



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	<b>Thomas Dohoney</b>	<b>Unit Name</b>	<b>Introduction to Forensics</b>
<b>Course</b>	<b>Forensic Science</b>	<b>Dates</b>	<b>01/30 – 02/03/2023</b>

<p><b>Monday</b></p> <p>(8)The student analyzes <a href="#">impression evidence in forensic science</a>. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Do now (10min)- students will complete a kahoot on fingerprint evidence Lecture (30min)- forensic fingerprint evidence Quizizz (10min)- forensic fingerprint evidence</p> <p><b>Formative Assessments:</b> Quiz</p> <p><b>Modifications:</b> Will be provided based on the needs of the individual</p> <p><b>Intervention:</b> Reading extensions</p> <p><b>Extension:</b> Tutorials</p> <p><b>Follow-Up/Homework:</b> Read content notes</p>
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<p><b>Tuesday</b></p> <p>(8)The student analyzes <a href="#">impression evidence in forensic science</a>. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Lab – Fingerprinting (140min)</p> <p><b>Formative Assessments:</b> Lab Rubric</p> <p><b>Modifications:</b> Will be provided based on the needs of the individual</p> <p><b>Intervention:</b> Reading extensions</p> <p><b>Extension:</b> Tutorials</p> <p><b>Follow-Up/Homework:</b> Read content notes</p>
<p><b>Wednesday/Thursday</b></p> <p>(8)The student analyzes <a href="#">impression evidence in forensic science</a>. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p>



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	<p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Lab – Fingerprinting (140min)</p> <p><b>Formative Assessments:</b> Lab Rubric</p> <p><b>Modifications:</b> Will be provided based on the needs of the individual</p> <p><b>Intervention:</b> Reading extensions</p> <p><b>Extension:</b> Tutorials</p> <p><b>Follow-Up/Homework:</b> Read content notes</p>
<p><b>Friday</b></p> <p>(8)The student analyzes <a href="#">impression evidence in forensic science</a>. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(A)compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;</p> <p>(B)identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures;</p> <p>(C)distinguish among patent, plastic, and latent impressions;</p> <p>(D)perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;</p> <p>(E)perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;</p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Case Study (50min)- Students will answer questions to demonstrate their level of understanding in the OJ Simpson murder case as to how it relates to forensic impence.</p>



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	<p><b>Formative Assessment:</b> Rubric and question form provided in Canvas</p> <p><b>Modifications:</b> Will be provided based on the needs of the individual</p> <p><b>Intervention:</b> Reading extensions</p> <p><b>Extension:</b> Tutorials</p> <p><b>Follow-Up/Homework:</b> Read content notes</p>
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