



EST 2016

GIBSON EK

H I G H S C H O O L

Design and Crash Lab Course Catalog
Learning Cycle 1
2020-21

Design and Crash Labs

Design Labs

D-Labs are collaborative inquiries that take place over the course of six weeks. Students work in small teams to build a deep understanding of a complex, interdisciplinary, real-world challenge, and then use design thinking to address that challenge. The process requires primary and secondary research, community engagement, professional communication and other skills. The ultimate goal of a design lab is applying deep learning in real-world situations.

Crash Labs

C-Labs are short courses that focus on hands-on learning to develop a skill or deepen knowledge of a topic. They are meant to kick-start or support larger, more applied learning. Crash Labs typically last one day to four weeks. They happen during the afternoon lab block, during Exploration or during Grade Level teams. The goal of a crash lab is exposure to something new or deep understanding of a topic or skill.

Requirements

Students with a 101 or 201 status are required to take **three Design Labs each year**. Their additional sessions may be D- or C-Labs. Students with a 301 status may take D- or C-Labs each session, with no minimum requirement. Students with a 401 status may take D- or C-Labs each session or write a Senior Project Independent Study proposal.

Assessment

Design and Crash Lab instructors provide feedback on the strengths of a student's work and guidance in how to take knowledge and skills to the next level. Students submit lab work in the same way they do their project work, and meet with their advisors to determine the degree to which students provide evidence of growth in particular competency areas.

Transcripts

Design Labs are included on a student's transcript if the student completes the lab by providing evidence of at least 3 of the 5 steps of the Design Thinking process.

If a Design Lab includes Empirical observation and analysis and/or designing and conducting an empirical experiment, then it will be labeled as a Lab Science on the transcripts.

Learning Cycle 1, Session 1 Offerings

9/4-9/18	9/21-10/2	10/5-10/16
DESIGN LABS		
Do Ethical Products Exist?		
Ending the Pandemic		
What Democracy?		
How to Speak "American"		
Design a Zoo Exhibit		
Does Remote Interaction Change Our Behavior?		
CRASH LABS		
Science of Anxiety	Innocence Project	
Egg Drop	GEHS Chickens: Are they worth it?	
Learn to See to Draw	Drawing Portraits	Drawing Using a Grid
401 Independent Study	401 Independent Study	401 Independent Study

Do Ethical Products Really Exist?



Ethics of Globalization and Consumerism

DESIGN CHALLENGE

Is it possible to design a truly ethical consumer product?

DESCRIPTION

As consumers, we rarely think about the origins of the goods we use on a daily basis. Where do these products come from? What materials are they made with? Who is involved in the process of making them?

In this lab, we'll track the production of various products and in so doing, identify some of the most unethical practices perpetuated by globalization and consumerism.

Finally, we will rise to the challenge posed by our guiding question and compete to see who can create the most ethical consumer good.

CORE KNOWLEDGE

- How consumerism drives globalization
- The socio-economic concept of "Race to the Bottom"
- The impacts/effects of globalization
- Basics of trade: supply and demand
- Specialization and the imports/exports of various countries
- Absolute and comparative advantage or why countries specialize
- The complex production web behind products

CORE SKILLS

- Reading and creating maps (via Google My Maps)
- Product production analysis
- Using and citing evidence

CORE COMPETENCIES

PQ - Better the World
 CO - Understanding
 CO - Evaluation & Research
 QR - Application & Analysis
 SR - Critical Issues & Events
 SR - Geography & Environment
 SR - Institutions, Systems, & Government
 SR - Human Behavior & Expression

DURATION & Dates

Six weeks (9/4 - 10/16)

RECOMMENDATIONS

none

MATERIALS

Google Classroom
 Google Suite
 Actively Learn
 Google My Maps

INSTRUCTOR

Lena Tsaoussis

LAB SCIENCE?

