# Unit 1: Fundamentals of Criminal Investigation

Content Area: **CTE**
Course(s):
Time Period: **September**
Length: **5 weeks**
Status: **Published**

## Unit Overview:

This unit explores the core principles of criminal investigations, covering the role of law enforcement, investigative procedures, forensic science, legal considerations, and case-solving techniques. Students will gain insights into the investigative process, understand how evidence is collected and analyzed, and learn about the judicial system's role in criminal investigations. The unit will emphasize critical thinking, attention to detail, and the ethical responsibilities of investigators.

## Essential Questions:

- What are the key steps in the criminal investigation process?
- How do investigators collect, preserve, and analyze evidence?
- What role does forensic science play in solving crimes?
- How do legal considerations impact investigations?
- What ethical challenges do law enforcement officers face during investigations?
- How do law enforcement, forensic experts, and the judicial system collaborate in the investigation process?

## Enduring Understandings:

- Criminal investigations require a systematic, methodical approach grounded in the collection and analysis of evidence.
- Investigators must maintain objectivity and ethical standards while ensuring the legal rights of suspects and victims.
- Technology and forensic science play crucial roles in solving modern crimes.
- Collaboration between law enforcement, forensic experts, and the legal system is essential for successful investigations.
- Investigations aim to establish facts and provide justice for all parties involved.

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

| PUBS.9-12.9.4.12.L.(4).1 | Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services. |
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| PUBS.9-12.9.4.12.L.(4).3 | Demonstrate writing skills that facilitate accurate and clear note-taking and report writing in order to effectively complete police incident reports. |
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| PUBS.9-12.9.4.12.L.(4).35 | Demonstrate proper handcuffing techniques. |

## Lesson Titles:

- **Introduction to Criminal Investigations**

  - Overview of the investigative process: stages, roles, and key players.
  - Essential skills for investigators.

- **Crime Scene Management**

  - Steps for securing a crime scene and collecting evidence.
  - Chain of custody and documentation procedures.

- **Evidence Collection and Forensic Science**

  - Types of evidence: physical, biological, digital.
  - Introduction to forensic tools: DNA analysis, fingerprinting, ballistics, and digital forensics.

- **Interviewing Witnesses and Suspects**

  - Techniques for interviewing and interrogation.
  - The importance of nonverbal cues and building rapport.

- **Legal Framework and Rights**

  - Understanding the Constitution: Miranda rights, search and seizure, warrants.
  - The impact of laws on investigations.

- **Technology in Criminal Investigations**

  - The role of technology in modern investigations: surveillance, cybercrime, and digital forensics.

- **Ethics in Criminal Investigations**

  - Ethical dilemmas investigators may face.
  - Importance of maintaining professional integrity.

- **Collaboration with Forensic Experts and Prosecutors**

  - How investigators work with forensic experts and the legal system to build a case.
  - Preparing for court and understanding the judicial process.

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

| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| --- | --- |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

## Inter-Disciplinary Connections:

- **Forensic Science (Biology/Chemistry):** Understanding the scientific principles behind DNA analysis, toxicology, and trace evidence.
- **Technology (Computer Science):** Exploration of cybercrime, digital forensics, and surveillance technologies.
- **Social Studies (Civics):** Examination of constitutional rights and their impact on law enforcement practices.
- **Psychology:** Understanding human behavior during interrogations and witness interviews.
- **English/Language Arts:** Report writing, analyzing case studies, and communicating effectively in legal contexts.

## Diversity, Equity, and Inclusion

## Amistad Mandate

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

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## Climate Change

## Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## Assessments

## Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

## Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

## Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

## Materials:

Criminal Investigations

Michael D. Lyman

Textbook chapters

Scholarly articles

Documentaries

Primary Sources

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

- **Case Studies:** Analyze real-world criminal cases to apply investigative techniques and understand procedures.
- **Simulations/Role-Playing:** Create mock crime scenes where students collect and analyze evidence, and conduct interviews.
- **Guest Speakers:** Invite law enforcement officers, forensic experts, and legal professionals to discuss real-life investigative work.
- **Collaborative Learning:** Students work in teams to solve simulated criminal cases, promoting problem-solving and teamwork skills.
- **Project-Based Learning:** Students research a famous criminal case and present their findings, focusing on the investigative process.
- **Ethics Debates:** Organize discussions on ethical issues in criminal investigations, challenging students to consider multiple perspectives.
- **Critical Thinking Activities:** Engage students in analyzing crime scene photos or evidence to draw conclusions.

## Modifications

## MLL Modifications:

- 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:

- 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

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:

*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

## Computer Science and Design Thinking Standards

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|---|---|
| CS.9-12.8.1.12.AP.8 | Evaluate and refine computational artifacts to make them more usable and accessible. |
| CS.9-12.8.1.12.AP.9 | Collaboratively document and present design decisions in the development of complex programs. |