

# CRIME SCENE INVESTIGATION

IF YOU LISTEN CAREFULLY, THE DEAD DO SPEAK THROUGH THE CRIME SCENE

**INDUSTRY SECTOR:** PUBLIC SERVICE

**PATHWAY:** PUBLIC SAFETY

## COURSE ESSENTIAL QUESTION:

Are you ready to roll up your sleeves, see through the lies; interpret the evidence and identify the killer; having the perseverance to see an investigation through; regardless of where it leads you?

## COURSE OVERVIEW:

Imagine this...you are a detective who is called to the scene of a homicide. Victim is a female, lying face down and is married. There is a gun next to her and blood oozing from an obvious wound in her head. The house is in disarray and there are signs of a possible domestic incident. However, you are unsure of exactly what happened. Neighbors heard no arguing or any other sounds of a disturbance. If you are ready to take on challenging cases like this, then this is the class for you. This class will prepare you for a challenging career in Law Enforcement and Crime Scene Investigation.

## INFORMATION:

- A. **Pre-requisite:** NONE
- B. **Abilities Required:** Stand, lifting, walking and bending over
- C. **Dress Requirement and Grooming:** Casual, no open toe shoes
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** Free
- F. **Course Length:** 180 hours
- G. **Textbook:** YES
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Yes
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Word Based Learning:** No

**THEME: UNIT 1. Ethics**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: What are the ethical characteristic requirements for L/E?**

**INSTRUCTIONAL HOURS: 10 Hours**

### Common Core Unit Objective

Student will be exposed to occupations associated with Criminal Justice and Forensic Science with the understanding of what education and experience will be necessary to obtain employment in each of the occupations. Students will also be exposed to the objectives and concepts of CTE/ROP Technical Education and its importance in the current economy.

### Key Assignments

- Students will create a presentation of various occupations and present the poster to the class. Research conduct that is disqualifiers for LEO Occupation in a mock interview dismissal.
- Student must construct and submit a poster/ PowerPoint depicting as many occupations found in Crime Scene Investigation and Forensic Science as possible to show the many classifications and occupations found within the Forensic Science Industry. Student must present their poster to the class as a presentation, fully explaining the occupations found in Forensic Science. Students watch movie “A Few Good Men” and analyze the ethical issues that the characters face – then students present their analysis to class.

### Anchor Standards

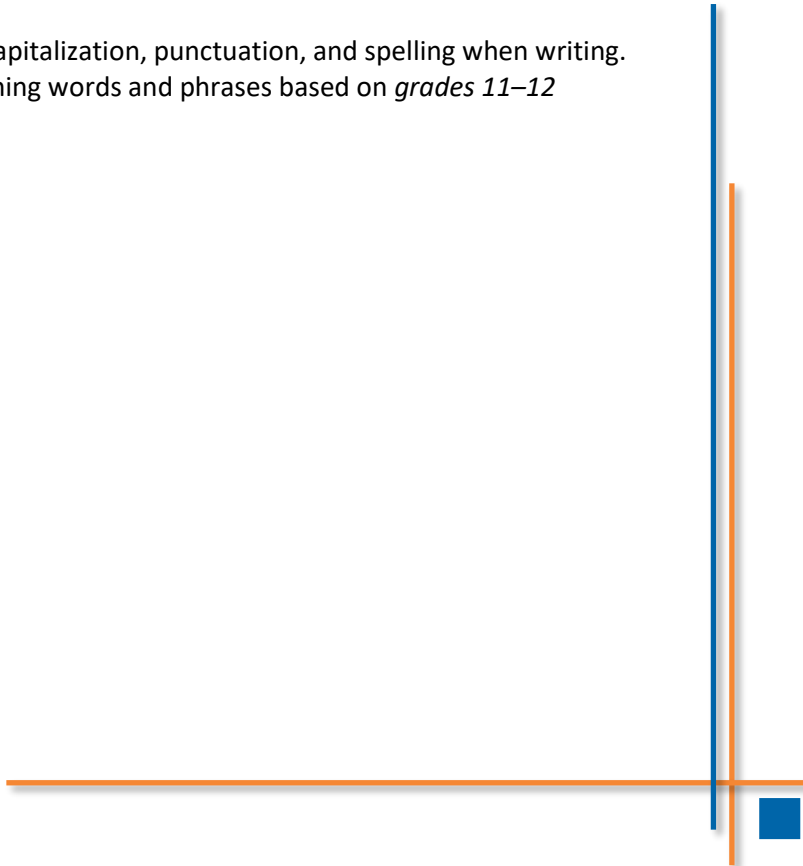
- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
  - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

### Pathway Standards

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
  - A.1.1 State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.
  - A1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
  - A1.7 Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.
  - A1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.

### Common Core Standard

- LS -11.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS -11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.



## RESOURCES:

### Resources

1. Power Point Presentations
2. Videos
3. Current Events
4. Instructor Computer
5. Instructor Internet Access
6. Instructor Audio System
7. Student Computers w/ student internet access
8. Movie – “A Few Good Men”
9. Instructional Modules:
  - Mod-01 Career Options in Criminal Sciences and the importance of CTE/ROP Education in today’s economy.
  - Mod-02 Ethics and Integrity
  - Mod-03 Cultural Diversity
  - Mod-14 Special Topics (associated careers in CSI / Forensic Science)
  - Mod-34 Cultural Diversity Employment Skills
  - Mod-35 Employment Skills History Of CSI
  - Mod-36 Sexual Harassment
  - Mod-40 Career Options:

**THEME: UNIT 2. Paper or Plastic?**

**ENAGING TITLE:**

**ESSENTIAL QUESTION: What must happen to ensure that evidence is relevant and admissible in court?**

**INSTRUCTIONAL HOURS: 20**

### Common Core Unit Objective

Expose students to employee / employer relations including background and desirable traits of an employee in this field.

### Key Assignments

- Students will be given an amendment and be required to identify situations where application of the amendment is crucial. Scenario based decision making.
- OJ Simson Trial – Students will create a presentation of the Evidence.
- Power point presentations and present.
- Fingerprinting Lab
- Photography Lab
- Sketch Lab
- Ballistics Lab
- Virtual Crime Scene

### Anchor Standards

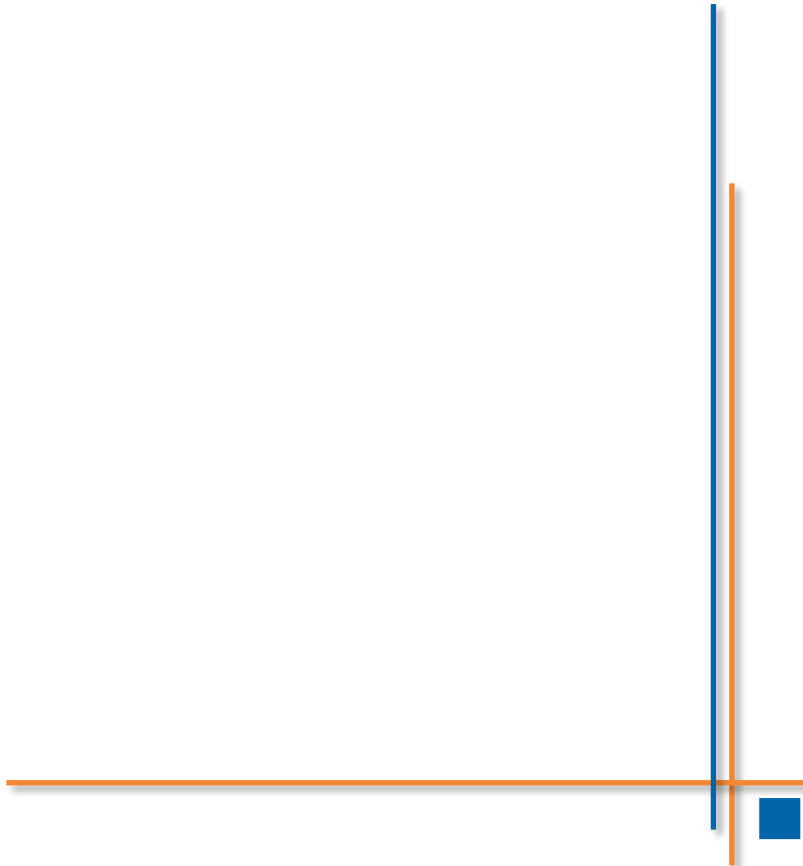
- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
  - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
  - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A2.1 Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.
- A2.2 Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.
- A2.3 Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing

### Common Core Standard

- LS 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.
- LS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Power Point Presentation
2. Video
3. You Tube
4. Internet
5. Crime Scene Supplies
6. Role Playing
7. Cop Videos
8. Instructor Computer Projector
9. Instructor Computer
10. Instructor Internet Access
11. Instructor Audio System
12. Student Computers w/ student internet access
13. Video "The Body Farm – NatGeo"
14. Instructional Modules:
  - a. Mod 6 - Fingerprinting
  - b. Mod 7 - Crime Scenes
  - c. Mod 8 – Photography
  - d. Mod 9 – Evidence Collection & Preservation
  - e. Mod 10 – Processing Evidence
  - f. Mod 11 – Arson
  - g. Mod 14 – Special Topics
  - h. Mod 32 – Firearms & Tool-marks
  - i. Mod - Rules of Evidence
  - j. Mod - Post Search And Seizure

**THEME: UNIT 3. Officer, is this a full and complete report?**  
**ENGAGING TITLE:**  
**ESSENTIAL QUESTION: How do we document all aspects of an investigation?**  
**INSTRUCTIONAL HOURS: 30**

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Complete Crime/Police Report, Based On Virtual Crime Scenes, Including Interviews With Suspect – Victim.
- Crime Scene Sketch
- Witness Stand – Practical Exercise (Question & Answer)

### Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
  - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
  - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

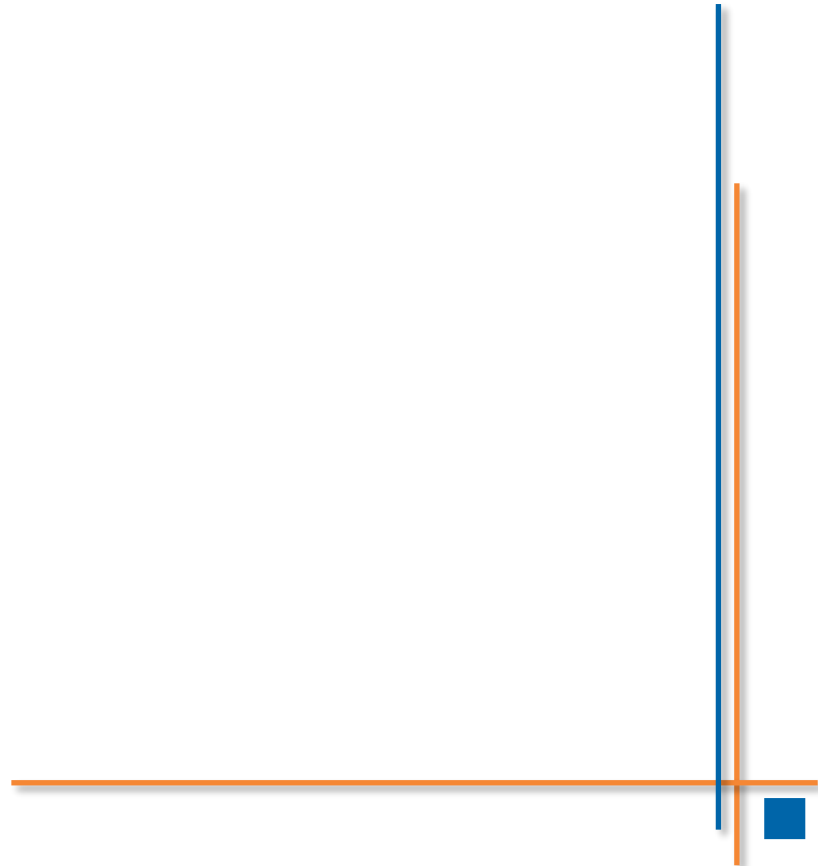


### Pathway Standards

- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.
- A4.3 Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.

### Common Core Standards

- LS 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.



## RESOURCES:

### Resources

1. PowerPoint Presentations
2. Videos
3. YouTube
4. Blank Reports
5. Computers
6. Photos
7. Virtual Crime Scenes
8. Instructor Computer Projector
9. Instructor Computer
10. Instructor Internet Access
11. Instructor Audio System
12. Student Computers w/ student internet access
13. Instructional Modules:
  - Mod 04 – Crime Labs
  - Mod 12 – Anthropology
  - Mod 13 – Courtroom Testimony
  - Mod 19 – Blood Spatter Analysis
  - Mod 24 – Microscopes
  - Mod 25 – Trace Evidence Hair & Fiber & Paint
  - Mod 26 – Trace Evidence Glass & Soil
  - Mod 28 – Entomology
  - Mod 30 – DNA
  - Mod 37 - Report Writing

THEME: UNIT 4. Legal Aspects / Justice System

ENGAGING TITLE:

ESSENTIAL QUESTION: “How do we secure a lockdown/freeze crime scene so that it can be processed?”

INSTRUCTIONAL HOURS: 60

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Crime Scene Sketch of Mock Crime Scene.
- Write Factual report based on their findings and actions leading up to processing evidence.
- Students Process Generic Crime Scene In The Field

### Anchor Standards

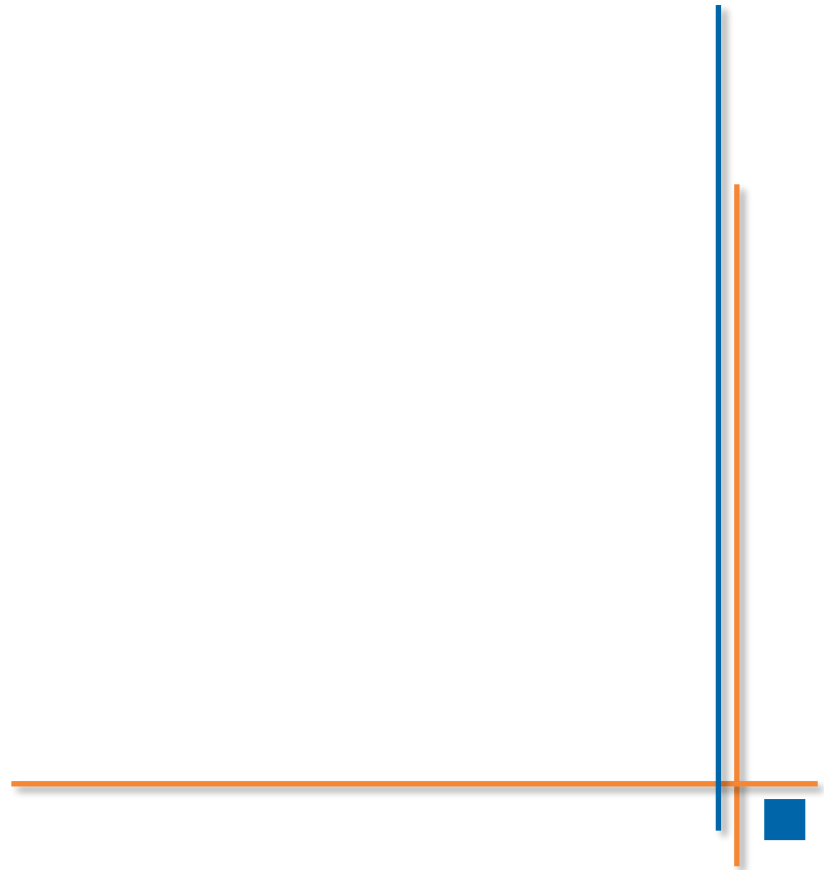
- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

### Pathway Standards

- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A5.1 Describe how federal, state, and local laws and regulations affect public safety operations.
- A5.2 Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.

