

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Forensic Psychology

May 2015

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June 9, 2015*

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Forensic Psychology

This course examines the various aspects of forensics psychology. A forensic psychologist is any psychologist who offers an expert psychological opinion in a way that it 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 course will include profiling undertaken by law enforcement, serial killers versus mass murderers, and the legal concept of insanity versus competency to stand trial.

Pacing Guide

<u>Unit #</u>	<u>Unit</u>	<u>Week(s)</u>	<u>Pages</u>
1	Introducing Forensic Psychology	2	7-9
2	Crime Causation and Behavioral Unit	2	10-12
3	Mass Murders and Serial Killers Project	3	13-16
4	Insanity & Competency	4	17-20
5	Eyewitness Testimony	2	21-24
6	False Confessions	2	25-27
7	Victimization	1	28-31
8	Police Force Forensics	2	32-34

Key for Standards

L = Language Standards

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

SL = Speaking and Listening Standards

W = Writing Standards

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Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 1: Introducing Forensic Psychology	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, 	

development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • There are several aspects of forensic psychology beyond profiling. • There are distinct differences and similarities between forensic psychology and other forensic sciences. 	<ul style="list-style-type: none"> • What is forensic psychology? • What topics fall under the umbrella of forensic psychology?
<p align="center">Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The definition of forensic psychology • The different career options in the forensic psychology field <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Explain the differences between forensic psychology and other forensic sciences. • Explain what the field of forensic psychology entails 	
<p align="center">Character Attributes</p> <ul style="list-style-type: none"> • Integrity • Honesty 	
<p align="center">Technology Competencies</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>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.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Forensics course history presentation • Forensic psychology/Forensic science presentation • Class discussion 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Forensic science gallery walk (http://goo.gl/ot0jVK) & (http://goo.gl/tgRlhW) • Online asynchronous discussions
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will be able to define forensics and describe the disciplines that fall under the umbrella of forensics.</p> <p>Role: Researchers</p> <p>Audience: Peers</p> <p>Situation: Students need to research and present on the various categories of forensic science, compare to forensic psychology specifically, and create a working definition for forensic psychology.</p> <p>Product or Performance: Presentation Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

<ul style="list-style-type: none"> • "Forensics Gallery Walk." <i>Forensics Gallery Walk</i>. Web. 18 Jan. 2015. https://docs.google.com/document/d/1L5LMANC9OoMAFIInuvlfucQmJaAnlq_F4f34xQsX3_50/pub • "Forensic Science." - <i>Google Slides</i>. Web. 18 Jan. 2015. <https://docs.google.com/presentation/d/1021ZdnZI0lQRu0tWWTbEfgt7zX78-bjy7pSkeyOEbHU/pub?start=false&loop=false&delaysms=3000> • Huss, M.T. (2014). <i>Forensic psychology: Research, clinical practice, and applications</i>. Wiley Publishing. Hoboken, NJ. • Ramsland, K. (N.D.). "The C.S.I. Syndrome." <i>The 'Effect' — : Theory That Forensic TV Shows Let People on Juries Erroneously Believe They Know All about Forensic Science and Investigation</i>. — <i>Crime Library</i>. Web. 18 Jan. 2015. http://www.crimelibrary.com/criminal_mind/psychology/csi_effect/2.html
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NEW MILFORD PUBLIC SCHOOLS

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 2: Crime Causation and Behavioral Unit	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Why do people commit crimes? • How do we determine if similar crimes were committed by the same person? • How do we profile behavior?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Understand why people decide to commit a crime. • Gain an understanding of how psychological profiling is used in criminal investigations. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Illustrate the similarities of different crimes based on the specific modus operandi. • Explain difference between modus operandi and signature. • Create a basic criminal profile using psychological profiling techniques. 	

Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Citizenship 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Bell ringers to engage students' interests • Lecture/presentation on crime causation theories and data background • Lecture/presentation on modus operandi versus signature http://goo.gl/6Kcaok • Class discussion of criminal profiling and related ethical concerns • Student Handouts • Closing Activities to assess student learning 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will research causes of crime- social, economic, mental, and physical • Students will discuss and debate the importance of these causes and how they relate to Maslow's hierarchy of needs • Students will research their assigned crime causation theory • 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. • T-P-S "why people commit crimes" • 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 finding. Chart should include location of crime, facts, of the case, and modus operandi. http://goo.gl/rdvTHR • Students will watch episode 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.

