

# Unit 5: Criminal Investigation Procedures

Content Area: **CTE**  
Course(s):  
Time Period: **February**  
Length: **5 Weeks**  
Status: **Published**

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## Unit Overview:

This unit introduces students to the procedural aspects of law enforcement, covering crime scene investigation, evidence collection and preservation, suspect interviewing and interrogation, and court testimony. Students will understand the vital role of law enforcement officers in the justice process, from initial response to case closure.

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## Essential Questions:

- What are the key procedures in a criminal investigation?
- How do law enforcement officers ensure the integrity of evidence?

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## Enduring Understandings:

Law enforcement officers play a crucial role in the justice process from initial response to case closure.

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## Standards/Indicators/Student Learning Objectives (SLOs):

PUBS.9-12.9.4.12.L.(1).1	Demonstrate knowledge of psychosocial principles and strategies to facilitate and deal with human behavior encountered in corrections environments.
PUBS.9-12.9.4.12.L.(1).2	Apply active listening skills in multiple settings common to corrections environments, such as group meetings and presentations, in order to obtain and clarify information and to implement directives and procedures.
PUBS.9-12.9.4.12.L.(1).24	Analyze and summarize limits on and types of interrogation procedures in order to protect the rights of both U.S. and non-U.S. citizens in corrections environments.

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## Lesson Titles:

- "Crime Scene Investigation"
- "Evidence Collection and Preservation"
- "Suspect Interviewing and Interrogation"
- "Testifying in Court"

## **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## **Inter-Disciplinary Connections:**

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Forensic Science, Psychology, Law, Sociology.

SOC.6.1.12.D.3.a

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

SOC.6.1.12.D.3.b

Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

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## **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

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## **Climate Change**

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## **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political

- Social

### **Summative Assessment:**

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Quizzes, practical demonstrations, final unit exam, research project on a specific criminal investigation procedure.

- Alternate Assessment
- Benchmark
- Marking Period Assessment

### **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

### **Alternative Assessments**

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Performance Tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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Textbook chapters, practical demonstration tools, case studies, guest speakers.

Introduction to Criminal Justice

Robert Bohm, 10e

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Direct instruction for theoretical aspects.
- Practical demonstrations for processes like evidence collection.
- Guided practice for procedures such as mock suspect interviews.
- Case study analysis to deepen understanding and critical thinking.

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals

- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Technology Materials and Standards**

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### **Computer Science and Design Thinking Standards**

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CS.9-12.8.1.12.AP.6

Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

CS.9-12.8.1.12.AP.7

Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

