

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Forensic Psychology

May 2021

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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

Grades 11-12

This semester course examines the intersection of psychology and the law. It will introduce students to the roles that psychologists play in the courtroom and the justice system. Topics covered include: lie detection, eyewitness testimony, criminal profiling, jury selection, the insanity defense, offender treatment, juvenile justice and the death penalty. We will also examine case studies, trials, and psychological research to better understand the psychological aspects of crime, the people who commit crimes and the mental disorders that may contribute to crime causation. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation. Additional coursework includes independent research projects on forensic psychology topics mutually agreed upon by the student and the instructor.

Pacing Guide

Units	Class Periods
Psychology of Crime	3 weeks
Profiling & Serial Killers	3 weeks
Memory & Eyewitness Testimony	3 weeks
Interrogations & Confessions	3 weeks
Insanity & Competency	3 weeks
Punishment & Sentencing	3 weeks

ESTABLISHED GOALS <i>C3 Framework for Social Studies State Standards</i> D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues. <i>Common Core State Standards</i> CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Explain criminal behavior from a biological, psychological, and social perspective. Evaluate research-based solutions to prevent or reduce crime. Explain the ways in which trauma affects individuals across their lifespans and identify interventions to support human flourishing.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> There is not one single reason that an individual commits crime. The causes of crime are complex and include biological, psychological, and social risk factors. Psychological and sociological research has identified factors that can reduce crime. Childhood trauma is correlated with a variety of negative life outcomes, including an increased likelihood of committing violent crime.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What biological, psychological, and social factors contribute to crime? How can crime be prevented? How does trauma impact individuals across their lifespans?
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>persuasively.</p> <p>CCSS.ELA-LITERACY.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.</p>	<ul style="list-style-type: none"> • Biopsychosocial approach • Robert Merton • Strain theory • Labeling theory • Self-fulfilling prophecy • Social disorganization theory • Rational choice theory • Abraham Maslow • Hierarchy of needs • Social learning theory • Post-Traumatic Stress Disorder (PTSD) • Adverse Childhood Experiences (ACEs) 	<ul style="list-style-type: none"> • Analyzing behavior from a variety of different perspectives - including biological, psychological, and social • Identifying symptoms of Post-Traumatic Stress Disorder • Analyzing correlational data related to crime • Reading non-fiction texts closely in order to identify main ideas, supporting evidence, and author's perspective • Comparing multiple sources in order to evaluate claims made in non-fiction texts • Initiating and participating in text-based discussions of complex psychological phenomenon, taking into account multiple perspectives
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
1. T, M, A	1. Accurately describes behavior from biological, psychological, and social perspectives	1. Behavior Analysis Students will analyze primary and secondary sources related to a real life crime. Students will identify different biological, psychological, and social factors that contributed to the crime and collect their evidence on a graphic organizer. Students will evaluate the three causes and make a case for which one they believe had the strongest influence on the perpetrator's actions.
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fictions texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include Malcolm Gladwell on the Broken Windows Theory from the book <i>The Tipping Point</i> , clips from <i>Crips and Bloods: Made in America</i> , and TED Talks by Gerardo Lopez, Chrisitan Piccolini, and Adam Foss.
3. T, M, A	3. Locates high-quality academic sources, integrates information into writing using quotations and paraphrasing, and provides accurate citations.	3. Choice Project Students will work in small groups to further investigate a concept from this unit driven by their own curiosity. Students will conduct research on a topic or individual related to causes and effects of crime, including biological, psychological, and social connections. Students will communicate their findings to their classmates using a medium of their choice such as a podcast, teaching a lesson, hosting a debate or discussion, or engaging in civic engagement.

