

# Criminal Justice III: Forensic Criminal Investigations

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections, & Security
<b>Course Contact:</b>	CTE.Standards@tn.gov
<b>Course Code(s):</b>	C30H02
<b>Prerequisite(s):</b>	<i>Criminal Justice I</i> (C30H00) and <i>Criminal Justice II</i> (C30H01)
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Criminal Justice and Correction Services</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	590, 750
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, crime scene investigation, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

### Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Invite technicians from a local or regional crime scene laboratory to participate in a virtual discussion about the features of present-day crime labs and how they have changed law enforcement and the conviction of criminals, their services and capabilities, and the new or emerging technologies they use.
- **Standards 4** | Invite a crime scene investigator or technician to speak to students about career preparation.
- **Standards 5-8** | Invite local law enforcement crime scene investigators and/or technicians to work with students to set up and search mock crime scenes.
- **Standards 9-22** | Invite specialists in each of the physical evidence areas to demonstrate the examination of physical evidence where feasible. As students will not be able to visit crime scenes or laboratories, having specialists visit the classroom for demonstrations will be important for giving students experience in each area.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

## Course Description

*Forensic Criminal Investigations* is the third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

## Program of Study Application

This is the third course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, and Security website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

## Course Standards

### Scope and Development of Forensic Science

- 1) Articulate important historical events and the associated contributors impacting the evolution of forensic science and crime scene investigation in the United States. Contributors should include, but are not limited to Locard, Orfila, Bertillon, Galton, Goddard, and Bass.
- 2) Describe the eleven sections of forensic science as defined by the American Academy of Forensic Science. Articulate the careers, roles and functions of each section.
- 3) Describe the evolution of the modern crime laboratory. Discuss the features of present-day crime labs, and explore how they have changed law enforcement and the conviction of criminals, their services and capabilities, and the new or emerging technologies they use.

### Career Planning

- 4) Using the American Academy of Forensic Science and Young Forensic Scientist Forum, investigate occupations within forensic science. Demonstrate an understanding of each occupation by accurately articulating the following:
  - a. Roles and responsibilities of the position
  - b. Comparison of similar careers available in local, state, federal, and military systems
  - c. Educational, training, and certification requirements

### Elements of Investigation

- 5) Compare and contrast the roles and responsibilities of parole and probation officers with that of law enforcement officers in relation to search and seizure. Explain how evidence collected by the parole/probation officer might be used in court. Research cases such as *Dulin v. State of Indiana* and determine how the exclusionary rule was applied in each case.

- 6) Analyze and explain the steps in crime scene documentation.
  - a. First responder responsibilities
  - b. Preliminary survey
  - c. Crime scene search methods including triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates
  - d. Identification and marking of evidence
  - e. Narrative description
  - f. Administrative notes
  - g. Photography
  - h. Sketching/Diagramming
  - i. Evidence recovery log
  
- 7) Review the legal and acceptable methods for collecting, packaging, and preserving physical evidence and the initiation and maintenance of the chain of custody. Using a mock crime scene:
  - a. Document the crime scene using the steps identified in standard 10
  - b. Demonstrate proper methods of evidence collection and packaging
  - c. Initiate the chain of custody for each piece of evidence collected
  
- 8) Identify emerging technologies and techniques being utilized by law enforcement while gathering and processing evidence at a crime scene and in the laboratory. Review a current or recent court case that utilized one of these technologies or techniques, and decide if the use of the technology/technique infringed on the defendant's rights.

### **Physical Evidence Analysis**

*NOTE:* For each of the standards in this section, evaluate court case studies related to each concept.

- 9) Investigate the science surrounding the physical properties of matter, and explain how they are related to the role of the law enforcement officer when collecting evidence. Apply the principles of temperature, weight and mass, density, and refractive index in the context of forensic science.
  
- 10) Explain the physical composition of glass and relate the characteristics of various types such as tempered and laminated. Demonstrate the skill of identifying the classifications of glass fragments, and calculate the projectile path by examining glass fractures at a simulated scene.
  
- 11) Examine the forensic tools used in a field sobriety test and a blood alcohol test, and describe legal guidelines that must be followed when performing each of these tests as they relate to the constitutional rights of suspects. Evaluate concepts of toxicology and metabolism of alcohol, and determine the effects of alcohol on persons of different weights, ages, and genders.
  
- 12) Evaluate a death related to chemicals that can be harmful or poisonous to the human body, such as drugs or carbon monoxide. Describe the process for collecting and preserving toxicology evidence and the techniques used for detecting the type of substance.

- 13) Analyze the scientific basis of tests performed on various body fluids and/or stains at a crime scene to determine their origins. Demonstrate collection of simulated body fluids from a staged crime scene to preserve and prevent contamination of the sample. Include in the demonstration compliance with OSHA standards of practice when dealing with blood and body fluids.
- 14) Describe the techniques used to excavate bones from a crime scene and the methods for distinguishing human bones from animal bones. Identify the parameters for determining the age, sex, and possible ethnicity of a human skull.
- 15) Review an autopsy report to determine the time and cause of death through evaluation of body temperature, rigor mortis, post mortem lividity, appearance of eyes, skin color, and presence of arthropods. Document findings in an appropriate format.
- 16) Link the development of DNA testing and the Combined DNA Index System (CODIS) with changes in the criminal justice system, using professional journals, case studies, court cases, or interviews with law enforcement or forensic scientists.
- 17) Document the interpretation of a simulated bloodstain pattern, including the following information:
  - a. Data gathered from pattern analysis concerning the violent event
  - b. Impact of surface texture, directionality, and angle on pattern
  - c. Calculation of angle of impact
  - d. Methods to determine the area of convergence and area of origin for impact spatter patterns
  - e. Whether the spatter is classified as a low-, medium-, or high-velocity impact spatter
  - f. How the pattern was created and distinguishing features
  - g. Type of spatter
- 18) Compare and contrast the physical and microscopic properties of human hair vs. animal hair. Demonstrate the skills of collecting and preserving hair evidence at a simulated crime scene.
- 19) Explain the automated fingerprint identification system (AFIS), why it was developed, and how it is currently being utilized in law enforcement. Demonstrate the procedure for detecting fingerprints, developing latent prints, and preserving developed prints.
- 20) Identify the recognizable characteristics, from bullets and cartridge casings, at a staged crime scene or from a case study. Explain, using a visual, how these characteristics are placed in the National Integrated Ballistics Information Network and the uses of the network by local, state, and federal law enforcement.
- 21) Research the concepts surrounding bullet trajectory and its uses in criminal investigations for determining victim and suspect locations and movements at a crime scene. Prepare a professional written report summarizing this information.

22) Compare and contrast the various forensic techniques used at a crime scene and in the laboratory to determine gunpowder residue, shoe prints, tool marks, tire marks and bite marks. Provide a full explanation of each test.

### **Standards Alignment Notes**

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.