

Unit 3: Obtaining Information

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

Unit Overview:

This unit focuses on the techniques and methods law enforcement officers use to gather information during an investigation. Students will learn the importance of interviewing, interrogating, surveillance, and intelligence gathering. The unit will emphasize ethical considerations, communication skills, and legal parameters when obtaining information. The goal is to equip students with a foundational understanding of how information is collected, verified, and used in criminal investigations.

Essential Questions:

- How do law enforcement officers obtain and verify information during an investigation?
- What are the key differences between interviewing and interrogating a suspect or witness?
- How do legal constraints shape the ways officers gather information?
- What role does ethical decision-making play in information gathering?
- How do communication skills affect the quality of information obtained?

Enduring Understandings:

- Effective information-gathering is critical to solving crimes and ensuring justice.
- Legal and ethical constraints must be followed during the process of obtaining information.
- Different situations require distinct methods of obtaining information, including interviewing, interrogation, and surveillance.
- Communication skills, including active listening and asking the right questions, are key to extracting useful information.
- Information gathered must be corroborated and verified for reliability and accuracy.

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.
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).12	Examine and summarize the rights of an individual being interrogated under the Fifth and

PUBS.9-12.9.4.12.L.(4).18

Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments.

Describe how to ensure compliance with established procedures to avoid the violation of constitutional protections regarding search and seizure, with a focus on the Terry stop (stop and frisk) and obtaining warrants.

Lesson Titles:

- **Introduction to Information Gathering in Criminal Investigations**
- **Interview vs. Interrogation: Techniques and Legal Constraints**
- **The Role of Surveillance and Technology in Obtaining Information**
- **Developing Communication Skills: Active Listening and Questioning**
- **The Ethics of Information Gathering: Legal and Moral Boundaries**
- **Corroborating and Verifying Information in an Investigation**
- **Case Study: Successful Information Gathering in Criminal Investigations**

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:

- **Language Arts:** Emphasis on communication skills, including active listening, writing interview notes, and analyzing witness statements.
- **Psychology:** Understanding human behavior, body language, and the psychological aspects of interviewing and interrogating.
- **Ethics/Philosophy:** Discussion of ethical dilemmas in obtaining information and how officers must balance legal constraints with moral decision-making.
- **Technology:** Exploring how modern technology (e.g., surveillance cameras, wiretaps, and digital forensics) aids in gathering information.

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:

- **Role-Playing Exercises:** Students simulate interviews and interrogations to practice communication techniques and ethical decision-making.
- **Case Study Analysis:** Students will examine real-life criminal cases to identify how information was obtained, verified, and used in solving the case.
- **Group Discussions:** Facilitate discussions on the ethical considerations and legal constraints that officers face during information gathering.
- **Guest Speakers:** Invite law enforcement officers to speak on their experiences in gathering information and the challenges they face.
- **Mock Investigations:** Students conduct a mock investigation where they must obtain information through interviews, surveillance, and research, culminating in a report.
- **Debates:** Organize debates on controversial information-gathering tactics, such as the use of informants or surveillance technology.

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.