Westside High School Lesson Plan Template

Teacher Name	Thomas Dohoney	Unit Name	Introduction to Forensics
Course	Forensic Science	Dates	04/24 – 04/28/2023

Monday (4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials (C) draw inferences based on data related to criminal investigation (D) evaluate the impact of scientific research on criminal investigation, society, and the environment **Agenda with Approximate Time Limits:** Personal Project- Students will begin an investigative case study that will be presented at the end of the cycle. The first part of the study is a process journal. (50min) **Formative Assessments:** rubric-canvas **Modifications:** Will be provided based on the needs of the individual **Intervention:** Reading extensions **Extension:** Tutorials **Follow-Up/Homework:** Read content notes
Tuesday (4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	**Daily Objective:** (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials

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	(C) draw inferences based on data related to criminal investigation (D) evaluate the impact of scientific research on criminal investigation, society, and the environment **Agenda with Approximate Time Limits:** Personal Project- Students will begin an investigative case study that will be presented at the end of the cycle. The first part of the study is a process journal. (50min) **Formative Assessments:** Check 1 – entries #1-5 **Modifications:** Will be provided based on the needs of the individual **Intervention:** Reading extensions **Extension:** Tutorials **Follow-Up/Homework:** Record process steps
Wednesday/Thursday (4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	**Daily Objective:** (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials (C) draw inferences based on data related to criminal investigation (D) evaluate the impact of scientific research on criminal investigation, society, and the environment **Agenda with Approximate Time Limits:** Personal Project- Students will begin an investigative case study that will be presented at the end of the cycle. The first part of the study is a process journal. (80min) **Formative Assessments:** Rubric

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	Modifications: Will be provided based on the needs of the individual **Intervention:** Reading extensions **Extension:** Tutorials **Follow-Up/Homework:** Record process steps
Friday (4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	**Daily Objective:** (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials (C) draw inferences based on data related to criminal investigation (D) evaluate the impact of scientific research on criminal investigation, society, and the environment **Agenda with Approximate Time Limits:** Personal Project- Students will begin an investigative case study that will be presented at the end of the cycle. The first part of the study is a process journal. (50min) **Formative Assessments:** Check 2- entries #6-8 **Modifications:** Will be provided based on the needs of the individual **Intervention:** Reading extensions **Extension:** Tutorials **Follow-Up/Homework:** Record process steps