

**INDIANA AREA SCHOOL DISTRICT  
INDIANA, PA  
Secondary**

Course Title: Forensic Science

Grade Level: 10th-12th

Course Number:

Core or Elective: Elective

Periods Per Week: 5

Length of Time: 40 Minutes

Length of Course: One semester

Units of Credit: .5

# Course Description

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This is a one semester introductory course exposing students to various branches of forensic science. Throughout the course, students will use complex reasoning skills and critical thinking to analyze physical evidence often found at crime scenes. Emphasis will be on the history of forensic science, crime scene processing, hair and fiber analysis, impression evidence, glass and soil evidence, blood analysis, DNA analysis, and post mortem intervals.

## Expected Level of Achievements (District Grading Scale)

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| <b>A (4):</b> | <b>93% - 100%</b>    |
| <b>B (3):</b> | <b>85% - 92%</b>     |
| <b>C (2):</b> | <b>77% - 84%</b>     |
| <b>D (1):</b> | <b>69% - 76%</b>     |
| <b>F (0):</b> | <b>68% and below</b> |

**Subject Area: Science**

**Course Title: Forensic Science**

**Grade: 10-12**

**Strand: Introduction to Forensics**

| <b>Academic/Content Standards/<br/>Benchmarks</b>  | <b>Objectives</b>  | <b>Instructional Strategies</b>  | <b>Assessment Strategies</b>  |
|--|--|--|---|
| <p>The student will:</p> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"><li>• Compare and contrast scientific theories.</li><li>• Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li><li>• Identify questions and concepts that guide scientific investigations.</li><li>• Formulate and revise explanations and models using logic and evidence.</li><li>• Recognize and analyze alternative explanations and models.</li><li>• Explain the importance of accuracy and precision in making valid measurements.</li><li>• Examine the status of existing theories.</li><li>• Evaluate experimental information for relevance and adherence to science processes.</li><li>• Judge that conclusions are consistent and logical with experimental conditions.</li><li>• Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li><li>• Communicate and defend a scientific argument.</li></ul> | <p>The student will:</p> <ul style="list-style-type: none"><li>• Define forensic science or criminalistics.</li><li>• Describe the major contributors to the development of forensic science.</li><li>• Describe the various levels and types of crime laboratories as they exist on the national, state, and local levels of government in the United States.</li><li>• Explain the significance of Locard's Exchange Principle of transfer of evidence.</li><li>• Analyze the data obtained from a crime scene using inductive and deductive reasoning.</li><li>• Define crime.</li><li>• Describe and distinguish between the two elements of crime; mens reas and actus reus.</li><li>• Identify the elements of mens reas and actus reas.</li><li>• Identify and describe the corpus delicti of crime.</li><li>• Differentiate between violent and nonviolent crimes and define the various type of crimes.</li><li>• Distinguish between felony, misdemeanor and infraction.</li></ul> | <ul style="list-style-type: none"><li>• Class lecture/discussions</li><li>• Guided Inquiry Based Activities</li><li>• Web-based research</li><li>• Small group activities</li><li>• Homework</li></ul> | <ul style="list-style-type: none"><li>• Active daily participation</li><li>• Quizzes and Exams</li><li>• Homework assignments</li><li>• Case study discussion question responses</li><li>• Mock crime scene scenario labs</li></ul> |

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| <p>Standard - 3.1.10.B4</p> <ul style="list-style-type: none"> <li>• Explain how genetic technologies have impacted the fields of medicine, forensics, and agriculture.</li> </ul> |  |  |  |
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| <p><b>Materials/Resources</b></p>            | <p><b>Reteaching</b></p> <p>The student will:</p>   | <p><b>Enrichment</b></p> <p>The student will:</p>  |
|--|---|--|
| <p>Teacher made materials and activities</p> | <ul style="list-style-type: none"> <li>• Utilization of Resource Room</li> <li>• Co-teaching</li> <li>• Additional Time</li> <li>• Modified Assessments</li> <li>• In class grouping</li> <li>• Peer tutoring</li> <li>• Appropriate Differentiated Instruction techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Independent study</li> <li>• Peer tutoring</li> <li>• Projects</li> </ul> |

**Subject Area: Science**

**Course Title: Forensic Science**

**Grade: 10-12**

**Strand: Crime Scene Processing**

| <b>Academic/Content Standards/<br/>Benchmarks</b><br>The student will:  | <b>Objectives</b><br>The student will:   | <b>Instructional Strategies</b>   | <b>Assessment Strategies</b>  |
|---|--|---|---|
| <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"><li>• Compare and contrast scientific theories.</li><li>• Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li><li>• Identify questions and concepts that guide scientific investigations.</li><li>• Formulate and revise explanations and models using logic and evidence.</li><li>• Recognize and analyze alternative explanations and models.</li><li>• Explain the importance of accuracy and precision in making valid measurements.</li><li>• Examine the status of existing theories.</li><li>• Evaluate experimental information for relevance and adherence to science processes.</li><li>• Judge that conclusions are consistent and logical with experimental conditions.</li><li>• Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li><li>• Communicate and defend a scientific argument.</li></ul> | <ul style="list-style-type: none"><li>• Distinguish between primary and secondary crime scene area.</li><li>• Describe the proper procedures for conducting a systematic search of crime scenes.</li><li>• Explain the responsibilities of the first responder who arrives at a crime scene.</li><li>• Explain the steps to be taken for thoroughly recording a crime scene.</li><li>• Define the chain of custody</li><li>• Describe the steps taken to process the crime scene.</li><li>• Describe the common types of physical evidence encountered at crime scenes.</li><li>• Explain the difference between the identification and comparison of physical evidence.</li><li>• Define individual and class characteristics and give examples of physical evidence possessing these characteristics.</li><li>• Discuss the value of class evidence to a criminal investigation.</li><li>• Explain the purpose physical evidence plays in reconstructing the events surrounding a crime.</li></ul> | <ul style="list-style-type: none"><li>• Class lecture/discussions</li><li>• Guided Inquiry Based Activities</li><li>• Lab activities</li><li>• Web-based research</li><li>• Small group activities</li><li>• Homework</li></ul> | <ul style="list-style-type: none"><li>• Active daily participation</li><li>• Quizzes and Exams</li><li>• Homework assignments</li><li>• Case study discussion question responses</li><li>• Mock crime scene scenario labs</li></ul> |

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|  | <ul style="list-style-type: none"> <li>Describe the proper techniques for packaging common types of physical evidence.</li> </ul> |  |  |
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| <b>Materials/Resources</b>            | <b>Reteaching</b>   | <b>Enrichment</b>  |
|---------------------------------------|---|--|
| Teacher made materials and activities | The student will: <ul style="list-style-type: none"> <li>Utilization of Resource Room</li> <li>Co-teaching</li> <li>Additional Time</li> <li>Modified Assessments</li> <li>In class grouping</li> <li>Peer tutoring</li> <li>Appropriate Differentiated Instruction techniques</li> </ul> | The student will: <ul style="list-style-type: none"> <li>Independent study</li> <li>Peer tutoring</li> <li>Projects</li> </ul> |

**Subject Area: Science**

**Course Title: Forensic Science**

**Grade: 10-12**

**Strand: Hair and fiber analysis**

| <b>Academic/Content Standards/<br/>Benchmarks</b><br>The student will:   | <b>Objectives</b><br>The student will:  | <b>Instructional Strategies</b>   | <b>Assessment Strategies</b>  |
|--|---|---|---|
| <p>Standard - 3.1.10.A7</p> <ul style="list-style-type: none"><li>Describe the relationship between the structure of organic molecules and the function they serve in living organisms.</li></ul> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"><li>Compare and contrast scientific theories.</li><li>Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li><li>Identify questions and concepts that guide scientific investigations.</li><li>Formulate and revise explanations and models using logic and evidence.</li><li>Recognize and analyze alternative explanations and models.</li><li>Explain the importance of accuracy and precision in making valid measurements.</li><li>Examine the status of existing theories.</li><li>Evaluate experimental information for relevance and adherence to science processes.</li><li>Judge that conclusions are consistent and logical with experimental conditions.</li></ul> | <ul style="list-style-type: none"><li>Identify hair and fiber at crime scene.</li><li>Microscopically analyze hair, distinguish between human and animal hair.</li><li>Characterize human hair and place it into correct racial group.</li><li>Identify the stage of hair growth.</li><li>Explain microscopic distinction between different animal hair.</li><li>Identify and classify fibers based on physical and chemical characteristics.</li></ul> | <ul style="list-style-type: none"><li>Class lecture/discussions</li><li>Guided Inquiry Based Activities</li><li>Lab activities</li><li>Web-based research</li><li>Small group activities</li><li>Homework</li></ul> | <ul style="list-style-type: none"><li>Active daily participation</li><li>Quizzes and Exams</li><li>Homework assignments</li><li>Case study discussion question responses</li><li>Mock crime scene scenario labs</li></ul> |

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| <ul style="list-style-type: none"> <li>• Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>• Communicate and defend a scientific argument.</li> </ul> |  |  |  |
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| <b>Materials/Resources</b>            | <b>Reteaching</b><br>The student will:  | <b>Enrichment</b><br>The student will:   |
|---------------------------------------|---|--|
| Teacher made materials and activities | <ul style="list-style-type: none"> <li>• Utilization of Resource Room</li> <li>• Co-teaching</li> <li>• Additional Time</li> <li>• Modified Assessments</li> <li>• In class grouping</li> <li>• Peer tutoring</li> <li>• Appropriate Differentiated Instruction techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Independent study</li> <li>• Peer tutoring</li> <li>• Projects</li> </ul> |



| <b>Academic/Content Standards/<br/>Benchmarks</b><br>The student will:   | <b>Objectives</b><br>The student will:   | <b>Instructional Strategies</b>  | <b>Assessment Strategies</b>  |
|--|--|--|---|
| Standards: 3.2.12.A6 <ul style="list-style-type: none"> <li>● Examine the status of existing theories.</li> <li>● Evaluate experimental information for relevance and adherence to science processes.</li> <li>● Judge that conclusions are consistent and logical with experimental conditions.</li> <li>● Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>● Communicate and defend a scientific argument.</li> </ul><br>Standard - 3.1.10.A7 <ul style="list-style-type: none"> <li>● Describe the relationship between the structure of organic molecules and the function they serve in living organisms.</li> </ul> | <ul style="list-style-type: none"> <li>● Define the ridge characteristics of a fingerprint.</li> <li>● Explain why a fingerprint is a permanent feature of the human anatomy.</li> <li>● List the three major fingerprint patterns and describe their respective subclasses.</li> <li>● Describe visible, plastic, and latent fingerprints.</li> <li>● Explain the techniques for developing prints on porous objects.</li> <li>● Describe the chemical techniques for developing prints on porous objects.</li> <li>● Describe the proper procedures for preserving a developed latent fingerprint.</li> <li>● Define ridge characteristics of lip print.</li> <li>● Develop latent lip print from crime scene.</li> <li>● Identify distinguishing characteristics of tire imprints, shoe imprints and tool marks and bite marks.</li> <li>● Differentiate between human and animal impressions.</li> </ul> | <ul style="list-style-type: none"> <li>● Class lecture/discussions</li> <li>● Guided Inquiry Based Activities</li> <li>● Lab activities</li> <li>● Web-based research</li> <li>● Small group activities</li> <li>● Homework</li> </ul> | <ul style="list-style-type: none"> <li>● Active daily participation</li> <li>● Quizzes and Exams</li> <li>● Homework assignments</li> <li>● Case study discussion question responses</li> <li>● Mock crime scene scenario labs</li> </ul> |

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| <b>Materials/Resources</b>            | <b>Reteaching</b><br>The student will:  | <b>Enrichment</b><br>The student will:   |
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| Teacher made materials and activities | <ul style="list-style-type: none"> <li>● Utilization of Resource Room</li> <li>● Co-teaching</li> <li>● Additional Time</li> <li>● Modified Assessments</li> <li>● In class grouping</li> <li>● Peer tutoring</li> <li>● Appropriate Differentiated Instruction techniques</li> </ul> | <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Peer tutoring</li> <li>● Projects</li> </ul> |

