

STEM Innovation Academy Unit Plan

Subject: NJIT FRSC 201- Introduction to Forensic Science Unit Title: Unit 3- Criminal Psychology Grade: 12 th	Teacher: Ms. Dy-Anni Austin Duration: 9-80 min blocks (3 Weeks)
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Unit Summary

This unit examines the various aspects of forensics psychology. A forensic psychologist is any psychologist who offers an expert psychological opinion in a way that impacts one of the adversarial arenas, typically the courts. Various facets of the forensic profiling process will be examined, such as the psychology of the offender, deception, crime scene analysis, and interpretation of evidence. Topics covered in this unit will include profiling undertaken by law enforcement, serial killers versus mass murderers, and the legal concept of insanity versus competency to stand trial.

Stage 1 – Desired Results

Enduring Understanding *Students will understand that...*

- There are several aspects of forensic psychology beyond profiling.
- There are distinct differences and similarities between forensic psychology and other forensic sciences.
- The decision to commit a crime can be based on a multitude of variables.
- There are numerous theories about why people commit crimes.
- Psychological profiling is a vital tool in criminal investigations.
- Though flawed, establishing a criminal profile is an important part of crime investigation for identifying a serial offender.
- Part of the danger of serial killers is that they can appear “normal” in social settings.
- Mass murderers have a different objective than serial killers.
- People’s experience of the world is subjective.
- Individuals are driven by internal and external forces.
- Ethics is important in both the practice of psychology and the application of the law.

Essential Questions

- What is forensic psychology?
- What topics fall under the umbrella of forensic psychology?
- Why do people commit crimes?
- How do we determine if similar crimes were committed by the same person?
- How do we profile behavior?
- Can we really create a profile of a serial killer?
- What makes a serial killer kill?
- What is a serial offender?
- What is a mass murderer?
- What is the difference between a mass murderer and a serial killer?
- How much of my behavior is influenced by nature? How much by nurture?
- What psychological disorders are accepted by the courts?
- What is the difference between guilty but mentally ill and not guilty by mental defect?

Learning Objectives/Knowledge:

Students will know the following:

- The definition of forensic psychology
- The different career options in the forensic psychology field
- Understand why people decide to commit a crime.
- Gain an understanding of how psychological profiling is used in criminal investigations.
- Delineate between organized and disorganized serial offenders.
- Demonstrate knowledge of the basic profile of serial killers.
- Demonstrate knowledge of the motives of a mass murderer.
- The difference between sociopaths and psychopaths
- The historical stigma behind mental illness in America.

- The difference between GMI vs. NGMI
- What constitutes insanity according the US courts

Students will be able to do the following:

- Explain the differences between forensic psychology and other forensic sciences.
- Explain what the field of forensic psychology entails
- Illustrate the similarities of different crimes based on the specific modus operandi.
- Explain the difference between modus operandi and signature.
- Create a basic criminal profile using psychological profiling techniques.
- Evaluate case studies to understand insanity plea
- Analyze and evaluate primary and secondary sources pertaining to Columbine.
- Illustrate how laws impact society.

Stage 2 – Assessment Evidence

What activities truly support this as an honors level class? Use the last three stages of Bloom's Taxonomy to address this section including 4-analyze- drawing connections among ideas, 5- evaluate- justify a stance or decision, 6- create- produce original work.

Performance Task 1: Criminal Psychology Project (approximately 6-80 min block)

After researching a specific serial OR spree killer, you will compile a profile of this criminal in a research scenario. Pick a criminal of interest to you from the list [Unit 3 Project Sign-Up](#) and start researching history, crimes, story of conviction, etc. You will then create a presentation using Google Slides, PowerPoint, etc.

You WILL be presenting to the class – you can either pre-record using voice overs OR you can present it live during class. If you choose to present live, you will be stopped at 8 minutes - your goal is between 5-6 minutes! Your presentation SHOULD BE engaging to your audience - think about how to make it interesting!

You will also create a wanted poster for the individual.

Presentation:

- Contain at least 6 images. Keep them appropriate!
- Readable and visually-appealing.
- Include the information as described below in bulleted (not paragraph) format.
- Information is organized in the format below.
- Include a citation slide with a minimum of 3 sources (Wikipedia is not a valid source to cite but a good place to start).
- Presented to the class appropriately using 5-6 minutes.

1. The Profile

- *Background on the criminal:* childhood, birth date (and death date if applicable), location where they grew up, family structure, interests, young adult life, college attended, degree achieved, job, etc.
- *Acts of crime:* Describe the crimes that your criminal committed. Include descriptions, dates, locations, motives, and MO. Create a timeline of crimes for individuals with many victims.
- *Victimology:* Describe the victims of the crimes. Is there a pattern or commonality? Were they chosen or picked at random? Were they a high or low risk victim?
- *Profile:* Summarize and compare your serial killer's details based on the FBI's most common traits of a serial killer.

