



Westside High School Lesson Plan Template

Teacher Name	Thomas Dohoney	Unit Name	Introduction to Forensics
Course	Forensic Science	Dates	05/15 – 05/19/2023

<p>Monday</p> <p>(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:</p>	<p>(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</p> <p>(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials</p> <p>(C) draw inferences based on data related to criminal investigation</p> <p>(D) evaluate the impact of scientific research on criminal investigation, society, and the environment</p> <p>Agenda with Approximate Time Limits:</p> <p>Mock Testing Part 1/Units 9-12 (50min)</p> <p>Formative Assessments: Ontrack paper</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Read content notes</p>
<p>Tuesday</p> <p>(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:</p>	<p>Daily Objective:</p> <p>(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</p> <p>(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials</p> <p>(C) draw inferences based on data related to criminal investigation</p> <p>(D) evaluate the impact of scientific research on criminal investigation, society, and the environment</p>



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	<p>Agenda with Approximate Time Limits:</p> <p>Mock Testing Part 2/Units 13-15 (50min)</p> <p>Formative Assessments: Ontrack paper</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Record process steps</p>
<p>Wednesday/Thursday</p> <p>(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:</p>	<p>Daily Objective:</p> <p>(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</p> <p>(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials</p> <p>(C) draw inferences based on data related to criminal investigation</p> <p>(D) evaluate the impact of scientific research on criminal investigation, society, and the environment</p> <p>Agenda with Approximate Time Limits:</p> <p>Finals Review (80min)</p> <p>Formative Assessments: PDF review sheet is in CANVAS</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Record process steps</p>



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<p>Friday</p> <p>(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:</p>	<p>Daily Objective:</p> <p>(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</p> <p>(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials</p> <p>(C) draw inferences based on data related to criminal investigation</p> <p>(D) evaluate the impact of scientific research on criminal investigation, society, and the environment</p> <p>Agenda with Approximate Time Limits:</p> <p>Finals Review (50min)</p> <p>Formative Assessments: PDF review sheet is in CANVAS</p> <p>Modifications: Will be provided based on the needs of the individual</p> <p>Intervention: Reading extensions</p> <p>Extension: Tutorials</p> <p>Follow-Up/Homework: Record process steps</p>
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