# UNIT 4: Crime Scene Investigation and Forensic Science

Teacher’s name

Date

Class Number/Room

LESSON #1: **Crime Scene Investigation and Forensic Evidence**

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| **OVERVIEW** | | **Materials** |
| Engagement: Video clips of historical events and government programs in policing in response to the evolution of crime scene investigation and forensic analysis.  Exploration**:** Examine evolution of government programs and systems for crime scene investigations.  Explanation: Teacher content on federal agencies and police agencies and investigation capabilities and techniques.  Elaboration: Examine the roles, functions, and significance of historical events and the government’s response to community policing needs as affected by technology.  Evaluation: Journal entry on research. | | * Video and player * Internet enabled devices * Agency information organizer   **Textbook:**  Cox, S. M., Massey, D., Koski, C. M., & Fitch, B. D. (2019). *Introduction to policing (4th ed.)*. Thousand Oaks, CA: Sage Publications. (Additional materials available at <https://us.sagepub.com/en-us/nam/introduction-to-policing/book259212>)  Alternative Resource Text (Open Access): Utah State Board of Education. (2016). *Law enforcement and criminal justice student manual.*  <https://www.uen.org/lawenfstudent/>  Alternative Resource Text (Open Access): McCartney, S., & Parent, R. (2015). *Ethics in law enforcement.* Victoria, BC: BCcampus.  <http://opentextbc.ca/ethicsinlawenforcement/>  Alternative Resource Text (Open Access): Gehl, R., & Plecas, D. (2017). *Introduction to criminal investigation: Processes, practices and thinking.* New Westminster, BC: Justice Institute of British Columbia. <https://pressbooks.bccampus.ca/criminalinvestigation/> |
| **Objective/Goals** | **Prerequisites** | **Outcome** |
| 1. Define crime scene investigation and the concept of forensic evidence. 2. Describe the steps in a crime scene investigation. | None- Intro | * Delineate the processes of evidence collection beginning with arrival on the scene. * Demonstrate proper evidence collection procedures. * Identify and evaluate options for forensic analysis. |
| **PLAN** | | **Key Points for Teaching:**  Teacher Resources:  Gehl and Plecas (2017), Chapter 8: Crime Scene Management  <https://pressbooks.bccampus.ca/criminalinvestigation/chapter/chapter-8-crime-scene-management/>  Crime Scene Investigation: A Guide for Law Enforcement  <https://www.nist.gov/system/files/documents/forensics/Crime-Scene-Investigation.pdf>  Digital Evidence Guide for First Responders  <http://www.iacpcybercenter.org/wp-content/uploads/2015/04/digitalevidence-booklet-051215.pdf>  Crime Scene Investigation  <http://www.cbsd.org/cms/lib07/PA01916442/Centricity/Domain/1908/CSI%20Text%20Marilyn%20Miller.pdf>  A Simplified Guide To Crime Scene Investigation  <http://www.forensicsciencesimplified.org/csi/how.html>  Documenting the Crime Scene  <http://www.evidencemagazine.com/index.php?option=com_content&task=view&id=184>  Forensic Scene Investigation  <http://emedicine.medscape.com/article/1680358-overview>  Crime Scene Investigator Network  <https://www.crime-scene-investigator.net/index.html> |
| **Engage (10 min) Video Warm-up:** Teacher provides current online video. | |
| **Exploration (30 min)**  Assign report-out to the class individually or in groups, option to assign multiple organizations. Consider additional content based on current events or geography, policies, or level of government – municipal, state level to include mayors, city agencies, etc. | |
| **Explanation (10 min)**  Teacher content should include a review of the role of the government (federal, state, local) in ensuring through a policing system that prevents, investigates, and stops drug crime via investigation.  Examine the timeline of structures and philosophies of policing reacting to investigation and technology techniques.  Teacher content includes discussion of daily roles and current events evolving from the history of policing in the U.S.  Explain how and why police agencies are organized and administered in the way they currently exist. | |
| **Elaboration (20 min)**  Have students predict future policing systems changes or government programs to keep pace with the changes in society and present or future modes of investigations.  In a classroom exercise, develop a timeline of significant events in the development of U.S. policing in investigations.  Investigate how policing evolved in your city. Is there a lead agency? Is there a citizen engagement program? What is the organizational scheme and flow of power and authority?  Select a “Critical Thinking” exercise from the text. | |
| **Eval (5 min)**  Journal: What was the event or agency that you were most surprised had a role in the response to the historical evolution of the policing system and crime scene analysis?  Student presentation on a significant event or occurrence of technology discovery that helped shape policing crime scene analysis in the U.S.  Students develop a timeline of important dates in the history of investigations in the U.S. Share and compare timelines in classroom activity.  Identify the specific state or federal laws and the agencies involved in solving the crime or addressing the issue.  Students prepare a one-page statement on the current state of crime scene analysis.  Students write a short paper (3-4 pages) on the issues of how law enforcement attempts to address the issue.  Utilize local CSI as a speaker to address this objective.  Utilize a mock scene for the identification of potential forensic evidence. | |