### Common Core Standards

- LS 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.



## RESOURCES:

### Resources

1. PowerPoint Presentations
2. Internet
3. YouTube
4. Camera
5. Cell Phones
6. Mock Crime Scene
7. Graph Paper For Sketches
8. Crime Scene Tape
9. Movie "The Bone Collector"
10. Instructor Computer Projector
11. Instructor Computer
12. Instructor Internet Access
13. Instructor Audio System
14. Student Computers w/ student internet access
15. Video "The Bunny Effect / Picking Cotton – 60 minutes"
16. Movie "My Cousin Vinny"
17. Movie "And Justice for All"
18. Instructional Modules:
  - Mod 3 – History of CSI / Criminal Justice System
  - Mod 5 – Rules of Evidence
  - Mod 7 – Crime Scenes
  - Mod 8 – Photography
  - Mod 9 – Evidence Collection And Preservation
  - Mod 13 – Courtroom Testimony & Procedures
  - Mod 21 – Polygraphs
  - Mod 37 – Report Writing & Documentation

**THEME: UNIT 5. Dexter Is An Artist!**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: How does blood help us document and analyze a crime scene?**

**INSTRUCTIONAL HOURS: 20**

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Have student create poster of analysis of blood stain and present procedures in a mock trial testimony with role playing.
- Student Poster – Blood Spatter Analysis

### Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

### Pathway Standards

- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A5.2 Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A6.3 Become familiar with personal safety procedures to meet prescribed regulations and situations.

### Common Core Standards

- LS 11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career, readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### RESOURCES:

#### Resources

1. Power Point Presentations
2. Mock Crime Scene
3. Fake Blood
4. Poster Board
5. Instructor Computer Projector
6. Instructor Computer
7. Instructor Internet Access
8. Instructor Audio System
9. Student Computers w/ student internet access
10. Video “Life in the ER – Autopsy”
11. Movie “Primal Fear”
12. Video – “TED Talk” DNA Limitations
13. Instructional Modules:
  - Mod 7 – Crime Scenes
  - Mod 15 – Pathology
  - Mod 16 – Toxicology
  - Mod 18 – Serology
  - Mod 19 – Blood Splatter Analysis
  - Mod 20 – Odontology
  - Mod 27 – Psychology
  - Mod 30 - DNA

**THEME: UNIT 6. "The Biggest Of Cases Solved By The Smallest Of Things"**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: How Do We Identify, Collect, And Analyze Trace Evidence**

**INSTRUCTIONAL HOURS: 20**

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Identification, Processing Crime Scene and Collection Of Trace Evidence and Tool marks.
- Build and Operate A Digital Microscope With Cell Phone. Categorize And Compare Bullets, Glass, and Fiber.

