

Lesson Title: Photos Micro-Credential	Grade Level: 10-12
CTE Pathway / Course Name:	Lesson Duration: 1-2 class periods
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Industry Standards: <ul style="list-style-type: none"> Students will document a crime scene using the correct three-phase photography sequence and maintain evidence integrity with proper markers, scales, reference points, and a photo log. 	
Essential Question: <ul style="list-style-type: none"> In what ways can photographic documentation strengthen—or weaken—the credibility of crime scene evidence in court? 	
Instructional Objectives / Learning Targets:	
By the end of this lesson, students will be able to: <ul style="list-style-type: none"> Demonstrate the correct three-phase forensic photography sequence (Overall, Mid-Range, Close-Up) on a staged crime scene. Apply proper evidence documentation techniques using placards, scales, and a photo log. Organize and compile their photographs and documentation into a structured Google Slides case file. Explain how sequencing, accuracy, and fixed reference points protect the integrity of crime scene evidence. 	
<i>PLC Question Two: How will we know when students have learned?</i>	
Assessment and Evidence	
Classroom Assessments: <ul style="list-style-type: none"> Exit Ticket-Formative Assessment Knowledge-based Formative Assessment Formative, Performance-Based Assessment 	
<i>Planning Question: How will teachers facilitate the learning?</i>	
Micro Lesson Planning	Resources & Equipment
Bell Ringer / Engagement (5–10 min): This bell ringer introduces students to the ethical debate surrounding crime scene photography using the University of Idaho case, and guides them through a brief visual analysis activity to connect ethics with evidence documentation. Activity <ul style="list-style-type: none"> Bellringer 	<ul style="list-style-type: none"> Computer/Smartboard Paper/Pencil Student Computer

Assessment <ul style="list-style-type: none"> ● Exit Ticket-Formative Assessment 	
Direct Instruction (10–15 min): Use this guide to instruct students on proper crime scene photography techniques, walk them through each photo type (overall, mid-range, close-up), and ensure students practice documenting a scene in the correct sequence using placards, scales, and a photo log. Activity <ul style="list-style-type: none"> ● Forensic Photography Guide Presentation Assessment <ul style="list-style-type: none"> ● Knowledge-based Formative Assessment 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer
Guided Practice (10–15 min): This lesson is a guided practice teaching students the sequential forensic photography method (Overall, Mid-Range, Close-Up) and requiring documentation via a photo log. Activity <ul style="list-style-type: none"> ● Forensic Photography Exercise Assessment <ul style="list-style-type: none"> ● Formative, Performance-Based Assessment 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer ● Camera: A digital camera or smartphone. ● Scales: L-Scales or flat rulers (for close-up measurements). ● Markers: Numbered evidence placards or tents. ● Documentation: A log sheet and pen. ● Stability (Optional): A small tripod or stabilizing base for close-ups.
Hands-On Activity / Lab (30–60 min): Facilitate a hands-on exercise where students demonstrate the correct three-phase sequence of forensic photography (Overall, Mid-Range, Close-Up) and maintain proper documentation integrity. Activity <ul style="list-style-type: none"> ● Forensic Photography Documentation Practical Assessment <ul style="list-style-type: none"> ● Formative, Performance-Based 	<ul style="list-style-type: none"> ● Computer/Smartboard ● Paper/Pencil ● Student Computer ● Camera: A digital camera or smartphone. ● Scales: L-Scales or flat rulers (for close-up measurements). ● Markers: Numbered evidence placards or tents. ● Documentation: A log sheet and pen. ● Stability (Optional): A small tripod or stabilizing base for close-ups.
Debrief and Reflection (10–15 min):	

<ul style="list-style-type: none"> Today's exercise allowed students to apply the three-phase forensic photography sequence in a realistic crime-scene scenario. Students reflected on how well they documented the scene, maintained sequencing, and used fixed reference points for Overall, Mid-Range, and Close-Up shots. The discussion focused on what went well, what challenges they encountered (lighting, angles, focus, or maintaining order), and how proper documentation directly impacts the integrity of real investigative work. 	
<p>Assessment / Exit Ticket:</p> <ul style="list-style-type: none"> Students must compile all required photographs and the completed Mini Photo Log into a single Google Slides presentation. 	
<p>Microcredential Evaluation:</p> <ul style="list-style-type: none"> Formative assessment will occur during practical exercise. 	
<p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> Accommodations will follow all IEP or 504 plans to ensure equitable access. Students may receive extended time, simplified scenarios, or verbal instead of written responses. Small-group or one-on-one settings, restated directions, and assistive technology (speech-to-text, enlarged print) may be provided as needed. All supports will maintain the integrity of the Photo Documentation Micro-Credential standards. 	
<p>Rubric:</p>	<ul style="list-style-type: none"> Photography at a Scene Rubric