	<p>Then they will create a top 10 list and post on classroom wall for reference.</p> <ul style="list-style-type: none"> • Students as a class will profile a “simulation” crime scene. • Students will watch documentary on “Serial Killers- Profiling the Killer Mind”. Students will then create higher-level order thinking questions to use in a classroom discussion.
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Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Create a profile of an assigned serial killer</p> <p>Role: Criminal profiler</p> <p>Audience: Class</p> <p>Situation: To catch a serial killer</p> <p>Product or Performance: Students will create a proper profile on an assigned serial killer based on what they learned about psychological profiling.</p> <p>Standards for Success: Rubric: http://goo.gl/mEkXZm</p>	<ul style="list-style-type: none"> • Formative Assessments • Exit Tickets • Presentations • Summative Assessment • Discussion Questions

Suggested Resources

<ul style="list-style-type: none"> • "Psychology of Serial Killers with Jim Clemente." <i>YouTube</i>. Web. 06 Apr. 2015. http://youtu.be/p1r0viWd5Fk • Breaking News, U.S., World, Weather, Entertainment & Video News - CNN.com. (n.d.). Retrieved April 06, 2015, from http://www.cnn.com/ • Huss. M.T. (2014). <i>Forensic psychology: Research, clinical practice, and applications</i>. Wiley Publishing. Hoboken, NJ. • Mr. Tyler's Lessons. (n.d.). Retrieved April 06, 2015, from http://mrtylerslessons.com/category/criminal-behavior-lessons/
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Committee Members: Lisa Lee & Joshua Elliott, Ed.D. Unit 3: Mass Murders and Serial Killers	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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?

Expected Performances

What students should know and be able to do

Students will know the following:

- 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

Students will be able to do the following:

- Identify the most notorious serial killers in United States
- Identify early behavior traits of past serial killers
- Explain the primary motives of serial offenders and mass murderers
- Explain difference between sociopath and psychopaths and provide examples of both

Character Attributes

- Respect
- Integrity

Technology Competencies

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Bell ringers to engage students' interests • Teacher serial killer presentation • Teacher sociopath vs. psychopath presentation http://goo.gl/6REje0 • Closing Activity 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Research and create presentation on serial killer • Simulation- Organized or Disorganized Serial Killer • Watch Charles Manson video • Writing response - Is Charles Manson a serial killer? • Serial Killer Tea Party http://goo.gl/fnyGK2 • Readings/Discussion of Columbine Articles • Venn Diagram serial killers and Mass murderers
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will present a lesson to the class about a serial killer/mass murderer.</p> <p>Role: Presenter</p> <p>Audience: The class</p> <p>Situation:</p> <p>Product or Performance: PPT or Prezi Presentation about their serial killer.</p> <p>Standards for Success: Rubric</p>	<ul style="list-style-type: none"> • Formative assessments/Summative Assessment • Simulation answers • Writing Responses • Exit Tickets

Suggested Resources

- Bonn, S.A.(2014) How to tell a sociopath from a psychopath. Retrieved April 07, 2015, from <https://www.psychologytoday.com/blog/wicked-deeds/201401/how-tell-sociopath-psychopath>
- "Charles Manson - Serial Killer Full Documentary." *YouTube*. Web. 08 Apr. 2015. <<https://youtu.be/JoDThyV8c84>>. How Serial Killers Work - HowStuffWorks. (n.d.). Retrieved April 07, 2015, from <http://people.howstuffworks.com/serial-killer.html>
- Interested in criminal profiling? Get all the information you need here. (n.d.). Retrieved April 07, 2015, from <http://www.all-about-forensic-psychology.com/criminal-profiling.html>
- Fallon, J. (2009). Exploring the mind of a killer. Retrieved April 07, 2015, from <https://youtu.be/u2V0vOFexY4>
- Huss. M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ.
- Morton, R.J. (2010, May 21). Serial murder: Multi-disciplinary perspectives for investigation. Retrieved April 07, 2015, from http://www.fbi.gov/publications/serial_murder.htm#two
- Serial Killer document: <http://goo.gl/9dkFTT>
- Serial Killer Characteristics Reading <http://goo.gl/z4TWpw>

NEW MILFORD PUBLIC SCHOOLS

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 4: Insanity & Competency	Course: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • <u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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?

