

LOCALLY DEVELOPED COURSE OUTLINE

Forensic Studies25-3

Forensic Studies35-3

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	62.50	09/01/2018	08/31/2020	Acquired	Reauthorization	G10 G11 G12
35-3	62.50	09/01/2018	08/31/2020	Acquired	Reauthorization	G10 G11 G12

Course Description

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course will focus on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Course Prerequisites

Science 10 or Science 14 for Forensic Studies 25
Forensic Studies 25 for Forensic Studies 35

Sequence Introduction (formerly: Philosophy)

The Forensic Studies 25-35 course series supports many of the competencies and qualities outlined in the *Ministerial Order on Student Learning* (#001/2013), through the establishment of outcomes that foster hands-on problem-solving, investigation, and discovery through inquiry. This course series will facilitate the development of science process skills and other key competencies such as working collaboratively, planning sequentially and thinking logically.

In Forensic Studies 25-35, students will use reasoned approaches to the analysis of forensic evidence and the examination of the ethical considerations surrounding the collection and use of forensic evidence. Forensic Studies 25-35 draws on a student's existing curricular knowledge and challenges them to look at problems in a new way, thereby creating unique pathways of thought. Through the study of forensics, students will recognize the importance of having both an open mind and the intellectual flexibility to change their opinions and positions when necessitated by evidence.

Student Need (formerly: Rationale)

Forensic Studies 25-35 is a course series intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real world settings. This course series presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensics evidence-gathering techniques and the ethical complexities which confront experts using forensics evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 25-35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Scope and Sequence (formerly: Learner Outcomes)

In Forensic Studies 25-35, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course will focus on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Guiding Questions (formerly: General Outcomes)

- 1 Students will investigate and evaluate the ethical process of collection and preservation of crime scene evidence.**
- 2 Students will investigate and analyze the strengths and limitations of forensic evidence analysis.**
- 3 Students will explore and analyze the ethical considerations involved in the use of forensic evidence.**
- 4 Students will explore a variety of occupations and potential career opportunities in the field of forensics.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will investigate and evaluate the ethical process of collection and preservation of crime scene evidence.	25-3 35-3
1.1 explore the historical contributions of forensic pioneers to modern-day collection and preservation techniques	X
1.2 recognize techniques and processes used to secure, document and preserve a variety of crime scenes	X
1.3 recognize and classify a variety of types of evidence found at a variety of crime scenes	X
1.4 recognize techniques and processes used to collect evidence found at a variety of crime scenes	X
1.5 examine the ethical dilemmas associated with modern-day collection and preservation of evidence	X
1.6 identify and apply techniques and processes used to secure, document and preserve a variety of crime scenes	X
1.7 evaluate a variety of types of evidence found at a variety of crime scenes	X
1.8 apply techniques and processes used to collect evidence found at a variety of crime scenes	X

2 Students will investigate and analyze the strengths and limitations of forensic evidence analysis.	25-3 35-3
2.1 recognize a variety of techniques used to analyze different types of evidence	X
2.2 recognize the strengths and limitations of a variety of analytical methods	X
2.3 outline the sequence of steps involved in the analysis of different types of evidence	X
2.4 recognize ethical considerations in the analysis of forensic evidence	X
2.5 perform a variety of evidence analysis techniques	X

2.6 compare and contrast the effectiveness of a variety of analytical methods	X
2.7 draw inferences about a crime by applying a variety of forensic analysis techniques	X
2.8 examine ethical considerations in the analysis of forensic evidence	X

3 Students will explore and analyze the ethical considerations involved in the use of forensic evidence.	25-3 35-3
3.1 explore how evidence is presented in legal proceedings	X
3.2 outline the ethical considerations of biometrics and other criminal profiling techniques	X
3.3 examine legal cases where forensic evidence assisted in determining the outcome	X
3.4 analyze the effectiveness of evidence in legal proceedings	X
3.5 defend a position on whether or not to use biometrics and other criminal profiling techniques	X
3.6 evaluate the role of forensic evidence in overturning wrongful convictions and solving cold cases	X

4 Students will explore a variety of occupations and potential career opportunities in the field of forensics.	25-3 35-3
4.1 identify a variety of careers in the field of forensics	X
4.2 outline the roles and responsibilities of a variety of forensics experts in a criminal investigation	X
4.3 investigate a career of their choice in the field of forensics	X
4.4 identify how different forensics experts collaborate in a criminal investigation	X

Facilities or Equipment

Facility

No specific facilities are required for this course.

Facilities:

Equipment

No specific equipment for this course.