No

GOOGLE CLASSROOM CODE

ww4hh7x

CORE READINGS/RESOURCES

- [NPR Planet Money Makes a T-Shirt](#)
- [Crash Course Economics](#)
- [MIT: The Observatory of Economic Complexity](#)
- 2013: “Bangladesh factory collapse blamed on swampy ground and heavy machinery”
- 2015: “Rana Plaza, five years on: safety of workers hangs in balance in Bangladesh”
- 2019: “The rise and rise of Bangladesh - but is life getting any better?”

COURSE OUTLINE**Week 1**

9/4 - 9/11

- Why do people trade?
- Activity: Trading Game Simulation
- Factors of Production
- Activity: Starting a Business

Week 2

9/14 - 9/18

- Circular Flow
- Absolute vs. Comparative Advantage
- Activity: Trade Specializations

Week 3

9/21 - 9/25

- NPR: Cotton
- Example: Tracking a T-Shirt
- Project: The Secret History of Stuff (planning)

Week 4

9/28 - 10/2

- Project: The Secret History of Stuff (mapping)
- Rana Plaza and Factory Abuse
- The Secret History of Stuff Presentations

Week 5

10/5 - 10/9

- Design Challenge: A Truly Ethical Product

Week 6

10/12 - 10/16

- Design Challenge Presentations
- Final Reflection
- Dashboard Submission

Ending the Pandemic

Science and Social Factors Affecting Emerging Diseases



DESIGN CHALLENGE

Can the spread of the coronavirus be stopped?

DESCRIPTION

After listening to experts in the field to understand the problems faced by scientists, health care workers, and policy makers in stopping the spread of the coronavirus, we'll do background work to build our capacity to understand the problem from a scientific perspective; this will include learning some biology basics: biomolecules, especially protein structure, and cells, especially immune cells and viruses. We'll study some of the physics of the movement of viruses in the air, and use these scientific learnings to look at different countries' attempts to control the virus. Working individually or in teams we'll develop a proposal for solving one aspect of the problem in one country.

CORE KNOWLEDGE

- Cell biology: how cells communicate using molecules
- Immunology: basics of human immune response
- Virology: life cycle of viruses
- Biochemistry: structure and function of proteins
- Physics of Aerosols
- Epidemiology: social, political, and biological factors that determine public health outcomes

CORE SKILLS

- Arguing with Evidence
- Data Analysis
- Modeling
- Analysis of Concepts

CORE COMPETENCIES

CO - Collaboration
 CO - Expression
 CO - Evaluation and Research
 ER - Scientific Knowledge and Theories
 ER - Empirical Modeling
 ER - Empirical Arguments
 QR - Application and Analysis

DURATION & Dates

Six weeks, 9/4 - 10/16

RECOMMENDATIONS

none

MATERIALS

Google Classroom

INSTRUCTOR

Oliver Jones

LAB SCIENCE?

No

GOOGLE CLASSROOM CODE

qbtum6s

CORE READINGS

- Excerpts from ISD's Biology Textbook
 - Protein Structure and Function
 - Viruses
 - Immune System
- Mainstream Media Articles:
 - Scientific American: "How Coronavirus Spreads Through the Air"
 - Medium.com: Tomas Pueyo: "Should We Aim for Herd Immunity Like Sweden?"
 - New Yorker Article: "Seattle's Leaders let Scientists Take the Lead"
- Peer Reviewed Science Articles:
 - Fred Hutch (Schiffer et al): Wrong person, place and time
 - Imperial College (Ferguson et al): Impact of non-pharmaceutical interventions (NPIs)
 - Physics of Fluids: Visualizing the effectiveness of face masks in obstructing respiratory jets

