

<p><b>Theme/Unit:</b> History and Services of the Crime Lab</p> <p><b>Enduring Understandings:</b> The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena.</p> <p><b>ESSENTIAL QUESTIONS:</b> 1. What is truth?</p> <ul style="list-style-type: none"> <li>Is scientific evidence all there is to determining truth?</li> <li>Are observations accurate?</li> <li>Are you seeing what is there or what you want to see?</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading Outcomes</b></p>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p>	<p><b>Instructional Resources</b></p>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> Worksheets, Vocabulary Quiz, Unit Quiz</p> <p><b>Summative – End of Unit:</b> Unit Test and Laboratory Worksheets</p> <p><b>Presentation:</b></p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing Outcomes</b></p>	<ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.W.11-12.1               <ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.W.11-12.1.a</li> <li>CCSS.ELA-Literacy.W.11-12.1.b</li> <li>CCSS.ELA-Literacy.W.11-12.1.c</li> <li>CCSS.ELA-Literacy.W.11-12.1.d</li> <li>CCSS.ELA-Literacy.W.11-12.1.e</li> </ul> </li> </ul>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literature</b></p>
<p><b>Notes:</b> Provided via fill in blank</p> <p><b>Review:</b> Unit 1 review sheet Embedded questions in notes</p> <p><b>Websites:</b> <a href="http://www.ScienceSpot.net">www.ScienceSpot.net</a> <a href="http://www.crimelibrary.com">www.crimelibrary.com</a></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language/Listening and Speaking</b></p>			<p><b>FORENSICS CURRICULUM PERFORMANCE INDICATORS</b></p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>Present a timeline of events in the development of forensic science.</li> <li>Describe the various professions in the area of forensic study.</li> <li>Access the Internet for specific information.</li> <li>Observe the relevance of classroom study to real- life situations.</li> <li>Set up and maintain a laboratory notebook</li> </ul>	









<p><b>Theme/Unit:</b> Document Analysis</p> <p><b>Enduring Understandings:</b> The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena.</p> <p><b>ESSENTIAL QUESTIONS:</b> 1. What is truth?</p> <ul style="list-style-type: none"> <li>• Is scientific evidence all there is to determining truth?</li> <li>• Are observations accurate?</li> <li>• Are you seeing what is there or what you want to see?</li> </ul>	<b>Reading Outcomes</b>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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>.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <p><b>DESIRED PERFORMANCE</b> <b>Demonstrable Knowledge:</b></p> <p>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 <a href="http://www.crimelibrary.com">www.crimelibrary.com</a></p> <p>2) Maintain a procedural notebook including all relevant procedures and laboratory exercises.</p>	<b>Instructional Resources</b>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> Worksheets, Vocabulary Quiz, Unit Quiz</p> <p><b>Summative – End of Unit:</b> Unit Test and Laboratory Worksheets</p> <p><b>Presentation:</b></p>	<b>Writing Outcomes</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.11-12.1 <ul style="list-style-type: none"> <li>○ CCSS.ELA-Literacy.W.11-12.1.a</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.b</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.c</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.d</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.e</li> </ul> </li> </ul>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p>	<b>Informational</b>	
<p><b>Notes:</b> Provided via fill in blank</p> <p><b>Review:</b> Unit 6 review sheet Embedded questions in notes</p> <p><b>Websites:</b> <a href="http://www.ScienceSpot.net">www.ScienceSpot.net</a> <a href="http://www.crimelibrary.com">www.crimelibrary.com</a></p>	<b>Language/Listening and Speaking</b>		<p><b>FORENSICS CURRICULUM PERFORMANCE INDICATORS</b> Students will know and be able to:</p> <ul style="list-style-type: none"> <li>· Perform the process of chromatography and determine Rf value.</li> <li>· Identify various facets of individual handwriting.</li> <li>· Separate and identify different types of ink using paper chromatography.</li> <li>· Determine the type of pen used in a forged note.</li> </ul>	<b>Focus Vocabulary</b>	<p><b>Academic/Content Vocabulary:</b> diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand, obliterate, watermark</p>



<p><b>Theme/Unit:</b> DNA</p> <p><b>Enduring Understandings:</b> The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena.</p> <p><b>ESSENTIAL QUESTIONS:</b> 1. What is truth?</p> <ul style="list-style-type: none"> <li>• Is scientific evidence all there is to determining truth?</li> <li>• Are observations accurate?</li> <li>• Are you seeing what is there or what you want to see?</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading Outcomes</b></p>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p>	<p><b><u>Instructional Resources</u></b></p>	
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<p><b>Notes:</b> Provided via fill in blank</p> <p><b>Review:</b> Unit 8 review sheet Embedded questions in notes</p> <p><b>Websites:</b> <a href="http://www.ScienceSpot.net">www.ScienceSpot.net</a> <a href="http://www.crimelibrary.com">www.crimelibrary.com</a> <a href="http://www.innocenceproject.org">www.innocenceproject.org</a></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language/Listening and Speaking</b></p>			<p><b>FORENSICS CURRICULUM PERFORMANCE INDICATORS</b></p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>• Describe the general structure of DNA.</li> <li>• Determine and identify matching DNA samples.</li> <li>• Discuss the legality of DNA as a courtroom tool.</li> <li>• Research and draw conclusions concerning a specific case using DNA.</li> </ul>	
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language/Listening and Speaking</b></p>			<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Focus Vocabulary</b></p>



<p><b>Theme/Unit:</b> Crime Scene</p> <p><b>Enduring Understandings:</b> The central purpose of scientific inquiry is to develop explanations of natural phenomena, test proposed explanations, and provide new insights into phenomena.</p> <p><b>ESSENTIAL QUESTIONS:</b> 1. What is truth?</p> <ul style="list-style-type: none"> <li>• Is scientific evidence all there is to determining truth?</li> <li>• Are observations accurate?</li> <li>• Are you seeing what is there or what you want to see?</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading Outcomes</b></p>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p>	<p><b><u>Instructional Resources</u></b></p>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> Worksheets, Vocabulary Quiz, Unit Quiz</p> <p><b>Summative – End of Unit:</b> Unit Test and Laboratory Worksheets</p> <p><b>Presentation:</b></p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing Outcomes</b></p>	<ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.W.11-12.1 <ul style="list-style-type: none"> <li>○ CCSS.ELA-Literacy.W.11-12.1.a</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.b</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.c</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.d</li> <li>○ CCSS.ELA-Literacy.W.11-12.1.e</li> </ul> </li> <li>• CCSS.ELA-Literacy.W.11-12.8</li> </ul>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literature</b></p>
<p><b>Notes:</b> Provided via fill in blank</p> <p><b>Review:</b> Unit 8 review sheet Embedded questions in notes</p> <p><b>Websites:</b> <a href="http://www.ScienceSpot.net">www.ScienceSpot.net</a> <a href="http://www.crimelibrary.com">www.crimelibrary.com</a> <a href="http://www.innocenceproject.org">www.innocenceproject.org</a></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language/Listening and Speaking</b></p>			<p><b>FORENSICS CURRICULUM PERFORMANCE INDICATORS</b></p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>· Critically analyze and process a crime scene.</li> <li>· Make a claim and support it with forensic evidence.</li> <li>· Prepare a written and oral report to the forensic examiner.</li> </ul>	