Welcome to Ms. Heaton’s Introduction to Forensics Class, 2018-2019!

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**Introduction:**

Welcome to Introduction to Forensics. The field of Forensic Science has exploded over the last 30 years. Forensics is not just about DNA, it’s about chemical analysis, fingerprints, behavior, and computers. It’s also about collecting evidence, eye witness testimonies, and maintaining ethical standards amongst the lab technicians, law enforcement, and attorneys.

**Student Expectations:**

* You will line up outside my door before entering class.
* You will treat me, your classmates, and yourself with respect at all times.
* Pay attention. If you have any questions, please me.
* Have courage and be kind.

**Classroom Expectations (Including everything stated above):**

* As soon as you are seated, be prepared to work.
* You will not speak out of turn, or interrupt me when I am speaking.
* You will not be a distraction to the learning of others.
* Raise your hand if you want to speak.
* Clean up after yourself. If you see trash on floor, please pick it up and throw it away.
* Be ready to learn something new every day.

**Standards Based Grading:**

As you may already know, TCDS has been transitioning to a standards based grading model to assess student learning and comprehension of subject material. In order to help students and parents understand this new system, I will still be assigning traditional grades to course work, which includes homework, classwork, projects, essays, and tests. The power standards on the following page were created broadly so that these power standards could be applied to all grade levels of Middle School Science at TCDS.

I will keep these power standards posted on my website for your viewing pleasure. Please let me know if you have any questions.

As a means of understanding what these terms mean, please use the following traditional grading break down:

100%-95% = Highly Proficient

94%-75% = Proficient

74%-60% =Partially Proficient

59% and below = Minimally Proficient

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| **Inquiry and Engineering Processes** | **Differentiate between a question, a hypothesis, and prediction, then research information leading to the development of a controlled experiment. Use proper tools and equipment, as well as accurately recording data and effectively communicate results.** |
| Highly Proficient | Effectively applied appropriate tools and technologies to gather and demonstrate higher level analyzation of data; Framed or used questions; Clearly presented data; Evidence of understanding displayed through practice, observable characteristics, and properties of objects, organisms, and/or materials used. |
| Proficient | Accurately and proficiently used all appropriate tools and technologies to gather and analyze data; Employed refined and complex reasoning , demonstrated understanding of cause and effect; Provided clear, effective explanation detailing how task was carried out; Precisely and appropriately used scientific terminology; Revised prior misconceptions when appropriate. |
| Partially Proficient | Attempted to use appropriate scientific tools and technologies to gather data, but information was inaccurate; Used a strategy that was somewhat useful leading to partial completion of the task; an incomplete explanation or explanation not clearly presented; Some evidence of understanding of observable characteristics and properties of objects, organisms, and or materials used. |
| Minimally Proficient | Did not use appropriate scientific tools or technologies to gather data; No evidence of strategy or procedure; No explanation, or the explanation could not be understood; No conclusion stated; No evidence of understanding observable characteristics and properties of objects, organisms, and or materials used. |
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| **History and Nature of Science** | **Identify individual, cultural, and technological contributions to scientific knowledge, and understand how science is a process for generating knowledge and scientific innovations.** |
| Highly Proficient | Effectively applied research and demonstrated evidence of complete understanding of scientific contributions made by human endeavor, past and present; Effectively communicated higher level research and data findings to others; Demonstrated desire to expand knowledge and diversity. |
| Proficient | Accurately and proficiently demonstrated evidence of understanding of scientific contributions made by human endeavor; Provided clear explanation of scientific contributions made by humans/cultures. |
| Partially Proficient | Demonstrated only a cursory appreciation for scientific contributions made by humans/cultures; Unclear interpretation of research by others; Some inaccurate information or false information was researched. |
| Minimally Proficient | Did not use appropriate scientific tools or technologies to gather data; No evidence of strategy or procedure; No explanation, or the explanation could not be understood; No conclusion stated; No evidence of understanding observable characteristics and properties of objects, organisms, and or materials used. |
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| **Science in Personal and Social Perspectives** | **Describe the interactions between human populations, natural hazards, and the environment. Develop viable solutions to a need or problem.** |
| Highly Proficient | Initiate active problem solving scenarios; Implement solutions devised for programs and maintain orderly schedules and practices. |
| Proficient | Identify a need or problem and develop a solution for that need or problem; Demonstrated effort in organizing a plan for a solution. |
| Partially Proficient | Demonstrated some effort in identifying a need or problem; no solution was offered or attempted. |
| Minimally Proficient | Attempted to identify a need or problem; therefore, no solution was identified. Attempted to understand how science plays a role in problem solving socially and environmentally. |

**Introduction to Foresnic Science Schedule: Specific Dates are not included here as they are subject to change depending on material comprehension.**

**August -** History and Development of Forensic Science

**August & September** - Crime scenes, evidence, fingerprints, properties of matter

**October –** Trace evidence, the microscope, hair, fibers, metals, paints, soil, and arson

**November –** Serology, toxicology, and DNA

**December** – Computers, careers in forensics and year - end review.

**SARSEF and the Ideas and Inventions Fair:** Because this is an elective class, these two activities will not be mandatory activities. However, if you would like to do a science project, please let me know. If your project is not selected to be entered into SARSEF, it will automatically be entered into the Ideas and Inventions Fair. You may be entered into more than one category, and it doesn’t have to be science. I will hand out more details as we finalize dates.

**Let’s have a great year!**