Forensics Grade Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
Unit 1 – Observation skills Start – Sept 6th End – Sept 12th	• How to see • Fallacies of human hitnesses • Perception and sleight of hand	• Slow down an look deep • Recognize and account for human error	•	•
	STANDARDS: •			
Unit 2 – Crime scene investigation and evidence collection Start – Sept 13th End – Sept 26th	• What counts as evidence • Procedure and chain of command • Terminology of the crime scene • Contamination	• Follow a procedure for evidence collection • Mitigate sources of contamination	•	•
	STANDARDS: •			

Unit 3 – Hair Start – Sept 27th End – Oct 12th	• **Structure and function** • **What can hair tell us** • **How does hair differ**	• **Compare and identify human hair**	•	•
	STANDARDS: •			
Unit 4 – Fibers and textiles Start – Oct 15th End – Oct 26th	• **Material analysis** • **Chemical tests and matching** • **Evidence transfer**	• Match evidence collected to suspects	•	•
	STANDARDS: •			
Unit 5 – Pollen and spores Start – Oct 29th End – Nov 9th	• Seasonal changes • Species identification • Health effects and dangers	• Compare and I dentify a species • Evaluate the reliability of organic evidence	•	•

	STANDARDS: •			
Unit 6 – Fingerprints Start – Nov 13th End – Nov 30th	• Unique identification • How are fingerprints different • Limitations • databases	• collect and compare fingerprints to identify a person • identify unique features of a fingerprint	•	•
	STANDARDS: •			
Unit 7 – DNA Start – Dec 3rd End – Dec 14th	• Where is it found • Collection and extraction • Twins • The changing court landscape and impacts	• Extract DNA	•	•

	STANDARDS: •			
Unit 8 – Blood and blood spatter Start – Dec 17th End – Jan 11th	• Patterns and cause • Creating the best Hollywood blood • Angles and trigonometry	• Create fake blood • Use trigonometry to identify the source of blood splatter • Examine splatter patterns to identify a source	•	•
	STANDARDS: •			
Unit 9 – Drug ID & Toxicology Start – Jan 14th End – Jan 25th	• Identification and the toxic arms race • Health effects and dangers	• Describe common toxins used in crimes	•	•

	STANDARDS: •			
TOPIC & MONTH	**CONTENT**	**SKILLS**	**ASSESSMENT**	**NOTES**
Unit 10 – Handwriting analysis, forgery, counterfeiting Start – Jan 28th End – Feb 8th	• Comparative handwriting • How to spot a fake • Security features in today's money	• Use handwriting to identify a suspect • Evaluate techniques used to alter money	•	•
	STANDARDS: •			
Unit 11 – Death: meaning, cause, mechanism, manner, time Start – Feb 11th End – March 6th	• **Stages of death** • Learning from the body farms • Decay and indicators of time	• List basic progressin of death and decay	•	•
	STANDARDS: •			

Unit 12 – Soil examination Start – March 7th End – March 21st	• **Whats in the dirt?** • **Comparative mineral compositions**	• **Isolate unique components of soil**	•	•
	STANDARDS: •			
Unit 13 – Forensic Anthropology Start – March 25th End – April 12th	• **Basic anatomy** • **Autopsy procedure** • **What can bones tell us?**	• Label and name basic sections of the body • Predict sources of injury based on bones	•	•
	STANDARDS: •			
Unit 14 – Glass evidence Start – April 22nd End – May 3rd	• Fracture lines • Entering or exiting criminal • Types of glass	• Match glass fragments • Determine the direction of stress applied to glass	•	•

	STANDARDS: •			
Unit 15 – Casts and impressions Start – May 6th End – May 17th	• Creating a cast • Determining tool use • Preserving evidence	• Use a mold or plaster to recreate a piece of evidence such as a footprint	•	•
	STANDARDS: •			
Unit 16 – Tool marks Start – May 20th End – May 31st	• Different tools for different jobs • Where to look for marks • How long do marks last?	• Match tools to a mark	•	•

	STANDARDS: •			
Unit 17 – Ballistics Start – June 3rd End – June 12th	• Trajectory • Rifling • Identifying marks on bullets	• Calculate the speed, distance, or time of flight for a projectile	•	•
	STANDARDS: •			

HS-ETS1-3. **Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.**

HS-ETS1-1. **Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.**

HS-LS1-1. **Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.**

HS-LS3-1. **Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.**

Cengage & national geographic

Curriculum and standards based off of the following:

https://ngl.cengage.com/search/productOverview.do?N=201+4294918395+60&Ntk=P_EPI&Ntt=19500499121463763989277082494122323644&Ntx=mode%2Bmatchallpartial&homePage=false

https://ngl.cengage.com/search/productOverview.do?N=201+4294918395+60&Ntk=P_EPI&Ntt=77552397817383556307400919801244720770&Ntx=mode%2Bmatchallpartial&homePage=false

Standards for this class are hard to nail down.