<ol style="list-style-type: none"> 1. T, A 2. T, A 3. T, M, A 	<ol style="list-style-type: none"> 1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios
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	Pre-Assessment	
T, M, A	Students will search various news outlets for three recent news stories related to crime, based on their news stories they will try to explain why the crime occurred. Students will compare news stories and we will compile a list on the board of all of the different reasons the students developed.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
1. T, M, A	1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts.
2. M, A	2. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding.	2. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment.
3. T, M, A	3. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill.	3. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively.
4. T, M, A	4. Teacher models completion of the Question, Quotation, Talking Points Analysis.	4. Students will successfully complete their own Question, Quotation, Talking Points Analysis.
5. T, M, A	5. Teacher models completion of the biopsychosocial approach graphic organizer.	5. Students will successfully complete their own biopsychosocial approach graphic organizer.

ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Read and comprehend multiple sources in order to evaluate the scientific support for common beliefs about crime and crime detection.</p> <p>Analyze statistical information to create charts and graphs and make conclusions about social and psychological phenomena.</p> <p>Analyze causes of behavior by considering the influence of biological, psychological, and social influences.</p>	
	<i>Meaning</i>	
<p><i>C3 Framework for Social Studies State Standards</i></p> <p>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</p> <p>D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</p> <p><i>Common Core State Standards</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The research on criminal profiling shows that it is minimally effective.</p> <p>Human behavior, especially violent crime, is too complex to explain with one single factor.</p> <p>Biological, psychological, and social factors all influence human behavior.</p> <p>Child abuse is a strong predictor of adult criminal behavior.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Can we predict the identity of a killer using criminal profiling?</p> <p>What can psychology tell us about the minds and methods of serial killers?</p> <p>What are the biological, psychological, and social factors associated with violent crime?</p>

persuasively.	Acquisition	
	Students will know...	Students will be skilled at...
CCSS.ELA-LITERACY.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.	<ul style="list-style-type: none">● Personality disorders● Antisocial Personality Disorder● Narcissistic Personality Disorder● Brain regions associated with crime● Amygdala● Limbic system● Prefrontal cortex● MacDonald Triad● Holmes Typology● Munchausen by Proxy● Diathesis Stress Model	<ul style="list-style-type: none">● Analyzing data presented in a variety of formats in order to identify themes and trends● Generating research questions based on data● Applying typologies to classify behavior and motives● Identifying diagnostic criteria for personality disorders and applying to real world examples● Analyzing behavior from a variety of different perspectives - including biological, psychological, and social● Reading non-fiction texts closely in order to identify main ideas, supporting evidence, and author's perspective● Comparing multiple sources in order to evaluate claims made in non-fiction texts● Initiating and participating in text-based discussions of complex psychological phenomenon, taking into account multiple perspectives

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
1. T, M, A	1. Accurately identifies all stages of the criminal profiling process and applies them to a real world case.	1. Criminal Profiling Group Project Students will choose a real world case where criminal profiling was utilized. Students will identify how the profile was created and whether the profile was accurate. After all groups have presented the class will evaluate how effective criminal profiling as a strategy is based on the evidence presented in each case.
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fiction texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include "The Grisly, All-American Appeal of Serial Killers" by Julie Beck and the TED talk from Robert Sapolsky.
3. T, M, A	3. Locates high-quality academic sources, integrates information into writing using quotations and paraphrasing, and provides accurate citations.	3. Serial Killer Case Study Students will conduct independent research on a serial killer of their choosing. They will demonstrate effective research skills in locating and utilizing high-quality academic sources. Students will share their case studies "speed dating" style with other students.

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
1. T, A	1. Graded for accuracy	1. Demonstrating proficiency on unit exam
2. T, A	2. Graded for accuracy	2. Demonstrating progress on topic quizzes
3. T, M, A	3. Monitored for accurate application and misconceptions	3. Working in small groups to apply concepts to real-world scenarios

Code	Pre-Assessment	
T, M, A	Students will be given a pre-assessment including true or false statements as well as asking them to make guesses about statistics related to serial killers. Following this, students will participate in a gallery walk where they analyze current crime data and compare them to their predictions.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
1. T, M, A	1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts.
2. M, A	2. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding.	2. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment.
3. T, M, A	3. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill.	3. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively.
4. T, M, A	4. Teacher will explain stages of criminal profiling.	4. Students will be able to apply stages of criminal profiling to a simulated crime scene.

