DAILY EVIDENCE SHEET

OFFICIAL

Sep 10 · Investigation Day 4 of 18 · The Case Opens

WEBXAM · DOMAIN 2 BIOTECHNOLOGY RESEARCH AND EXPERIMENTS · OHIO OUTCOME 5.8

VOCABULARY IN BOLD IS DEFINED WHERE IT FIRST APPEARS

INVESTIGATOR CODE (PERIOD + CODE, NOT YOUR NAME)	TEAM	DATE
		Sep 10, 2026

WHY TODAY MATTERS, IN PLAIN ENGLISH — SEC 00

When a real death investigation opens, the medical examiner keeps two questions separate: what physically stopped the body (the cause) and how it came about, whether natural, accident, or something worse (the manner). Mixing them up is the number one rookie mistake. Today you open the case and start the timeline and the suspect board exactly as a real cold-case unit would, with question marks, not verdicts.

Today you will: hear the **dispatch** call, meet the victim on paper, learn manner versus **cause of death**, and open the two organizers that will run the whole unit: the timeline and the suspect matrix.

The ten-year idea: Cause is what stopped the body. Manner is the story of how it came to happen. They are different questions with different evidence.

> **CAUSE OF DEATH**: the physical event that stopped life. Analogy to hold onto: what broke the machine.

> **MANNER OF DEATH**: the category of how it came about: natural, accident, homicide, suicide, or undetermined. Analogy to hold onto: the story behind the breakdown.

> **DISPATCH**: the emergency call record that starts a case clock. Analogy to hold onto: the opening whistle.

PART A · READ THE BRIEFING, THEN ANSWER FROM THE TEXT — SEC 01

Every death investigation answers two questions, and mixing them up is the number one rookie error. **CAUSE of death** is the physical event: the heart stopped from blood loss, the brain was injured, an infection overwhelmed the lungs. **MANNER of death** is the category of circumstance: natural, accident, homicide, suicide, or undetermined. Analogy: when a machine breaks, the mechanic reports what broke (cause) and the incident report

says how it came to break: wear and tear, operator mistake, or sabotage (manner). LIMIT: bodies are not machines; disease and injury can stack, and one can hide the other. That is why undetermined is an honest verdict, not a failure.

Today you get the first documents of the case file: the **dispatch** transcript and the victim background card. Documents are evidence too, and they get the same discipline as a bloodstain: what does this page actually SAY (observation) versus what am I ADDING to it (inference)?

Two organizers open today and stay open for fifteen days. The MASTER TIMELINE holds every time-stamped fact with its source; when timelines from different sources agree, that is corroboration, and when they conflict, that is a lead. The SUSPECT MATRIX holds motive, means, and opportunity for each person of interest, but read the column headers: evidence FOR and evidence AGAINST. A motive with no evidence is just gossip with a nametag.

Answer from the reading above. Cite the sentence you used by copying its first three words in quotation marks.

PBS-U1-D04-A1

In your own words, what is the difference between the cause of death and the manner of death? Copy the first three words of the sentence you used.

PBS-U1-D04-A2

The reading says undetermined is an honest verdict, not a failure. Why?

WORKED EXAMPLE, STEP BY STEP (A PRACTICE CASE, NOT OURS) **SEC 01A**

Building timeline rows from a practice dispatch call

Practice case, not ours: a bicycle shop's burglar alarm goes off overnight and the keyholder calls it in; here is how you turn that call into timeline rows.

What to notice: Notice there are two separate pieces of paper: a timeline row is only as strong as the document you can point to for it.

1. Read the call record for clock stamps first. The operator's stamp says: time of this call is 2:38 AM. Row 1: 2:38 AM, call placed, source DOC-1, O (the document states it).
2. Read for events the caller states with no clock. The caller says: the alarm company texted me and I drove over, the back window is broken, nothing looks moved. Row 2: none, back window broken, DOC-1, O. Row 3: none, nothing looks moved, DOC-1, O (it is what he said, even though it is his impression).
3. Now add what a second document states. The alarm company's log says the alarm tripped at 2:05 AM. Row 4: 2:05 AM, alarm tripped, alarm log, O.
4. Add the row you had to compute, and label it I. The caller says he arrived about six minutes before calling. 2:38 minus 6 minutes = 2:32 AM. Row 5: 2:32 AM, keyholder arrives, DOC-1 plus arithmetic, I (you added the subtraction).
5. Look for an overlap. The caller says the alarm company texted him; the alarm log shows a trip at 2:05. The two sources agree that an alarm happened, so that is corroboration. If the log had shown no trip, that would be a conflict and a lead.
6. Report the gap two ways. Arrival to call: 2:38 minus 2:32 = 6 minutes. 6 minutes divided by 60 minutes per hour = 0.1 hours.