COURSE OUTLINE

- Week 1:**
- History of Pandemics
 - A Frontline Scientist's Experiences in Combating the Pandemic:: Interview with Josh Schiffer
- Dates 9/4, 9, 11
- 3 Key Learnings from Interview
-
- Week 2:**
- Genetics of Viruses
 - Virus Life Cycle
- Dates 9/14, 16, 18
- Vaccines: Discovery and Development
-
- Week 3:**
- Herd Immunity
 - Physics of Aerosols
- Dates 9/21, 23, 25
- Vaccines, Antibodies, Proteins: How do cells communicate?
Vaccine Discovery and Development
-
- Week 4:**
- Social and Political Challenges: Case Study 1: Sweden
 - Social and Political Challenges: Case Study 2: South Korea
- Dates 9/28, 30, 10/
- Social and Political Challenges: Case Study 3: United States
-
- Week 5:**
- Define the problem: Selecting groups and choosing your challenge
 - Ideate:
 - Prototype
- Dates 10/5, 7, 9
-
- Week 6**
- Finalize Projects
 - Present Final Project
- Dates 10/12, 14, 16
- Reflection: next steps; class consensus: How do we End the Pandemic?

What Democracy?

Challenges and Solutions to American Democracy

DESIGN CHALLENGE

How can we make the American political system more democratic?

DESCRIPTION

With a presidential election taking place on November 3rd, in the midst of a global pandemic and a national movement for racial justice, the issue of voting has taken on renewed importance. Voting is crucial for a democracy to function. It is an equity and access issue that determines who gets to participate and who has power. However, from the very beginning of our history there were limits to democracy and freedom built into our constitution and laws. Over time, some of these democratic impediments have been removed while others have been added. In this D-lab we will learn about the creation of the constitution and our political system, including examining political parties. We will develop a context for understanding the democratic challenges we face today by examining challenges from the past. Finally, students, working individually or with partners, will identify an issue that limits democracy today and will develop possible solutions.

CORE KNOWLEDGE

- Political Philosophy of the Founding Fathers
- The Structure of the Constitution
- Undemocratic Features in the Constitution
- The Political Spectrum and Political Parties then and now
- Role of Race and Gender in Politics
- Current Challenges to Democracy

CORE SKILLS

- Document Analysis
- Historical Research and Documentation
- Evidence and Argumentation
- Analysis of Political and Social Structures



CORE COMPETENCIES

CO - Collaboration
 CO - Expression
 CO - Evaluation and Research
 SR - Institutions, Systems, Government
 SR - Critical Issues and Events
 SR - Geography and Environment
 PQ - Better the World

DURATION & Dates

Six weeks, 9/4-10/16

RECOMMENDATIONS

No prior knowledge or skills necessary

MATERIALS

All materials are online

INSTRUCTOR

Jef Rettmann

LAB SCIENCE?

No

GOOGLE CLASSROOM CODE

qjzvauj

CORE READINGS

- The Declaration of Independence excerpts
- The Constitution excerpts
- Federalist Paper #10
- NY Times, “Should the US Get Rid of the Electoral College?”
- Center of American Progress, “Systemic Inequality and American Democracy”
- PRRI, “American Democracy in Crisis”

COURSE OUTLINE**Week 1**

9/4-9/11

- Modern political parties
- Colonial background--Why did the colonists Rebel?
- First attempt at self-government: Articles of Confederation

Week 2

9/14-9/18

- The Constitution
- Separation of Powers/Checks and Balances
- Undemocratic features of the constitution

Week 3

9/21-9/25

- Research skills and documentation
- Identification of current impediments to democracy
- Define phase: Selection of groups and democratic challenges for projects

Week 4

9/28-10/2

- Groups begin Ideate and Prototype phases
- Seek out feedback from students and experts

Week 5

10/5-10/9

- Groups continue working through Design thinking phases: ideate, prototype, test

Week 6

10/12-10/16

- Finalize projects
- Present projects to other groups

How to speak “American”

Embracing and Promoting Difference within Language

DESIGN CHALLENGE

Recognizing the power of language and its deep connection to individual identity, how can we make language more inclusive?

DESCRIPTION

People in the United States speak English with various accents, slang, jargon and other speech varieties based on their region, age, sexual orientation or socioeconomic status. One version of English has emerged as the dominant form: Standard American English. Whose voice is heard in Standard American English, whose voice isn't, and why does it matter?

This lab focuses on the intentional pressure to modify our language to make our communities more inclusive. We will consider the origins of language, the nature of language, and the pressures that cause all languages to change over time.

We will consider our individual linguistic group or groups and interview friends, relatives, acquaintances and strangers to learn more about speech varieties. Students will identify someone who is impacted negatively by non-conformity to Standard American English and create initiatives to educate others or change social norms.

CORE KNOWLEDGE

- Why and how languages evolve
- Why and how the English language has changed in the past 700 years
- The variations of English in use today: who use them and why
- The connections between language and identity
- The intersection of language and power with regards to race, gender, age, and class
- Linguistic “style switching” or “code switching”
- How and why linguistic diversity is discouraged and change is resisted

CORE SKILLS

- Interviewing



CORE COMPETENCIES

PQ - Better the World
 PQ - Creativity and Imagination
 CO - Collaboration
 CO - Expression
 ER - Empirical Arguments
 SR - Critical Issues & Events
 SR - Geography & Environment
 SR - Institutions, Systems & Government
 SR - Human Behavior and Expression

DURATION & Dates

Six weeks, 9/4-10/16

RECOMMENDATIONS

None

MATERIALS

None

INSTRUCTOR

Steven Nelson

LAB SCIENCE?

No

GOOGLE CLASSROOM CODE

CORE READINGS

- [Do you speak American?](#)
- [Nonstandard English Definition and Examples](#)
- [Where did English come from?](#)
- [Code Switch Podcast](#)
- [Power, Privilege, and Oppression](#)

COURSE OUTLINE

Week 1

9/4-9/11

- How languages evolve
- “In Forme of Speche is Chaunge” - the Evolution of English
- Standard vs. non-standard English

Week 2

9/14-9/18

- Linguistic diversity: terms and concepts
- Considering our personal linguistic groups
- How to interview others

Notes: Homework: Students conduct individual interviews

Week 3

9/21-9/25

- Group interview
- Students present findings of individual interviews
- Identify a specific area for focus

Week 4

9/28-10/2

- Further research
- Discuss / share learnings
- Project proposals due

Week 5

10/5-10/9

- Check -in: share
- Check-in: feedback
- Check-in: share

Week 6

10/12-10/16

- Present
- Present
- Present

Design a Zoo Exhibit

DESIGN CHALLENGE

How might we design a suitable enclosure for captive animals?

DESCRIPTION

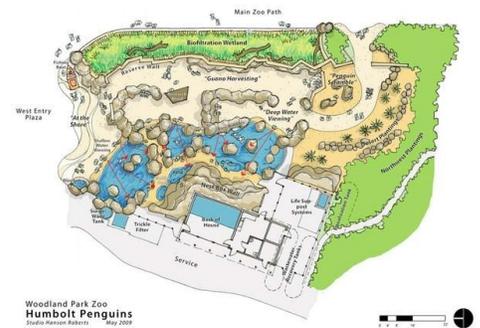
We will begin with understanding the history and role of zoos so we can meet the overall system's needs. Students will then be assigned an endangered species to research thoroughly. After getting to know their animal, they will work to design an enclosure that meets the needs of all parties from the individual animal to the zoo patrons. At each phase of the design students will receive (and sometimes give) feedback, revising their design accordingly. At the end you will showcase your final designs.

CORE KNOWLEDGE

- Role of zoos in conservation.
- Natural history, adaptations, and status of a specific species.
- Designing for a variety of stakeholders.

CORE SKILLS

- Research and application of that research.
- Creating a scale model.
- How to give and receive feedback.



CORE COMPETENCIES

PQ - Better the World
 PQ - Creativity and Imagination
 CO - Evaluation and Research
 ER - Empirical Modeling
 SR - Geography and Environment

DURATION & Dates

Six weeks, 9/4 - 10/16

RECOMMENDATIONS

Interest in animal welfare, conservation and design are a plus. No prior experience necessary.

