



# Fundamentals of Criminal Justice - Unit 3 - Crime Scene Investigation

## Unit Focus

In this unit students will focus on why do people commit crimes? Students will look at criminal theories, along with how an investigator will use deductive reasoning to create a criminal profile based on a crime scene investigation. Students will examine potential pieces of evidence that could be used against someone in a trial and weigh how much influence each could have over a jury. The PBA has students analyzing crime scenes and using deductive reasoning to develop a profile of a potential suspect.

## Stage 1: Desired Results - Key Understandings

| Standard(s)  | Transfer   |   |
|--|--|---|
| <b>Connecticut Goals and Standards</b><br><i>Business Law : 12</i> <ul style="list-style-type: none"> <li>Analyze and solve ethical and legal problems. <i>BL.1.1.1.1</i></li> <li>Analyze the specific cases by stating facts, finding the legal questions, applying the laws, and resolving the issues. <i>BL.1.2.1.1</i></li> </ul><br><b>Common Core</b><br><i>English Language Arts: 9-10</i> <ul style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <i>CCSS.ELA-LITERACY.W.9-10.1.A</i></li> <li>Provide a concluding statement or section that follows from and supports the argument presented. <i>CCSS.ELA-LITERACY.W.9-10.1.E</i></li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <i>CCSS.ELA-LITERACY.W.9-10.3.E</i></li> <li>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul> | <b>T1</b> Explore and hone techniques, skills, methods, and processes to create and innovate   |   |
|  | <b>Meaning</b>   |   |
|  | <b>Understanding(s)</b>  | <b>Essential Question(s)</b>  |
|  | <b>U1</b> Professionals use criminal profiling to find an individual likely to have committed a crime based on the facts around it using deductive reasoning.<br><b>U2</b> Organized and disorganized crime scenes can tell investigators information about the criminal such as intelligence, employment, social skills.<br><b>U3</b> In order to rule a person guilty of a crime all credible evidence must connect the defendant to the crime beyond a reasonable doubt.<br><b>U4</b> The causes of crime are grounded in multiple psychological, sociological, and biological theories.<br><b>U5</b> There are a wide variety of career paths in the criminal justice field with multiple options for education and training available to achieve productive meaningful careers. | <b>Q1</b> How do criminal justice systems balance the safety of the community with the need to protect individual rights?<br><b>Q2</b> What does a crime scene tell us about the person who committed the crime?<br><b>Q3</b> Why do people commit crimes?<br><b>Q4</b> How does each career play a role in the police, court, and corrections process to balance the safety of the community with the need to protect individual rights? |
|  | <b>Acquisition of Knowledge and Skill</b>  |   |
|  | <b>Knowledge</b>   | <b>Skill(s)</b>   |
|  | <b>K1</b> Criminal Theories: Psychological, social and biological  | <b>S1</b> Create a criminal profile using deductive reasoning and criminal theory   |

|  |   |   |
|--|---|---|
| <p><i>CCSS.ELA-LITERACY.SL.9-10.4</i></p> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i></li> <li>Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i></li> </ul> | <p><b>K2</b> Types of evidence: witness testimony, DNA, confession, physical evidence, digital evidence</p> <p><b>K3</b> Modus operandi and signatures</p> <p><b>K4</b> Organized vs Disorganized crime scene</p> | <p><b>S2</b> Weigh credibility of evidence to determine its strength in gaining a guilty verdict</p> <p><b>S3</b> Analyze a crime scene to determine if it is an unorganized or organized crime scene</p> <p><b>S4</b> Apply a criminal theory to a potential suspect to determine why they committed the crime.</p> <p><b>S5</b> Identify how a specific occupation plays a role and can affect the outcome of the criminal justice process.</p> |
|--|---|---|