2. Analyzing the Criminal Mind

- *Psychopathy vs. Sociopathy vs. Psychosis Diagnosis*: Do some research about the characteristics of psychopaths, sociopaths, and people suffering from psychosis. Diagnose your individual and identify at least 5 different qualities your person possessed and how they were displayed.
- *The Why*: Read through the theories/thoughts of why people become killers. Pick one that seems to fit your criminal. In your descriptions, make sure to state what the theory is and how it applies to your criminal.

3. Catching the Criminal

- *The Evidence*: Pick 3 different types of evidence we discussed this semester (blood, DNA, fingerprints, etc.) that were used to convict the criminal. If your criminal was never caught, indicate the evidence you would look for to convict the killer. Indicate whether the evidence was individual or class, and why?
- *Conviction and/or Current Situation*: How was the criminal caught? What is the current status of the criminal?

Wanted Poster

After completing your presentation, your final task is to create a wanted poster for your serial killer. You are to include a picture, physical attributes of the criminal, description of crimes committed, and a reward for capture. You can hand create the poster OR use a computer. **You will need to be able to print your wanted poster if you computer-generate it as we will pass it around as your present.**

Rubric (45 total points)

	3	2	1
<i>Background on the criminal</i>	Information on childhood, birth date (and death date if applicable), location where they grew up, family structure, interests, young adult life, college attended, degree achieved, job, etc. is included.	Only 6-9 pieces of background information were shared.	Less than 6 pieces of background information were shared.
<i>Acts of crime</i>	Descriptions, dates, locations, timeline, MO, and motives of crimes were included.	Limited information on the acts of crime and/or an incomplete timeline.	Lack of flow in timeline and/or vague description of the criminal's acts of crime.
<i>Victimology</i>	Descriptions and photos of the victims, any patterns, if they were chosen or picked at random, if they were a high or low risk victim.	Limited descriptions of victims and/or photo missing. Not all information included.	No information shared about the victims of the crimes.
<i>Profile</i>	Summary AND comparison to the FBI statistical serial killer profile included.	Partial summary AND comparison to the FBI statistical serial killer included.	Incomplete summary AND/OR incomplete comparison to the FBI statistical serial killer profile included.

<i>Psychopathy vs. Sociopathy vs. Psychosis Diagnosis</i>	At least 5 descriptions of traits shown and how they were displayed AND a diagnosis.	2-4 descriptions of traits show WITH a diagnosis OR 4-5 descriptions of traits shown WITHOUT a diagnosis.	0-1 descriptions of traits show WITH a diagnosis OR 1-3 descriptions of traits shown WITHOUT diagnosis.
<i>The Why</i>	One theory was chosen and described in detail with examples to support your logic.	One theory was chosen with limited description and limited support.	Theory was not identified and/or hard to follow based on the criminals' activities.
<i>The Evidence</i>	3 pieces of evidence were chosen and described thoroughly including if it was individual or class.	Only 1-2 pieces of evidence were chosen and described thoroughly.	Evidence was listed but not explained.
<i>Conviction and/or Current Situation</i>	Conviction status and/or current situation is shared in detail.	Conviction status and/or or current situation shared.	Limited information shared on the criminal's conviction or current situation.
<i>Written Content</i>	Written information is organized in bulleted lists, correct grammar is used.	Written information is not formatted effectively, some grammatical errors.	Written information is unorganized, many grammatical mistakes.
<i>Visual</i>	At least 6 images and/or videos used, visuals enhance the presentation.	3-5 images and/or videos used.	2 or less images and/or videos used, visuals did NOT enhance the presentation.
<i>Presentation</i>	Presentation was well-organized, thoughtful, and interesting. The audience was engaged. The student did a great job sharing the slides without directly reading from them.	Presentation needed more preparation and/or students read mostly from slides.	There was a clear lack of preparation for the presentation.
<i>Timing</i>	Presentation was within 5-6 minutes.	Presentation was only 4-5 minutes or 6-8 minutes.	Presentation was less than 4 min or more than 8 minutes.
<i>Behavior & Work Ethic</i>	Respectful behavior was shown on work days and during other groups' presentations. Tasks were completed on time. Project was shared correctly with your teacher.		
<i>Citations</i>	At least 3 citations on the final slide.	1-2 citations on the final slide.	Citations for the project are missing.
<i>Wanted Poster</i>	Includes a picture, physical attributes of the criminal, description of crimes committed, and a reward for capture; neat and organized.	Some information included.	Poster was not well made and/or missing information.

