





Riverside County Office of Education – Career Technical Education

**RCOE FORENSICS AND CRIME SCENE INVESTIGATION**

**DATE:**

**INDUSTRY SECTOR:** Public Services Sector

**PATHWAY:** Public Safety

**CALPADS TITLE:** Intermediate Public Safety (Concentration)

**CALPADS CODE:** 8411

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Correctional Officers and Jailers	33-3012.00	Criminal Investigators and Special Agents	33-3021.03
Forensic Science Technicians	19-4092.00	Police Identification and Records Officers	33-3021.02
Detectives and Criminal Investigators	33-3021.00	Police Detectives	33-3021.01

**COURSE DESCRIPTION:**

This course is designed to give students both theoretical and experiential experience in a fast-paced, rigorous, multidisciplinary college preparatory course that provides an association between science-based inquiry and the criminal justice system. Emphasis is on understanding the underlying scientific theories of forensic science, with particular emphasis on biology and chemistry. This class will build upon the students' prior knowledge of biology and chemistry, learning laboratory techniques and procedures to analyze and identify trace physical evidence, including DNA.

Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to crime scene investigation in the field of criminal justice

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
None

## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- None

## RECOMMENDED TEXTS:

- Criminal Investigation/Skeletal Analysis Karen Matison Hess, Christine Hess Orthmann, Henry Lim Cho Cengage 11th
- Forensic Science Fundamentals & Investigations Bertino, Anthony J. Delmar Cengage Learning 2nd/2015 ISBN: 9781305077119

## PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Law Enforcement Principles and Practices
10, 11, 12			• •	Concentrator	RCOE Forensics and Crime Scene Investigation
11, 12			• •	Capstone	RCOE Exploring Criminal Justice

I.	OBSERVATION SKILLS	CR	Lab/ CC	Standards
	<p>This unit will provide the student with an overview of the importance of a crime scene investigator possessing the abilities to observe, interpret, and report observations clearly.</p> <p>This will include comparing and contrasting the accuracy of eyewitness accounts to the actual events, the changes that occur within our brain as we make observations, factors that affect the ability to observe and to report accurately what has been seen, and four different ways to improve observational skills. Students will be introduced to the Innocence Project and various reasons for wrongful convictions.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define and understand <i>forensic science</i></li> <li>2. Define <i>observation</i> and what changes occur in the brain under stress</li> <li>3. Describe factors and provide examples and situations that can influence an eyewitness's perspective and accounts of the crime</li> <li>4. Compare the reliability of eyewitness testimony to the actual event Practice and improvement of observation skills</li> </ol> <p><b>Unit Assignment(s):</b></p> <p>Students will research the history of the Innocence Project using the Internet. Students will work in teams and create a visual presentation of their choice (video creation, skit, PowerPoint presentation, oral report) containing: origins of the organization, co-founders, notable cases, exonerees, the forensic science involved, pictures, graphs, and resources. Students will present their visual product to the class. From the presentation, 5 student audience members are chosen at random to rate/peer review/provide feedback on each presentation. This feedback is included in the overall assessment grade for the project.</p> <p><b>Reading / Writing Component</b></p> <p>Following the reading of Chapter One; Observation Skills (pgs. 2-11) students will examine the purpose of The Innocence Project created by Barry C. Scheck and Peter J. Neufeld. After gathering pertinent information from digital sources and text, students will compose a 2-3 page narrative document explaining the events of a case. They will provide significant and relevant facts, concrete details, and quotations. This document will be well structured and contain a sequence of events. APA formatting/guidelines required.</p>	10	11	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
II.	CRIME SCENE INVESTIGATION	CR	Lab/ CC	Standards
	<p>This module of instruction introduces students to the essential functions of the crime scene investigation team. The primary focus of this unit draws on the team role of legal and scientific professionals who come together to reconstruct and investigate crime scenes. Students will discover the dichotomy between first responders and the varying teams of experts who arrive on a crime scene.</p> <p>Students will identify the chain of custody protocols while investigating an active crime scene. Students will understand the importance of preserving and maintaining the integrity of the crime scene and how to avoid evidence contamination. Students will examine the various roles of a multi-agency investigation and the importance of maintaining the integrity and the chain of custody. They will demonstrate an understanding of basic laws governing arrests, searches, and seizures. Students will come to recognize the principles of court decisions regarding arrests, searches, and seizures of evidence. Through practical application, students will demonstrate and analyze various types of crime scene search patterns and principles and perform a crime scene</p>	10	11	<p><b>Academic:</b> LS: 11-12.1 N-CN: 1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

search that includes all the necessary tools needed to complete a thorough crime scene investigation.

