

# Unit 4: Crimes Against Persons

Content Area: **CTE**  
Course(s):  
Time Period: **February**  
Length: **7 weeks**  
Status: **Published**

## Unit Overview:

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This unit introduces students to the investigation and legal proceedings related to crimes against persons. Students will explore the types of violent crimes, understand investigative processes, and examine the roles of law enforcement in preventing, investigating, and solving these crimes. Topics will include death investigations, robbery, assault, abductions, and child abuse. Students will learn the importance of evidence collection, victim advocacy, and the ethical considerations when handling sensitive cases.

## Essential Questions:

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- What are the primary challenges faced by law enforcement when investigating crimes against persons?
- How do different types of crimes against persons, such as death, robbery, and assault, require distinct investigative approaches?
- What are the key steps in the investigation of an abducted person or a case of child abuse?
- How does law enforcement balance the needs of the victim with the demands of the investigation?
- What role does collaboration with other agencies and professionals (e.g., social workers, psychologists) play in investigating crimes against persons?

## Enduring Understandings:

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- Crimes against persons require specialized investigative techniques, including thorough evidence collection, victim interviews, and collaboration with other agencies.
- Proper handling of crimes such as assault, abductions, and child abuse is crucial in protecting victims and ensuring justice.
- Investigating crimes against persons involves understanding criminal behavior, victimology, and the legal system.
- Ethical considerations are paramount when dealing with victims of violent crimes, especially in cases involving children or vulnerable populations.

## Standards/Indicators/Student Learning Objectives (SLOs):

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PUBS.9-12.9.4.12.L.(4).1

Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services.

PUBS.9-12.9.4.12.L.(4).3	Demonstrate writing skills that facilitate accurate and clear note-taking and report writing in order to effectively complete police incident reports.
PUBS.9-12.9.4.12.L.(4).12	Examine and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments.
PUBS.9-12.9.4.12.L.(4).27	Describe how to conduct interviews and interrogations using appropriate law enforcement procedures in order to ensure the protection of individual rights and effective information gathering.
PUBS.9-12.9.4.12.L.(4).33	Describe the signs and symptoms of possible child abuse and neglect.

### **Lesson Titles:**

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- **Introduction to Crimes Against Persons: Overview and Definitions**
- **Death Investigations: From Crime Scene to Courtroom**
- **Investigating Robbery: Techniques and Challenges**
- **Assault and Violent Crimes: Legal and Investigative Perspectives**
- **Abducted Persons: Procedures for Missing and Exploited Persons**
- **Child Abuse Investigations: Protecting the Most Vulnerable**
- **Ethics and Victim Advocacy in Crimes Against Persons Investigations**
- **Interagency Collaboration: Working with Social Services and Medical Examiners**

### **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### **Inter-Disciplinary Connections:**

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- **Psychology:** Understanding victim behavior, trauma response, and criminal behavior in violent crimes.
- **Health/Physical Education:** Exploring the physical and emotional impact of violent crimes, including trauma and recovery.
- **Legal Studies:** Examining criminal law, victim rights, and the legal process for prosecuting crimes against persons.
- **Sociology:** Investigating the social implications of violent crimes and how they affect communities and families.

### **Diversity, Equity, and Inclusion**

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## **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Assessments**

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### **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment

### **Benchmark Assessments**

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Writing Prompt

Skills Based Assessment

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Materials:**

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Criminal Investigations

Michael D. Lyman

Textbook chapters

Scholarly articles

Documentaries

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- **Case Study Analysis:** Use real-life case studies of crimes against persons to engage students in critical thinking and problem-solving around investigations.
- **Role-Playing:** Students simulate interviews with victims, witnesses, and suspects to understand the complexities of handling these sensitive cases.
- **Guest Speakers:** Invite law enforcement professionals, social workers, or psychologists to discuss their roles in investigating and supporting victims of violent crimes.
- **Debate and Discussion:** Facilitate debates on ethical dilemmas law enforcement faces when investigating crimes like child abuse or abductions.
- **Mock Investigations:** Conduct mock crime scenes where students can apply their knowledge of evidence collection, forensic techniques, and interview processes.

### **Modifications**

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#### **MLL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

#### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level

- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in

the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Technology Materials and Standards**

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## **Computer Science and Design Thinking Standards**

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CS.9-12.8.1.12.AP.8

Evaluate and refine computational artifacts to make them more usable and accessible.

CS.9-12.8.1.12.AP.9

Collaboratively document and present design decisions in the development of complex programs.