



Forensic Science
Year at a Glance (YAG)
2024-2025



First Semester		Second Semester	
1 st Nine Weeks		3 rd Nine Weeks	
<u>TEKS</u> 5A-F 3F 2E 4B 6A-H 2H 17A-D	History of Forensics/ Introduction to Forensics- Scientists and Careers Lab Safety Crime Scene Investigation- Collection and Processing Crime Scene Sketches and Crime Scene Creation Locards Exchange Principle Death- Pathology Time and manner of death Stages of decomposition Body organization Death investigation lab Review and Unit Exams	<u>TEKS</u> 16A-D 8A-G 2F 3AB	Entomology- blow fly life cycle, bug timeline Anthropology- Skeletal anatomy, bone labs, 9/11, case study Fingerprints- characteristics Collections and types of prints, Fuming lab and analysis Review and Unit Exam Semester Exam Reviews
2 nd Nine Weeks		4 th Nine Weeks	
<u>TEKS</u> 7A-I 3B 2EF 15A-D 7B 10A-D 13AB	Hair, Fibers, and Trace Evidence Soil and Paint Glass Analysis Document Analysis/ Handwriting Analysis Toxicology, Poison, and Drugs- BAC calculations and Drug Classification Lab Review and Unit Exams	<u>TEKS</u> 12A-D 11A-D 9AB 14A-E 4BCD	DNA-extraction, analysis and DNA fingerprinting Blood and Serology- Blood typing lab and genetics Blood Spatter Labs- angle of impact Ballistics and Striations Criminal Profiling/ Forensic Psychology Serial Killers and Presentations Review and Semester Exams

[Texas State Plan for the Education of Gifted Talented Students](#)

District meets the needs of GT Students by modifying **depth, complexity and pacing** of the CI ordinarily provided (9)

- **Depth:** Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)
- **Complexity: Extension in b/t and across disciplines** through themes/problems/issues from multiple POV (18)
- **Flexible pacing:** Students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Achieved by continuous progress, compacted courses, **advanced level courses**, grade skipping, early entrance, CBE (19)
- **Diversity:** The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs (18)



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Academic

matches the level, complexity and pace of the curriculum with the **readiness and motivation** of the student.
Mastering TEKS at a rate faster or at an age earlier than the norm (18)

• **Acceleration:**
intervention that

- 3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)
- 4.3 A continuum of learning experiences is provided that leads to the development of **adv-level products** and/or **performances** TPSP (9)
- 4.5 **Opportunities** are provided to accelerate in areas of **student** strength (individual) (9)
- 4.7 Scheduling mods are implemented in order to meet the identified needs of **individual** students (9)