**Subject Area: Science**

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**Grade: 10-12**

**Strand: Glass and Soil Evidence**

| <b>Academic/Content Standards/<br/>Benchmarks</b>  | <b>Objectives</b>  | <b>Instructional Strategies</b>   | <b>Assessment Strategies</b>  |
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| <p>The student will:</p> <p>Standard 3.2.C.A1.</p> <ul style="list-style-type: none"><li>• Differentiate between pure substances and mixtures; differentiate between heterogeneous and homogeneous mixtures.</li></ul> <p>Standard 3.3.10.A1.</p> <ul style="list-style-type: none"><li>• Relate plate tectonics to both slow and rapid changes in the earth's surface.</li><li>• Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks.</li><li>• Relate geochemical cycles to the conservation of matter.</li><li>• Explain how the Earth is composed of a number of dynamic, interacting systems exchanging energy or matter.</li></ul> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"><li>• Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li><li>• Identify questions and concepts that guide scientific investigations.</li><li>• Formulate and revise explanations and models using logic and evidence.</li></ul> | <p>The student will:</p> <ul style="list-style-type: none"><li>• Define the physical and chemical properties of glass.</li><li>• Define refractive index.</li><li>• Distinguish between crystalline solids and amorphous solids.</li><li>• Describe the flotation and immersion methods for comparing glass specimens.</li><li>• Explain how to examine glass fractures to determine the direction of impact from a projectile.</li><li>• Describe the process of collecting glass evidence.</li><li>• List the important forensic properties of soil.</li><li>• Describe the density-gradient tube technique.</li><li>• Describe the process of collecting soil evidence.</li></ul> | <ul style="list-style-type: none"><li>• Class lecture/discussions</li><li>• Guided Inquiry Based Activities</li><li>• Lab activities</li><li>• Web-based research</li><li>• Small group activities</li><li>• Homework</li></ul> | <ul style="list-style-type: none"><li>• Active daily participation</li><li>• Quizzes and Exams</li><li>• Homework assignments</li><li>• Case study discussion question responses</li><li>• Mock crime scene scenario labs</li></ul> |

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| <ul style="list-style-type: none"> <li>● Recognize and analyze alternative explanations and models.</li> <li>● Explain the importance of accuracy and precision in making valid measurements.</li> <li>● Examine the status of existing theories.</li> <li>● Evaluate experimental information for relevance and adherence to science processes.</li> <li>● Judge that conclusions are consistent and logical with experimental conditions.</li> <li>● Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>● Communicate and defend a scientific argument.</li> </ul> |  |  |  |
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| <b>Materials/Resources</b>             | <b>Reteaching</b>   | <b>Enrichment</b>  |
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| Teacher made materials and activities. | The student will: <ul style="list-style-type: none"> <li>● Utilization of Resource Room</li> <li>● Co-teaching</li> <li>● Additional Time</li> <li>● Modified Assessments</li> <li>● In class grouping</li> <li>● Peer tutoring</li> <li>● Appropriate Differentiated Instruction techniques</li> </ul> | The student will: <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Peer tutoring</li> <li>● Projects</li> </ul> |

| <b>Academic/Content Standards/<br/>Benchmarks</b>  | <b>Objectives</b>  | <b>Instructional Strategies</b>  | <b>Assessment Strategies</b>  |
|--|--|--|---|
| <p>The student will:</p> <p>Standard 3.1.10.A7</p> <ul style="list-style-type: none"> <li>Describe the relationship between the structure of organic molecules and the function they serve in living organisms. Explain how cells store and use information to guide their functions.</li> </ul> <p>Standard - 3.1.10.B3</p> <ul style="list-style-type: none"> <li>Describe the basic structure of DNA and its function in genetic inheritance.</li> <li>Describe the role of DNA in protein synthesis as it relates to gene expression.</li> </ul> <p>Standard - 3.2.10.B1</p> <ul style="list-style-type: none"> <li>Analyze the relationships among the net forces acting on a body, the mass of the body, and the resulting acceleration using Newton's Second Law of Motion.</li> <li>Apply Newton's Law of Universal Gravitation to the forces between two objects.</li> <li>Use Newton's Third Law to explain forces as interactions between bodies.</li> <li>Describe how interactions between objects conserve momentum.</li> </ul> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"> <li>Know that both direct and</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>Identify different types of serological evidence and use a variety of testing techniques to differentiate them.</li> <li>Differentiate between human and animal blood cells.</li> <li>Identify blood type and use a variety of testing techniques.</li> <li>Analyze blood spatter at the crime scene using principles of physics and determine the angle of impact, the probable weapon used, the position of the body etc.</li> </ul> | <ul style="list-style-type: none"> <li>Class lecture/discussions</li> <li>Guided Inquiry Based Activities</li> <li>Lab activities</li> <li>Web-based research</li> <li>Small group activities</li> <li>Homework</li> </ul> | <ul style="list-style-type: none"> <li>Active daily participation</li> <li>Quizzes and Exams</li> <li>Homework assignments</li> <li>Case study discussion question responses</li> <li>Mock crime scene scenario labs</li> </ul> |