MATERIALS

Graph paper, pencil, erasure and colored pencils preferred.

INSTRUCTOR

Rachel Rowland

LAB SCIENCE?

No

GOOGLE CLASSROOM CODE

2mgs5l4

CORE READINGS

- “Zoos Old and New” from Animal Attractions: Nature on Display in American Zoos by Elizabeth Hanson

COURSE OUTLINE

Week 1

- From menageries to conservation hubs.
- Getting to know your species.

Dates 9/4, 9/9, 9/11 •

Notes: This is where we dive into the history of zoos and their present day role in species survival.

Week 2

- Species research - natural history, conservation efforts
- What are zoos already doing?

Dates 9/14-18 •

Notes: You will take a deep dive into what makes your species tick, any adaptations that are important for survival, and conservation efforts underway to save their native population.

Week 3

- Designing the animal’s habitat space - focus on 3 features.
- Feedback.

Dates 9/21-25 •

Notes: Draw your enclosure design to scale. To limit the scope, you will focus on three features that you have included within the exhibit space. After each step of your design you will be obtaining feedback and making revisions accordingly.

Week 4

- Role of the animal handler and vet.
- Add to design.

Dates 9/28-10/2 •

Notes: This week we add to the design to include plans for zoo staff.

Week 5

- Visitor experience. Banyan Wilds - Woodland Park Zoo.
- Design signage.

Dates 10/5-9 •

Notes: The last phase of the design is creating something for the visitors to the zoo.

Week 6

- Showcase final products.
- Update dashboard.

Dates 10/12-16 •

Notes: Present your work and wrap up the d-lab.

Does Remote Interaction Change our Behavior?

PSYCHOLOGY OF BEHAVIOR

DESIGN CHALLENGE

Create and conduct an experiment to see if identified phenomena are observable in remote settings

DESCRIPTION

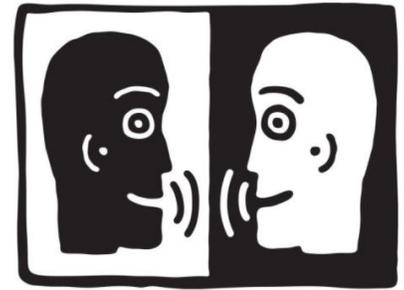
Psychologists have observed certain human behaviors occur when people interact with each other. We are going to look at some social behaviors of humans, then design and conduct an experiment to see if we can replicate if the phenomena are observable over video chat.

CORE KNOWLEDGE

- Psychology studies of human behavior in social interactions
- How to conduct a sound psychology experiment with minimal bias or confounding variables
- Ethics in psychology
-

CORE SKILLS

- Experimental Design
- Data collection and manipulation
- Creating graphs from data sets
- Writing up a psychology experiment



CORE COMPETENCIES

SR: Human Behavior and Expression
 ER: Design and Conduct an Investigation
 Construct and Defend an Argument
 QR: Application and analysis
 CO: Understanding

DURATION & Dates

Six weeks, 9/4-10/16

RECOMMENDATIONS

None

MATERIALS

Video interaction programs

INSTRUCTOR

Colin McCormick

LAB SCIENCE?

Yes

GOOGLE CLASSROOM CODE

cieqo3d

CORE READINGS

- [We're All Copycats](#)
- [Mimicry and Mirroring Can Be Good or Bad](#)
- [The Chameleon Effect in Psychology: Definition & Example - Video & Lesson Transcript](#)
- [How Psychology Addresses Research Bias](#)
- [Psychology Research Ethics](#)
- [How to Write a Lab Report](#)

COURSE OUTLINE

Week 1

- Psychology intro
- Talking about human behavior and remote vs in person interactions

9/4-9/11

Week 2

- Learning about previous studies: Mirroring/Mimicry/The Chameleon Effect
- Research other social behavioral phenomena
- Looking into collectivist/individualist societies

9/14-9/18

Week 3

- Learning about psychology experimental methods
- Exploring biases in experiments
- Exploring ethics in psychology experiments.

