

Course: Criminal Investigations and Forensics (CIF)	Semester: TBD
Unit: 9.0 Serial Crimes and Criminal Profiling	Duration of Unit: 8 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
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 Process	
Explain 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:	
<ul style="list-style-type: none"> ● 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:	
<ul style="list-style-type: none"> ● 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. 	

<h3 style="text-align: center;">Essential Vocabulary</h3>		
Key Academic Vocabulary: civics, citizen, citizenship, government, authority, democracy, law, tolerance, Rule of Law, selective service		
Scaffolded (Review) Academic Vocabulary:		
<i>PLC Question Two: How will we know when students have learned?</i>		
Assessment and Evidence		
Classroom Assessments: <ul style="list-style-type: none"> ● 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	<i>The student will be able to:</i> <ul style="list-style-type: none"> ● 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	<i>The student will be able to:</i> <p>Identify key events and figures that contributed to the development of criminal profiling.</p> <p>Describe the stages of the profiling process and how they are used to develop offender profiles.</p> <p>Apply profiling techniques to case studies to differentiate between organized and disorganized offenders.</p> <p>Discuss the role of behavioral patterns in identifying and investigating serial offenders.</p>	
Score 2.0	<i>The student will be able to:</i> <p>Recognize important figures or events related to the history of criminal profiling.</p> <p>List the basic stages of the profiling process.</p> <p>Understand the difference between organized and disorganized offenders.</p> <p>Identify key behavioral patterns used in profiling.</p>	
<i>Planning Question: How will teachers facilitate the learning?</i>		
Daily Lesson Planning	Daily Reminders:	Supporting Resources & Equipment

<p><i>Segments are approximately 30 minutes in length</i></p> <p>Segment 1 - Vocabulary Introduction</p> <p>Time: 30 min</p> <p>Opening/Sponge/Motivator:</p> <ul style="list-style-type: none"> Explain how the relay race helps learn the structure and spelling of new words as well as the recall for the definition <p>Activity:</p> <ul style="list-style-type: none"> Word Search - (Click on Link) <p>Closure:</p> <ul style="list-style-type: none"> Connect words in the relay race to the section. 		<p>Engagement:</p> <ul style="list-style-type: none"> Remind students to stay on task and bring up assignment as completed <p>Student Interactions:</p> <ul style="list-style-type: none"> 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 <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students to stay on task as there is more to the assignment 	<ul style="list-style-type: none"> Vocabulary Relay Race
<p>Segment 2</p> <p>Time: 30 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> In your opinion, What ethical challenges might arise when creating profiles of suspects? Could relying too much on profiling lead to errors? <p>Activity</p> <ul style="list-style-type: none"> Lecture: Criminal Profiling: History, Process, and Techniques Check for understanding <p>Closure:</p> <ul style="list-style-type: none"> What do you think makes certain criminals more difficult to catch than others? How can law enforcement overcome these challenges? 		<p>Engagement:</p> <ul style="list-style-type: none"> Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> PowerPoint - Criminal Profiling: History, Process, and Techniques PPT Computer/smartboard White Board

<p>Segment 3</p> <p>Time: 30 min</p> <p>Opening/Sponge/Motivator</p> <p>Activity</p> <ul style="list-style-type: none"> • Past vs. Present: Criminal Profiling Worksheet <p>Assessment</p> <ul style="list-style-type: none"> • Grade the students on their detail in the diagram participation in the assignment. <p>Closure</p> <ul style="list-style-type: none"> • 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 	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working as a class <p>Student Interactions:</p> <ul style="list-style-type: none"> • 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 <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task, and that this material may be covered in a test 	<ul style="list-style-type: none"> • Past vs. Present: Criminal Profiling Worksheet
<p>Segment 4</p> <p>Time: 45 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • What factors do you think influence a serial offender's choice of victim? How can understanding victimology help catch the offender? <p>Activity</p> <ul style="list-style-type: none"> • Lecture: Investigating Serial Offenders PPT • Check for understanding <p>Closure:</p> <ul style="list-style-type: none"> • How can understanding an offender's "cooling-off period" between crimes help investigators predict their next move? 	<p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> • PowerPoint - Investigating Serial Offenders PPT • Computer/smartboard • White Board