DIFFERENTIATION: To accurately measure three-dimensional learning of the NGSS along with the CCSS for mathematics, modifications and/ or accommodations should be provided during instruction and assessment.

TECHNOLOGY: Chromebooks and internet.

Other Evidence:		
Before	During	After
KWL – Students will list what they know and what they want to know about the main topics of this unit. Brainstorming – Students will discuss what they know about Scientific Inquiry by breaking down the word and coming up with various meanings. Quick Writes – Before each lesson students will be asked to write their thoughts and questions for the day pertaining to the objectives. Pretest – Students will be given an assessment to understand their knowledge on the unit before any instruction is given.	Journals – Students will complete daily journal reflections and take notes when necessary. Lab Investigations – Students will complete one or more lab investigation(s) exploring and utilizing chemistry principles. Daily Assignments – Students will be given vocabulary assignments and calculation problems. Observations – Students will write down any observations in their journals as witnessed in class or during their labs. Think-Pair-Share – Students will work in pairs to discuss vocabulary and reinforce rules as they are introduced. Quizzes – Give short quizzes or Exit Cards - to show mastery of concepts needed before moving to the next concept.	Unit Test – Students will be given a test after the unit has been completed and Presentations have been given PowerPoint Project – Students will create a PowerPoint Presentation (as a group) of this unit. This will include various concepts, experimental data, vocabulary, and applications in the “real world”.
Student Self-Assessment and Reflection: Students will write down their questions and or comments of the day’s events. They will write their questions about any topics or problems they may have, and they will discuss them as a class the following day. Students will also write down any observations they experienced during labs and/or lecture presentations into their Journals.		
Stage 3 – Learning Plan		
Differentiated Instruction (by student readiness): Tiers 2-3: Students who have scored a 3 or below (approaching expectations) on the ELA and Math NJSLAs 1. Scaffolding 2. Group work 3. Peer tutoring 4. One on one discussions 5. Office hour appointments 6. Laboratory Investigations 7. Group PowerPoint Presentation 8. Unit Test Tier 1: Students who have scored a 4 or 5 (met or exceeded expectations) on the ELA and Math NJSLAs 1. One on one discussions 2. Office hour appointments 3. Laboratory Investigations 4. Group PowerPoint Presentation 5. Unit Test		
Learning Activities 1. Students will research causes of crime- social, economic, mental, and physical 2. Students will discuss and debate the importance of these causes and how they relate to Maslow’s hierarchy of		

needs

3. Students will research their assigned crime causation theory
4. Students will then research crimes in the recent news and create a PowerPoint presentation. They will note the type of crime, key facts in the case, the motive for the crime, and how it relates to the theory.
5. T-P-S “why people commit crimes”
6. Students will bring in three articles about a specific crime. Students will compare the facts of all the crimes to show how Modus Operandi is similar or different with each crime. The students will create a chart to illustrate their findings. Chart should include location of crime, facts of the case, and modus operandi.
<http://goo.gl/rdvTHR>
7. Students will watch episodes of Criminal Minds. They will note how the agents analyze behavioral characteristics of the “unsub”. Students will create a master list of statements the agents made as well as character traits they mentioned. 12 Then they will create a top 10 list and post it on the classroom wall for reference.
8. Students as a class will profile a “simulation” crime scene.
9. Students will watch a documentary on “Serial Killers- Profiling the Killer Mind”. Students will then create higher-level order thinking questions to use in a classroom discussion.
10. Research and create presentation on serial killer
11. Simulation- Organized or Disorganized Serial Killer
12. Watch Charles Manson video
13. Writing response - Is Charles Manson a serial killer?
14. Serial Killer Tea Party <http://goo.gl/fnyGK2>
15. Readings/Discussion of Columbine Articles
16. Venn Diagram serial killers and Mass murderers
17. Students will create a classroom timeline for the history of the insanity defense.
18. Students will read about GMI and NGMI and discuss the positives and negatives of each plea.
19. PBL unit- Columbine Mock Trial 1. Students will be separated based on the prosecution/defense side. 2. Students on each side will bring information from their assigned Columbine reading to develop an opening argument. 3. Students will be given their roles for the mock trial. 4. At the end of each class, students will complete their “daily” reflection on Google docs. 5. Complete mock trial in front of jury. 6. Debrief about the process and the trial itself.

