Curriculum Planning Document – Electives			
Content Area/Grade Level: Forensic Science A / High School			
Course Description: Students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Forensic Science (Scope and Sequence)			
Unit 1: Introductions to Forensic Science 1. Learn about forensic science as a field of study. 2. Discuss the history and development of the field of forensic science. 3. Examine some of the responsibilities that forensic scientists have in their work. 4. Investigate the relationship between forensic science and the criminal justice system. 5. Explore some of the specialty areas within forensic science. **Unit 2: The Crime Scene** 1. Discover how a crime scene is	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery system. This immediate	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The Program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for	Continues Throughout Course

secured. 2. Examine the different ways in which a crime scene is recorded. 3. Learn how forensic scientists and officers search a crime scene for evidence. 4. Investigate how evidence is collected and packaged. 5. Learn why evidence needs to be collected carefully and within legal guidelines. **Unit 3: Physical Evidence** 1. Learn about the different types of evidence. 2. Examine the difference between individual and class characteristics and what they mean for crime investigations. 3. Discuss how physical and chemical properties help forensic scientists compare samples. 4. Investigate glass fragments and soil as physical evidence and what they can	understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method is web-based online delivery. Based on needs identified by teacher	all students is to attain a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%. ***Assessment and Testing*** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show	

tell forensic scientists about a crime. 5. Discuss how impressions, like footprints and tire tracks, are collected and analyzed. **Unit 4: Hair, Blood, and Fingerprints** 1. Learn about the physical structures of hair, blood, and fingerprints. 2. Discuss how DNA can be found in hair collected from crime scenes. 3. Investigate how stains are tested to determine if they are blood and if they are human blood. 4. Learn about the different types of fingerprints. 5. Examine how fingerprints are discovered and collected at a crime scene. **Unit 5: Firearms and Tool Marks** 1. Learn about the physical structures of hair, blood, and fingerprints. 2. Discuss how DNA can be found in hair collected from crime scenes. 3. Investigate how stains are tested to	monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. **<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning.	mastery: • Unit pretests (typically designed for credit recovery use) • Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **<u>Authentic Learning Assessments</u>**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow	

determine if they are blood and if they are human blood. 4. Learn about the different types of fingerprints. 5. Examine how fingerprints are discovered and collected at a crime scene. **Unit 6: Human Remains** 1. Investigate some of the ways that can help determine the time of death. 2. Learn about some different ways that bodies may decompose. 3. Discuss what forensic scientists can learn from a forensic autopsy. 4. Examine what information can be gained from skeletal remains. 5. Learn about ongoing research into decomposition rates. **Unit 7: DNA Evidence** Learn about the properties of DNA. 1. Examine how and why DNA can be used as an individual characteristic in forensic science.	**Teacher online office hours:** Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed. **Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by Administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource	students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson	

2. Investigate how biological evidence is best collected and preserved for DNA testing. 3. Discuss what tests are used on biological evidence to retrieve DNA information. 4. Examine some of the considerations in using DNA in court trials. **Unit 8: Arson and Explosive Evidence** 1. Discuss what challenges arson and explosion crime scenes present in the collection, preservation, and analysis of evidence. 2. Learn how investigators determine where a fire started and whether accelerants were used. 3. Examine the different types of explosive materials that may be used in bombs and other explosions. 4. Investigate how evidence at an arson scene is collected and tested. 5. Discuss the methods used to test for explosive materials at crime scenes.	links as the need arises. **Practice exercises:** The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include:	Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in the course learning path. • **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and	

	• eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator • Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions	

		help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course, however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required.	

		<u>Objective Assessments.</u> There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency),	

		the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A minimum score of 70% is required and a student may	

		retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the course. The	

		End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice	

		(randomly generated questions) and are provided online. **Remediation:** Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood.	

		A midterm project is required. Examples include: • Virtual field trip • Group or individual service learning activities • Video presentation • Web portfolio • Book Report • Research Project **A final research paper** is required. • It relates to or enriches course content • Students will have multiple topic options • Students may request an alternate subject (in a timely manner & appropriately) • MLA format is required • Six traits rubric used	

		<u>Scoring Rubric will vary based on type of activities in each course. Example:</u> • Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include:	

		• Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum Items Response Report Curriculum Strengths and Needs by Class	