Expected Performances
What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The historical stigma behind mental illness in America. • The difference between GMI vs. NGMI • What constitutes insanity according the US courts <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Evaluate case studies to understand insanity plea • Analyze and evaluate primary and secondary sources pertaining to Columbine. • Illustrate how laws impact society.
Character Attributes
<ul style="list-style-type: none"> • Honesty • Cooperation • Citizenship • Respect • Responsibility
Technology Competencies
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results <p>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.</p> <ol style="list-style-type: none"> a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Bell ringers to engage students' interests • Lecture/Notes • Closing Activities • Teacher insanity presentation http://goo.gl/FZ6kzi 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will create a classroom timeline for the history of the insanity defense. • Students will read about GMI and NGMI and discuss the positives and negatives of each plea. • PBL unit- Columbine Mock Trial <ol style="list-style-type: none"> 1. Students will be separated based on 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 process and the trial itself.
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will conduct a mock trial of the two Columbine students Eric Harris and Dylan Klebold.</p> <p>Role: Participants in a trial</p> <p>Audience: Jury</p> <p>Situation: The State of Colorado vs. Eric Harris and Dylan Klebold.</p> <p>Product or Performance: Mock trial</p> <p>Standards for Success: Rubric: http://goo.gl/JSXpiD</p>	<ul style="list-style-type: none"> • Formative Assessments • Student Reflections • Monitoring student work • Discussion Questions

Suggested Resources

- Cullen, D. (2009). Columbine: The book. New York, NY. Twelve.
- Huss, M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ.
- The Hinckley Trial and the Insanity Defense. (n.d.). Retrieved April 07, 2015, from <http://law2.umkc.edu/faculty/projects/ftrials/hinckley/hinckleyinsanity.htm>

NEW MILFORD PUBLIC SCHOOLS

<p>Committee Members: Lisa Lee & Joshua Elliott, Ed.D. Unit 5: Eyewitness Testimony</p>	<p>Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 2</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and 	

noting any discrepancies among the data.

- **SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Enduring Understandings

Generalizations of desired understanding via essential questions
(Students will understand that ...)

- Although helpful, there are significant concerns regarding eyewitness testimony

Essential Questions

Inquiry used to explore generalizations

- How credible is eyewitness testimony as evidence in a trial?
- When is eyewitness testimony appropriate to use?

Expected Performances

What students should know and be able to do

Students will know the following:

- What eyewitness testimony is.
- How eyewitness testimony is used.
- The strengths and weaknesses of eyewitness testimony.

Students will be able to do the following:

- Explain what eyewitness testimony is.
- Describe the strengths and weaknesses of using eyewitness testimony in law enforcement.
- Apply these concepts to real world examples of eyewitness testimony use in law enforcement.

Character Attributes

- Integrity
- Honesty

Technology Competencies

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan

Teaching Strategies:

- YouTube video relating story of Guilford four, Birmingham six, or Central Park?
- Presentation on eyewitness testimony.
- Class discussion

Learning Activities:

- Michael Brown activity
- Innocence Project case study activity

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Make a research-based decision on whether the grand jury made the right decision in deciding not to indict officer Darren Wilson

Role: Impartial analysts

Audience: Administration or objective panel

Situation: You (class) has been asked to either support or refute the grand jury's decision to not indict in the Michael Brown case. All assertions need to be supported with evidence from the trial and eyewitness testimony. All supporting evidence needs to be reviewed for credibility.

Product or Performance: Presentation

Standards for Success: Class rubric

- Discussion Questions (DQ's)
- Class discussions
- Class presentations
- Weekly reflections

Suggested Resources

- DOJ findings. (n.d.). Retrieved March 25, 2015, from <http://apps.stlpublicradio.org/ferguson-project/evidence.html>
- Fraser, S. (2013). Why eyewitnesses get it wrong. Retrieved April 07, 2015, from http://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony?language=en
- Huss. M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ.

NEW MILFORD PUBLIC SCHOOLS

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 6: False Confessions	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 	

<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <ul style="list-style-type: none"> • <u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Many factors play a role in a suspect providing a false confession. 	<ul style="list-style-type: none"> • Why would someone confess to a crime they did not commit?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • What a false confession is. • Why someone would provide a false confession. • The factors that play a role in someone providing a false confession. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Name and explain the reasons why someone would give a false confession. • Cite specific real-world examples of false confessions and explain how and why they occurred using scientific and contextual reasons. 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> • Citizenship • Integrity 	
<p>Technology Competencies</p>	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>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.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	

Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • PowerPoint explaining factors involved in a false confession • Class discussion regarding what it would take for someone to confess to a crime they did not commit 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Innocence Project Case Study activity • Guilford Four/ Birmingham Six/Central Park Jogger Stations Activity
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Role: Audience: Situation: Product or Performance: Standards for Success:</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections
Suggested Resources	
<ul style="list-style-type: none"> • The Cases: DNA Exonerated Profiles. (n.d.). Retrieved March 23, 2015, from http://www.innocenceproject.org/cases-false-imprisonment • Chicago: The false confession capital. (n.d.). Retrieved March 25, 2015, from https://youtu.be/YSo_9Xo_78E • DOJ findings. (n.d.). Retrieved March 25, 2015, from http://apps.stlpublicradio.org/ferguson-project/evidence.html • Huss. M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ. 	

