



## Course Outcome Summary

### Course Information: **SAILS: Forensic Science**

**Description:** Forensic Science is a course in which students will have the opportunity to explore how scientific principles are used in analyzing physical evidence found at crime scenes and to be introduced to the wide array of career choices in forensics. The fundamental objective is to teach the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to science but to all disciplines. The focus will be to introduce students to some of the specialized fields of forensic science, the principles of science and technology upon which they are based, and the application of these principles to various analyses of crime scene evidence.

**Instruction Level:** 9-12

**Total Credits:** 1

**Prerequisites:** N/A

**Textbooks:** N/A

### Course Standards:

- Apply the underlying themes of science to develop defensible visions of the future
- Show how conflicting assumptions about science themes lead to different opinions and decisions about evolution, health, population, longevity, education, and use of resources, and show how these opinions and decisions have diverse effects on an individual, a community, and a country, both now and in the future
- Show how the ideas and themes of science can be used to make real-life decisions about careers, work places, life-styles, and use of resources
- Identify and replace inaccurate personal models and explanations of science related phenomena using evidence learned or discovered
- Re-examine the evidence and reasoning that led to conclusions drawn from investigations, using the science themes.

### Unit

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1. Introduction to Forensic Science and the Law
2. Evidence and Evidence Collection
3. Careers in Forensic Science

## Unit Outlines

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### 1. Introduction to Forensic Science and the Law

Note: Students will study the application of science to matters of law. Students will also examine the associations among people, places, things and events involved in crimes.

#### Standards:

- Show how conflicting assumptions about science themes lead to different opinions and decisions about evolution, health, population, longevity, education, and use of resources
- Show how these opinions and decisions have diverse effects on an individual, a community, and a country, both now and in the future

#### Essential Question:

- How are crime labs organized in the United States and what services do they provide?

#### Essential Knowledge:

- Students will describe how the scientific method is used to solve forensic problems.
- Students will describe different jobs done by Forensic Scientists and the experts they consult.

### 2. Evidence and Collection of Evidence

Note: Students will learn how that a forensic scientist's main goal is to find a unique source of and for the evidence.

#### Standards:

- Re-examine the evidence and reasoning that led to conclusions drawn from investigations, using the science themes.

#### Essential Question:

- What is the difference between direct and indirect evidence?

#### Essential Knowledge:

- Students will understand the value of evidence in the court of law.

### 3. Careers in Forensic Science

Note: Students examine their 'forensic potential'. In other words, if they were to consider a career in forensics, which of six fields (forensic botany, forensic archaeology, etc.) would most suit their skills, interests, and personality? Students match information on various Forensics professions and with their personal skills, interests and dispositions, to determine the, most likely least likely fit and present a reasoned argument for their selection.

#### Standards:

- Show how the ideas and themes of science can be used to make real-life decisions about careers, work places, life-styles, and use of resources

**Essential Question:**

- What position in the Forensic field would best suit me?

**Essential Knowledge:**

- Students will understand the wide variety of jobs in the Forensic Science field. (law Enforcement, Scientist, etc.)

