Forensics – Project Planning Example

Introduction: What the project was, how it came about, duration, timing. We thought it would be fun, and then evaluated what relevant content we could each do. Then we came together as a group and discussed. (5 minutes)

Brief Overview of Content: (5 minutes)

- Biology Content (Jesse)
  - DNA, PCR, Gel Electrophoresis

- Math Content (Amy)
  - Blood Spatter Analysis, Probability

- Humanities Content (Pat)
  - Role of Government, Criminal Rights, Taking Away Rights

Making sure our content connects across classes: (7 minutes)

Conversations with each other weeks before project begins to discuss what we plan to do in our core classes
Biology and math was a more natural fit for this project, so those classes connected more than humanities. It felt the most authentic to have humanities cover similar content, but not necessarily go along with Biology and Math
Biology and Math co-taught DNA analysis one day
Staying informed on what each other is covering as you progress

Making sure content is rigorous: (7 minutes)

Only cover what is core to you (example: dropped fingerprinting)
Cover additional content outside of the project, either to strengthen project content knowledge, or to supplement it

Backwards planning for Exhibition (rubrics, deadlines, etc.): (7 minutes)

Lots of mini-benchmarks along the way
Clear guidelines for students (rubrics or other)
Make a schedule where you can still cover content while they plan exhibition
Think about placement in the calendar year

Authenticity: (3 minutes)

Have project geared toward specific areas of studies, employment
Find speakers in the field
Use real data/lab protocol/case stories whenever possible
Try to connect to present or future life whenever possible