

Unit 2: Follow-Up Investigative Processes

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

Unit Overview:

This unit delves into the follow-up phase of criminal investigations, which occurs after the initial response to a crime. Students will explore how investigators gather additional evidence, pursue leads, conduct detailed interviews, and work closely with forensic experts. The unit emphasizes the importance of persistence, thoroughness, and collaboration in solving crimes. Students will learn how investigators adapt their strategies as new information emerges, while adhering to legal and ethical standards.

Essential Questions:

- What are the key steps in the follow-up phase of an investigation?
- How do investigators build on initial findings to pursue additional leads?
- What role do interviews, surveillance, and forensic evidence play in the follow-up process?
- How do legal and ethical considerations affect the ongoing investigation?
- How do investigators ensure collaboration between law enforcement, forensic experts, and prosecutors during this phase?

Enduring Understandings:

- The follow-up phase is essential to resolve complex investigations and ensure justice.
- Effective follow-up investigations require attention to detail, collaboration, and adaptability.
- The collection and interpretation of new evidence can significantly change the course of an investigation.
- Legal constraints, such as search and seizure laws, continue to shape how investigators pursue new leads.
- Ethical considerations guide investigators in balancing thoroughness with respect for individual rights.

Standards/Indicators/Student Learning Objectives (SLOs):

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.
PUBS.9-12.9.4.12.L.(4).25	Examine and summarize procedures for properly processing crime scenes for fingerprint evidence.

Lesson Titles:

• The Role of Follow-Up Investigations

- Understanding the objectives of follow-up investigations.
- Key differences between initial response and follow-up processes.

• Revisiting the Crime Scene and Evidence

- The importance of reexamining the crime scene and reviewing collected evidence.
- Identifying gaps and refining investigative strategies.

• Conducting Detailed Interviews

- How investigators conduct follow-up interviews with witnesses, victims, and suspects.
- Reinterviewing for clarification or new insights.

• Surveillance and Stakeouts

- The role of surveillance in gathering additional information.
- Techniques used for observing suspects and key locations.

• Following New Leads

- Methods for pursuing new evidence or tips that arise.
- Understanding the importance of adaptability in investigations.

• Forensic Reanalysis and Collaboration

- Working with forensic teams to analyze new or previously overlooked evidence.
- The role of lab reports and scientific updates in refining an investigation.

• Legal and Ethical Constraints in Follow-Up Investigations

- Continuing to operate within legal boundaries (e.g., obtaining warrants, respecting rights).
- Ethical considerations in ongoing investigations (e.g., dealing with informants).

• Preparing for Trial and Case Presentation

- Collaborating

Career Readiness, Life Literacies, & Key Skills:

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):** Reviewing forensic re-analysis techniques, like DNA matching and toxicology reports.
- **Psychology:** Deepening understanding of suspect behavior, re-interviewing techniques, and witness memory.
- **Social Studies (Civics):** Exploration of the legal framework governing follow-up investigations, including court procedures.
- **English/Language Arts:** Advanced report writing, refining arguments for court presentations, and analyzing legal documents.
- **Mathematics (Statistics/Data Analysis):** Understanding data integration and the use of statistical methods in crime pattern analysis.

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 Reviews:** Have students revisit initial investigations and conduct mock follow-ups, applying new evidence and intelligence.
- **Role-Playing:** Simulate suspect interrogations, witness re-interviews, and collaboration with prosecutors.
- **Guest Lectures:** Invite prosecutors and detectives to explain the importance of follow-up investigations and case preparation.
- **Group Projects:** Students work in investigative teams to organize follow-up tasks, such as tracking suspects or analyzing new evidence.
- **Mock Courtrooms:** Students present follow-up findings in a mock court setting, simulating cross-examinations and defense strategies.
- **Technology Integration:** Explore how modern tools (e.g., databases, facial recognition) enhance follow-up investigations.
- **Ethics Debates:** Discuss ethical dilemmas specific to follow-up investigations, like the re-examination of suspects or newly found evidence.

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

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.