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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**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **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** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about lab safety and measurement taking/calculations**    **```` I can calculate density from measurements.** | Density practice problems with various units. | Students will measure the masses and volumes of various objects using electronic scales and Archimedes principle. | | Students will calculate density in groups. | | Discussion of possible points of error |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **I am learning about the history of forensic science.**    I can describe the major types of forensics, the pioneers of these disciplines, and their individual importance. | DIN listing a type of evidence. | Lecture notes, discussion, Q&A about famous forensic scientists, early forensic techniques, and the development of more modern and computational techniques. | | | Students complete a 3-2-1 personal inventory. | Open questions. |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I am learning about t True crime scene investigation and the various roles investigators play.        **I can explain the job responsibilities of each person at a crime scene and the importance of their work.** | Recall questions from previous day. | Class discussion highlighting the difference between “CSI” type shows and actual crime scene investigation, including division of labor, person responsibilities, documentation, and culpability for mistakes. | | Students will read alone or in pairs the case study found in their work book. | | Ask students the question, which “job” at a crime scene would you prefer and why? |
| **Thursday** |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about real life forensic investigations.**      **I can use actual**  **Crime cases to better my understanding of forensic science** | DIN: Describe famous forensic scientist and have students identify. | Explain format of a Forensic Files episode, the FF documentation sheet, and requirements for each watched episode. | | Forensic Files “Dark Water” episode. Students responsible for filling out worksheet according to specifications. | | Discussion of evidence types and MOST important example. |

*\*key literacy strategies*