

# Serial Killers

Content Area: **Science**  
Course(s): **CP Forensics**  
Time Period: **Marking Period 4**  
Length: **2 weeks**  
Status: **Published**

## Course Pacing Guide

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	Unit	MP	Weeks
Serial Killers		4	2

## Unit Overview

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In this unit, students will research the details of a famous murder or murderer, how the person was caught, what forensic evidence was used and how the case was prosecuted. What mistakes were made in the investigation?

## Enduring Understandings

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Students will gain the understanding of the investigation and hopefully capture of a murderer and the trial process.

## Essential Questions

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1. Who is the accused in your case?
2. Describe who the victim(s) were and their histories in detail.
3. Describe the discovery of the scene of the crime and the details at the scene.
4. What was the accused person's alibi? What were the discrepancies in his/her story?
5. What was the evidence collected at the primary and secondary crime scenes? How was each piece collected?
6. Was chain of custody of evidence maintained in this case? What were the issues with chain of custody?
7. Describe the state of the body(ies)? What were the autopsy results for the victims?

8. Describe the role of the police agency and the police detectives involved in solving the crime.
9. Describe the role of the non-police individuals involved in solving the crime.
10. Explain the arrest(s) of the accused in detail.
11. Describe the judge, defense and prosecution teams in detail.
12. Describe the location of the trial and why this was chosen.
13. What was the defense for the accused?
14. Describe the trial itself. Detail the procedure of the trial and some of the events that occurred in the courtroom.
15. Name and describe the witnesses involved in the case. What was their testimony?
16. Describe the jury. Explain why/if they were unable to understand the science
17. Describe the type of DNA testing that was conducted if any. Where was it conducted? What did it conclude?
18. Describe the verdict and its impact on our country.
19. How did forensic science fail/succeed in this case?
20. What was the motive for the murder(s)?

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### **New Jersey Student Learning Standards (No CCS)**

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9-12.HS-ETS1-1.1.1	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
9-12.HS-ETS1-3.6.1	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

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### **Amistad Integration**

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The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their **social studies** curriculum.

This course does not fall in this category.

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### **Holocaust/Genocide Education**

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a. Every board of education shall include instruction on the Holocaust and genocides **in an appropriate place in the curriculum** of all elementary and secondary school pupils.

**This lesson does not fall in this category**

## **Interdisciplinary Connections**

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CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

TECH.8.1.12.C.CS4

Contribute to project teams to produce original works or solve problems.

## **Technology Standards**

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TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

## **21st Century Themes/Careers**

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CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

## **Financial Literacy Integration**

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1. The State Board of Education shall require that a school district incorporate in each of the **grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight** financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

This course dose not fall in this range.

## **Instructional Strategies & Learning Activities**

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### **Famous Murder Case Report and Oral presentation 2019**

#### Objective:

- To create a research paper explaining in what ways the study of forensic science has enabled you to effectively evaluate and critique the details of a court case.
- To properly cite and footnote a source.
- To orally present the case in the topic order listed below so that all students may understand all aspects of the case.

#### Directions for the project:

- You will choose a famous murder case to investigate or a serial killer.
- Follow the directions for the report and oral presentation below.

#### Directions for the report:

- Type a paper using 12 point font, 1.5 spaced, and include a title.
- The length of the paper is dependent upon the thoroughness of your research (3-5 pages).
- All primary sources as well as any web sites sources should be referenced in a works cited page. Wikipedia is not an acceptable source of information.
- You must use at least three sources in your report.

Directions for the presentation:

- The presentation will be done in class.
- The timing of the presentation is to be no less than 4 minutes. Only the information presented will be graded.
- You must use at least 3 visual aides in your presentation.
- The presentation must be well rehearsed.
- The use of note cards is recommended.

The possible topics, to be presented in this order, are:

1. Who is the accused in your case?
2. Describe who the victim(s) were and their histories in detail.
3. Describe the discovery of the scene of the crime and the details at the scene.
4. What was the accused person's alibi? What were the discrepancies in his/her story?
5. What was the evidence collected at the primary and secondary crime scenes? How was each piece collected?
6. Was chain of custody of evidence maintained in this case? What were the issues with chain of custody?
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**Due date for both the paper and the oral report: Seniors: Wed, June 5<sup>th</sup> at midnight  
Underclass: Wednesday, June 12<sup>th</sup>**

*If you are absent on the day of your presentation, you must email your paper to Mr. Kidd on the date due. In addition, you must meet with Mr. Kidd within one week of your absence to give your oral presentation. If the work is not made up within a week, you will receive no credit for the oral presentation grade.*

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

## **Formative Assessments**

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Open ended questions asked during the lesson to gauge student understanding and address any misconceptions.

## **Summative Assessment**

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Students create a report and a presentation including the details of the crime, the investigation, and the trial of a murderer.

## **Benchmark Assessments**

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There are no gradelevel standards for this class.

## **Alternate Assessments**

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Students create a report and a presentation including the details of the crime, the investigation, and the trial of a murderer.

## **Resources & Technology**

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Powerpoint and SMART Board presentations are used to introduce new material. Students will also be creating a presentation in either Power Point or Prezi.

## **BOE Approved Texts**

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**Saferstein**, Richard, 1941-. **Criminalistics : An Introduction to Forensic Science**. Upper Saddle River, NJ :Prentice Hall, 1998.

## **Closure**

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Students create a report and a presentation including the details of the crime, the investigation, and the trial of a murderer.

## **ELL**

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- Teacher Modeling
- Group work
- Simplified Written and Verbal Instructions
- Google Translate

## **Special Education**

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- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

## **504**

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- preferential seating
- extended time on tests and assignments
- modified textbooks or audio-video materials
- behavior management support
- excused lateness, absence, or missed classwork

## **At Risk**

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking