Indicators Covered for Forensic Science

Unit 1: Introduction to Forensic Science & The Law 10 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.
7.1.2	▲The student explains how science uses peer review, replication of methods, and norms of honesty.
7.1.4	The student recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and educating a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
7.2.1	The student understands scientific knowledge describes and explains the natural world. Scientific knowledge is provisional and is subject to change as new evidence becomes available.
7.2.2	The student understands scientific knowledge begins with empirical observations, which are the data (also called facts or evidence) upon which further scientific knowledge is built.
7.3.1	The student demonstrates an understanding of the history of science

Unit 2: Types of Evidence 6 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are

	required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 3: The Crime Scene 6 days

1.1.2	▲ The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲ The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲ The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲ The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 4: Fingerprints 8 days

1.1.2	▲ The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲ The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲ The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲ The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 5: Hair 6 days

1.1.2	▲ The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲ The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲ The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲ The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 6: Fibers 10 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 10: Blood days 10 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.
3.8.5	The student understands and can identify the general anatomy and physiology of the human body.

Unit 11: DNA Analysis 10 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
3.2.1	▲The student understands living organisms contain DNA or RNA as their genetic material, which provides the instructions that specify the characteristics of organisms.
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.

Unit 15: Document & Handwriting Analysis 10 days

1.1.2	▲The student designs investigations, including developing questions, gathering and analyzing data, and designing and conducting research.
1.1.3	▲The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations
1.1.4	▲The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematics) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.
1.1.5	The student communicates (reports) and defends the design, results, and conclusion of his/her investigation
5.1.1	▲The student understands technology is the application of scientific knowledge for functional purposes.
5.1.2	The student understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.
5.1.3	The student understands science advances new technologies. New technologies open new areas for scientific inquiry.