

WSD Curriculum Map Template

[Example](#)

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Forensic Science				
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Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Forensic Science is a hands-on laboratory and project-based learning course that will lead the student through a foundation of law and criminal justice, history of forensics, and modern scientific advances in the field. Crime Scene Investigation, fingerprinting, blood spatter analysis, and anthropology are studied in detail. The scientific method, data analysis, and powers of observation and critical thinking to solve a problem are addressed in all aspects of the course. This course recognizes the growing interest in jobs within the sciences, medical field, engineering, and law enforcement. These fields all overlap within the study of forensic science. In addition, the foundational aspect of this course will prepare students to then take college-level courses in physical sciences.				
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	CSI 4 weeks	Fingerprints 4 weeks	Blood and Blood Spatter 5-6 weeks	Anthropology 4 weeks	Death: Meaning, Manner & Mechanism 4 weeks
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	In this unit, students will be introduced to the processes and techniques used at a crime scene, such as how to search the scene and collect evidence. This unit will also discuss the two main types of evidence that could be found. Additionally, students will learn about the role that anthropology and pathology play in determining manner and cause of death. Finally, this unit will include how the courtroom and legal processes affect evidence collection and the role expert witnesses play in the courtroom.	In this unit, students will learn about the different classifications of fingerprints such as loops, whorls, and arches. Additionally, students will be able to identify multiple ridge characteristics and forms of minutiae. Finally, students will learn and apply techniques to develop and collect fingerprints.	Blood is among the most common forms of evidence found at scenes of violent and brutal crimes. All suspected blood—liquid or dried, animal or human—present suggests a relationship to the offense or persons involved in a crime. Blood may be found in trace amounts, puddles,spatters, smears, or droplets. Blood samples may be collected from suspects and victims for examination and comparison. Blood evidence can help narrow a group of suspects, support identification of a suspect, and even guide the reconstruction of a crime.	In this unit, students will be able to gain an understanding of the role a forensic anthropologist plays in forensic science. Students will be able to demonstrate the ability to explain how forensic anthropology is used to identify skeletal evidence to obtain data using a variety of techniques.	In this unit, students will learn how a death occurred (e.g., natural, accident, suicide, homicide) and the "mechanism of death" or the specific physiological disruption within the body that resulted in death, as well as the specific disease, injury, or event which lead to the fatal chain of events. All three are crucial elements in determining the circumstances surrounding a person's demise.
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data

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Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Set up 2-3 scenarios outlined in crime scene tape with 4-6 pieces of evidence in each scenario. Students will be required to work as a team, choose an appropriate search scenario, identify and describe evidence within the area, and quantify it as class or individual. Students will...collect evidence using the seven Ss. Sketch, photograph, search the C.S. etc. Catalog evidence as class or individual. Determine cause of death, manner of death, gender of the victim, age, and height of the victim.	Students engage in a scenario by actively printing “suspects” (4-5 people both hands, full print card) and analyzing those prints to match a print lifted from a mock crime scene. Do not tell the students from which hand or which finger the crime scene print was lifted. Or, students will read through a scenario and analyze prepared evidence in order to match suspect prints with those found at a crime scene.	A mock crime scene is set up in the classroom, working in groups of 4 or 5. Student’s will take on the role of a Blood Spatter Analyst by investigating another group’s crime scene and document the different types of blood spatter to determine what could have happened. Afterwards, students write up a report on your findings based on the blood. https://docs.google.com/presentation/d/1jIOKrxdWq2jaLe3ABwFf-IGART4_d8ZTubrooHm7_0M/edit?usp=sharing	Students engage in a summative test at the end of the unit to demonstrate their knowledge and skills on skeletal remains and how they can aid an investigation.	Students analyze a real-life case study of a death investigation, identifying key aspects of the investigation and critiquing the forensic conclusions.
Link to Unit Clarification: <i>This is the link to your unit plan.</i>					