

Mount Laurel Township Schools
HMS Electives Curriculum
CSI (Crime Scene Investigation)

Stage 1 – Desired Results	
CCS: WHST.6.8, RST.8-6.1, RST.8-6.2	Unit: Hiding In Plain Sight (Observation skills, crime scene)
<p>Enduring Understandings:</p> <p>Students will understand that...</p> <p>Observation skills and crime scene assessment can impact many lives.</p>	<p>Essential Questions:</p> <p>How can you ensure the validity of the initial crime scene assessment?</p> <p>How can you use observation skills to help others?</p>
<p>Students will know...</p> <p>Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence.</p> <p>Evidence is generated and evaluated as part of building and refining models and explanations.</p> <p>Mathematics and technology are used to gather, analyze, and communicate results.</p> <p>Carefully collected evidence is used to construct and defend arguments.</p> <p>Scientific reasoning is used to support scientific conclusions.</p> <p>Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Predictions and explanations are revised to account more completely for available evidence.</p> <p>Science is a practice in which an established body of knowledge is continually revised, refined, and extended.</p> <p>Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group</p>	<p>Students will be able to...</p> <p>5.1.8.A.3 Use scientific principles and models to frame and synthesize scientific arguments and pose theories.</p> <p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.B.3 Use qualitative and quantitative evidence to develop evidence-based arguments.</p> <p>5.1.8.B.4 Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.</p> <p>5.1.8.C.1 Monitor one’s own thinking, as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in</p>

<p>work.</p> <p>In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., argumentation, representation, visualization, etc.)</p>	<p>order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building.</p> <p>CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
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Stage 2 – Assessment Evidence

<p>Required Performance Assessment:</p> <p>Your task is to carry out an investigation of a crime scene collecting evidence that is valid and admissible in court. One of the many obstacles to overcome is scene and evidence contamination. You are a detective and your audience is the victim's relatives, and members of the judicial system. One challenge is tying evidence collected with the actual crime. You will develop a collection of valid evidence that is admissible in court. A successful result will be either the conviction or exoneration of suspects based on crime scene investigation.</p>	<p>Other Evidence:</p> <p>Quizzes</p> <p>Observation rubrics</p> <p>Self-reflection</p> <p>Mini –lesson Application</p> <p>Steps in a process/task</p>
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Stage 3 - Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Ask/discuss essential question(s) • Ask/discuss enduring understanding • Introduce vocabulary and create a word wall

- Daily opening activity: Mini-mysteries will be viewed using multi-media. Students will use observation skills to solve the crime.
- Secure a crime scene and collect evidence – Lessons include:
 1. Assessing the crime scene
 2. Preserving the scene
 3. Recording the scene
 4. Collecting the evidence
- Students will read and discuss famous forensic cases, TV shows, Movies, and current events compiling profiles and case summaries.
- Students will learn parts of and how to use microscopes to analyze evidence
- Students will read and discuss the history of forensics time lining its development and adding to it throughout the year as new techniques are discovered.
- Introduce and complete the **performance task** that demonstrates transfer of knowledge to a new experience or situation.

Possible technology integration for this unit includes:

- Web searches for researching topics
- Using the ActivBoard during lessons
- Video clips
- Interactive websites

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles
Flexible grouping in content areas
Independent projects
Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
Bloom's Taxonomy - Stress higher order thinking skills
Habits of Mind
Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

Adjust time for completion of assignments
Allow frequent breaks
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Positive reinforcement
Frequent checks for understanding
Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/
Development of target vocabulary
Scaffolding comprehension, content-area reading
Decreasing the amount of work presented or required;
Using videos, illustrations, pictures, and drawings to explain or clarify.
Graphic organizers
Teaching key aspects of a topic.
Eliminating nonessential information.
Allowing students to correct errors (looking for understanding);
Marking students' correct and acceptable work, not the mistakes;
Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
Modifying tests to reflect selected objectives;
Using true/false, matching, or fill in the blank tests in lieu of essay tests;
Reducing the number of answer choices on a multiple choice test;
Allowing the use of note cards or open-book during testing;
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.

<p>CCS: RST.8-6.1, RST.8-6.2, WHST.6-8.1a, EE.C.8.c</p>	<p>Unit : Trace Evidence...Bits and Pieces</p>
<p>Enduring Understanding(s):</p> <p>Students will understand that...</p> <p>No matter how small, nothing should be considered insignificant in a crime scene.</p>	<p>Essential Questions:</p> <p>How do you narrow the amount of evidence down? How do you prioritize information gathered during investigations?</p> <p>How do you prioritize information gathered during investigations?</p>
<p>Students will know...</p> <p>Results of observation and measurement can be used to build conceptual-based models and to search for core explanations.</p> <p>Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence.</p> <p>Evidence is generated and evaluated as part of building and refining models and explanations.</p> <p>Mathematics and technology are used to gather, analyze, and communicate results.</p> <p>Carefully collected evidence is used to construct and defend arguments.</p> <p>Scientific reasoning is used to support scientific conclusions.</p> <p>Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Predictions and explanations are revised to account more completely for available evidence.</p> <p>Science is a practice in which an established body of knowledge is continually revised, refined, and extended.</p> <p>Science involves practicing productive social</p>	<p>Students will be able to...</p> <p>5.1.8.A.2 Use mathematical, physical, and computational tools to build conceptual-based models and to pose theories.</p> <p>5.1.8.A.3 Use scientific principles and models to frame and synthesize scientific arguments and pose theories.</p> <p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.B.3 Use qualitative and quantitative evidence to develop evidence-based arguments.</p> <p>5.1.8.B.4 Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.</p> <p>5.1.8.C.1 Monitor one's own thinking, as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to</p>

<p>interactions with peers, such as partner talk, whole-group discussions, and small-group work.</p> <p>In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., argumentation, representation, visualization, etc.).</p> <p>Instruments of measurement can be used to safely gather accurate information for making scientific comparisons of objects and events.</p> <p>An object is in motion when its position is changing. The speed of an object is defined by how far it travels divided by the amount of time it took to travel that far.</p>	<p>evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building.</p> <p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.8.E.1 Calculate the speed of an object when given distance and time.</p> <p>CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.Math.Content.8.EE.C.8c Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>
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Stage 2 – Assessment Evidence

<p>Required Performance Assessment:</p> <p>Your task is to determine the origin and identity of crime scene evidence. You are a lab technician and the results of your work will be used in court to help reenact the crime scene. The challenge involves choosing the correct tests and having enough evidence to perform them. You need to develop correct procedures ensuring validity of results. Your results of</p>	<p>Other Evidence:</p> <p>Lab reports</p> <p>Lab results</p> <p>Quizzes</p>
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certain evidence must meet the standards: 5.1.8. A 3, 5.1.8 B1, B2, and B3. A successful result of your work will be scientifically valid and admissible in court.

Stage 3 - Learning Plan

Suggested Learning Activities:

- Ask/discuss essential question(s)
- Ask/discuss enduring understanding
- Introduce vocabulary and add to word wall
- Series of concept lessons: Students will determine the origin, type, and composition of trace evidence used to solve mini crime scenes including, but not limited to:
 1. Fiber
 2. Glass
 3. Tool marks
 4. Ballistics
 5. Soil, plants, pollen
 6. Document forgery, counterfeiting
 7. Cyber crime

Note: Each of these will be taught through a different activity/crime set up

- Students will read and discuss famous case studies that trace evidence was used to solve real life crimes (throughout unit)
- Students will read and discuss current events adding profiles and summaries to their notebook (throughout unit)
- Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.

Possible technology integration for this unit:

- Stereoscopes
- Compound microscopes
- High tech computer based microscopes
- Web searches for researching topics
- ActivBoard during lessons
- Video clips
- Interactive websites

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

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Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

Student Choice

Multiple texts

Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

Adjust time for completion of assignments

Allow frequent breaks

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Adjust length of assignment

Break assignments into smaller units

Read directions to student

Positive reinforcement

Frequent checks for understanding

Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

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Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.
 Eliminating nonessential information.
 Allowing students to correct errors (looking for understanding);
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 Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
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 Allowing the use of note cards or open-book during testing;
 Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.