9/21-9/25

Week 4

- Developing and conducting the experiment
- Collecting data
- Discussing observations

9/28-10/2

Week 5

- Compiling Data and drawing conclusions
- Evaluating whether Hypothesis is supported or not
- Starting Report write up

10/5-10/9

Week 6

- Concluding final pieces of report, calculations or other outstanding steps
- Looking into what could some next steps be
- Evaluation of learning.

10/12-10/16

Science of anxiety & some strategies to cope

Understanding anxiety, both physiologically & neurologically; how people can experience it differently; and techniques to minimize its effects on our bodies.



DESCRIPTION

To understand how anxiety shows up for you, as an individual, we will look critically at how each of us reacts to stressful situations. We'll leave with a toolkit of new understanding & behaviors to help minimize our anxiety, and creating a short video with useful strategies to help our GE community better manage anxiety.

CORE KNOWLEDGE & SKILLS

- Brief history of anxiety, brain chemistry in anxiety - feedback loop mechanism, role of neurotransmitters, potential causes of anxiety, regions of the brain involved with anxiety,
- Questioning experts, discussions, understanding, causes & consequence, reflective learning

DURATION & DATES

3 weeks Sept Friday Sept 4th -Friday

CORE COMPETENCIES

Health & Wellness, Collaboration, Understanding, Human Behavior

INSTRUCTOR

Victoria Mott

GOOGLE CLASSROOM CODE

ujalwjj

MATERIALS

An open mind & a willingness to be vulnerable, be prepared to try new strategies & reflect on their benefits or challenges.

COURSE OUTLINE

Week 1

- How anxiety shows up
- Anxiety's effects on memory
- Anatomy of the brain regions
- Skill building

Week 2

- Expert interviews
- Brain chemistry of anxiety
- Testing strategies
- Guest speaker

Week 3

- Reflection on strategies
- Trying new ideas
- Guest Speaker

Week 4

- Design a tiktok or similar video for your peers to teach them useful strategies that will help during remote learning

READINGS

- [Pathophysiology of anxiety](#)
- [Anxiety & teens](#)
- [This is why you could be depressed or anxious](#) TED talk
- [The rise behind anxiety](#)

Egg Drop

Learn to Use Physics as an Excuse to Break Things

DESCRIPTION

Students will learn about the physics of Drag and Free Fall and use that information to design mechanisms to keep eggs from breaking. They will use basic algebra, tables, and graphs to showcase their knowledge.

CORE KNOWLEDGE & SKILLS

- The ability to create a parachute system for the protection of an egg to model real life parachutes
- The calculation of Drag & Free Fall
- Use of the Kinematic Equations
- Building Data Tables

DURATION & DATES

4 weeks: 9/4 - 10/2

CORE COMPETENCIES

Empirical Investigation, Scientific Knowledge & Theories, Empirical Modeling, Empirical Arguments, Interpretation, Representation, Calculation, Application & Analysis, Expression, Evaluation & Research

INSTRUCTOR

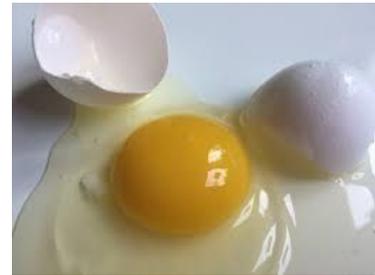
Andy McDonald

GOOGLE CLASSROOM CODE

bodzc62

MATERIALS

Cardboard, Scissors, Any Tape **Except** Duct Tape, ½ Dozen Large Eggs, Stopwatch (or a device to track time), Computer, A Tall Height (2 stories or 10ft+), & Measuring Device for Height (Tape Measure)



COURSE OUTLINE

Week 1

- Learn Some Basics
- Drag
- Free Fall

Week 2

- Trail 1
- Data collection
- Review

Week 3

- Trail 2
- Data Collection
- Review

Week 4

- Trail 3
- Data Collection
- Summary and Conclusion of Lab

READINGS

- [NASA: Beginner's Guide to Aeronautics](#)

Learn To See To Draw

Learn how to draw by seeing what is in front of you

DESCRIPTION

Develop an understanding about how to draw objects from real life. Learn the importance of the artist reserving the time to stop and take note about what is in front of them. See objects as simple shapes, angles, and lines to understand how to draw the object in relation to itself or the environment it is in.