NEW MILFORD PUBLIC SCHOOLS

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 7: Victimization	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 1
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Identify Desired Results

Common Core Standards

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio,

visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Victims of crimes face physical and psychological consequences • Crime victims can deal with the psychological consequences in multiple ways 	<ul style="list-style-type: none"> • What are the psychological and physical consequences of crime for the victim and their family? • How can victims and their families gain closure?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Crimes have psychological and physical damage to the victim and their family • Resources available to victims from which to seek help <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Identify the psychological damage incurred by victims of violent and sexual crimes • Describe the resources available and the strengths and weaknesses of the resources 	
Character Attributes	
<ul style="list-style-type: none"> • Honesty • Perseverance • Courage 	
Technology Competencies	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results <p>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.</p> <ol style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to multiple audiences using a variety of media and formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	

Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher presentation • Class discussion about victimization • Research based inquiry 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Drawbridge Activity • A&E “Confrontation” • CT Victim’s Right Technology Scavenger Hunt http://goo.gl/AGFlpO
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will be able to evaluate and judge the resources available to victims of crime.</p> <p>Product or Performance: Students will have a choice of the following assignments:</p> <ol style="list-style-type: none"> 1. Create a victims’ rights poster promoting the services available to CT victims. 2. Create a 1 minute PSA educating citizens about victims, targets, statistics, and how you can avoid the likelihood of being a victim. 3. Use a comprehensive database of magazines and newspaper articles to determine whether any cases currently in the news illustrate the difficulty of identifying which party clearly is the criminal and which is the victim. <p>Product: Poster</p> <p>Standards for Success:</p> <p>Rubric: http://goo.gl/nQZ7zL</p>	<ul style="list-style-type: none"> • Class Discussions • Compare/Contrast Resources • Case Study- OJ Simpson

Suggested Resources

- Branch, K. A. (2007). Victimology: Course syllabus. Retrieved from: http://www.hts.gatech.edu/dwc/images/teachingtips_fall08.pdf
- Huss, M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ.
- Office of Victim Services, Connecticut Judicial Branch (OVS). (n.d.). Retrieved March 25, 2015, from <http://www.jud.ct.gov/crimevictim/WSV>. (n.d.). Retrieved March 25, 2015, from <http://www.worldsocietyofvictimology.org/>

NEW MILFORD PUBLIC SCHOOLS

Committee Member(s): Lisa Lee & Joshua Elliott, Ed.D. Unit 8: Police Force Forensics	Course/Subject: Forensic Psychology Grade Level: 11 & 12 # of Weeks: 2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • <u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • <u>SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 	

<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <ul style="list-style-type: none"> • <u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Police forensics is an essential resource for screening potential law enforcement candidates • Police force forensics is an essential for providing a support system for law enforcement officers. 	<ul style="list-style-type: none"> • What qualities are essential to becoming a good law enforcement official? • What qualities are screeners wary of and why? • What support systems are in place for law enforcement and what purpose do they serve?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Personality traits and qualities either sought or avoided when screening law enforcement candidates • The support systems available to law enforcement members <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Evaluate and critique the criteria used when screening law enforcement candidates • Judge the support systems available to law enforcement and identify gaps • Propose possible solutions to fill the gaps in the support system 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> • Citizenship • Respect • Responsibility • Integrity 	
<p>Technology Competencies</p>	
<p>Students apply digital tools to gather, evaluate, and use information.</p> <ol style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results 	

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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • PowerPoint relating to screening process • Guest Speaker- Police Officer from the Police Academy 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Student generated presentation identifying and proposing law enforcement support needs • Personality Trait Assessment
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Discussion Questions (DQ's) • Class discussions • Class presentations • Weekly reflections

Suggested Resources

- Capps, L. E. (2014). Perspective: Characteristics of an ideal police officer. Retrieved April 07, 2015, from <http://leb.fbi.gov/2014/december/perspective-characteristics-of-an-ideal-police-officer>
- Huss, M.T. (2014). Forensic psychology: Research, clinical practice, and applications. Wiley Publishing. Hoboken, NJ.