

Course: Criminal Investigations and Forensics (CIF)	Semester: TBD
Section 1: Introduction to Investigations	Duration of Unit: 7 hours
PLC Question One: What do we want all students to know and be able to do?	
Main North Carolina Standards: Section 1: Introduction to Investigations Main CIF Standards: • Create a timeline of the historical influences to contemporary criminal investigation and forensics. • Explore the roles and responsibilities of criminal investigators and forensic scientists. • Recognize the fundamental elements of a preliminary investigation. • Differentiate between different types of investigations.	
Supporting Standards (if any):	
Essential Questions: • How have historical events and advancements shaped modern criminal investigation and forensic practices? • What roles do criminal investigators and forensic scientists play in solving crimes, and how do they collaborate? • What are the key elements of a successful preliminary investigation, and why are they critical to solving cases? • How do different types of investigations (e.g., property crime vs. cybercrime) require unique strategies and methods? • In what ways do technology and science continue to evolve the field of criminal investigation and forensic analysis? • What ethical challenges might investigators and forensic scientists face in their roles? • How does understanding the history of criminal investigation help us better address today's criminal justice challenges?	
Student-Friendly Learning Targets: • I CAN create a timeline that highlights key events and individuals that influenced the development of criminal investigation and forensic science. • I CAN explain how historical advancements shaped modern criminal investigation practices. • I CAN identify the roles and responsibilities of criminal investigators in solving cases. • I CAN describe the tasks performed by forensic scientists to support investigations. • I CAN compare and contrast the duties of investigators and forensic scientists. • I CAN recognize the fundamental elements involved in conducting a preliminary investigation. • I CAN outline the steps investigators take when responding to a crime scene for the first time.	

- I CAN differentiate between various types of criminal investigations (e.g., property crime, violent crime, cybercrime).
- I CAN explain the methods and techniques used in different types of investigations

Essential Vocabulary

Key Academic Vocabulary: Forensics, Criminal Investigation, Preliminary Investigation, Crime Scene, Evidence, Investigator, Forensic Scientist, Case File, Surveillance, Felony, Misdemeanor, Property Crime, Witness, Crimes Against Person, Alibi, Suspect, Warrant

Scaffolded (Review) Academic Vocabulary:

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

Classroom Assessments:

- Vocabulary Relay Race
- Which Crime Is It? - Worksheet
- Who is Needed and Who is Not? - Worksheet
- Forensic Science Timeline Project
- Unit 1 Exam

Proficiency Scales

Score 4.0

The student will be able to:

- Create and explain a detailed timeline of the historical influences on contemporary criminal investigation and forensics, including key events, figures, and advancements.
- Demonstrate a thorough understanding of the roles and responsibilities of criminal investigators and forensic scientists, illustrating each step in the investigative process.
- Conduct a preliminary investigation simulation, identifying crime scene elements, classifying the crime, and documenting the findings.
- Distinguish between multiple types of investigations (e.g., property crimes vs. crimes against persons) and assess which specialists and resources are required for each.

Score 3.0

The student will be able to:

- Identify major historical influences on contemporary criminal investigations and forensics, citing key figures, events, and discoveries.
- Explain the general roles and responsibilities of criminal investigators and forensic scientists, describing their tasks in investigating, analyzing, and reporting findings.

	- Recognize the essential elements of a preliminary investigation and explain its purpose in determining if a crime has occurred. - Differentiate between types of investigations and list the general steps and resources needed for handling property crimes versus crimes against persons.	
Score 2.0	<i>The student will be able to:</i> - Name some historical influences on criminal investigations and forensics, such as important figures or discoveries. - Describe some basic tasks of criminal investigators and forensic scientists. - Understand the purpose of a preliminary investigation in starting the investigative process. - Identify general categories of investigations, such as property crimes and crimes against persons.	
Planning Question: How will teachers facilitate the learning?		
Daily Lesson Planning <i>Segments are approximately 30 minutes in length</i>	Daily Reminders:	Supporting Resources & Equipment
Segment 1 - Vocabulary Introduction Time: 30 min Opening/Sponge/Motivator: - Explain how the relay race helps learn the structure and spelling of new words as well as the recall for the definition Activity: - Word Search - (Click on Link) Closure: - Connect words in the relay race to the section.	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ESL or SE students to work with peer mentors or in small groups - Vocabulary can be very difficult and frustrating for some students - particularly dyslexia Student Reminders - Remind students to stay on task as there is more to the assignment	Vocabulary Relay Race
Segment 2 Time: 30 min Opening/Sponge/Motivator How has the scientific method changed the way we investigate crimes today? Activity	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding	- PowerPoint - Historical Influences on Criminal Investigation and Forensics PPT - Computer/smartboard - White Board

