Next (Teacher Instructions) ● Laptop ● Pen/Pencil
Segment 9 **Time:** 30 min **Opening/Sponge/Motivator** ● Conduct a brief review of material covered in all segments of this lesson plan. **Activity** ● Unit 9 Review Game	***Engagement:*** ● Students will be working in teams for the review game ***Student Interactions:*** ● Walk among students to ensure academic integrity ***Student Reminders*** ● Remind students that this information could be on a final test	● Unit 9 Review Game

Assessment ● Grade for accuracy **Closure:**		
Segment 10 **Time:** 60 min **Opening/Sponge/Motivator** ● Conduct a brief review of material covered in all segments of this lesson plan. **Activity** ● Unit 9 Exam **Assessment** ● Grade for accuracy **Closure:**	***Engagement:*** ● Students will be working in teams for the review game ***Student Interactions:*** ● Walk among students to ensure academic integrity ***Student Reminders*** ● Remind students that this information could be on a final test	● Unit 9 Exam
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: ● How to Become a Criminal Profiler - Careers Article **SkillsUSA Connection(s):** ● Apply knowledge through the SkillsUSA Framework **Notes:**		

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