5. A	5. Teacher will explain how serial killers are classified using the Holmes typology.	5. Students will successfully classify a variety of serial killers by applying the Holmes typology.
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<p>ESTABLISHED GOALS</p> <p><i>C3 Framework for Social Studies State Standards</i></p> <p>D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment</p> <p><i>Common Core State Standards</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate research designs to determine the validity and reliability of scientific conclusions.</p> <p>Develop suggestions for improving eyewitness interviewing based on current research in cognitive science.</p> <p>Use psychological evidence to evaluate current practices in the criminal justice system.</p>	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Eyewitness testimony is a key contributor to false convictions.</p> <p>Human memory is malleable and influenced by both pre- and post-event information.</p> <p>Eyewitness confidence is not strongly correlated with accuracy.</p> <p>Psychological research has identified many strategies to improve police lineups.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How does human memory differ from a video recording?</p> <p>How are memories constructed?</p> <p>What factors influence the accuracy of memories?</p> <p>How can psychological research be used to improve eyewitness accuracy?</p>

	Acquisition	
<p>(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Stages of memory • Encoding • Storage • Retrieval • Flashbulb memories • Frederick Bartlett • Schema • Tip of the Tongue Phenomenon • Memory Decay • Hermann Ebbinghaus • Elizabeth Loftus • Framing Effect • Misinformation Effect • Script • Unconscious transference • Inattention blindness • Weapon Focus Effect • Yerkes-Dodson Law • Cross-Race Effect • Post-Identification Feedback Effect • Commitment bias • Strategies for improving police lineups 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying how memory can be negatively impacted at each stage of encoding, storage, and retrieval • Evaluating research specifically looking for weaknesses in research design that might limit the validity of their conclusions • Reading non-fiction texts closely in order to identify main ideas, supporting evidence, and author's perspective • Comparing multiple sources in order to evaluate claims made in non-fiction texts • Initiating and participating in text-based discussions of complex psychological phenomenon, taking into account multiple perspectives

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Successfully identify the stages of memory and errors that occur at each stage	<p>PERFORMANCE TASK(S):</p> <p>1. Memory Errors Students will participate in a variety of different demonstrations demonstrating the effect of different factors that influence memory including schema, tip of the tongue phenomenon, inattention blindness, and others. Students will complete a graphic organizer defining each term and explaining how each factor influences memory.</p> <p>2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fiction texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include the episode "Free Brian Williams" from the podcast <i>Revisionist History</i> and the "What Jennifer Saw" episode from <i>60 Minutes</i>.</p> <p>3. GRASPS - A Case of Mistaken Identity</p> <p>Goal: Evaluate a case in order to identify errors in memory, interviewing, and police lineup techniques that weaken the confidence in a conviction.</p> <p>Audience: A simulated appeals committee.</p> <p>Situation: Students will read a fictional account of a crime in which a defendant is falsely convicted based on faulty eyewitness testimony. The students are acting as the defendant's attorney and are trying to win an appeal based on the weaknesses and errors made during the witness interview and police lineup.</p> <p>Product: Students will produce a case brief arguing for an appeal.</p>
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	
3. T, M, A	3. Assignment-specific rubric	

		Standards and Criteria for Success: Student case briefs will show that students can locate high-quality academic sources, integrate information into writing using quotations and paraphrasing, and provide accurate citations. Students will correctly identify at least three different weaknesses in the fictional case.
1. T, A 2. T, A 3. T, M, A	1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ol style="list-style-type: none"> Demonstrating proficiency on unit exam Demonstrating progress on topic quizzes Working in small groups to apply concepts to real-world scenario

Code	Pre-Assessment	
T, M, A	Students will participate in a pre-assessment asking them what they already know about how memory works, as well as the existence of implanted and repressed memories. Students will use this to investigate the research on the reliability of memory.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
1. T, M, A	1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts.
2. T, M, A	2. Students will work independently or in groups to apply learning to GRASPS activities.	2. Teacher evaluates student performance using assignment specific criteria.
3. M, A	3. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding.	3. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment.
4. T, M, A	4. Students will work cooperatively to solve problems in small	4. Teacher circulates to ensure that students are

	groups for peer-guided practice of each concept and/or skill.	completing and understanding concepts and working cooperatively.
5. T, M, A	5. Teacher explains the three-stage process of memory.	5. Students identify errors that occur at each stage of memory processing.
6. T, M, A	6. Teacher explains factors that can contribute to errors in eyewitness testimony.	6. Students apply memory factors to a simulated case.

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Evaluate the strength of evidence and the conclusions that can be drawn from different types of psychological studies. Evaluate human behavior taking into account cognitive biases that limit decision-making.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
<p><i>C3 Framework for Social Studies State Standards</i></p> <p>D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment</p> <p><i>Common Core State Standards</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in</p>	<p>The Reid technique is a psychologically manipulative technique that is associated with false confessions</p> <p>The polygraph is prone to countermeasures and is not widely accepted in legal settings</p> <p>MRI offers new opportunities for lie detection, but may not yet meet the standard for acceptance as legal evidence</p>	<p>Why do some people confess to crimes they didn't commit?</p> <p>Should the polygraph be admitted in court?</p> <p>Can an MRI reveal if someone is lying?</p> <p>Do police interrogation techniques contribute to false confessions?</p>

a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.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.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">• Interrogation• Interview• Truth bias• Confirmation bias• Liar’s stereotype• Paul Ekman• Microexpressions• Emotional leakage• Duping delight• Cognitive load• Polygraph• Frye Standard• Daubert Standard• fMRI• Miranda v. Arizona• Reid Technique• Loss of Control• Social Isolation• Certainty of guilt• Evidence plays• Exculpatory scenarios• Fundamental Attribution Error• Types of false confessions• Voluntary• Coerced-compliant• Coerced-internalized• PEACE Technique	<i>Students will be skilled at...</i> <ul style="list-style-type: none">• Identifying components of the Reid Technique• Explain how cognitive biases limit decision-making• Compare and contrast the Frye and Daubert standards, identifying the strengths and weaknesses of each• Classify different types of false confessions• Compare and contrast the Reid and the PEACE technique, identifying the strengths and weaknesses of each• Evaluating research specifically looking for weaknesses in research design that might limit the validity of their conclusions, specifically looking at the science of deception• Reading non-fiction texts closely in order to identify main ideas, supporting evidence, and author’s perspective• Comparing multiple sources in order to evaluate claims made in non-fiction texts• Initiating and participating in text-based discussions of complex psychological phenomenon, taking into account multiple perspectives

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Correctly identify at least five similarities and differences between the models. Identifies high-quality sources to support their claims about the effectiveness of each model.	PERFORMANCE TASK(S): 1. Reid Technique and PEACE Technique Venn Diagram Students will work in groups to create Venn diagrams of the Reid and PEACE techniques and will conduct research to evaluate the effectiveness of each model.
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fiction texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include episodes from <i>The Confession Tapes</i> , "Convict's DNA Sways Labs, Not a Determined Prosecutor" by Sara Rimer, and Lindsay Malloy's TED talk.
3. T, M, A	3. Assignment-specific rubric	3. GRASPS - The Innocence Project Goal: Evaluate a case in which a false confession occurred. Audience: A simulated appeals committee. Situation: Students will read a fictional account of a crime in which a defendant is falsely convicted based on a false confession. The students are acting as the defendant's attorney and are trying to win an appeal based on evidence associated with the interview and interrogation process that led to the false confession. Product: Students will produce a case brief arguing for an appeal.