CORE KNOWLEDGE & SKILLS

- Observational drawing and how it can improve your drawing skills.
- Analyzing the setting of a object
- Line Weight
- Compare one part of an object to help draw a connecting object
- Positive/Negative Space
- Form vs Shape
- Organic vs Geometric

CORE COMPETENCIES

Expression

INSTRUCTOR

Karin Walen

GOOGLE CLASSROOM CODE

fii72gv

MATERIALS

Paper, Pencil (or pen), Random objects in your space to draw



COURSE OUTLINE

Week 1

- Why observational drawings?
- Draw using the right side of the brain
- Start/Finish a practice drawing

Week 2

- Draw object #1
- Draw object #2
- Draw a group of objects #3

DURATION & DATES

2 Weeks 9/4-9/18 (No class Labor Day)

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READINGS

- [Drawing on the right side of the brain](#)

Portrait Drawing

Learn how to draw a portrait

DESCRIPTION

Have you ever attempted to draw a person's face? It can be difficult. In this crash lab, you will learn the basics of drawing a portrait only using lines to help create the contours of the individual.

CORE KNOWLEDGE & SKILLS

- Facial proportioning.
- Form vs Shape
- Line Weight
- Drawing Skills

CORE COMPETENCIES

Expression

INSTRUCTOR

Karin Walen

GOOGLE CLASSROOM CODE

14zmvvy

MATERIALS

Paper, Pencil (or pen), Mirror or Phone (to take a photo of yourself or someone around you), Computer (for accessing tutorials, slideshows, etc.)



COURSE OUTLINE

Week 1

- Drawing #1- Draw a portrait
- Drawing #2--Draw same portrait, slower
- Learn about facial proportions

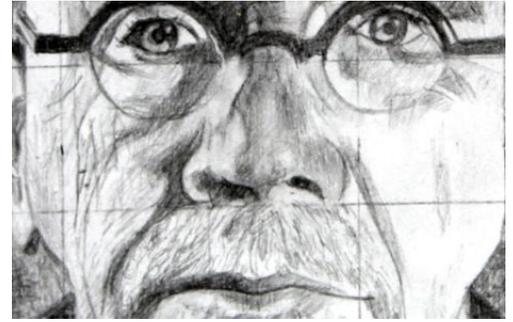
Week 2

- Review facial proportions
- Analyze your successes/struggles
- Draw a final portrait

DURATION & DATES

2 Weeks 9/21 - 10/2/2020

Using A Grid to Draw



LEARN PROPORTION AND HOW TO USE A GRID TO CREATE IT

DESCRIPTION

Students will learn about proportioning, how it both is relevant and relates to art. They will then apply their knowledge to successfully draw using a grid as a tool.

CORE KNOWLEDGE & SKILLS

- Proportions
- Drawing Skills
- Apply basic math knowledge to understand proportions.

CORE COMPETENCIES

Interpretation

Expression

INSTRUCTOR

Karin Walen

GOOGLE CLASSROOM CODE

bd2s4cu

MATERIALS

Pencil, Paper, Ruler, Eraser, Grid Paper (if you have it. It is okay if you do not)

COURSE OUTLINE

Week 1

- Understand why artists/professionals use a grid within their work
- How to utilize a grid 2D/3D
- Apply knowledge, setting up a grid

Week 2

- Begin to create artwork using a grid
- Complete artwork using a grid

DURATION & DATES

2 Weeks 10/5 - 10/16/2020

Innocence Project

What happens when bad science & human behavior send innocent people into the criminal justice system?