Learning and Teaching Resources

No specific resources are required for this course.

Sensitive or Controversial Content

Sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRD #39 Administrative Procedure 103 – Safe and Caring Learning Environments for Students will be adhered to.

Issue Management Strategy

Health and Safety

No specific safety risks or hazards are identified for this course.

Risk Management Strategy

Risk Management issues are not foreseen. Administrative Procedure 113 – Occupational Health and Safety and 342 – Field Trips and Other Curricular Activities will be adhered to.

Statement of Overlap with Existing Programs

Course Name: Science 6

Identified Overlap: Topic D: Evidence and Investigation of Science 6 --General Learner Expectations 6-8 and 6-9 do require students to recognize that evidence found at the scene of an activity may have unique characteristics and they will potentially investigate such evidence as footprints, ink, handwriting, fabric, fingerprints. This may be seen as overlap with outcome 1.3 of Forensic Studies 25-35.

Reasoning why LDC is necessary: Elementary students are looking at evidence from simple scenes of human activity, while high school students in Forensic Studies 25-35 are examining and analyzing evidence found at crime scenes and considering the ethical use of the evidence gathered.

Course Name: Science 24

Identified Overlap: Some minor overlap was identified. Specifically, under Unit C: Disease Defence and Human Health (Science, Technology and Knowledge) Outcome 4 mentions examination of DNA. DNA would be covered in some way in Forensic Studies 25-35.

Reasoning why LDC is necessary: None of the Science 24 course is focused on using forensics to examine crime scenes, so Forensic Studies 25-35 takes an approach that is not covered in Science 24.

Course Name: Biology 30

Identified Overlap: Some minor overlap was identified. In Biology 30 there is a genetics/DNA unit, and DNA would certainly come up in Forensic Studies 25-35.

Reasoning why LDC is necessary: The DNA discussion in Biology 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.

Course Name: Science 30

Identified Overlap: Some minor overlap was identified. In Science 30 they do examine DNA, and DNA would certainly come up in Forensic Studies 25-35

Reasoning why LDC is necessary: The DNA discussion in Science 30 is not focused on its application for solving crime, while that is the cornerstone of Forensic Studies 25-35.

Course Name: LGS1020 Public Law

Identified Overlap: Some minor overlap was identified. In LGS1020 there is an examination of the laws that protect rights and responsibilities (1.2). As the ethics of the use of forensic evidence is discussed in Forensic Studies 25-35, some discussion of legislation would ensue. As well, in LGS1020 there is the description of the criminal process which may tangentially be focused on as the criminal cases were examined in Forensic Studies 25-35.

Reasoning why LDC is necessary: The intention of LGS1020 Public Law is to explore the relationship between the government and the citizen, which is not the intention of Forensic Studies 25-35. Forensic Studies 25-35 aims to hone students' critical thinking through the examination of ethics in forensics.

Course Name: LGS3080 Criminal Law

Identified Overlap: Some minor overlap was identified. In LGS3080 (3.7.9), students will examine the criminal process and as part of this, will look at some issues related to evidence. The examples are given as "hearsay, prior bad acts". In Forensic Studies 25-35, students will be examining forensic evidence that could be used in criminal cases.

Reasoning why LDC is necessary: Forensic Studies 25-35 is examining the science of

forensics and the ethics surrounding the use of evidence, which is not the focus of this CTS course.

Course Name: Forensic Science Studies 35 (5 credit)

Identified Overlap: The Forensic Science Studies 35 and the 3 credit course series Forensic Studies 25-35 certainly do have overlap as they are both concerned with examining forensic evidence.

Reasoning why LDC is necessary:

The Forensic Science Studies 35 course is intended to be studied through online and outreach programs, which is not the intention of Forensic Studies 25-35.

Forensic Science Studies 35 has detailed specific learner outcomes, while the intent of Forensic Studies 25-35 is to allow some teacher discretion in the scope of discovery as they address the specific outcomes.

Forensic Studies 25-35 series does encourage a progression of skills development by having students recognize techniques and processes in Forensic Studies 25, and then apply and analyze the techniques and processes in Forensic Studies 35, hopefully with added insight.

Forensic Studies 25-35 does build on 10 level science courses and, therefore, provides a complete high school sequence. As well, Forensic Studies 25-35 has a heavy emphasis on examining the ethical considerations in the analysis and use of forensic evidence.

Student Assessment

No required assessments for this course.

Course Approval Implementation and Evaluation

This course will be monitored and evaluated by:

The respective administration of the school, the teacher of the course and the Associate Superintendent of Inclusion.

The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

