

# Poison

Content Area: **Science**  
Course(s): **CP Forensics**  
Time Period: **Marking Period 3**  
Length: **2 weeks**  
Status: **Published**

## Course Pacing Guide

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	Unit	MP	Weeks
Poison		3	2

## Unit Overview

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In this unit, students learn about different types of poison and the history of Toxicology in America. They will then do an in-depth study of one poison in particular to report to the class about it.

## Enduring Understandings

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Students will be able to name several different poisons and their effects on a human. Students will also be able to describe at least one test Toxicologists use to detect poison.

## Essential Questions

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What are some poisons that have been used to kill someone?

How can these poisons be detected by a toxicologist?

## **New Jersey Student Learning Standards (No CCS)**

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9-12.HS-ETS1-1.1.1	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
9-12.HS-ETS1-3.6.1	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

## **Amistad Integration**

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The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their **social studies** curriculum.

This course does not fall in this category.

## **Holocaust/Genocide Education**

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a. Every board of education shall include instruction on the Holocaust and genocides **in an appropriate place in the curriculum** of all elementary and secondary school pupils.

**This lesson does not fall in this category**

## **Interdisciplinary Connections**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

## **Technology Standards**

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TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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## **21st Century Themes/Careers**

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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## **Financial Literacy Integration**

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1. The State Board of Education shall require that a school district incorporate in each of the grades <sup>1</sup>[kindergarten] six<sup>1</sup> through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide <sup>1</sup>[elementary and]<sup>1</sup>middle school students with the basic financial literacy necessary for sound financial decision-making.

This course does not fall in this range.

## **Instructional Strategies & Learning Activities**

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### Famous Poison Project

**What?** You are to create a presentation presenting a famous historical poison.

**When?** Your completed presentation is due **Thursday, April 4th.**

**Why?** Because it's worth **50 points**, that's why!

#### **Details?**

Your presentation **must** contain the following information:

1. Name(s) of poison

-- if poison has a technical name and one or more "common"

names, all names should be given

2. At least one picture of the poison in some form (no generic or hand drawn pictures)

3. Origin of the poison

-- if the poison is synthetic, then a brief explanation of how it is produced; if natural, its source in nature and how it is processed

4. **All** of the following, if applicable:

-- physical effects

-- known antidotes

-- methods of detection

-- “tell-tale” signs

5. “Claim to fame” Famous

**Anything Else?** Yes. In no particular order:

1. Should be **neat, colorful**, and **all text should be typed**.
2. You must use and cite **at least two different reference sources**.
3. Poison selection:

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

## **Formative Assessments**

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Open ended questions asked during the lesson to gauge student understanding and address any misconceptions.

## **Summative Assessment**

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Students will conduct independent research and create a presentation to present what they have learned to the

class.

### **Benchmark Assessments**

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There are no gradelevel standards for this class.

### **Alternate Assessments**

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Students will conduct independant research and create a presentation to present what they have learned to the class. This is an alternative to the traditional sumative test.

### **Resources & Technology**

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Powerpoint ans SMART Board presentations are used to introduce new material.

### **BOE Approved Texts**

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**Saferstein**, Richard, 1941-. Criminalistics : An Introduction to **Forensic Science**. Upper Saddle River, NJ :Prentice Hall, 1998.

### **Closure**

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Students will conduct independant research and create a presentation to present what they have learned to the class. This is an alternative to the traditional sumative test.

### **ELL**

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- Teacher Modeling
- Group work
- Simplified Written and Verbal Instructions

- Google Translate

## **Special Education**

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- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

## **504**

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- preferential seating
- extended time on tests and assignments
- modified textbooks or audio-video materials
- behavior management support
- excused lateness, absence, or missed classwork

## **At Risk**

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills

- Verbal and visual cues regarding directions and staying on task
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking