



# 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>02/06 – 02/10/2023</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>Unit 10 Test – Impression Evidence &amp; Fingerprinting (50min)</p> <p><b>Formative Assessments:</b> OnTrack</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>Tuesday</b></p> <p>(9)The student analyzes blood spatter at a simulated crime scene. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(a) analyze blood stain patterns based on source, direction, and angle of trajectory; and</p> <p>(b) explain the method of chemically isolating an invisible blood stain using reagents such as luminol.</p>



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	<p><b>Agenda with Approximate Time Limits:</b></p> <p>Do now (10min)- students will complete a kahoot on blood spatter evidence  Lecture (30min)- blood spatter evidence  Quizizz (10min)- blood spatter 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>
<p><b>Wednesday/Thursday</b></p> <p>(9)The student analyzes blood spatter at a simulated crime scene. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(a) analyze blood stain patterns based on source, direction, and angle of trajectory; and  (b) explain the method of chemically isolating an invisible blood stain using reagents such as luminol.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Lab – Blood Spatter (90min)</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>(9)The student analyzes blood spatter at a simulated crime scene. The student is expected to:</p>	<p><b>Daily Objective:</b></p> <p>(a) analyze blood stain patterns based on source, direction, and angle of trajectory; and  (b) explain the method of chemically isolating an invisible blood stain using reagents such as luminol.</p>



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**Agenda with Approximate Time Limits:**

Case Study (50min)- Students will answer questions to demonstrate their level of understanding of the Bloody Injustice article and summary

**Formative Assessment:** Rubric and question form provided in Canvas

**Modifications:** Will be provided based on the needs of the individual

**Intervention:** Reading extensions

**Extension:** Tutorials

**Follow-Up/Homework:** Read content notes