

# LAPSEN | Introduction to Law and Public Safety Course | UNIT TEMPLATE

Course: Investigations	Semester: Fall 2022 – Spring 2023
Unit: Crime Scene Processing	Duration of Unit: 6 hours
<b>PLCQuestion One:</b> What do we want all students to know and be able to do?	
<b>Main Standard:</b> To Be Filled in By State Standards per Instructors C4.0 Demonstrate knowledge of constitutional law, criminal law, immigration law, and related concepts, as well as their application to factual situations.	
<b>Priority Standards:</b> To Be Filled in By State Standards per Instructors C4.5 Discuss each stage in a criminal proceeding, from investigation to disposition (e.g., arrest, prosecution of crimes, and defenses of criminal prosecution) and postconviction procedure.	
<b>Supporting Standards:</b> To Be Filled in By State Standards per Instructors 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>National Standards:</b> <a href="#">Find Standard(s) Here</a> Standard 3: Process a crime scene	
Essential Questions:	
Student-Friendly Learning Targets: <ul style="list-style-type: none"> <li>• I can work as a productive member of a team</li> <li>• I can conduct a systematic search of a mock crime scene</li> <li>• I can develop a crime scene sketch</li> <li>• I can demonstrate proper techniques of collecting and packaging evidence at a crime scene</li> </ul>	
Essential Vocabulary	
Key Academic Vocabulary: Biological evidence, chain of custody, contamination, cross-contamination, elimination sample, first responders, impression evidence, presumptive test, probative, trace evidence, transient evidence, unknown sample	
Scaffolded (Review) Academic Vocabulary:	
<b>PLCQuestion Two:</b> How will we know when students have learned?	
Assessment and Evidence	

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Classroom Assessments:

- Crime Scene Investigation Quiz
- Crime Scene Sketch
- Individual Work
- Research

Proficiency Scales

Score 4.0

*The student will:*

**Advanced:**

Specific questions/statements

Questions are entirely relevant to the scene and go beyond asking the basic information about the crime scene

Questions provide an above adequate platform for evaluating the scene

Scene is described fully

All necessary evidence is fully described

Description of necessary evidence is advanced

Scene and body sketch advanced

Collected all necessary evidence

Provided reasonable explanations for each item collected

Evidence is of a probative nature

All necessary procedures suggested

Procedures are accurate and appropriately supported

Overall, intermediate and close-up photographs

Appropriate scaling

All necessary photos of crime scene and evidence

Photo log provided

All inaccuracies identified

Outstanding motivation provided for correcting these inaccuracies

Questions directed to appropriate individuals

Questions are entirely relevant to the scene and deceased

	<p>Questions provide additional information necessary for further investigation</p> <p>Clear and detailed description of appropriate conduct on scene</p> <p>A logical and well-supported alternative manner of death has been provided</p> <p>Motivation is further supported by the collected evidence and questions on-scene</p>
Score 3.0	<p>The student will:</p> <p><b><u>Proficient:</u></b></p> <p>Mostly specific questions/statements</p> <p>Most questions are relevant to the scene</p> <p>Questions provide an adequate platform for evaluating the scene</p> <p>Scene is adequately described</p> <p>Description of necessary evidence is proficient</p> <p>Scene and body sketch proficient</p> <p>Collected most of the necessary evidence</p> <p>Provided reasonable explanations for each item collected</p> <p>Some evidence helps in evaluating the crime scene</p> <p>Most necessary procedures suggested</p> <p>Procedures are accurate and some supported</p> <p>At least two photographic views provided</p> <p>Appropriate scaling</p> <p>Most necessary photos of crime scene and evidence</p> <p>Photo log provided</p> <p>More than one inaccuracy noted</p> <p>Sufficient motivation provided for correcting these inaccuracies</p> <p>Most of the appropriate individuals have been identified</p> <p>Questions show relevance to the scene and deceased</p> <p>Questions provide some information necessary for further investigation</p> <p>Clear description of appropriate conduct on scene</p> <p>Some details</p>

	<p>Provides an alternative manner of death, with sufficient support for why this may have been the case</p> <p>Has considered most of the evidence or on-scene questions to motivate reasons for their suggestion</p>
Score 2.0	<p><i>The student will:</i></p> <p><b><u>Basic:</u></b></p> <p>Few specific questions/statements</p> <p>Some questions are relevant to the scene</p> <p>Questions limit the evaluation of the scene</p> <p>Scene is somewhat described</p> <p>Description of necessary evidence is basic</p> <p>Scene and body sketch basic</p> <p>Collected some of the necessary evidence</p> <p>Some reasonable explanations provided for collected evidence</p> <p>Evidence is limited in the evaluation of the crime scene</p> <p>Some necessary procedures suggested</p> <p>Procedures are accurate</p> <p>At least one photographic views provided</p> <p>Some appropriate scaling</p> <p>Some necessary photos of crime scene and evidence</p> <p>No photo log provided</p> <p>More than one inaccuracy noted</p> <p>Some sufficient motivation provided for correcting these inaccuracies</p> <p>Some of the appropriate individuals have been identified</p> <p>Questions show some relevance to the scene and deceased</p> <p>Questions provide little information necessary for further investigation</p> <p>Vague description of appropriate conduct on scene</p> <p>Some details</p> <p>Provides an alternative manner of death, but with only some sufficient support for why this may have been the case</p> <p>Has considered some evidence or on-scene questions to motivate reasons for their suggestion</p>

