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| **Social Studies: Criminology** | **Sample Tasks** |
| **Unit 4: Serial Killers**  | ***These tasks include reading, writing and analytical skills throughout the unit.*** |
| **Topics: Signs of a serial killer, in the minds of a serial killer, and project** |
| **Grade 11 and 12 Elective** |
| Score 4.0 | **In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught** | Create a serial killer project profiling a specific serial killer and give an in-depth presentation on the killer. In conjunction with that giving a psychological analyze of why you believe the killer was the way they were.  |
| Score 3.0 | **The students will be able to:*** Identify vocabulary, concepts, and events related to serial killers including, but not limited to, sado-masochistic, fetishism, voyeurism, sadistic activity, necrophilia, pedophilia
* Compare and contrast the different serial killers and driving forces behind their crimes
 | Express opinions on the different serial killersComparative study from the project presentations.  |
| Score 2.0 | **Can complete the following:*** Formulate opinions on whether serial killers are born or made.
* Understand the mind of a serial killer.
* Identify the triggers of serial killers.
 | ProjectGuided notes and power point |
| Score 1.0 | **With help, partial success at score 2.0 content and score 3.0 content** | Describes main ideas without detail |
| Score 0.0 | **Even with help, no success** |  |