<p>Segment 5 Time: 45 min</p> <p>Opening/Sponge/Motivator</p> <p>Activity</p> <ul style="list-style-type: none"> • Organized vs. Disorganized Criminals: Profiling Worksheet <p>Assessment</p> <ul style="list-style-type: none"> • Grade the students on their insights and findings in the worksheet. <p>Closure</p> <ul style="list-style-type: none"> • What characteristics might make someone an "organized" offender versus a "disorganized" offender? Can a person show traits of both? 	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working as a class <p>Student Interactions:</p> <ul style="list-style-type: none"> • 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 <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task, and that this material may be covered in a test 	<ul style="list-style-type: none"> • Organized vs. Disorganized Criminals: Profiling Worksheet
<p>Segment 6 Time: 45 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • How does geographic profiling help law enforcement narrow down suspects? • What are some challenges of using it? <p>Activity</p> <ul style="list-style-type: none"> • Lecture: Building a Criminal Profile PPT • Check for understanding <p>Closure:</p> <ul style="list-style-type: none"> • In your opinion, is it easier for law enforcement to investigate crimes in small towns or large cities? Why? 	<p>Engagement:</p> <ul style="list-style-type: none"> • Engage students during presentation of slides <p>Student Interactions:</p> <ul style="list-style-type: none"> • Students should be interacting through open discussion and feedback during presentation to ensure understanding <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that information in this presentation will be tested 	<ul style="list-style-type: none"> • PowerPoint - Building a Criminal Profile PPT • Computer/smartboard • White Board
<p>Segment 7 Time: 45 min</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working individually 	<ul style="list-style-type: none"> • To Catch a Killer: Who is Next - Activity (Day 1)

<p>Opening/Sponge/Motivator</p> <p>Activity</p> <ul style="list-style-type: none"> • To Catch a Killer: Who is Next - Activity <p>Assessment</p> <ul style="list-style-type: none"> • Check on students progress <p>Closure:</p> <ul style="list-style-type: none"> • Discuss as a class if they have met any difficulties in identifying key aspects of the case. 	<p>Student Interactions:</p> <ul style="list-style-type: none"> • 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 <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task, and that this material may be covered in a test 	<ul style="list-style-type: none"> • To Catch a Killer: Who is Next (Teacher Instructions) • Laptop • Pen/Pencil
<p>Segment 8</p> <p>Time: 90 min</p> <p>Opening/Sponge/Motivator</p> <p>Activity</p> <ul style="list-style-type: none"> • To Catch a Killer: Who is Next - Activity <p>Assessment</p> <ul style="list-style-type: none"> • Check on students progress <p>Closure:</p> <ul style="list-style-type: none"> • Discuss as a class if they have met any difficulties in identifying key aspects of the case. 	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working individually <p>Student Interactions:</p> <ul style="list-style-type: none"> • 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 <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students to stay on task, and that this material may be covered in a test 	<ul style="list-style-type: none"> • To Catch a Killer: Who is Next - Activity (Day 2) • To Catch a Killer: Who is Next (Teacher Instructions) • Laptop • Pen/Pencil
<p>Segment 9</p> <p>Time: 30 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> • Conduct a brief review of material covered in all segments of this lesson plan. <p>Activity</p> <ul style="list-style-type: none"> • Unit 9 Review Game 	<p>Engagement:</p> <ul style="list-style-type: none"> • Students will be working in teams for the review game <p>Student Interactions:</p> <ul style="list-style-type: none"> • Walk among students to ensure academic integrity <p>Student Reminders</p> <ul style="list-style-type: none"> • Remind students that this information could be on a final test 	<ul style="list-style-type: none"> • Unit 9 Review Game

<p>Assessment</p> <ul style="list-style-type: none"> Grade for accuracy <p>Closure:</p>		
<p>Segment 10</p> <p>Time: 60 min</p> <p>Opening/Sponge/Motivator</p> <ul style="list-style-type: none"> Conduct a brief review of material covered in all segments of this lesson plan. <p>Activity</p> <ul style="list-style-type: none"> Unit 9 Exam <p>Assessment</p> <ul style="list-style-type: none"> Grade for accuracy <p>Closure:</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Students will be working in teams for the review game <p>Student Interactions:</p> <ul style="list-style-type: none"> Walk among students to ensure academic integrity <p>Student Reminders</p> <ul style="list-style-type: none"> Remind students that this information could be on a final test 	<ul style="list-style-type: none"> Unit 9 Exam
PLC Question Three: What will we do when students have not learned?		
Interventions		
<ul style="list-style-type: none"> Reteach Recovery Peer teach Alternative assignments 		
PLC Question Four: What will we do when students have learned?		
Enrichment		
<p>Additional Information Related to the Unit:</p> <ul style="list-style-type: none"> How to Become a Criminal Profiler - Careers Article <p>SkillsUSA Connection(s):</p> <ul style="list-style-type: none"> Apply knowledge through the SkillsUSA Framework <p>Notes:</p>		

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

