Theme/Unit: History and Services of the Crime Lab		Standards-Based Essential Skills to be Targeted	Strategies or Best Practices Used to Explicitly
		Throughout the Unit	Teach Skills and Concepts
 Enduring Understandings: The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	<u>Reading Outcomes</u>	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstrable Knowledge: Create a timeline of events in the development of forensic science. Create a mind map of the various professions in the area of forensic study. Investigate and report on a forensic case study using the crime library website. Identify the area of forensics that played a significant role in the case (www.crimelibrary.com). Maintain a procedural notebook by including all relevant procedures and laboratory exercises.
Assessments: <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing:
Notes: Drovided via fill in blank			FORENSICS CURRICULUM PERFORMANCE
Review: Unit 1 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com	Language/Listening and Speaking		 Students will know and be able to: Present a timeline of events in the development of forensic science. Describe the various professions in the area of forensic study. Access the Internet for specific information. Observe the relevance of classroom study to real- life situations. Set up and maintain a laboratory notebook

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 1-20
Informational	
Focus Vocabulary	Academic/Content Vocabulary: Criminalistics, evidence, ballistics, odontology, pathology, entomology, polygraphy, statutory law, common law, civil law, criminal law, probable cause booked, Miranda rights, arraignment, preliminary, evidentiary hearing, grad jury, indicted, plea bargaining, violation

			[]		
Ineme/Unit: Processing the Crime Scene		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts		Inst
 The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstrable Knowledge: Create a mind map of various types of physical evidence and how it is collected. Write a news article that describes a crime scene (Use scoring guide provided). Sketch a crime scene (rough and finished) by observing the scene. Act out a simple crime, record observations, and discuss what was observed. Maintain a procedural notebook by including all relevant procedures and laboratory exercises. 	Literature	Forensic S Funkhouse
Assessments: <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing: Informational Writing:	Informational	
Notes: Provided via fill in blank Review: Unit 1 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com	Language/Listening and Speaking		 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Describe the various types of physical evidence and how they are collected. Observe and process a crime scene. Solve a common logic problem. 	Focus Vocabulary	Academic evidence, circumstau sample, in probative

actices Used to Explicitly and Concepts	Instructional Resources	
p of various types of d how it is collected. le that describes a oring guide provided). ene (rough and ag the scene. rime, record ccuss what was ural notebook by t procedures and	Literature	Forensic Science for High School, Deslich & Funkhouser, p. 21-36
	<u>Informational</u>	
M PERFORMANCE ble to: types of physical ey are collected. a crime scene. ic problem.	Focus Vocabulary	Academic/Content Vocabulary: testimonial evidence, direct evidence, physical evidence, circumstantial evidence, unknown sample, control sample, individual evidence, class evidence, probative value

Standards-Based Essential Skills to be Targeted	Strategies or Best Practices Used to Explicitly
Throughout the Unit	Teach Skills and Concepts
 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	Demonstrable Knowledge: Demonstrable Knowledge: 1) Produce, lift, identify and distinguish between various fingerprints by displaying evidence through a portfolio. 2) Maintain a procedural notebook by including: a. Reference section including; The three principles of fingerprinting, biology of skin, and lifting techniques b. create fingerprint cards c. best print from glass d. best print from metal e. best print from dark surface f. best print from chemical reactions bonus: best palm, foot or shoe print
 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing: Informational Writing:
	 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Identify the classes of fingerprints. Determine the primary identification number of someone's fingerprints. Describe several methods for lifting prints. Lift fingerprints using various methods. Photograph prints and produce a print portfolio.
	 Standards-based essential skills to be hargeted Throughout the Unit Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11– 12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.e

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 49-76
Informational	
<u>Focus Vocabulary</u>	Academic/Content Vocabulary: fingerprint, loop, whorl , arches, minutiae, plastic prints, visible prints, latent prints, ninhydrin, dactyloscopy, anthropoemetry, AFIS

Theme/Unit: Toxicology		Chandende Deced Ferential Chille to be Terreted	Stratagies or Best Drestices Lload to Evalisity
		Standards-Based Essential Skills to be Targeted	Teach Skills and Concepts
 Enduring Understandings: The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstrable Knowledge: Perform the standardized test to ID poisons and drugs Produce a class book of poisons titled "Weekly Reader": a. each student – choose 5 poisons for each of the seven topics 1 page typed per poison Determine and perform the most appropriate method of testing unknown poisons and drugs. Create a visual that depicts the pathway of blood through the body. Maintain a procedural notebook by including all relevant procedures and laboratory exercises.
Assessments: Formative – During Unit: Worksheets, Vocabulary Quiz, Unit Quiz Summative – End of Unit: Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing: Informational Writing:
Notes: Provided via fill in blank Review: Unit 4 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com	Language/Listening and Speaking		 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Identify the classes of fingerprints. Determine the primary identification number of someone's fingerprints. Describe several methods for lifting prints. Lift fingerprints using various methods. Photograph prints and produce a print portfolio.

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 179-196
Informational	
Focus Vocabulary	Academic/Content Vocabulary: toxicology, toxin, chronic exposure, acute toxicity, synergism, antagonism, chelating agent, DUI

Theme/Unit: Trace Evidence			Chuckening on Deet Durchings Handles Fundiaithe
		Standards-Based Essential Skills to be largeted	Teach Skills and Concepts
 Enduring Understandings: The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstratable Knowledge: Create a mind map of various types of the characteristics of various types of fibers and hair Observe, classify, and sketch various types of hair (ie: human,cat, dog) and fibers using a microscope. Read case studies and determine the role that trace evidence played in the case. Maintain a procedural notebook by including all relevant procedures and laboratory exercises.
Assessments: Formative – During Unit: Worksheets, Vocabulary Quiz, Unit Quiz Summative – End of Unit: Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing: Informational Writing:
<u>Notes:</u> Provided via fill in blank <u>Review:</u>	aking		FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: • Name the microscopic parts of a hair.
Unit 5 review sheet Embedded questions in notes <u>Websites:</u> <u>www.ScienceSpot.net</u> www.crimelibrary.com	Language/Listening and Spe		 Describe the characteristics of various types of fiber. Differentiate between human and animal hair. Distinguish the various characteristics in human hair. Solve a crime by identifying hair and/or fibers from the scene.

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 197-218
Informational	
Focus Vocabulary	Academic/Content Vocabulary: Physical properties, malleable, chemical properties, stationary phase, mobile phase, cheiloscopy, chromatography, chromatogram

Theme/Unit: Document Analysis			
		Standards-Based Essential Skills to be Targeted	Strategies or Best Practices Used to Explicitly
 Enduring Understandings: The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 > Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. > Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. > Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. > Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. > Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	DESIRED PERFORMANCE Demonstrable Knowledge: 1) Use information on the ink and handwriting analysis to write an opinion paper on who committed a crime involving documents. (Use scoring guide.) As a resource use the Hard Evidence book and www.crimelibrary.com 2) Maintain a procedural notebook including all relevant procedures and laboratory exercises.
Assessments: <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing:
Notes: Provided via fill in blank Review: Unit 6 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com	Language/Listening and Speaking		 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Perform the process of chromatography and determine Rf value. Identify various facets of individual handwriting. Separate and identify different types of ink using paper chromatography. Determine the type of pen used in a forged note.

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 327-351
Informational	
<u>Focus Vocabulary</u>	Academic/Content Vocabulary: diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand, obliterate, watermark

Theme /Units Sampleau			
<u>Ineme/Unit</u> : Serology		Standards-Based Essential Skills to be Targeted	Strategies or Best Practices Used to Explicitly
Enduring Understandings:		Throughout the Unit	Teach Skills and Concepts
 The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	DESIRED PERFORMANCE Demonstrable Knowledge: 1) Select a case study and properly determine and communicate how the study of blood types, stains, and patterns led to a conviction in the case. Use as a resource. 2) Maintain a procedural notebook including all relevant procedures and laboratory exercises.
Assessments: <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e 	Literature Based Writing:
Notes:			FORENSICS CURRICULUM PERFORMANCE
Provided via fill in blank Review: Unit 1 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com	Language/Listening and Speaking		 INDICATORS Students will know and be able to: Name and describe the four major blood types. Name and describe the three major blood cells. Accurately type blood. Solve genetic probabilities using blood types. Describe and identify differences between animal and human blood. Use probability to determine blood heritage. Determine the blood spatter angle. Observe and draw conclusions using blood splatter patterns.