Vocabulary:

Competency, Insanity, Expert Witness, Criminal Profiling, Jury Consulting, Probation, Parole, Post Traumatic Stress Disorder, Standardisation, Testimony, Behaviour therapy, Dissociative identity disorder, Jury, Offender, Conviction, Breaches, Acute or a chronic Offender, Neurotic disorder, Character disorder, Kleptomaniac, Pyromaniac, Psychopaths, Momentary offenders, Corrigible offenders, Penalties, Deviant behavior, Executor, Fallacy, Fraudulent, Hysteria, Psychosis

Literacy and Math Connections:

RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Mathematics –

4.5 A. Problem Solving

3. Select and apply a variety of appropriate problem-solving strategies to solve problems.

4.5 B. Communication

1. Use communication to organize and clarify their mathematical thinking
2. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
3. Analyze and evaluate the mathematical thinking and strategies of others.

4.5 C Connections

2. Use connections among mathematical ideas to explain concepts.
3. Recognize that mathematics is used in a variety of contexts outside of mathematics.
4. Apply mathematics in practical situations and in other disciplines.

4.5 D Reasoning

4. Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
5. Make and investigate mathematical conjectures

4.5 E Representations

1. Create and use representations to organize, record, and communicate mathematical ideas as pictorial or symbolic.
2. Select, apply, and translate among mathematical representations to solve problems.

4.5 F. Technology

6. Use computer-based laboratory technology for mathematical applications in the sciences

Expert/Field Experiences:

NJIT Forensic Science Mock Apartment

David Fisher

University Heights, NJ 07102

Connection to End of Year Project:

Students will participate in a Murder in Miniature Project based on Fransis Glessner Lee's Nutshells.

For this final project, in a team of up to two students, you will design and create a diorama of a crime scene (murder). You will give your diorama a title and brief description along with a detailed crime scene sketch and autopsy report of the victim. You will then give a presentation (from the perspective of a prosecutor) linking all of the evidence to a particular suspect. This three part project will be your 'final exam' grade in this college course. It will count as ONE test grade and TWO authentic assessment grades for the 4th marking period at STEM. This project has three parts: Diorama, Written Portion, and Prosecution Presentation. [Murder in Miniature Worksheet with Rubric](#). This unit provides opportunities for self-organization, group cooperation, and idea sharing, as well as proper research techniques, repeat trials, error analysis, and communication of results through a presentation or model.

Modifications

Special Education/ 504:	English Language Learners:
-Adhere to all modifications and health concerns stated in each IEP. -Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. -Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time -Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or writing , such as Read-Draw-Write -Provide breaks between tasks, use positive reinforcement, use proximity -Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives -Implement supports for students with disabilities (click here) - Make use of strategies imbedded within lessons -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 17-18)	- Use manipulatives to promote conceptual understanding and enhance vocabulary usage - Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction - During i-Ready lessons, click on “Español” to hear specific words in Spanish - Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information - Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems - Utilize program translations (if available) for L1/ L2 students - Reword questions in simpler language - Make use of the ELL Mathematical Language Routines (click here for additional information) -Scaffolding instruction for ELL Learners -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 16-17)
Gifted and Talented:	Students at Risk for Failure:
- Elevated contextual complexity - Inquiry based or open ended assignments and projects - More time to study concepts with greater depth - Promote the synthesis of concepts and making real world connections - Provide students with enrichment practice that are imbedded in the curriculum such as: ● Application / Conceptual Development ● Are you ready for more? - Provide opportunities for math competitions - Alternative instruction pathways available - Common Core Approach to Differentiate Instruction: Students with Disabilities (pg. 20)	- Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum - Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Peer Support - Constant parental/ guardian contact - Provide academic contracts to students & guardians - Create an interactive notebook with samples, key vocabulary words, student goals/ objectives. - Plan to address students at risk in your learning tasks, instructions, and directions. Anticipate where the needs will be, then address them prior to lessons. -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 19)

21st Century Life and Career Skills:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<https://www.state.nj.us/education/cccs/2014/career/9.pdf>

● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation.	● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence.
Students are given an opportunity to communicate with peers effectively, clearly, and with the use of technical language. They are encouraged to reason through experiences that promote critical thinking and emphasize the importance of perseverance. Students are exposed to various mediums of technology, such as digital learning, calculators, and educational websites.	

Technology Standards: Students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information, and ideas. https://www.state.nj.us/education/cccs/2014/tech/	
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use of information. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. A. The Nature of Technology: Creativity and Innovation- Technology systems impact every aspect of the world in which we live. B. Technology and Society: Knowledge and understanding of human, cultural, and societal values are fundamental when designing technological systems and products in the global society. C. Design: The design process is a systematic approach to solving problems. D. Abilities in a Technological World: The designed world in a product of a design process that provides the means to convert resources into products and systems. E. Computational Thinking: Programming- Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

