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**Forensic Science Syllabus**Course Outline/RequirementsMs. Zangara**Introduction:** Welcome to Forensic Science!  This class focuses on such topics as the history of forensic science, evidence collection and analysis, crime scenes, and deductive reasoning.  Case studies and crime scenarios help students understand the implications and complicated issues that are part of the science of forensics.  **Some course material will be graphic!**  I expect all students to be mature at all times.**Course Goals and Objectives:**By the end of the course each student will be familiar with:* the history of the forensic sciences and its place in popular culture
* the roles of different types of professionals involved in evaluating a crime scene and the collected evidence
* the methodology of collecting & analyzing data, avoiding contamination, and preservation of chain of custody
* how to present evidence in a professional (courtroom) setting

 **Course Outline:** Topics we may study this year. (Not necessarily in the given order)

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| Introduction to Forensic Science | Fingerprints | Death: Manner, Mechanism, Cause |
| Observation Skills | DNA Profiling | Soil Examination |
| Crime-Scene Investigation | Blood & Blood Splatter | Forensic Anthropology |
| Hair Analysis | Forensic Toxicology | Glass Evidence |
| A Study of Fibers & Textiles | Handwriting Analysis, Forgery, & Counterfeiting | Casts & Impressions |
| Forensic Botany | Forensic Entomology | Tool Marks |
|  | Firearms & Ballistics |  |

 1. **Participation**: All students are expected to participate within the wildlife management class. Participation is used as another form of formative assessment. Participation can take place through the student’s completion of homework, participation in class discussion and activities, and attendance. Missed class time will be detrimental to doing well in FS, and can put students behind with assignments and overall understanding of concepts covered.
2. **Class:** Students are expected to come to class, on time, each day. Missed class time will be detrimental to doing well in FS, and may put students behind with assignments and overall concept development. If a student misses a class, it is their responsibility to meet with the instructor for any information/assignments missed. **M*issed assignments need to be picked up by the NEXT DAY.***
3. **Help:** It is the student’s responsibility to come and ask for help on concepts they might not understand. Study Tables are available Monday-Thursday 3:15-5:00 pm. and Monday – Friday 7:00-7:45 pm. *Students are highly encouraged to arrange times with their instructor to seek help.* Missed exams must be made up As Soon As Possible. This is the responsibility of the student. Set up a time with your instructor to do so.
4. **Homework:** As a school district we are currently in the process of revisiting our grading procedures to more accurately portray what a student understands, knows, and is able to do. To accomplish this goal, students will not receive any points for homework in my classroom. This may sound as though homework is less important; however, the opposite is true. The expectation for students is that their homework is completed for the day it is due. They must complete the homework because this helps foster a commitment to learning. Homework is designed as practice and practice will not be graded. A student’s grade will reflect what they know after a chance to practice.
5. **Formatives (Daily Checks):** Students will participate in a daily check based on the previous day’s learning targets. Questions for the daily check may contain homework problems and questions similar to what they might expect on their final test. My goal with daily checks is to informally assess what students know and understand and what concepts need to be re-taught. In order to use daily checks as information for re-teaching, it is not acceptable to grade the daily checks. If a student performs poorly on a daily check they will participate in a re-teaching opportunity. Re-teaching may happen during class time during individual work time in small groups or during bobcat period. These groups are constantly changing, but I will be able to better assess what specific needs each student has and provide direct instruction as I progress through the learning process. Daily check scores will be recorded in Campus, but will not count against the student’s grade because again the checks are designed as practice and intended for information. They are recorded in Campus as a communication tool for other teachers, parents and the students to monitor their progress.
6. **Projects**: As a school district we are currently in the process of revisiting our grading procedures to more accurately portray what a student understands, knows, and is able to do. To accomplish this goal, projects will be the **most** important grade students will receive. Project grades will be the **only** grades entered into campus that count and will therefore make up a student’s percent and letter grade. The expectation for students is that their projects are completed for the day it is due. They must complete the project because this helps foster a commitment to learning and working with others. Projects are designed as enrichment and application and to prepare students for a future in the twenty first century. A student’s grade will reflect what they know after a chance to practice and apply their new skills. Students will be responsible for completion of all activities and labs. The graded value of each project varies with difficulty, but students will be provided with a rubric outlining their expectations. Due to the nature of this class certain labs and activities will require students to go outside; students will be told of this in advance and should dress appropriately on these days.
7. **Classroom Expectations**:

\*All I ask of you is to be respectful and responsible\*Examples of this would be: being courteous of others, making sure your garbage gets into the garbage can, using safety first, being patient, and waiting your turn along with other things.1. **Materials for class**:
	* 2 inch-3 ring binder for assignments (binders will need to be kept up to date as they will be periodically graded)
	* Paper-loose-leaf or notebook
	* Pen or Pencil
2. **Grading:** It is not the normal homework and test grading system. I grade based on the NGSS. Standards are measured through Unit Tests and reported in Campus. Every Standard is evaluated using a 4 point rating scale:
	* 0/M- Did Not Attempt- I did not try to do the work
	* 1- Beginning- I really have NO IDEA what I’m doing
	* 2- Developing- I get the basics but still need A LOT of help
	* 3- Proficient- I get everything, just not in great depth
	* 4- Strong- I GET IT! I could teach this to someone
	* NO EXTRA CREDIT
	* ***3.5, 2.5, and 1.5 scores may also be used.***

When visiting campus online you will be able to view what rating your child received on each standard (0-4). This communicates to what degree your child has met the standard and provides more information on specific skills.  “Whenever you have excluded the impossible, whatever remains, however improbable, must be the truth.”Sir Arthur Conan Doyle: Sherlock Holmes“The Adventures of the Beryl Coronet”  |