



23-24 Westside High School Lesson Plan Template

| Teacher Name | Thomas Dohoney | Learning Topic | History & Legal Aspects | | |
|--------------------------|-----------------------------|---|--|---|----------------------------------|
| Course | Forensic Science | Cycle & Week | (C1) 9/11/2023-9/15/2023 | | |
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| Day | TEKS or Standards Alignment | Lesson Objective (LO) | Daily Agenda <i>(highlight MRS used in lesson)</i> | Demonstration of Learning | Key Vocabulary |
| Monday | 5CDEF | Read an article and comment on the effect of media on forensics | 1. Warm Up- Brain teaser 2. Video- CSI effect 3. Think-pair-share: updated list of criminal responses 4. DOL: activity rubric <u>Homework:</u> read notes-history of forensics | Students will identify the major discussion points in the article and explain how the CSI effect is evolving | |
| Tuesday | 5CDEF | Identify specific steps in the development of forensic science | 1. Kahoot 2. Direct Instruction: History of forensics 3. Practice: old cases v. cold cases 4. DOL: Quizizz <u>Homework:</u> read notes-legal aspects | Students will identify the major discussion points in the content notes and demonstrate mastery through quizizz activity | Toxicology Microscopy |
| Block Day Wed./Thurs. | 5CDEF | Draw conclusions based upon collected evidence, and support your statement with data | 1. Warm Up- Brain teaser 2. Lab Activity: Deadly Picnic 3. Practice: Small group instruction 4. DOL: lab rubric <u>Homework:</u> read case study Frye v. US | Students will identify evidence and solve the case; level of mastery determined by rubric | |
| Friday | 5CDEF | Read a case study and comment on the effect of forensics on court procedures | 1. Warm-up: brain teaser 2. Direct Instruction: review the settings for Frye v. US 3. DOL: small group/activity rubric <u>Homework:</u> read notes-legal aspects | Students will identify the major discussion points in the case study and explain how the events changed evidence entered into the court room | Polygraph Testimony |