	Instructional Resources
Literature	Funkhouser, p. 219-242
<u>Informational</u>	
<u>Focus Vocabularγ</u>	Academic/Content Vocabulary: class evidence, presumptive, chemiluminesce, precipitin test, antibodies, antigens, agglutinate, serology, plasma, metabolites, erythrocytes, leukocytes, blood factors, secretors,

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Theme/Unit: DNA		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts
 The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: What is truth? Is scientific evidence all there is to determining truth? Are observations accurate? Are you seeing what is there or what you want to see? 	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstrable Knowledge: Relate the structure and genetic Write your case. The Innocence Project by Barry Scheck can be used as a resource. Write your research into a newsletter format and include the following teacher prepared rubric Explanation of what DNA and its relevance to forensic science Summary of the case researched including the end result of the court case The types of DNA fingerprinting Pros and cons of using DNA in the court of law 2) Maintain a procedural notebook including all relevant procedures and laboratory exercises.
Assessments: <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e CCSS.ELA-Literacy.W.11-12.8 	Literature Based Writing: Informational Writing:
Notes: Provided via fill in blank Review: Unit 8 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com www.innocenceproject.org	Language/Listening and Speaking		 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Describe the general structure of DNA. Determine and identify matching DNA samples. Discuss the legality of DNA as a courtroom tool. Research and draw conclusions concerning a specific case using DNA.

	Instructional Resources
Literature	Forensic Science for High School, Deslich & Funkhouser, p. 243-267
Informational	
Focus Vocabulary	Academic/Content Vocabulary: Chromosome, DNA, genes, proteins, amino acids, enzymes, restriction enzyme, electrophoresis, probe, polymerase chain reaction, PCR, alleles, Short tandem repeats, STR, CODIS

Theme/Unit: Crime Scene		Standards-Based Essential Skills to be Targeted	Strategies or Best Practices Used to Explicitly
		Throughout the Unit	Teach Skills and Concepts
Enduring Understandings: The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena. ESSENTIAL QUESTIONS: 1. What is truth? • Is scientific evidence all there is to determining truth? • Are observations accurate? • Are you seeing what is there or what you want to see?	Reading Outcomes	 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 	 Demonstrable Knowledge: Work in an expert groups (crime scene, toxicology, serology, trace evidence, fingerprint) to collect data. "Experts" use their forensics procedural notebook to collect data. Work with team members to plan a work schedule. Set up tests and collect results. Run tests more than once to verify results. Organize the data into a clear, accurate, and comprehensive report. "Home" groups are organized that contain an expert from each group. "Home" groups critically analyze the expert data through peer review and do the following: Prepare a written report detailing the results of each forensic test. Produce a report detailing the evidence to support the group claim. Present the report to the forensic examiner can question groups.).
<u>Assessments</u> : <u>Formative – During Unit</u> : Worksheets, Vocabulary Quiz, Unit Quiz <u>Summative – End of Unit</u> : Unit Test and Laboratory Worksheets Presentation:	Writing Outcomes	 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1.a CCSS.ELA-Literacy.W.11-12.1.b CCSS.ELA-Literacy.W.11-12.1.c CCSS.ELA-Literacy.W.11-12.1.d CCSS.ELA-Literacy.W.11-12.1.e CCSS.ELA-Literacy.W.11-12.8 	Literature Based Writing: Informational Writing:
Notes: Provided via fill in blank Review: Unit 8 review sheet Embedded questions in notes Websites: www.ScienceSpot.net www.crimelibrary.com www.innocenceproject.org	Language/Listening and Speaking		 FORENSICS CURRICULUM PERFORMANCE INDICATORS Students will know and be able to: Critically analyze and process a crime scene. Make a claim and support it with forensic evidence. Prepare a written and oral report to the forensic examiner.

	Instructional Resources
	Forencie Science for With School Deslich 9
Literature	Funkhouser, p. 37-48
Informational	
Focus Vocabulary	Academic/Content Vocabulary: evidence, ballistics, odontology, pathology, entomology, polygraphy, statutory law, common law, civil law, criminal law, probable cause booked, Miranda rights, arraignment, preliminary, evidentiary hearing, grad jury, indicted, plea bargaining, violation