

# 13-Crime Scene/ Case Study Project

Content Area: **Science**  
Course(s):  
Time Period: **Full Year**  
Length: **3 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

In this course, you will apply the science you've learned throughout your high school years in a variety of ways to analyze and solve cases. Various aspects of chemistry, physics, biology and physiology, to name a few, will be utilized with this course. Many of the activities will be lab-base, as this course is an applied science course. This course should prove to be intriguing, through provoking and have a "gross-factor" that should keep you entertained!

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will understand that: the processing of a crime scene can utilize many of the topics learned throughout the course. Students will simulate an actual crime scene investigation. Groups of students must perform two tasks. The first is to create their own crime scene, which another group will investigate. The second is to perform a complete crime scene investigation on a scene set up by their peers. This is a culminating activity that will test their knowledge of the materials covered in this course.

## **CONTENT AREA STANDARDS**

---

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
SCI.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

## **STUDENT LEARNING TARGETS**

---

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

---

Students will understand that:

- evidence from a crime scene can be traced to a source.

### **Procedural Knowledge**

---

Students will be able to:

- investigate a crime scene
- collect and mark evidence
- compile a detailed crime scene report
- use evidence to identify the perpetrator of the investigated crime scene

## **EVIDENCE OF LEARNING**

---

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

---

observation exercises

do know

exit/entrance tickets

quizzes

homework

### **Summative Assessments**

---

- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3 based on lab practices
- Alternative Assessments
  - Lab inquiries and investigations
  - Lab Practicals
  - Exploratory activities based on phenomenon
  - Gallery walks of student work
  - Creative Extension Projects
  - Build a model of a proposed solution
  - Let students design their own flashcards to test each other
  - Keynote presentations made by students on a topic
  - Portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

## **INTERDISCIPLINARY CONNECTIONS**

---

Dramatization

Scientific writing

Social interactions

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.