**Crime Scene Investigation** - each student will learn the procedures for safeguarding, searching, recognition, documentation, collection, and packaging of most categories of physical evidence recovered at the scene of a crime.

**Objectives:**

1. Locate and secure a mock crime scene
2. Label initial survey of scene and evidence
3. Draw rough sketch /diagram of the crime scene
4. Identify different types of evidence
5. Describe photographic evidence to be taken
6. Prioritize and sequence evidence collection
7. Collect and package physical evidence
8. Document crime scene and physical evidence

**Unit Assignment:**

**Crime Scene Reconstruction/Crime Scene Sketching**

Individual students will learn the coordinate, radial, and triangulation sketching techniques for use in crime scene diagrams. Students will locate, identify, and measure and diagram rough sketches using all three methods in two separate mock crime scenes. Students will construct rough drafts from notes in the classroom. Students will sketch both crime scenes to scale using graph paper for final submission to be included in constructing a crime scene model.

**Crime Scene Model Construction**

In a group of 4-5, students will reconstruct one of the mock crimes scenes from above. Using craft board and glue, students will create a scale model. Emphasis is placed on recording precise measurements, evidence props, and preparing the proper scale to construct the model. Students will prepare their models for mock court presentation to a jury of their peers.

**Objectives:**

1. Locate and secure a mock crime scene
2. Determine the reference point for crime scene
3. Measure and draw a rough sketch using the coordinate method
4. Diagram formal sketch in the classroom from rough draft notes
5. Locate and secure the second crime scene
6. Determine the reference point for crime scene
7. Measurement and draw a rough sketch using the radial method
8. Diagram formal sketch in the classroom from rough draft notes

**Crime Scene Model Construction** - each student will make a scale model of a classroom or office using craft board and various props.

**Objectives:**

1. Determine the reference point for the room or office
2. Identify evidence and measure their location
3. Record precise measurements for a rough sketch
4. Create a scale model using a craft board and glue.
5. Construct props for evidence at the crime scene
6. Classify evidence props in the model at proper locations for court presentation.

**The reading/writing component**

Following the reading from Chapter two; Crime Scene Investigation (pgs. 20-26), students will review the unsolved Natalee Holloway case found at [school.cengage.com/forensicscience](http://school.cengage.com/forensicscience). Students will search the Gale Institute of Forensics and conduct their own investigation by reading the primary resources available on that website. Students will write a brief one-page explanation of their findings using Google Docs.

	Students will defend their argument with sources and apply logic to make conclusions. Students will summarize the Crime Scene Investigators roles and responsibilities, and how forensic tools, procedures, and collection were used during the search.			
III.	<b>EVIDENCE COLLECTION, PRESERVATION AND PROCESSING</b>	CR	Lab/ CC	Standards
	<p>This unit of study is designated to help students examine the admissibility and credibility of evidence collected at a crime scene. Upon completion of this module, students will identify the types of evidence found at a crime scene, evidence unique to an individual and/or certain group as well as evidence of Locard's principle of exchange.</p> <p>Identifies proper procedures for discovery, recognition, and examination of evidence.</p> <p>Demonstrates proper procedures for collecting, marking, packaging, and the labeling process of evidence. Maintains proper procedures for transporting evidence.</p> <p>Compares and contrasts the proper procedures for storing different types of evidence. Determines how contraband and/or nuisance evidence is handled.</p> <p><b>Unit Assignment(s):</b></p> <p>Students will complete a Cast and Impressions Lab where they collect a shoe print using plaster of Paris casting, they will analyze the shoe or footprint and determine clues about the crime scene. From this analysis, students either identify who the suspect might be or catalog information in a database to be held for future comparison in other possible unsolved crimes scenes.</p> <p><b>The reading/writing component</b></p> <p>Following the reading from Chapter 2; Crime Scene Investigation and Evidence Collection (pgs. 26-31) students will locate the O.J. Simpson case via the internet. Students will write a 2-page essay describing how evidence was lost, misplaced, altered or contaminated. They will elaborate on their findings and provide proof of the positive evidence collection conducted by law enforcement personnel and how both findings affected the outcome of the case. Students will defend their argument with sources and apply logic to make conclusions. Citing sources and APA Format is required.</p>	10	12	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
IV.	<b>CRIME SCENE PHOTOGRAPHY</b>	CR	Lab/ CC	Standards
	<p>This unit addresses the basic rules of evidence in relation to photographing crime scenes. Students will examine the steps necessary in photographing impressions, various photographic concepts required to take photographs, the role of the forensic photographer and first responder including the types of photographs that can be admissible in court. Advantages and disadvantages of photographing crime scenes will be analyzed.</p> <p><b>Objectives:</b></p> <p>Label the parts and various functions on the 35 mm/DSLR camera Use measuring devices and scales for impression evidence</p> <p>Differentiate 'painting with light' for night time or low light photographs</p> <p>Illustrate photograph evidence exhibiting different photographic techniques</p> <p>Document a mock crime scene</p> <p><b>Unit Assignment(s):</b></p> <p><b>Prepare a Photo Log: Evidence Collection of Impression Evidence</b></p>	10	12	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

	<p>Photograph a mock crime scene to include: foot and shoe impressions, patent and plastic impressions, tire impressions and tread, and dental impressions. Emphasis will be placed on accurately photographing and logging a crime scene using proper techniques needed to document overall, mid-range and close-ups of corresponding evidence.</p> <p><b>Reading/writing /project component</b></p> <p>Students will read chapters 15 and 16 (pgs 434-435 and 473-474) gaining a basic understanding of photographing an overall crime scene, impression evidence, and specific evidence significant to the crime. In a small group of 4-5, students will photograph a “staged” crime scene scenario. During the investigation, they will properly place evidence placards and take photographs of the crime scene. They will complete thorough documentation of their observations and findings via a visual format. The class will complete peer reviews and critique the overall findings.</p>			
<b>V.</b>	<b>FINGERPRINTING</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>This unit will address the importance of the historical development of fingerprint identification as it relates to investigations. This section prepares the students to identify the formation, characteristics, and types of fingerprints discovered by investigators at a crime scene and apply such learning to formulate and forecast possible suspects in a simulated crime. Students will combine knowledge learned in this unit to demonstrate the proper procedures of collecting and analyzing fingerprints.</p> <ol style="list-style-type: none"> <li>1. Discuss the history of fingerprinting</li> <li>2. Describe how and when fingerprint ridges form</li> <li>3. Explain the physical advantage and characteristics of fingerprint ridges</li> <li>4. Distinguish among the three basic types of fingerprints and ridge patterns</li> <li>5. Compare the number of deltas found in an arch, a loop, and a whorl pattern Demonstrate how a ridge count in a fingerprint is obtained</li> <li>6. Compare and contrast a plastic fingerprint with a patent fingerprint Analyze an inked print and identify errors in how the print was produced Discuss the latest in fingerprint technology, including lasers</li> <li>7. Verify the importance of the Automated Fingerprint Identification System (AFIS).</li> </ol> <p><b>Unit Assignment(s): Fingerprint Analyses</b></p> <p>Students will locate latent prints on various surfaces and use available powders (black and fluorescent) to collect the fingerprints. The prints will be lifted using adhesive tape and will be placed on a print card and labeled appropriately for later analysis. Upon completion, students will discuss the environmental challenges investigators are faced with in real-life situations. In small groups, students will report to the class those items they think are most important.</p> <p>Students will ink roll each others finger to attain the print and place onto an FBI ten card using standard black ink. Students will identify each fingerprint and be able to properly analyze accurately which of the three classification groups it fits into (arches, loops or whorls). Students will also demonstrate the use of the ridge counter to determine the number of deltas found in each fingerprint and then compare like classifications and contrast the differences in the prints (i.e. 30% of the population's print could be classified as whorls. The ridge counter and magnification will show the exact differences between one person's fingerprint that are classified as a whorl and another of the same classification thereby concluding uniqueness of each individual's fingerprint.)</p> <p><b>Reading / Writing Component</b></p> <p>Students will read Chapter 6; Fingerprints (pgs. 133-144), case studies, selected articles, selected resource websites, and take notes from selected videos and guest speakers. Students will discover the individuality of fingerprints and review the history of fingerprinting in solving crimes. Students</p>	10	12	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

	will search the Gale Institute of Forensics and conduct their own investigation by reading the primary resources available on that website. Students will write a thorough explanation of their findings. Students will defend their argument with sources and apply logic to make conclusions. APA format required			
<b>VI.</b>	<b>DEOXYRIBONUCLEIC ACID (DNA) FINGERPRINTING</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>This unit provides an overview of the history of biological evidence in forensics. DNA profiling, sources of DNA, collection, and preservation of DNA evidence will be discussed. The function and structure of DNA, different DNA bases, steps of DNA fingerprinting and DNA identification will be introduced. Students will extract and examine a DNA profile.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define how crime scene evidence is collected for DNA analysis</li> <li>2. Demonstrate how crime scene evidence is processed to obtain DNA</li> <li>3. Discuss why radioactive probes are used in DNA fingerprinting</li> <li>4. Examine how DNA evidence is compared for matching</li> <li>5. Differentiate how DNA fingerprinting is used to determine if specimens come from related or unrelated individuals</li> <li>6. Explore, analyze and practice DNA fingerprinting to identify DNA from a parent, child or relative from another person</li> </ol> <p><b>Unit Assignment(s):</b></p> <p><b>Create a DNA Double Helix Model</b></p> <p>Each student will create a DNA Model from plastic beads</p> <ol style="list-style-type: none"> <li>1. Students will connect phosphate (red) and deoxyribose (white) beads to form the backbone of the DNA chain</li> <li>2. Students will connect adenine (blue), thymine (yellow), guanine (green) and cytosine (orange) beads to deoxyribose (white) beads</li> <li>3. Orientate the two DNA backbone chains in opposite directions to represent the 3 and 5 carbon directions in DNA helix</li> <li>4. Connect adenine (blue) to thymine (yellow) beads using the clear plastic connector (Hydrogen bonds)</li> <li>5. Connect guanine (green) to cytosine (orange) beads using clear plastic connectors (hydrogen bonds)</li> <li>6. Spin DNA Helix full circle so that 10 base connections are between full cycle</li> <li>7. Separate the bases and reconnect with mRNA orientation, replacing the thymine beads with uracil (pink) beads.</li> </ol> <p><b>DNA Separation</b> - students will participate in group laboratory activity to separate DNA from green peas.</p> <ol style="list-style-type: none"> <li>1. Grind dry green peas and water mixture in a blender</li> <li>2. Separate pulp from the green liquid</li> <li>3. Place one drop of detergent in the mixture and gently stir</li> <li>4. Let stand for ten minutes</li> <li>5. Place a small amount of meat tenderizer in the mixture</li> <li>6. Pour 4 ml of 70% isopropyl alcohol in the mixture</li> <li>7. DNA will appear in the alcohol layer</li> </ol> <p><b>DNA Separation</b> - each student will separate DNA from their own cheek cells Swish a small amount of water in the mouth for 30-45 seconds</p> <p>Spit the mouthwash into the test tube</p> <p>Place one drop of detergent in mouthwash and gently mix Pour 3 ml of 70% isopropyl alcohol in mouthwash</p> <p>DNA will appear in the alcohol layer</p> <p><b>Reading / Writing Component</b></p> <p>Students will read Chapter 7; DNA Fingerprinting (pgs. 158-174), case studies, selected articles, selected resource websites, take notes from selected videos</p>	14	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>



	<p>and guest speakers. Course material will cover DNA fingerprinting, family relationships, and significant crimes in history such as the historic Romanov Family, Laci Peterson, and the Casey Anthony Case. Students will discover the individuality of paternal/maternal DNA testing and forensics in criminal investigations. Students will search the Gale Institute of Forensics and locate two cases in which DNA evidence was used by law enforcement to solve or highlight a cold case. The cases should illustrate different purposes for which DNA was used.</p> <p>Students will summarize their findings in a synopsis of these cases, explaining what happened, and include a thorough analysis outlining their learning through describing the role DNA played in solving the case.</p>			
<b>VII.</b>	<b>BLOODSTAIN PATTERN ANALYSIS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>This section will explore the history of bloodstain pattern analysis and the physical properties of blood. Bloodstain detection, bloodstain terminology and determining the point of origin of bloodstains will be examined. Screening for the presence of blood, blood spatter pattern analysis and the work of blood spatter experts will be discussed.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Discusses the nature of the bloodstain evidence.</li> <li>2. Analyzes point of origin, the point of convergence, angle of impact, terminal velocity Competency:</li> <li>3. Describe the historical figures in bloodstain pattern analysis</li> <li>4. Lists the physical properties of blood</li> <li>5. Describes factors that influence the amount and projection of blood spatter</li> <li>6. Demonstrates how to determine the point of origin</li> <li>7. Practices the procedure for crime scene documentation of bloodstains and collection of bloodstain evidence.</li> <li>8. Analyzes bloodstain patterns.</li> </ol> <p><b>Unit Assignment(s):</b></p> <p><b>Synthetic Bloodstain Pattern Analysis Single Blood Droplets</b></p> <p>Label two pieces of construction paper. Within this laboratory component, students will examine and analyze single blood droplets from various distances. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Repeat the exercise two more times for comparison. Students will analyze their results and answer the questions on a separate worksheet.</p> <p><b>Multiple Blood Droplets</b></p> <p>Label a long piece of butcher paper (2-3) meters in length. Within this laboratory component, students will examine and analyze single multiple blood droplets from various distances. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Students will analyze their results and answer the questions on a separate worksheet.</p> <p><b>Motion Droplets</b></p> <p>Label a long piece of butcher paper (4-5) meters in length. Within this laboratory component, students will examine and analyze single multiple blood droplets using various walking rates. Using a dropper bottle, students will conduct blood pattern analysis using various motion. Students will analyze their results and answer the questions on a separate worksheet.</p> <p><b>Angle of Impact</b></p> <p>Label five pieces of copy paper. Indicate the angle for each droplet - 15o, 30o, 45o, 60o, or 75o. Within this laboratory component, students will examine and analyze sample drop patterns created by droplets landing at different angles from the same height. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Repeat the exercise two more times for</p>	13	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

	<p>comparison. Students will analyze their results and answer the questions on a separate worksheet.</p> <p><b>Reading / Writing Component</b></p> <p>Students will read Chapter 8; Blood and Blood Spatter (pgs. 194-210). Review case studies, selected articles, selected resource websites, take notes from selected videos and guest speakers. Course material will cover blood and blood spatter science, how criminalists are able to use blood evidence to solve crimes and explore the significant crime scenes in history such as the O.J. Simpson, Jodi Arias, and Steven Avery cases. Students will conduct an internet search and select one of the Case Studies mentioned and imagine they can interview the forensic scientist/pathologist who studied the blood evidence. Students will write the questions and answers from the interview. Interview questions must demonstrate students knowledge about blood and blood spatter evidence. Using Google docs, research findings will be summarized and justified in a one-page paper.</p>			
<b>VIII.</b>	<b>FORENSIC ANTHROPOLOGY</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>This section will profile the basic scientific rationale and techniques used by forensic anthropologists when examining human bones. Facial reconstruction, bone identification, characteristics of bone, analyzing bones and historic investigations will be reviewed. Students will learn the importance of courtroom testimony when presenting and explaining skeletal remains found at a crime scene, identifying victims, and how bone evidence assist in reconstructing a crime.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define how bone is formed</li> <li>2. Distinguish between male and female skeletal remains based on skeletal differences Discuss how bones contain a record of injuries and disease</li> <li>3. Explain how a person's approximate age could be determined by examining his or her bones Examine the differences in facial structures among different races</li> <li>4. Research the role of mitochondrial DNA in bone identification</li> </ol> <p><b>Unit Assignment(s):</b></p> <p>Basic Human Osteology- each student will demonstrate identification of human bones. Bones male or female</p> <p>Within this assignment, students will refer to figures and charts to determine if skeletal remains belong to a male or female skeleton. Students will analyze their results, explain their findings, present information to the group, and document on a separate worksheet.</p> <p>Estimation of Body Size From Individual Bones</p> <p>Within this assignment, provide students with figures and charts to determine the approximate height of a person from one of the long bones of the body. Students will analyze their results and answer the questions on a separate worksheet.</p> <p>The Romanovs and DNA: An Internet Activity Part A: Romanov Family Part B: DNA Science Solves a Mystery</p> <p>Within this activity, students will work in groups as investigators to identify the skeletal remains of the <u>Romanov family. Students will be given the following link Recovering the Romanovs <a href="http://www.dnai.org/d/">http://www.dnai.org/d/</a> (<a href="http://www.dnai.org/d/">http://www.dnai.org/d/</a>) to begin their investigation. Students will analyze their results and answer the questions on a separate worksheet on what the remains revealed about the family's fate.</u></p> <p><b>Reading / Writing Component:</b></p> <p>Students will read Chapter 13; Forensic Anthropology: What We Learn from</p>	13	12	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

	Bones (pgs. 360-377), case studies, selected articles, selected resource websites, take notes from selected videos and guest speakers. Course material will cover forensic anthropology related to crime scenes, how forensic anthropologists solve crimes based on the conditions of human remains and study the significant crime victims in history such as Natalee Holloway, Teresa Halbach, and the McStay Family. Students will conduct an internet search and locate the article "Skeletal Analysis". After reading the article, gathering pertinent information from digital sources and text, students will select one of the Case Studies mentioned. Using Google Docs, students will compose a 2-3 page narrative explaining what forensic anthropology techniques were used for victim identification. Citing sources and APA format required.			
<b>IX.</b>	<b>COURSE NOTES:</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<b>Course Notes:</b> <b>3/26/19 – Added to CTE shared drive – John Bruestle</b> Identify the core standards for this unit. 2/11/20 – Program of study and course type changed to align with Murrieta and Perris USD's pathways.	0	0	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

**Entered by:**

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