Stage 1 – Desired Results

<p>CCS: RST.8-6.1, RST.8-6.2, WHST.6-8.1a, EE.C.8.c</p>	<p>Unit: Body of Evidence</p>
<p>Enduring Understanding(s):</p> <p>Students will understand that...</p> <p>Your body and parts of it can tell your life story.</p>	<p>Essential Questions:</p> <p>What can you tell about a person from skeletal remains?</p> <p>How can you determine if someone is genetically related?</p> <p>What parts of your body are uniquely yours?</p>
<p>Students will know...</p> <p>Results of observation and measurement can be used to build conceptual-based models and to search for core explanations.</p> <p>Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence.</p> <p>Evidence is generated and evaluated as part of building and refining models and explanations.</p> <p>Mathematics and technology are used to gather, analyze, and communicate results.</p> <p>Carefully collected evidence is used to construct</p>	<p>Students will be able to...</p> <p>5.1.8.A.2 Use mathematical, physical, and computational tools to build conceptual-based models and to pose theories.</p> <p>5.1.8.A.3 Use scientific principles and models to frame and synthesize scientific arguments and pose theories.</p> <p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational</p>

<p>and defend arguments.</p> <p>Scientific reasoning is used to support scientific conclusions.</p> <p>Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Predictions and explanations are revised to account more completely for available evidence.</p> <p>Science is a practice in which an established body of knowledge is continually revised, refined, and extended.</p> <p>Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.</p> <p>In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., argumentation, representation, visualization, etc.).</p> <p>Instruments of measurement can be used to safely gather accurate information for making scientific comparisons of objects and events.</p> <p>Some organisms reproduce asexually. In these organisms, all genetic information comes from a single parent. Some organisms reproduce sexually, through which half of the genetic information comes from each parent.</p>	<p>strategies.</p> <p>5.1.8.B.3 Use qualitative and quantitative evidence to develop evidence-based arguments.</p> <p>5.1.8.B.4 Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.</p> <p>5.1.8.C.1 Monitor one’s own thinking, as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building.</p> <p>5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.3.8.D.1 Defend the principle that, through reproduction, genetic traits are passed from one generation to the next, using evidence collected from observations of inherited traits.</p> <p>CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
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[CCSS.Math.Content.8.EE.C.8c](#) Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the first pair of points intersects through the second pair.*

Stage 2 – Assessment Evidence

Required Performance Assessment:

Your task is to identify bodily remains, determine cause, time, and matter of death and as much as possible about the person. You are a medical examiner and your clients are the legal parties ordering the autopsy. The challenge involves numerous unknowns and you will create a report in order to assist legal parties involved. Your performance needs to be scientifically and mathematically correct.

Other Evidence:

Matching evidence and impressions
 Quizzes
 DNA analysis
 Blood typing and spatter analysis

Stage 3 - Learning Plan

Suggested Learning Activities:

- Ask/discuss essential question(s)
- Ask/discuss enduring understanding
- Introduce vocabulary and add to word wall
 - Series of concept lessons: Students will collect, analyze and match evidence to solve mini crime scenes including, but not limited to:
 1. Hair
 2. Fingerprints
 3. Lip prints
 4. Bite marks
 5. DNA
 6. Footprints/ impressions
 7. Blood spatter analyzing and blood typing
 - Conduct fictional autopsies to determine cause, time, matter of death
 - Using skeletal remains to determine as much as you can about the person including, but not limited to:
 1. Race
 2. Gender
 3. Ethnicity
 4. Age
 5. Hobbies
 6. Occupation

- Read and discuss case studies summarizing and profiling (throughout the unit), adding to the notebook
- Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.

Possible technology integration for this unit:

- Stereoscopes
- Compound microscopes
- High tech computer based microscopes
- Web searches for researching topics
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Unit Strategies/Modifications:

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Multiple texts

Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

- Adjust time for completion of assignments
- Allow frequent breaks
- Preferential seating
- Reduce/minimize distractions
- Emphasize teaching (auditory, visual, auditory, tactile)
- Individual/small group instruction
- Emphasize critical information/key concepts
- Pre-teach vocabulary
- Provide visual cues
- Adjust length of assignment
- Break assignments into smaller units
- Read directions to student
- Positive reinforcement
- Frequent checks for understanding
- Adapt assessments

English Language Learners:

- WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/
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Stage 1 – Desired Results

CCS: RST.6-8.1, RST.6-8.2, W.8.1, W.8.1a, W.8.1.b, W.8.1.c, W.8.3.e

Unit: Until Proven...

Enduring Understanding(s):

Essential Question(s):

Students will understand that...

How can the presentation of evidence and questioning techniques of lawyers help determine guilt or

<p>A person is innocent until proven guilty beyond a shadow of a doubt.</p>	<p>innocence?</p>
<p>Students know that...</p> <p>Predictions and explanations are revised based on systematic observations, accurate measurements, and structured data/evidence.</p> <p>Evidence is generated and evaluated as part of building and refining models and explanations.</p> <p>Mathematics and technology are used to gather, analyze, and communicate results.</p> <p>Carefully collected evidence is used to construct and defend arguments.</p> <p>Scientific reasoning is used to support scientific conclusions.</p> <p>Scientific models and understandings of fundamental concepts and principles are refined as new evidence is considered.</p> <p>Predictions and explanations are revised to account more completely for available evidence.</p> <p>Science is a practice in which an established body of knowledge is continually revised, refined, and extended.</p> <p>Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.</p> <p>In order to determine which arguments and explanations are most persuasive, communities of learners work collaboratively to pose, refine, and evaluate questions, investigations, models, and theories (e.g., argumentation, representation, visualization, etc.).</p>	<p>Students will be able to...</p> <p>5.1.8.A.3 Use scientific principles and models to frame and synthesize scientific arguments and pose theories.</p> <p>5.1.8.B.1 Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.</p> <p>5.1.8.B.2 Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.</p> <p>5.1.8.B.3 Use qualitative and quantitative evidence to develop evidence-based arguments.</p> <p>5.1.8.B.4 Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.</p> <p>5.1.8.C.1 Monitor one's own thinking, as understandings of scientific concepts are refined.</p> <p>5.1.8.C.2 Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.</p> <p>5.1.8.C.3 Generate new and productive questions to evaluate and refine core explanations.</p> <p>5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences</p> <p>5.1.8.D.2 Engage in productive scientific discussion practices during conversations with peers, both face-to-face and virtually, in the context of scientific investigations and model building.</p> <p>CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or</p>

	<p>opinions.</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-Literacy.W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
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Stage 2 – Assessment Evidence

<p>Required Performance Assessment:</p> <p>Your task is to prove the innocence or guilt of a suspect. You are a lawyer and the target audience is the judge and jury. The challenge involves determining the motive, using the evidence and testimony of witnesses and crime reenactment to help prove your case. You need to develop a legal brief to use in court. A successful result will convict or exonerate the person you represent.</p>	<p>Other Evidence:</p> <p>Observations</p> <p>Quizzes</p> <p>Applying mini-lessons</p> <p>Deposition writing</p> <p>Brief writing</p>
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Stage 3 - Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Ask/discuss essential question(s) • Ask/discuss enduring understanding • Introduce vocabulary and add to word wall • Students will learn interrogation techniques and then role play both sides <ol style="list-style-type: none"> 1. Questioning techniques 2. Detecting lying 3. Interrogation techniques

4. Reading body language

- Students will learn profiling techniques and then role play both sides
- Students will read about, discuss, and role play courtroom procedures
- Students will reenact a crime scene using evidence gathered
- Introduce and complete the performance task that demonstrates transfer of knowledge to a new experience or situation.

Possible technology integration for this unit:

- Stereoscopes
- Compound microscopes
- High tech computer based microscopes
- Web searches for researching topics
- ActivBoard during lessons
- Video clips
- Interactive websites

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Differentiated product assignments

Student Choice

Multiple texts

Multiple intelligence options

Group investigation

Research

Bloom's Taxonomy - Stress higher order thinking skills

Habits of Mind

Webb's Depth of Knowledge – Emphasis on Level 3 and 4

Students at Risk of Failure:

Adjust time for completion of assignments

Allow frequent breaks

Preferential seating

Reduce/minimize distractions

Emphasize teaching (auditory, visual, auditory, tactile)

Individual/small group instruction

Emphasize critical information/key concepts

Pre-teach vocabulary

Provide visual cues

Adjust length of assignment

Break assignments into smaller units

Read directions to student

Positive reinforcement

Frequent checks for understanding

Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.