- Lecture: Historical Influences on Criminal Investigation and Forensics PPT - Check for understanding Closure: - What historical events or figures do you think most influenced the development of forensic science?	Student Reminders Remind students that information in this presentation will be tested	
Segment 3 Time: 30 min Opening/Sponge/Motivator - What are the most important responsibilities of a forensic scientist and a criminal investigator? Activity - Lecture: Roles and Responsibilities of Criminal Investigators and Forensic Scientists PPT - Check for understanding Closure: - How does documenting findings contribute to a successful investigation?	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	- PowerPoint - Roles and Responsibilities of Criminal Investigators and Forensic Scientists PPT - Computer/smartboard - White Board
Segment 4 Time: 45 min Opening/Sponge/Motivator Activity Who is Needed and Who is Not - Worksheet Assessment - Grade the students on their insights and findings in the worksheet.	Engagement: - Students will be working as a class Student Interactions: - Walk among the students as they complete the activity, giving assistance where needed. - You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders	Who is Needed and Who is Not - Worksheet

Closure How does knowing the type of crime impact the resources or professionals needed at a crime scene?	Remind students to stay on task, and that this material may be covered in a test	
Segment 6 Time: 30 min Opening/Sponge/Motivator - Why is it important for investigators to understand criminal statutes during investigations? Activity - Lecture: Preliminary Investigation & Types of Investigations PPT - Check for understanding Closure: - What roles do forensic examiners play in ensuring evidence remains objective and reliable?	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	- PowerPoint - Preliminary Investigation & Types of Investigations PPT - Computer/smartboard - White Board
Segment 6 Time: 30 min Opening/Sponge/Motivator - How does the preliminary investigation impact the success of a case? Activity - Lecture: Crime Scene Simulation Activity - Check for understanding Closure: - How does the principle “every contact leaves a trace” apply to modern investigations?	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during presentation to ensure understanding Student Reminders - Remind students that information in this presentation will be tested	Crime Scene Simulation Activity

Segment 7 Time: 90 min Opening/Sponge/Motivator Activity • Forensic Science Timeline Project Assessment • Check on students progress Closure: • Discuss as a class their progress on the project.	Engagement: • Students will be working individually Student Interactions: • Walk among the students as they complete the readings, giving assistance where needed • You might allow ESL or SE students to work with peer mentors or in small groups Student Reminders • Remind students to stay on task, and that this material may be covered in a test	• Forensic Science Timeline Project (Day 1) • Laptop • Pen/Pencil
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Segment 10 Time: 60 min Opening/Sponge/Motivator	Engagement: • Students will be working in teams for the review game Student Interactions: • Walk among students to ensure academic integrity	• Unit 1 Exam

- Conduct a brief review of material covered in all segments of this lesson plan. Activity - Unit 1 Exam Assessment - Grade for accuracy Closure:	Student Reminders Remind students that this information could be on a final test	
PLC Question Three: What will we do when students have not learned?		
Interventions - Reteach - Recovery - Peer teach - Alternative assignments		
PLC Question Four: What will we do when students have learned?		
Enrichment		
Additional Information Related to the Unit: UTS Crime Scene Recreation Lab Walkthrough SkillsUSA Connection(s): - Apply knowledge through the SkillsUSA Framework Notes:		

Pacing from a comprehensive high school with 85-90 minute class periods on a block schedule: