

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Crime Scene Investigation</div> <input type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">108331/108332</div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects - CTE - Public Services</i>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;">             Signature         </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">           2/6/18            Date         </div> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Submitted by: PUHSD Educational Svcs</b> Site: . Date: 02/05/2018	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		2/6/18
Asst. Superintendent of Educational Services		2.6.18
Governing Board		

# COURSE OUTLINE

**Course:** 12586 Crime Scene Investigation

108331|332

**Articulation:** MSJC - AJ108 Criminal Investigation

**Academic Credit:**

**Job Title(s):**

ONET	JOB TITLES
19-4092.00	Forensic Science Technician
33-3021.03	Criminal Investigator and Special Agent
33-3051.01	Police Detective
33-3021.06	Intelligence Analyst
13-1041.06	Coroner
19-3091.01	Anthropologist

#2

**Course Description:**

This course is designed to give students both theory and hands-on experience in the skills and knowledge in the field of forensic science, including an introduction to crime scene investigation, crime scene photography, and diagrams as they are used in a criminal investigation. Students will learn the importance of physical evidence in solving crimes, dusting and lifting fingerprints, how to perform a gunshot residue test, evidence collecting and processing methods, and the use of forensic light sources technology. Emphasis will be placed on the importance of effective communication and interpersonal skills, professional development, strong academic skills, problem solving, safety and the use of technology.

**Hours:**

Classroom	<b>180</b>	Classroom	<b>180</b>
Community Site (CC)	<u>0</u>	Coop VocEd (CVE)	<u>0</u>
<b>Total:</b>	<b>180</b>	<b>Total:</b>	<b>180</b>

**Prerequisites:**

Introduction to Law Enforcement recommended, 1 year of science

**Date of Last Revision:** December 21, 2017

**Additional Course Information:**

Suggested CDE Course Code: Public Services Sector - Public Safety (Pathway 232)  
8410 Introduction to Public Safety  
8412 Advanced Public Safety (Capstone)

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Hours		
Class	CC	CVE

## Occupational Competencies

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### 1 ORIENTATION TO CTE/ROP

- A Completes a course orientation.
- B Recognizes sexual harassment as defined by California and Federal Law.
- C Models effective strategies for resolving sexual harassment situations.
- D Evaluates and describes appropriate technology ethics for the workplace.

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### 2 CAREER PLANNING AND MANAGEMENT

- A Identify the major historical milestones in forensic science.
- B Understand the necessity of accurate personal identification.
- C Describe the forensic pioneers who: developed the microscope, described fingerprint patterns, first used printer's ink to record fingerprints, introduced fingerprints as a method of identification through his novel, developed the Henry Sys.
- D Identify the latest scientific developments in forensic science.
- E Discusses the origin of crime labs and their role in the criminal justice system.
- F Describes the objectives of forensic science in relationship to investigation.
- G Identify the first recorded use of fingerprints to identify criminals.
- H Identify why fingerprints are an excellent method of personal identification.
- I Understand the difference between the coroner system and the medical examiner system of death investigation.

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### 3 TECHNOLOGY

- A Describes past, present, and future technological advances as they relate to a chosen pathway.
- B Uses technological resources to gain access to manipulate and produce information, products, and services.
- C Identifies the influence of current and emerging technology on selected segments of the economy.
- D Understands geographic information related to industry.
- E Determines the validity of the content and evaluates the authenticity, reliability, and bias of electronic and other resources.
- F Selects, applies, and differentiates among appropriate tools in technology.

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### 4 PROBLEM-SOLVING, CRITICAL THINKING, AND RESPONSIBILITY AND FLEXIBILITY

- A Applies appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- B Understands the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- C Uses critical thinking skills to make informed decisions and solve problems.
- D Models the qualities and behaviors that constitute a positive and professional work demeanor.
- E Identifies the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- F Adapts to varied roles and responsibilities.
- G Demonstrates that individual actions can affect the larger community.
- H Understands the importance of time management to fulfill responsibilities.
- I Demonstrates how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

Hours		
Class	CC	CVE

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**5 HEALTH AND SAFETY**

- A Knowledgeable of policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- B Models critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- C Able to locate important information on a Material Safety Data Sheet.
- D Maintains safe and healthful working conditions.
- E Uses tools and machines safely and appropriately.
- F Knowledgeable of how to both prevent and respond to accidents in the industry.

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**6 ETHICS AND LEGAL RESPONSIBILITIES**

- A Identifies the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- B Describes the concept and application of ethical and legal behavior consistent with workplace standards.
- C Models personal integrity and ethical behavior in the workplace.
- D Demonstrates how to access, analyze, and implement quality assurance information.

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**7 LEADERSHIP AND TEAMWORK**

- A Identifies and models the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- B Able to organize and structure work individually and in teams for effective performance and the attainment of goals.
- C Knowledgeable in multiple approaches of conflict resolution and their appropriateness for a variety of situations in the workplace.
- D Demonstrates how to interact with others in ways that demonstrates respect for individual and cultural differences and for the attitudes and feelings of others.
- E Models leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including student organizations.

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**8 SAFETY FOR CRIME SCENE INVESTIGATION**

- A Describes emergency accident procedures while working a crime scene.
- B Describes and lists emergency protocol for accidents while in the laboratory setting.
- C Demonstrates awareness of proper handling of hazardous materials.
- D Identifies safety regulations for crime scene investigations.
- E Follows all safety protocols for forensic science investigation at crime scene and laboratory situations.
- F Demonstrates knowledge of reporting procedures for accidents and injuries.
- G Demonstrates knowledge of safety requirements in the use of equipment.
- H Applies ergonomic principles in organization of work place environment.

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**9 HISTORY OF FORENSIC SCIENCE**

- A Discusses and describes the origin and growth of forensic science.
- B Demonstrates knowledge of the history of forensics in its relationship to technology.
- C Discusses and describes the advantages of forensic science to the criminal justice system.
- D Discusses the origin of crime labs and their role in the criminal justice system.
- E Analyzes the basic elements of commonly investigated crimes.
- F Lists the most common investigated crimes and the procedures used in those investigations.
- G Describes the objectives of forensic science in relationship to investigation.

Hours		
Class	CC	CVE

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**10 ETHICS AND INTEGRITY**

- A Explains the importance of ethical and unethical behavior in forensic science.
- B Describes and demonstrates professional conduct in the area of forensic science.
- C Identifies the consequences of unethical behavior and its effects on investigations.
- D Identifies and practices the requirements of confidentiality in forensic investigations.
- E Understand that as a public servant, you must expect a greater degree of scrutiny than an average citizen.

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**11 CAREERS IN FORENSIC SCIENCE**

- A Identifies proper etiquette needed for employment in the forensics science field.
- B Describes the role and duties of personnel involved in forensic science.
- C Identifies careers and opportunities in forensic science.
- D Describes testing procedures for forensic science candidates.
- E Examines federal, military, state, county, and local law enforcement agency requirements for employment.
- F Identifies the qualifications for in-service field personnel.

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**12 CHAIN OF CUSTODY**

- A Identifies the rules of chain of custody.
- B Differentiates the roles various criminal justice agencies play in the chain of custody.
- C Recognizes laws governing arrests, searches and seizures.
- D Recognizes principles of court decisions regarding arrests, searches, and seizures of evidence.

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**13 RULES OF EVIDENCE**

- A Identifies the types of evidence.
- B Explains the value of evidence.
- C Describes the physical evidence linkage triangle.
- D Identifies major categories of physical evidence.
- E Discusses legal and scientific requirements of evidence collection.

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**14 CRIME SCENE INVESTIGATION**

- A Identifies the rules of chain of custody.
- B Understand the importance of preserving a crime scene.
- C Differentiates the roles various criminal justice agencies play in the chain of custody.
- D Recognizes laws governing arrests, searches and seizures.
- E Recognizes principles of court decisions regarding arrests, searches, and seizures of evidence.
- F Describes the crime scene search principles.
- G Performs the crime scene search.
- H Identifies and discusses types of systematic search methods.
- I Lists levels of crime scene search kit needed and items to be included.

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**15 INVESTIGATING REPORT WRITING**

- A Identifies and describes investigation basics.
- B Identifies the types of investigation.
- C Identifies the steps of initiating an investigation.
- D Describes in written format the who, what, where, when, and how of investigations.
- E Performs the proper format of note taking.
- F Demonstrates knowledge of the rules of narrative writing.
- G Uses descriptive terms in report writing relating to persons and property.

Hours		
Class	CC	CVE

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**16 EVIDENCE COLLECTION, PRESERVATION, AND PROCESSING**

- A Describes procedures for discovery, recognition, and examination of evidence.
- B Demonstrates proper procedures for collecting, marking, packaging, and the labeling process of evidence.
- C Describes proper procedures for transporting evidence.
- D Describes the proper procedures for storing different types of evidence.
- E Describes how contraband and/or nuisance evidence is handled.

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**17 CRIME SCENE PHOTOGRAPHY**

- A Identifies steps in photographing the crime scene.
- B Identifies still cameras, video cameras, and lighting techniques.
- C Explains techniques for photographing specific types of crime scenes.
- D Identifies and discusses procedures for photographing specific types of evidence.
- E Demonstrates use of camera and take crime scene photos.
- F Prepares a photo log.

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**18 CRIME SCENE SKETCHES**

- A Explains the role of the crime scene sketch/diagrams to the investigation and future court proceedings.
- B Describes the procedures for sketching the crime scene.
- C Draws a sketch/diagram of crime scenes, that includes all the elements of evidence.
- D Discusses the importance of orienting the drawing to the north and identifying stationary objects to reference measurements to evidence.

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**19 TRACE EVIDENCE OF HAIR, FIBER, GLASS, PAINT, AND SOIL**

- A Identifies and collects hair and fiber at the crime scene.
- B Describes the nature of hair and fiber evidence.
- C Describes the significant features of the hair or fiber.
- D Describes the procedures for collecting hair and fiber evidence.
- E Describes the procedures for packaging hair and fiber evidence.
- F Collects hair and fiber trace evidence.
- G Identifies and collects glass, paint, and soil evidence at the crime scene.
- H Describes the nature of the glass, paint, and soil evidence.
- I Discusses laboratory examination of glass, paint, and soil evidence.
- J Describes the procedures for collecting glass, paint, and soil evidence.
- K Describes the procedures for packaging glass, paint, and soil evidence.
- L Collects glass, paint, and soil trace evidence.

Hours		
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**20 FINGERPRINT CLASSIFICATION AND IDENTIFICATION**

- A Describes the history of the science of human identification.
- B Describes the formation and identification of fingerprints and other significant markings on human fingers.
- C Defines fingerprint classifications, sub-classifications, and sub-secondary classifications.
- D Performs the taking, recording, and filing of fingerprints under normal and unusual circumstances.
- E Differentiates ridge characteristics in finger, palm and footprints.
- F Matches and interprets fingerprints, using the different types of classification systems.
- G Describes crime scene procedures for locating prints including developing latent prints.
- H Prepares court exhibits and presents evidence in court.
- I Discusses the F.B.I extensions to different types of classification systems.
- J Conducts post-mortem fingerprint identification.
- K Classifies fingerprints under the National Crime Information Center Classification System.
- L Discusses the latest in fingerprint technology, including lasers and the Automated Fingerprint Identification System (AFIS).

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**21 BLOOD STAIN PATTERN ANALYSIS**

- A Discusses the nature of the bloodstain evidence.
- B Define point of origin, point of convergence, angle of impact, terminal velocity Competency: Describe the historical figures in bloodstain pattern analysis.
- C List the physical properties of blood.
- D Describe factors that influence the amount and projection of blood spatter.
- E Identify how to determine the point of origin.
- F Describes the procedure for crime scene documentation of bloodstains.
- G Describes the procedure for collection of bloodstain evidence.
- H Analyses bloodstain patterns.

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**22 FIREARMS AND TOOL MARK EVIDENCE**

- A Describe parts of weapons looked at for trace evidence.
- B Identifies procedures for recovery of fired ammunition components.
- C Describes the procedures for collection of gunshot residues.
- D Describes the characteristics of various firearms and firearm cartridges.

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**23 IMPRESSION EVIDENCE**

- A Identifies and collects footwear, tire tread, and toolmark impressions at the crime scene.
- B Describes the nature of impression evidence.
- C Discusses laboratory examination of footwear and tire tread evidence.
- D Describes the procedures for collecting footwear and tire tread evidence.
- E Describes the procedures for the casting and lifting of impression evidence.

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**24 COURTROOM TESTIMONY**

- A Identifies steps in trial preparation.
- B Demonstrates strategies for being an effective witness.
- C Demonstrates appropriate courtroom dress and demeanor.
- D Describes proper procedures for presentation of evidence.
- E Identifies courtroom testimony for proper and improper techniques.

Hours		
Class	CC	CVE

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**25 LAW ENFORCEMENT FORENSICS FIELD EXPERIENCE**

- A Takes part and experiences a ride-along with a law enforcement agency.
- B Participates in a field trip to a forensics laboratory.
- C Attends a speaker workshop of a professional from a forensic unit.
- D Attends a speaker workshop of a professional from a Crime Scene Investigation Unit.

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**26 PERSONAL, PHYSICAL, AND PSYCHOLOGICAL QUALITIES FOUND IN SUCCESSFUL PUBLIC SAFETY JOB CANDIDATE**

- A State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.
- B Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
- C Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.
- D Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
- E Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.
- F Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.
- G Understand the selection process for various public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.
- H Understand the importance of security and background checks, credit checks, and other assessments including oral interviews and polygraph tests that are required for some public safety occupations.
- I Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- J Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.
- K Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.
- L Compile a personal portfolio specific to the expectations for employment in a public safety career.

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**27 EMPLOY ACTIVE LISTENING, PROPER NOTETAKING AND REPORT WRITING PROCEDURES**

- A Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- B Demonstrate effective methods of communicating with the public, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of body language.
- C Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.
- D Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.
- E Narrate a sequence of events consistent with agency reporting formats.
- F Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.



Hours		
Class	CC	CVE
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**28 KNOW THE SKILLS AND EQUIPMENT NEEDED TO DEAL WITH VARIOUS TYPES OF SITUATIONS FOUND IN PUBLIC SAFETY OCCUPATIONS**

- A Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems.
- B Identify the skills required to deal effectively with emergency situations.
- C Become familiar with personal safety procedures to meet prescribed regulations and situations.
- D Understand the safety and health issues related to serving persons with disabilities.
- E Discusses basic emergency lifesaving techniques in order to apply those skills as needed in emergencies.
- F Implement procedures for emergency response and know the requirements for handling hazardous materials, in normal and emergency situations, and to avoid health and environmental risks (e.g., airborne and blood-borne pathogens, contamination)
- G Explain the management of crisis negotiations to promote the safety of individuals and the public.
- H Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.

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**29 FORENSIC PATHOLOGY/ DEATH INVESTIGATIONS**

- A Define pathology and identify who would employ a pathologist.
- B Identify milestones in death investigation/pathology.
- C Describe the duties of a pathologist.
- D Identify the legal issues regarding forensic pathology Competency: Describe the education and training requirements for a pathologist.

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**30 SERIAL KILLERS**

- A Define serial murders, categories of modus operandi, signature, characteristics of a serial murderer.
- B Determine the difference between mass murder and serial murder.
- C Identify the types of serial murders as identified by the FBI's Crime Classification Manual.
- D Understand the background and behavior of serial killer.
- E Identify several serial killers and the methods used to link them to their crimes.
- F Recognize the importance of routine investigative work in the apprehension of serial killers.

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**31 SEXUAL PREDATORS**

- A Examines
- B Identifies procedures for
- C Describes the procedures
- D Describes the characteristics

**Job Attitudes**

- 99 A Work Ready Certificate