Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Cycles
Course: Crime Scene Forensics
Grade(s): 7th

Course Overview

Provide a written summary of the goals and learning experiences included in this course. Include any prerequisite courses required.

Crime Scene Forensics is an introductory forensic science course that utilizes scientific principles, critical thinking, collaboration and forensic technology. The curriculum covers the foundational principles of forensic science, crime scene management, evidence collection and criminal investigation. Students will study crime solving procedures as well as analyze evidence such as fingerprints, hair and fiber, blood, handwriting, and impressions. The course provides an engaging hands-on, student-centered learning environment where students solve real-world mysteries by developing crime scene hypotheses and applying knowledge of forensic science.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

List content specific standards here.

Interdisciplinary Standards:

List other relevant content standards here (at least one).

MP.2 Reason abstractly and quantitatively. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-2, (MS-LS1-7)
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ETS1-3)

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-2), (MS-ETS1-3)
MP.2 Reason abstractly and quantitatively. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-2, (MS-LS1-7)
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)

Career Readiness, Life Literacies and Key Skills Standards:

List any CKLA standards here (at least one)

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science and Design Thinking Standards:

List any CSDT standards here, if relevant.

Career Ready Practices (list if relevant)
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates: (list only relevant ones)

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Climate Change Education (Grades K - 12)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to:

- Understand there are differences in how we observe and perceive the world around us as well as why being observant is important in solving crimes.
- Understand the importance of securing a crime scene, the role of first responders and the chain of command when securing, investigating and analyzing a crime scene.
- Understand the importance of accurate and unbiased investigation, as well as the importance of maintaining the integrity of a crime scene and evidence.
- Combine theoretical knowledge with practical skills to learn how to investigate and solve simulated crimes with a real-world application.
- Identify and analyze different pieces of evidence typically found at crime scenes such as fingerprints, hair, handwriting, blood, and impressions.
- Understand that in forensic investigations and criminal proceedings, the strength of evidence refers to its reliability and significance.
- Identify and explain why different pieces of evidence hold strengths when presented in a court of law.
- Understand the importance of teamwork, patience, and attention to detail when solving a crime as they work in teams and apply their skills in a simulated crime scene investigation.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Forensic Science and Crime Scenes (3 Weeks)

- How well do you observe the world around you?
- What is the proper protocol for Crime Scene Investigation?
- How does ethics play a role in forensics and crime scene investigation?

Unit: Evidence and Criminal Investigation (3 Weeks)

- How do you identify and analyze evidence?
- How do different pieces of evidence differ in strength when it comes to criminal proceedings in a court of law?
- How do you work together to solve a crime?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Crime Scene Kits
- Presentation tools including, but not limited to, WeVideo, Canva, Google Slides, Google Sites, etc.

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Observation Challenges
- Virtual Crime Scenes

Summative:

- Mystery at LCJSMS
- Fingerprinting
- Hair and Handwriting Analyses
- Blood Spatter

Benchmark:

Alternative:

- Projects can be completed in any format (Video, Slides, Written, Oral)

Suggested Strategies for Modification & Differentiation

Modifications Chart (update for your content area)