Finished product: Five rows, every one with a source, four labeled O and one labeled I; the alarm is corroborated by two sources; the arrival-to-call gap is 6 minutes, or 0.1 hours.

Now do the same steps on today's real data in Part B. If you were in class, use your team's data. If you were absent or are new, use the canned data set below.

IF YOU WERE NOT IN CLASS: THE DATA YOU NEED

SEC 01B

ABSENT OR NEW TO THE CLASS? START HERE

The case opened. The class heard the dispatch transcript (DOC-1) read aloud, then received the victim background card and the persons-of-interest brief (DOC-3). Teams opened the master timeline and the suspect matrix. These are the facts a team pulled from the documents, with the source for each.

TIME (OR NONE)	EVENT, IN THE DOCUMENT'S OWN WORDS	SOURCE	O OR I
7:16 AM	Time of this call is 7:16 AM (operator's stamp)	DOC-1	O
none	I just got to work (no minutes given on DOC-1)	DOC-1	O
7:14 AM	I badged in at 7:14 like always (the caller's own interview card)	DOC-3 persons-of-interest brief	O
none	My boss is on the floor behind the counter and she's not responding. Her face is really swollen	DOC-1	O
none	The drawer where it always is, it's open and it's empty	DOC-1	O
none	There's a shelf knocked over on her, there's a smoothie sitting right here	DOC-1	O
none	Severe peanut allergy, documented since childhood, two prior emergency visits at ages 9 and 21 (RECORD)	background card	O
work hours, daily	Every employee states the epinephrine auto-injector was kept in the counter drawer, without exception (STATEMENTS)	background card	O
about 6:00 AM, daily	Arrived around 6:00 AM most mornings, alone; made and taste-tested the first protein smoothie herself, every day (STATEMENTS)	background card	O
two weeks before; ten days before	Fired an employee over register discrepancies; won the regional tournament hosting contract over a rival lounge	background card	O

Overlap for B2	Background card: the injector is always in the counter drawer. DOC-1: the drawer is open and empty. The two documents talk about the same drawer and a lead: the same drawer described in two states. A conflict is a lead: the investigation now has to find out where the injector is and how the drawer came to be empty. It is not a verdict about anyone.
Numbers for B3	Call time 7:16 AM. DOC-1 gives no minutes; the caller's interview card (DOC-3, released today) says he badged in at 7:14. Arrival = 7:14 AM. Gap = 2 minutes. 2 minutes divided by 60 minutes per hour = 0.03 hours (rounded). Write which document the 7:14 came from.
Suspect matrix after today (F team)	Four names: Jae Whitfield, Marcus Nguyen, Priya Rao, Victor Boone. Motives in the CLAIMED column only. Evidence-for and evidence-against columns empty.
Open question the room posted for the scene walk	Where is the auto-injector, and what does the counter area show around the smoothie and the open drawer? (Nobody may name a cause, a manner, or a suspect yet.)

Use these values exactly as your team's data for Part B and Part E. Write "canned data set" at the top of Part B so Mr. Mendoza scores it as make-up work. Where the case file does not fix a number (room measurements, clock times, hair features), the value here is a classroom placeholder; your room's real numbers replace it.

PART B · WORK THE EVIDENCE

SEC 02

You have exactly two documents today: the dispatch transcript (Document DOC-1) and the victim background card. Every entry below must come from one of them, with the source written down.

> **TIME STAMP**: a clock time attached to an event. If the document gives no clock time, write none.

> **SOURCE**: the document a fact came from. A fact with no source is a rumor.

> **CORROBORATION**: two independent sources that agree. It is the strongest thing a timeline can show.

TIME (OR NONE)	EVENT, IN THE DOCUMENT'S OWN WORDS	SOURCE (DOC-1 OR BACKGROUND CARD)	O OR I

PBS-U1-D04-B1

Timeline table: at least five entries, every one with a source, every one labeled O (the document states it) or I (you added it). (Scored on the table.)

PBS-U1-D04-B2

Find one place where the two documents talk about the same thing. Do they agree or conflict? Write which, and what a conflict would mean for the investigation.

PBS-U1-D04-B3

DOC-1 prints the time of the call. The caller says they arrived shortly before calling; use the minutes given by the caller (Case A: DOC-1) or by the first interview card (Case B: the shift lead, DOC-3). Write the arrival time, then the gap between arrival and the call in minutes and as a decimal fraction of an hour (divide by 60). Show the work with units.

PART C · WRITE THE CALL

SEC 03

Write the one open question tomorrow's scene walk must answer. Then explain in three to five sentences why the two documents you hold today cannot answer it. Use at least one observation (O) and one inference (I) from your table, and label each one.

Claim ceiling. You may not name a cause, a manner, or a suspect today. You have two pieces of paper. The matrix opens with question marks, not verdicts.

PBS-U1-D04-C1

Your writing:

PART D · VOCABULARY IN USE — SEC 04

PBS-U1-D04-D1

Use **cause of death** and **manner of death** and **dispatch** correctly in one or two sentences about today's work. A definition alone does not count; use the words about something real.

PART E · SELF-CHECK AND EXIT — SEC 05

One line each. These come from today's pack; answer from memory first, then check.

PBS-U1-D04-E1

The heart stopped from blood loss. Cause or manner?

PBS-U1-D04-E2

The five manners of death?

PBS-U1-D04-E3

A suspect has a strong motive and nothing else. What does the matrix say?

TURN IN — SLIP

Initial observations log: Ten entries labeled O / I; First timeline entries with source column; One open question for tomorrow's scene walk.

Hand this sheet to Mr. Mendoza before you leave. The notebook pages named on today's pack stay in your Investigative Notebook.

STANDARDS CITED ON THIS SHEET, AND HOW IT IS USED IN DATA-DRIVEN INSTRUCTION REF

WebXam alignment. Principles and Practice of Biomedical Technology (code 072110), Biotechnology Research and Experiments (46.07 percent of the test), Ohio outcome 5.8 Biotechnology Research and Experiments.

Ohio Health Science	5.8.4	Establish and implement procedures for systematic collection, organization and use of data.
Ohio Health Science	5.8.7	Document results of the experiment in a laboratory notebook, adhering to professional protocol.
Ohio Health Science	5.9.1	Maintain the integrity of a clinical sample, including patient/client identification and chain of custody and explain how to adhere to chain-of-custody guidelines when required (e.g., forensic studies, drug screen).
Ohio Health Science	1.2.1	Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).
Ohio Health Science	1.3.3	Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
PLTW PBS framework	EXD-A.4	Maintain a detailed repeatable account of an experiment in a physical or digital laboratory notebook.
PLTW PBS framework	COM-A.7	Use appropriate scientific terminology and abbreviations.
Common Core	RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, noting the precise details of explanations or descriptions.
Common Core	RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation of a complex process; summarize accurately.
Common Core	WHST.9-10.2	Write informative or explanatory texts, including scientific procedures and technical processes, with precise language and domain-specific vocabulary.
Common Core	HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently, and choose and interpret the scale and the origin in graphs and data displays.
NGSS	SEP-8	Obtaining, evaluating, and communicating information: read scientific texts to summarize and evaluate claims and evidence.

How this sheet is used in DDI. Each item carries a code (for example PBS-U1-D04-B2). Mr. Mendoza scores every item 0, 1, or 2 (2 = complete and correct, 1 = partly, 0 = missing or wrong) and records the scores by period and investigator code, never by name. The scores roll up into these skills:

PBS.S.04a	Tell cause of death from manner of death and name the five manners	items A1, A2, E1, E2
PBS.S.04b	Build a timeline entry: time, event, and the source document it came from	items B1, B2
PBS.S.04c	Compute elapsed time and report it in two units	items B3
PBS.S.04d	Separate observation from inference and write the open question the evidence must answer	items C1, D1, E3

Mastery rule. A skill is on track when at least two of its items score 2 (or its single item scores 2). A skill below that routes you to today's pack, SEC 02 (Background and briefing), and to the matching page on the portal, and it comes back as a warm-up question next week. These scores are Mr. Mendoza's instructional record for deciding what to reteach. They are not the report-card grade, which lives in Schoology.