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| <p>indirect observations are used by scientists to study the natural world and universe.</p> <ul style="list-style-type: none"> <li>• Identify questions and concepts that guide scientific investigations.</li> <li>• Formulate and revise explanations and models using logic and evidence.</li> <li>• Recognize and analyze alternative explanations and models.</li> <li>• Explain the importance of accuracy and precision in making valid measurements.</li> <li>• Examine the status of existing theories.</li> <li>• Evaluate experimental information for relevance and adherence to science processes.</li> <li>• Judge that conclusions are consistent and logical with experimental conditions.</li> <li>• Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>• Communicate and defend a scientific argument.</li> </ul> |  |  |  |
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| <p><b>Materials/Resources</b></p>             | <p><b>Reteaching</b></p> <p>The student will:</p>   | <p><b>Enrichment</b></p> <p>The student will:</p>  |
|---|---|--|
| <p>Teacher made materials and activities.</p> | <ul style="list-style-type: none"> <li>• Utilization of Resource Room</li> <li>• Co-teaching</li> <li>• Additional Time</li> <li>• Modified Assessments</li> <li>• In class grouping</li> <li>• Peer tutoring</li> <li>• Appropriate Differentiated Instruction techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Independent study</li> <li>• Peer tutoring</li> <li>• Projects</li> </ul> |

| <b>Academic/Content Standards/<br/>Benchmarks</b>   | <b>Objectives</b>   | <b>Instructional Strategies</b>  | <b>Assessment Strategies</b>  |
|---|---|--|---|
| <p>The student will:</p> <p>Standard 3.1.12.B1</p> <ul style="list-style-type: none"> <li>Describe how genetic information is inherited and expressed.</li> </ul> <p>Standard 3.1.10.A7</p> <ul style="list-style-type: none"> <li>Describe the relationship between the structure of organic molecules and the function they serve in living organisms. Explain how cells store and use information to guide their functions.</li> </ul> <p>Standard - 3.1.10.B3</p> <ul style="list-style-type: none"> <li>Describe the basic structure of DNA and its function in genetic inheritance.</li> <li>Describe the role of DNA in protein synthesis as it relates to gene expression.</li> </ul> <p>Standard -3.1.10.B4</p> <ul style="list-style-type: none"> <li>Explain how genetic technologies have impacted the fields of medicine, forensics, and agriculture.</li> </ul> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"> <li>Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li> <li>Identify questions and concepts that guide scientific investigations.</li> <li>Formulate and revise</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>Describe the structure and function of the DNA molecule.</li> <li>Explain how DNA replicates itself.</li> <li>Describe the implications of DNA replication for forensic science.</li> <li>Explain the technology of polymerase chain reaction (PCR) and how it is applied to forensic science.</li> <li>Describe the latest DNA typing techniques [Capillary Electrophoresis and Short Tandem Repeat (STR)].</li> </ul> | <ul style="list-style-type: none"> <li>Class lecture/discussions</li> <li>Guided Inquiry Based Activities</li> <li>Lab activities</li> <li>Web-based research</li> <li>Small group activities</li> <li>Homework</li> </ul> | <ul style="list-style-type: none"> <li>Active daily participation</li> <li>Quizzes and Exams</li> <li>Homework assignments</li> <li>Case study discussion question responses</li> <li>Mock crime scene scenario labs</li> </ul> |

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| <p>explanations and models using logic and evidence.</p> <ul style="list-style-type: none"> <li>● Recognize and analyze alternative explanations and models.</li> <li>● Explain the importance of accuracy and precision in making valid measurements.</li> <li>● Examine the status of existing theories.</li> <li>● Evaluate experimental information for relevance and adherence to science processes.</li> <li>● Judge that conclusions are consistent and logical with experimental conditions.</li> <li>● Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>● Communicate and defend a scientific argument.</li> </ul> |  |  |  |
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| Teacher made materials and activities. | <p>The student will:</p> <ul style="list-style-type: none"> <li>● Utilization of Resource Room</li> <li>● Co-teaching</li> <li>● Additional Time</li> <li>● Modified Assessments</li> <li>● In class grouping</li> <li>● Peer tutoring</li> <li>● Appropriate Differentiated Instruction techniques</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Peer tutoring</li> <li>● Projects</li> </ul> |

**Subject Area: Science**

**Course Title: Forensics**



| <b>Academic/Content Standards/<br/>Benchmarks</b><br>The student will:  | <b>Objectives</b><br>The student will:  | <b>Instructional Strategies</b>  | <b>Assessment Strategies</b>  |
|---|---|--|---|
| <p>Standard - 3.1.10.A3</p> <ul style="list-style-type: none"> <li>Compare and contrast the life cycles of different organisms.</li> </ul> <p>Standard - 3.1.12.A8</p> <ul style="list-style-type: none"> <li>Describe and interpret dynamic changes in stable systems.</li> </ul> <p>Standard - 3.2.10.B3</p> <ul style="list-style-type: none"> <li>Explain how heat energy will move from a higher temperature to a lower temperature until equilibrium is reached.</li> </ul> <p>Standard - 3.1.12.A5</p> <ul style="list-style-type: none"> <li>Analyze how structure is related to function at all levels of biological organization from molecules to organisms.</li> </ul> <p>Standard - 3.1.B.B6</p> <ul style="list-style-type: none"> <li>Know that both direct and indirect observations are used by scientists to study the natural world and universe.</li> <li>Identify questions and concepts that guide scientific investigations.</li> <li>Formulate and revise explanations and models using logic and evidence.</li> <li>Recognize and analyze alternative explanations and models.</li> <li>Explain the importance of accuracy and precision in</li> </ul> | <ul style="list-style-type: none"> <li>Observe the life cycle of carrion insects.</li> <li>Compare the types of carrion insects in sunny versus shady areas.</li> <li>Identify the number and types of insects present at a crime scene.</li> <li>Describe the various body orientations (i.e. body regions, anatomical positions, body cavities).</li> <li>Define the terms Rigor Mortis, Liver Mortis and Algor Mortis.</li> <li>Describe how factors such as temperature and precipitation affect the rate of decomposition.</li> <li>Explain how the conditions of Rigor Mortis, Livor Mortis, and Algor Mortis are used to determine the time of death.</li> </ul> | <ul style="list-style-type: none"> <li>Class lecture/discussions</li> <li>Guided Inquiry Based Activities</li> <li>Lab activities</li> <li>Web-based research</li> <li>Small group activities</li> <li>Homework</li> </ul> | <ul style="list-style-type: none"> <li>Active daily participation</li> <li>Quizzes and Exams</li> <li>Homework assignments</li> <li>Case study discussion question responses</li> <li>Mock crime scene scenario labs</li> </ul> |

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| <p>making valid measurements.</p> <ul style="list-style-type: none"> <li>● Examine the status of existing theories.</li> <li>● Evaluate experimental information for relevance and adherence to science processes.</li> <li>● Judge that conclusions are consistent and logical with experimental conditions.</li> <li>● Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.</li> <li>● Communicate and defend a scientific argument.</li> </ul> |  |  |  |
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(over)

| <b>Materials/Resources</b>             | <b>Reteaching</b><br>The student will:  | <b>Enrichment</b><br>The student will:   |
|--|---|--|
| Teacher made materials and activities. | <ul style="list-style-type: none"> <li>● Utilization of Resource Room</li> <li>● Co-teaching</li> <li>● Additional Time</li> <li>● Modified Assessments</li> <li>● In class grouping</li> <li>● Peer tutoring</li> <li>● Appropriate Differentiated Instruction techniques</li> </ul> | <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Peer tutoring</li> <li>● Projects</li> </ul> |