Westside High School - Weekly Plan to Align Lessons (Week At a Glance) –SY 25-26

Teacher-Finnegan/Sharfudeen Subject: Forensic Science

**Course:** For. Sci

**Grade:** 12

**Date(s):**18--22

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| **Standard**: SFS1. Obtain, evaluate, and communicate information to properly conduct a forensic investigation of a crime scene.**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | **Pre-Teaching** **Learning Target**  **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Monday** |  | I am learning about crime scene investigation and evidence gathering. | "Deductive Reasoning" Recall Question. | Reiterate deductive reasoning instructions. | Discuss deductive reasoning questions and misconceptions. | Students continue deductive reasoning entomology assignment. | Students complete entomology write up. | Hand in write up. |
|  | I can identify types of evidence and methods of analysis |
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| **Tuesday** |  | I am learning about crime scene documentation | "Forensic Scientists" Intro question. | Description and instructions of " rough" crime scene sketches. | Student groups of 3 measureand draw "crime " scene" | Student groups of 3 measure and draw " crime "scene" | Non-crime scene groups work in book. | Progress check. |
|  | I can accurately create a rough crime scene sketch with labels. |
|  | I can create a refined crime scene sketch with previous rough sketch |
| **Wednesday** |  | SFS1. Obtain, evaluate, and communicate information to properly conduct a forensicinvestigation of a crime scene. | Crime Lab DIN. | Explain formal structure of Forensic Files summary. | Watch Episode "Accident or murder" | Watch Episode "Accident or murder" | Students complete summary. | Turn in final product. |
|  | I can correctly identify evidence, suspects, victims, and motive from a forensic files episode. |
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| **Thursday** |  | I am learning about crime scene documentation | Crime Scene sketch DIN. | Description and instructions of " refined" crime scene sketches | Student groups of 3 measureand draw "crime " scene" | Student groups of 3 measure and draw " crime "scene" | Non-crime scene groups work in book. | TOTD lab question. |
|  | I can accurately create a rough crime scene sketch with labels. |
|  | I can create a refined crime scene sketch with previous rough sketch |
| **Friday** |  | I am learning about the various types of crime scene labs. | Sci. method recall question. | Crime scene lab notes. | Crime scene lab notes. | Forensic scientists quiz. | Forensic scientists quiz. | Collect quiz. |
|  | I can differentiate between "general" crime scene labs and " specialist" crime scene labs |
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*\*key literacy strategies*