### Anchor Standards

- 1.0 **Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

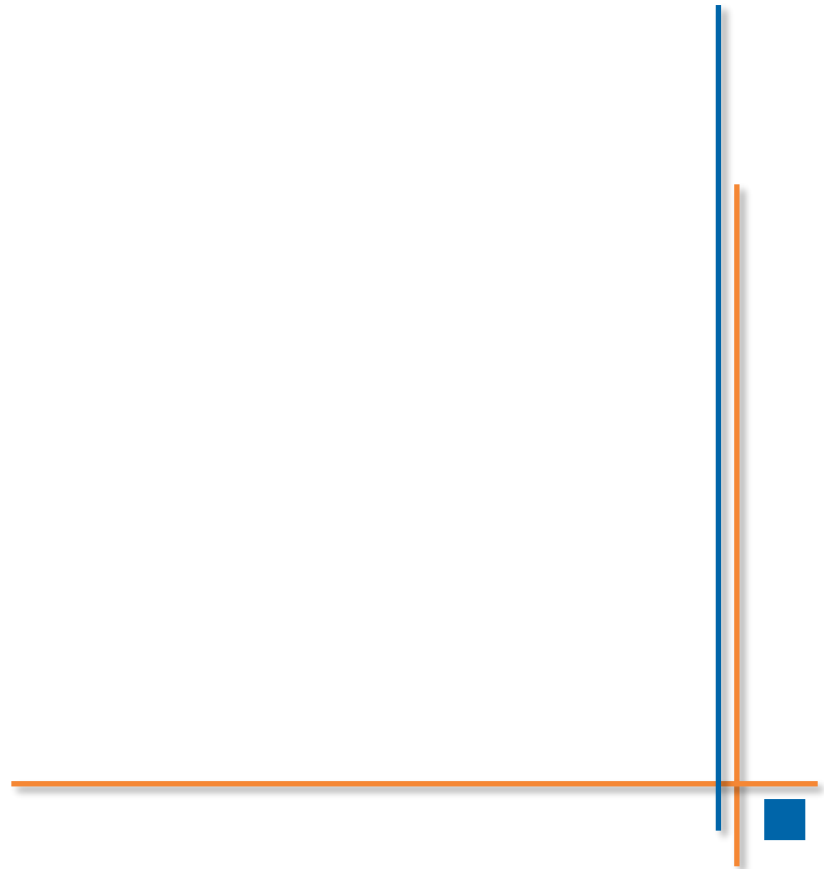
### Pathway Standards

- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A2.7 Apply critical-thinking skills to manage emergency response situations.
- A2.9 Analyze and evaluate ideas, proposals, and solutions to problems.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.



### Common Core Standards

- LS 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LS 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



## RESOURCES:

### Resources

1. Power Point Presentation
2. Internet
3. YouTube
4. Camera
5. Mock Crime Scene
6. Graph Paper – Crime Scene Tape
7. Instructor Computer Projector
8. Instructor Computer
9. Instructor Internet Access
10. Instructor Audio System
11. Student Computers w/ student internet access
12. Video “In Memorandum” – 911 video
13. Video “Obsession” radical religion video
14. Movie “Sneakers”
15. Instructional Modules:
  - Mod 17 – Questioned Documents & Handwriting
  - Mod 22 – Terrorism & Homeland Security
  - Mod 23 - Serial Killers
  - Mod 25 - Track Evidence - Hair And Fiber
  - Mod 26 – Trace Evidence - Glass And Soil
  - Mod 29 – Drug Identification
  - Mod 32 – Firearms And Tool Marks
  - Mod 33 – Computer Forensics
  - Mod 38 – ID Theft & Fraud
  - Mod 39 – Domestic Violence & Child Abuse& Rape
  - Mod 41 – Methamphetamine Investigations
  - Mod 42 – Mobile Device Forensics
  - Mod 43 – Cold Case Investigations

**THEME: UNIT 7. ‘No, “Friction Ridge” is not a Ski Resort!!’**  
**ENGAGING TITLE:**  
**ESSENTIAL QUESTION: What Makes Fingerprint Evidence So Special?**  
**INSTRUCTIONAL HOURS: 20**

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Students will conduct a Fingerprint Lab – Supporting Assignment 2
- Students will put Presentation Together

### Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### Pathway Standards

- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A4.4 Understand the professional use of a variety of communication methods and equipment.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A6.10 Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.

### Common Core Standards

- LS 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- LS 11-12.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### RESOURCES:

#### Resources

1. PowerPoint Presentation
2. Talcum Powder
3. Finger Print Power
4. Super Glue
5. Disposable Food Trays
6. Sterno Heaters
7. Video “How Do Fingerprints Form
8. People Without Prints
9. First Forensic Fingerprinting
10. Altered Prints
11. AFIS
12. History Of Biometrics
13. 5 Facts About Fingerprints
14. Additional Fingerprinting Techniques
  - Mod 6 - Fingerprinting