


SCOPE & SEQUENCE
GR. 6 – SCIENCE

Student Task

GRADE 6: Science

TOPIC D: Evidence and Investigation

TASK: Wanted Posters

PRODUCTIVITY TOOL: Word Processor, Digital Camera

TIMELINE: 4 Classes (2 for Wanted Poster; 2 for handwriting and fingerprint samples)

LEVEL OF DIFFICULTY: ~ Average

The student will make observations about themselves analyzing their particular physical characteristics: hair color, eye color, height, weight, fingerprint patterns, handwriting analysis, footprint analysis, etc. thereby recognizing unique characteristics that will allow a forensic investigation of an individual. The students will use the digital camera to take front view and side view pictures of a partner, then write a “WANTED” poster with specific observations about themselves. Pictures taken vertically will have to be rotated using photo editor software. Given samples of footprints, handwriting and observations made by witnesses, students will use the evidence to identify a suspect.



ICT Outcomes

The learner will:

- C6** 2.1 select and use technology to assist in problem-solving
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving, and selecting information
- 2.4 recognize the potential for human error when using technology
- F3** 2.1 comply with the acceptable use policy of the school and district for Internet and networked services, including software licensing agreements
- 2.2 work collaboratively to share limited resources
- 2.5 respect the privacy and products of others
- F4** 2.1 recognize that graphics, video and sound enhance communication
- 2.2 describe how the use of various texts and graphics can alter perception
- 2.3 discuss how technology can be used to create special effects and/or to manipulate intent through the use of images and sound
- F6** 2.3 use peripherals, including printers and scanners (Project Coordinator’s Note: In this case, the students used the printer and the digital camera.)
- P1** 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques
- 2.2 edit and format text to clarify and enhance meaning, using such word-processing features as the thesaurus, find/change, text alignment, font size and style
- 2.3 convert digital text files by opening them and saving them as different file types
- P4** 2.2 vary font style and size, and placement of text and graphics, in order to create a certain visual effect





Curriculum Outcomes

GRADE 6: Science

TOPIC D: Evidence and Investigation




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General Learner Expectations

6-8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.


Specific Learner Expectations

The student will:


3. Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used.
4. Investigate evidence and link it to a possible source; e.g., by:
 -  classifying footprints, tire prints and soil samples from a variety of locations
 -  analyzing handwriting samples to identify the handwriting of a specific person
 -  classifying fingerprints collected from a variety of surfaces

GRADE 6: English Language Arts


GO 2.1 Use Strategies and Cues, Bullet 7

 use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information


GO 2.4 Create Original Text, Bullet 3

 determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts


GO 3.3 Organize, Record and Evaluate, Bullet 1


 organize ideas and information using a variety of strategies and techniques, such as classifying and sorting according to subtopics

GO 3.4 Share and Review, Bullet 2

 select appropriate visual, print and/or other media to inform and engage the audience

GO 4.3 Present and Share, Bullets 1 and 2

 use various styles and forms of presentations, depending on content, audience and purpose

 emphasize key ideas and information to enhance audience understanding and enjoyment

