

Lesson Title: MC Advanced Evidence Collection	Grade Level: 10-12
CTE Pathway / Course Name:	Lesson Duration: 2 class periods
PLC Question One: What do we want all students to know and be able to do?	
Industry Standards: <ul style="list-style-type: none"> ● Maintain scene integrity and prevent contamination ● Identify, collect and preserve evidence properly ● Maintain chain of custody throughout process 	
Essential Question: <ul style="list-style-type: none"> ● How do investigators decide which evidence is most fragile, most important, or most time-sensitive at a crime scene? 	
Instructional Objectives / Learning Targets:	
By the end of this lesson, students will be able to: <ul style="list-style-type: none"> ● Identify, preserve and collect evidence ● Utilize PPE correctly ● Identify all evidence types present (biological, trace, impressions, physical, digital). ● Prioritize evidence using correct industry order: Transient → Biological → Trace → Impressions → Physical ● Package wet vs. dry biological material appropriately (ventilation, paper packaging, drying procedures) ● Properly label and seal evidence and complete chain-of-custody records that meet court standards. ● Explain why each technique was chosen and how it preserves evidentiary value 	
PLC Question Two: How will we know when students have learned?	
Assessment and Evidence	
Classroom Assessments: <ul style="list-style-type: none"> ● Critical Thinking & Application ● Knowledge Acquisition ● Summative Performance Assessment ● Performance-Based Practical Assessment 	

Planning Question: How will teachers facilitate the learning?

Micro Lesson Planning	Resources & Equipment
<p>Bell Ringer / Engagement (5–10 min): This bell ringer is designed to gauge students’ ability to apply the forensic evidence-collection sequence to a real-world scenario. Students must prioritize evidence, justify their decisions, and identify key risks such as contamination or loss.</p> <p>Activity</p> <ul style="list-style-type: none"> ● Bellringer ● You could also set up the scenario in your classroom and ask what they would collect first <p>Assessment</p> <ul style="list-style-type: none"> ● Critical Thinking & Application 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer <p align="center">Resources for mini-research project</p> <ul style="list-style-type: none"> ● NIJ ● CSI-A guide for law enforcement
<p>Direct Instruction (10–15 min): Presentation The instructor will explain and model the proper procedures for advanced evidence collection, emphasizing sequencing, contamination control, packaging, labeling, and chain of custody.</p> <p>Activity</p> <ul style="list-style-type: none"> ● Advanced Evidence Collection presentation <p>Assessment</p> <ul style="list-style-type: none"> ● Knowledge Acquisition 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer
<p>Guided Practice (10–15 min): Students work in groups to research a specific type of forensic evidence and then teach the class how to correctly identify, collect, preserve, and document that evidence through a mini-lesson and demonstration.</p> <p>Activity</p> <ul style="list-style-type: none"> ● Evidence Collection Assignment Slides & Group Activity <p>Assessment</p> <ul style="list-style-type: none"> ● Summative Performance Assessment ● Knowledge Base 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer ● Area for mock crime scene setup ● PPE ● Evidence markers and flags (can be printed off computer) ● Collection tools (tweezers, swabs, bags, forceps, paper bindles etc) ● Evidence tape and labels ● Entry/Exit Log ● Chain of custody forms

	<ul style="list-style-type: none"> • Worksheets for observing and taking notes • Mock evidence (transient, biological, physical) • If you have strong students, have them complete the group activity before the presentation
<p>Hands-On Activity / Lab (30–60 min): Students will process an outdoor or indoor crime scene by identifying, prioritizing, collecting, packaging, and documenting evidence from a simulated parking lot assault.</p> <p>Activity</p> <ul style="list-style-type: none"> • CSI Practical Lab - Advanced Evidence Collection • SCENARIO 1: Outdoor Student Parking Lot Crime Scene • SCENARIO 2: Indoor Classroom Crime Scene <p>Assessment</p> <ul style="list-style-type: none"> • Performance-Based Practical Assessment 	<ul style="list-style-type: none"> • Area for mock crime scene setup • PPE • Evidence markers and flags (can be printed off computer) • Collection tools (tweezers, swabs, bags, forceps, paper bindles etc) • Evidence tape and labels • Entry/Exit Log • Chain of custody forms • Worksheets for observing and taking notes • Mock evidence (transient, biological, physical) • Chain of Custody Form (Printable) • Chain of Custody Form (Digital) (Students will need to download by opening the link and clicking on the three dots once downloaded, find the file and open it. It will be a fillable form that then can be saved as a PDF once completed)
<p>Debrief and Reflection (10–15 min):</p> <ul style="list-style-type: none"> • What was the highest-risk contamination point in your investigation? • How did your team communicate role responsibilities? • Which type of evidence was most difficult to preserve and why? • Would your documentation withstand legal scrutiny? Why or why not? 	<ul style="list-style-type: none"> • Computer/Smartboard • Paper/Pencil • Student Computer
<p>Assessment / Exit Ticket:</p> <ul style="list-style-type: none"> • What challenges did you face as a team? 	

<p>Microcredential Evaluation:</p> <ul style="list-style-type: none"> ● Formative assessment will occur during the practical exercise. 	
<p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> ● Accommodations will follow all IEP or 504 plans to ensure equitable access. Students may receive extended time, simplified scenarios, or verbal instead of written responses. Small-group or one-on-one settings, restated directions, and assistive technology (speech-to-text, enlarged print) may be provided as needed. All supports will maintain the integrity of the Advanced Evidence Collection LP standards. 	
<p>Rubric:</p>	<ul style="list-style-type: none"> ● Advanced Evidence Collection Microcredential Rubric