		Standards and Criteria for Success: Student case briefs will show that students can locate high-quality academic sources, integrate information into writing using quotations and paraphrasing, and provide accurate citations. Students will correctly identify at least three different weaknesses in the fictional case.
1. T, A 2. T, A 3. T, M, A	1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenario

Code	Pre-Assessment	
T, M, A	Students are asked, “would you ever confess to a crime that you didn’t commit?” Typically most students say “no” but a few students respond with reasons they think they might, such as a harsh interrogation or to protect a loved one. This launches us into a discussion of why false confessions occur and why they are so persuasive to jury members.	
	Summary of Key Learning Events and Instruction <ol style="list-style-type: none"> 1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study. 2. Students will work independently or in groups to apply learning to GRASPS activities. 3. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding. 4. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill. 5. Teacher leads a demonstration of confirmation bias. 6. Teacher explains the fundamental attribution error and provides real life examples. 	Progress Monitoring <ol style="list-style-type: none"> 1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts. 2. Teacher evaluates student performance using assignment specific criteria. 3. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment. 4. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively. 5. Students define confirmation bias and explain how it affects confidence in police interrogations. 6. Students will develop their own examples of making and/or experiencing the fundamental attribution error. Students will explain how this affects jurors’ perceptions of false confessions.

<p>ESTABLISHED GOALS</p> <p><i>C3 Framework for Social Studies State Standards</i></p> <p>D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment</p> <p><i>Common Core State Standards</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain the factors that influence how and whether an individual will be held responsible for criminal actions.</p> <p>Evaluate how the federal government and individual states differ in their laws and regulations, including what kinds of rights are guaranteed by the Constitution.</p> <p>Evaluate the strength of evidence and the conclusions that can be drawn from different types of psychological studies.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Criminal responsibility is assigned based on a number of legal standards that judge whether an individual acted knowingly and wilfully.</p> <p>Competency is assessed at the time of a trial, and an individual may be competent to stand trial even if they were insane at the time the crime was committed</p> <p>Insanity is a legal definition, not a clinical diagnostic criteria</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do we assign criminal responsibility?</p> <p>What are the requirements for someone to stand trial for a crime?</p> <p>Do the mentally ill deserve treatment or punishment?</p>
	Acquisition	

<p>a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • M'Naghten Rule • John Hinckly Jr. • American Law Institute Model • The Durham Test • Irresistible impulse • Insanity Defense Reform Act of 1984 • Guilty But Mentally Ill verdict (GBMI) • Competency to Stand Trial 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Charting the evolution of the insanity defense over time • Comparing and contrasting different standards of insanity • Evaluating resources available to mentally ill offenders by state • Distinguishing between insanity, competency, and Guilty But Mentally Ill (GBMI) • Evaluating research specifically looking for weaknesses in research design that might limit the validity of their conclusions, specifically looking at the science of deception • Reading non-fiction texts closely in order to identify main ideas, supporting evidence, and author's perspective • Comparing multiple sources in order to evaluate claims made in non-fiction texts • Initiating and participating in text-based discussions of complex psychological phenomenon, taking into account multiple perspectives
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Accurately identifies the criteria in each model of criminal responsibility, accurately identifies how states differ from one another and from the federal government.	PERFORMANCE TASK(S): 1. Mapping the Insanity Defense Students will compare and contrast different standards for the insanity defense, specifically discussing which standards are most broad and which are most narrow. Students will then create a map detailing which standards apply in which states and how federal regulations differ from those imposed by the states.
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fiction texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include "Should We Execute the Mentally Ill?" by Jenna Birch, "Andrea Yates: A Mother's Madness" and case studies of Ralph Tortirici and John Hinckley Jr. from <i>Minds on Trial</i> .
3. T, M, A	3. Socratic seminar rubric	3. Socratic Seminar Students will evaluate the many ways in which states treat individuals with mental illness ranging from the sentencing options to psychiatric supports. Another question of concern is whether mentally ill individuals should be protected from the death penalty in the way that very young offenders and individuals with intellectual disability are. Students will read several texts ("Should We Execute the Mentally Ill?" by Jenna Birch is a good option) to ultimately discuss how a moral and ethical society should respond when mentally ill individuals commit violent crimes.

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
1. T, A	1. Graded for accuracy	1. Demonstrating proficiency on unit exam
2. T, A	2. Graded for accuracy	2. Demonstrating progress on topic quizzes
3. T, M, A	3. Monitored for accurate application and misconceptions	3. Working in small groups to apply concepts to real-world scenarios

Code	<i>Pre-Assessment</i>	
T, M, A	Students will complete a quiz on the insanity defense which includes many false misconceptions about the insanity defense such as the belief that the insanity defense is commonly used and that it is easy to fake being “insane.” Students will confront real statistics and information about the insanity defense and discuss why misconceptions are so common.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
1. T, M, A	1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study.	1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts.
2. M, A	2. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding.	2. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment.
3. T, M, A	3. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill.	3. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively.
4. T, M, A	4. Teacher will explain different standards used for the insanity defense.	4. Students accurately assess whether individuals in simulated cases would meet the criteria for each standard.

5. T, M, A	5. Teacher will explain different standards used in competency hearings.	5. Students will accurately explain why defendants in real cases did or meet the standards for competency to stand trial.
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<p>ESTABLISHED GOALS <i>C3 Framework for Social Studies State Standards</i></p> <p>D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena.</p> <p>D2.Psy.5.9-12. Explain how the validity and reliability of observations and measurements relate to data analysis.</p> <p>D2.Psy.20.9-12. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment</p> <p><i>Common Core State Standards</i></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate the strength of evidence and the conclusions that can be drawn from different types of psychological studies.</p> <p>Evaluate the evidence that supports different types of social programs to effectively respond to crime, such as prison, mental health courts and drug courts.</p>	
	<p><i>Meaning</i></p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Judges and juries use a variety of mitigating and aggravating factors as well as risk assessments to guide sentencing decisions.</p> <p>Research shows that there are non-custodial sentencing options that may be cheaper and more effective than prison.</p> <p>Solitary confinement has been correlated with negative social, emotional, and psychological outcomes.</p> <p>Young offenders' brain anatomy makes them fundamentally different in their ability to be held fully responsible for their actions.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What factors should guide sentencing decisions?</p> <p>How should inmates be treated in prison?</p> <p>Are there effective alternatives to prison?</p> <p>Is solitary confinement psychologically damaging?</p> <p>How can juvenile justice meet the needs of developing adolescents?</p>

	Acquisition	
<p>on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Goals of incarceration • Incapacitation • Deterrence • Retribution • Rehabilitation • Factors contributing to prison growth • Recidivism • Alternatives to prison • Drug courts • Mental health courts • Fines • Probation • Reparations & Restitution • Restorative justice 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying the goals of incarceration and applying them to specific scenarios, including comparing and contrasting prison models from around the world • Interpreting data and using it to generate research questions • Evaluating data from the social sciences to determine the effectiveness of different responses to crime • Compare and contrast non-custodial sentencing options • Identify biological, psychological, and social effects associated with prolonged solitary confinement • Identify biological, psychological, and social effects associated with restorative justice

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
1. T, M, A	1. Accurately identifies specific information about each type of sentencing. Students will complete a graphic organizer summarizing each sentencing option. Students will select high-quality academic sources to cite in their expert groups.	PERFORMANCE TASK(S): 1. Non-Custodial Sentencing Jigsaw Students will work in small groups to become experts on the strengths and weaknesses of one kind of non-custodial sentence. Students will consider the potential to reform the offender, the effects on society, and the economic implications of this sentence. After becoming experts students will join groups composed of student-experts on other sentencing options. Students will complete a graphic organizer summarizing each sentencing option and evaluate the options by comparing and contrasting.
2. T, A	2. Reads texts closely in order to develop discussion questions that encourage analysis, synthesis, or evaluation, or makes text-to-text, text-to-self, text-to-world connections.	2. Question, Quotation, Talking Points (QQTP) Analysis Students will analyze a variety of non-fictions texts and media sources, both print and digital. For each source, students will complete a graphic organizer that asks them to develop a question or questions about the claims, methods or conclusions of the research for the class to discuss. The students will select a quotation that is especially relevant to the author's claims or the main idea of the source. Finally, students will develop three talking points showing analysis, synthesis, and evaluation of the source. Suggestions for this unit include "Incarceration Nation" from the American Psychological Association, episode 3 "The Bing" from <i>Time: The Kalief Browder Story</i> , and Laura Rover's TED talk .
3. T, M, A	3. Assignment-specific rubric	3. GRASPS: Jury of Your Peers Goal: Synthesize learning on all units in forensic psychology to participate in a mock jury simulation. Audience: A simulated judge and courtroom. Situation: Students will read fictional accounts of crimes. A group of students will work as the prosecution. They may choose to defer the case

		<p>to a drug court, mental health court, or recommend a non-custodial sentence. They should provide clear rationale for their decision including aggravating factors. Another group of students will serve as the defense, they will identify mitigating factors, may choose to request a competency hearing, or may request the insanity defense. Students should support their position with evidence. Finally, a third group of students will serve as the jury ultimately evaluating the evidence provided in each case and providing a verdict and sentencing suggestion.</p> <p>Product: Students will perform their role in the simulation. Students will complete graphic organizers to collect the evidence they used in their decision making process.</p> <p>Standards and Criteria for Success: Student discussions and graphic organizers will show that they are able to synthesize information from all units in the course. Students will include evidence that they considered causes of crime, interrogation techniques, the reliability of confessions, the reliability of eyewitness testimony, the applicability of insanity and competency, and factors guiding sentencing decisions.</p>
1. T, A 2. T, A 3. T, M, A	1. Graded for accuracy 2. Graded for accuracy 3. Monitored for accurate application and misconceptions	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"> 1. Demonstrating proficiency on unit exam 2. Demonstrating progress on topic quizzes 3. Working in small groups to apply concepts to real-world scenarios

Code 1. T, M, A	<p style="text-align: center;">Pre-Assessment</p> <p>Students will be given a pre-assessment including true or false statements as well as asking them to make guesses about statistics related to prison and alternatives to prison. Following this, students will participate in a gallery walk where they analyze current incarceration data and compare them to their predictions.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> 1. Students will respond verbally in small groups or independently in writing to daily prompts that ask provocative, open-ended questions using unit vocabulary, concepts, and skills related to the current unit of study. 2. Students will work independently or in groups to apply learning to GRASPS activities. 3. Students will view slide presentations of key unit vocabulary, concepts and skills, complete graphic organizers, and participate in student-led and teacher-led checks for understanding. 4. Students will work cooperatively to solve problems in small groups for peer-guided practice of each concept and/or skill. 5. Teacher will explain four goals on incarceration and provide examples of different prison systems from around the world. 6. Teacher will explain key differences between adult and adolescent brains. 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Teacher looks for engaged and varied responses from multiple students demonstrating that students can use unit-specific vocabulary and apply unit-specific concepts. 2. Teacher evaluates student performance using assignment specific criteria. 3. Teacher looks for engaged and varied responses to scaffolded questions from multiple students. Teacher will model expected skills and aid students in self-assessment. 4. Teacher circulates to ensure that students are completing and understanding concepts and working cooperatively. 5. Students will make and support a claim identifying the main goal of incarceration they believe is best exemplified by each prison system. 6. Students will explain how each brain difference might contribute to criminal behavior and evaluate whether adolescents meet the criteria for diminished capacity as identified by the Supreme Court.