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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
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| **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*