<i>Planning Question: How will teachers facilitate the learning?</i>		
Daily Lesson Planning <i>Segment: 10-20 minutes in length</i>	Daily Reminders:	Supporting Resources & Equipment
<p><b><u>Segment 1</u></b> <b><u>Opening/Sponge/Motivator</u></b></p> <p>Crime scene overview Ask students – What is a crime scene?</p> <p><b><u>Activity</u></b></p> <p>Students will write down at least three crime scene scenarios</p> <p><b><u>Assessment</u></b></p> <p>Students provide responses during class discussion</p> <p><b><u>Closure</u></b></p> <p>Responses are submitted.</p>	<p><b><u>Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Check for understanding.</li> </ul> <p><b><u>Student Interactions:</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions during discussion.</li> </ul> <p><b><u>Student Reminders</u></b></p> <ul style="list-style-type: none"> <li>• Remember that this is an overview. Will get into each segment in detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Paper</li> <li>• Pen or pencil</li> </ul>
<p><b><u>Segment 2</u></b> <b><u>Opening/Sponge/Motivator</u></b></p> <p>Responding to the scene Ask – What is a first responder?</p> <p><b><u>Activity</u></b></p> <p>Within groups, discuss what first responders may encounter upon arrival. What are the responsibilities. Write down responses.</p> <p><b><u>Assessment</u></b></p> <p>Have a member of each group present the responses</p> <p><b><u>Closure</u></b></p> <p>Submit group responses.</p>	<p><b><u>Engagement:</u></b></p> <ul style="list-style-type: none"> <li>• Ask members of groups their thoughts on the responses. Debate if needed.</li> </ul> <p><b><u>Student Interactions:</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to expand on other responses.</li> </ul> <p><b><u>Student Reminders</u></b></p> <ul style="list-style-type: none"> <li>• Remember first responders have different responsibilities based on their job</li> </ul>	<ul style="list-style-type: none"> <li>• Actor (student to determine if medical aid is priority or evidence)</li> <li>• Crime scene evidence</li> <li>• Tape</li> <li>• Paper</li> <li>• Pen / pencil</li> </ul>



<p><i>Segment3</i>  <u>Opening/Sponge/Motivator</u></p> <p>Securing the scene  Ask – what is the importance of scene security?</p> <p><u>Activity</u></p> <p>Students will write down their responses</p> <p><u>Assessment</u></p> <p>Students will discuss their responses</p> <p><u>Closure</u></p> <p>Students will submit their responses.</p>	<p><i>Engagement:</i></p> <ul style="list-style-type: none"> <li>• Discuss consequences of a contaminated scene</li> </ul> <p><i>Student Interactions:</i></p> <ul style="list-style-type: none"> <li>• Ask probing questions of future case complications.</li> </ul> <p><i>Student Reminders</i></p> <ul style="list-style-type: none"> <li>• Remind students of the importance of due diligence as an officer</li> </ul>	<ul style="list-style-type: none"> <li>• Crime scene tape</li> <li>• Chairs</li> <li>• Paper</li> <li>• Pen / pencil</li> </ul>
<p><i>Segment4</i>  <u>Opening/Sponge/Motivator</u></p> <p>Survey the Crime Scene</p> <p><u>Activity</u></p> <p>A walkthrough is performed by the students</p> <p><u>Assessment</u></p> <p>Record initial observations of who, what, where, when, and how</p> <p><u>Closure</u></p> <p>Submit responses</p>	<p><i>Engagement:</i></p> <ul style="list-style-type: none"> <li>• Students involved in physical activity.</li> </ul> <p><i>Student Interactions:</i></p> <ul style="list-style-type: none"> <li>• Monitor students during activity.</li> </ul> <p><i>Student Reminders</i></p> <ul style="list-style-type: none"> <li>• Remind students of thoroughness</li> </ul>	<ul style="list-style-type: none"> <li>• Crime scene tape</li> <li>• Chairs</li> <li>• Paper</li> <li>• Pen / pencil</li> <li>• Rulers</li> </ul>
<p><i>Segment 5</i>  <u>Opening/Sponge/Motivator</u></p> <p>Document the Crime Scene</p>	<p><i>Engagement:</i></p> <ul style="list-style-type: none"> <li>• Students processing the crime scene</li> </ul> <p><i>Student Interactions:</i></p>	<ul style="list-style-type: none"> <li>• Crime scene tape</li> <li>• Chairs</li> <li>• Paper</li> </ul>

<p><b><u>Activity</u></b> Notes, photos, sketches, collection</p> <p><b><u>Assessment</u></b> Produced documents are discussed and graded</p> <p><b><u>Closure</u></b> Assignment is turned in</p>	<ul style="list-style-type: none"> <li>• Walk through with students, asking probing questions</li> </ul> <p><i>Student Reminders</i></p> <ul style="list-style-type: none"> <li>• Remind students of their work production and relevance in later process such as court</li> </ul>	<ul style="list-style-type: none"> <li>• Pen / pencil</li> <li>• Rulers</li> <li>• Camera</li> <li>• Sketch paper</li> <li>• Grid paper</li> <li>• Sketching tools</li> <li>• Evidence collection tool kit</li> </ul>
<p><b>PLC Question Three: What will we do when students have not learned?</b></p>		
<p><i>Interventions</i></p> <p>Observe students. Correct / reteach as needed. Assign higher learners with those who need additional assistance.</p>		
<p><b>PLC Question Four: What will we do when students have learned?</b></p>		
<p><i>Enrichment</i></p>		
<p><i>Additional Information Related to the Unit:</i></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>SkillsUSA Connection(s):</p> <ul style="list-style-type: none"> <li>•</li> </ul>		



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