Unit 06: Crime Scene Documentation

Content Area: **Science**
Course(s):
Time Period: **Marking Period 2**
Length: **3 Weeks**
Status: **Published**

Summary

Introduction: This unit will focus on how to properly conduct a crime scene investigation. The collection and processing of physical evidence and carriers of trace evidence are examined. Proper crime scene investigative techniques and documentation techniques are discussed as well as legal considerations that direct crime investigators.

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9.4.2.CI	Creativity and Innovation
9.4.2.CT	Critical Thinking and Problem-solving
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
MA.K-12.4	Model with mathematics.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
MA.K-12.5	Use appropriate tools strategically.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
MA.K-12.6	Attend to precision.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Essential Questions/Enduring Understandings

- What is physical evidence?
- How is a crime scene identified and processed?
- What types of evidence might be found at a crime scene, and how is each recognized, collected, stored and processed?

Objectives

Students will know...

- That forensic science begins at the crime scene.
- The different types of search patterns.
- That physical evidence can be anything from massive objects to microscopic traces.

Students will be skilled at...

- Securing the crime scene.
- Recording the crime scene using photographs, sketches and notes.
- Doing a preliminary examination.
- Using the chain of custody to denote the location of evidence.
- Collecting proper standard/reference samples such as hairs, blood, and fibers for comparison purposes.

Learning Plan

- Pre-assessment to determine the direction of work.
- Preview the essential questions and connect to learning throughout the unit.
- Provide lecture and opportunities for discussion about the guiding questions.
- Have a guest speaker show students proper techniques in processing a crime scene.
- Read and discuss Case Studies.
- Students will properly package and handle common types of physical evidence.
- Students will create sketches of crime scenes.
- Students will record information in a crime scene notebook.
- Students will examine information and diagrams of crime scenes.

Assessment

Benchmark

- Pre-assessment to determine the direction of work.

Formative

- Meaningfully participate in guided question and answer sessions, group and individual discussions, show an understanding of the purpose of the unit lesson(s), and their key terms and concepts.
- Participate in classroom activities such as class discussion, question and answer session, cooperative group projects and presentation of research.

Summative

- Demonstrate the ability to use photographs, sketches and notes to properly process a mock crime scene.
- Demonstrate the ability to properly package and handle common types of physical evidence.
- Demonstrate understanding written quizzes and tests about subject materials.

Alternative

- Create a presentation communicating the proper methodologies for processing a crime scene.

Materials

- Teacher-presented notes on PowerPoint
- United Streaming short videos
- CSI Season 1