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 |
| **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 measure  and 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 forensic  investigation 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 measure  and 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*