DESCRIPTION

Understand the 'science' that is often used to support the evidence in a conviction. Understand limitations of witness statements, science & funding. Understand implicit bias. Research cases that have been examined in light of new evidence & gain insight into the damage & consequences of being convicted of a federal crime. Look at how racism, socioeconomic factors & location play a role.

CORE KNOWLEDGE & SKILLS

- Limitations of scientific processes
- Role of implicit bias
- Factors affecting memory recall
- Open Mindedness / Source Evaluation
- Evidence Collection

CORE COMPETENCIES

Evaluation & Research, Critical Issues & Events, Institutions, Systems & Government, Human Behavior

INSTRUCTOR

Victoria Mott

GOOGLE CLASSROOM CODE

kvrccc



Meet Alan - Dad of two. Innocent years served 17.5.

COURSE OUTLINE

Week 1

- How is evidence used to convict people
- History of Forensic Science in brief
- Forensic Science a high level overview
- Who are the wrongfully convicted?

Week 2

- What happens in a police investigation?
- Eye Witness Statements
- How DNA evidence is helping release the innocent
- How can changes be made to police investigations to avoid wrongful convictions
- Reflections

DURATION & DATES

2 weeks 10/05/2020 - 10/16/2020

READINGS

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•PICKING COTTON

Our Memoir of Injustice and Redemption, by Ronald Cotton and Jennifer Thompson-Cannino, with Erin Torneo (2009)

•JUST MERCY

By Bryan Stevenson (2015)

Gibson Ek Chickens... Are They Worth the Money?

How many eggs did our chickens produce? Does this mean we could fundraise from selling eggs? Do we need more chickens?

DESCRIPTION

Students will analyze Karin's chicken data to see if we could make a business out of raising the GEk chickens.

CORE KNOWLEDGE & SKILLS

- The ability to analyze and sort large amounts of data.
- The ability to apply our knowledge to what it takes to create a business.

CORE COMPETENCIES

Interpretation, Application & Analysis, Expression, Evaluation & Research

INSTRUCTO

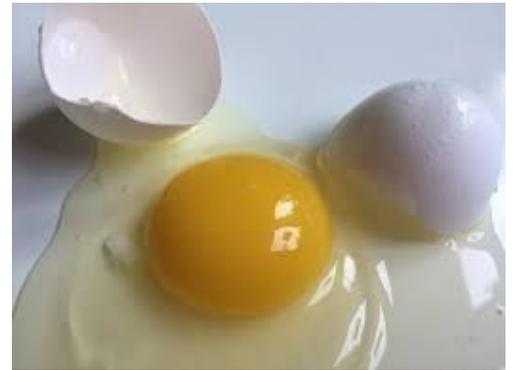
Andy McDonald

GOOGLE CLASSROOM CODE

ud32q53

MATERIALS

Computer



COURSE OUTLINE

Week 1

- A look at the Chickens
- A look at the Data
- How to? (Google Sheets/Excel)

Week 2

- Real world look at chickens
- \$/Egg?
- Can we?

DURATION & DATES

2 weeks: 10/5 - 10/16

READINGS

- [Calculate your startup costs](#)

401 Independent Study

Write a two-week independent study proposal

DESCRIPTION

Students with 401 status may choose to write a proposal for specific progress they will make on the senior project in a two week period. Students who meet the goals of their proposal may submit a new proposal for the following two week period and have it approved by their advisor.

CORE KNOWLEDGE & SKILLS

- Determined by student project

CORE COMPETENCIES

Determined by student project

INSTRUCTOR

Attendance taken by Tonja; proposal approved and monitored by advisor

GOOGLE CLASSROOM CODE

kh5f4wl

MATERIALS

401 Status and [Project Proposal](#)



COURSE OUTLINE

Determined by student

DURATION & DATES

2 weeks; must register for each two week period.