

“Once Upon a Crime Literature” Curricular Document

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
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READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT				
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			x	
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X			X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X			
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		X		
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				X
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X		X	X

Course Information

Crime Literature

CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 Weeks
GRADE LEVEL	DATE LAST REVIEWED
11-12	New course 2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
English 9 and English 10	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

In this course, students will analyze the differences between true crime and crime fiction stories. Students will also explore society's true crime obsession while analyzing issues, limitations, or problems with that obsession. Using this understanding will propel student discussion of impact, justice, and the role of public opinion within these cases. In addition, students will choose true crime novel(s) to further their understanding of the genre.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

ESSENTIAL QUESTIONS

Unit 1: Fiction Crime

- How does genre impact audience experience?
- What are the necessary components of a compelling detective/true crime narrative?

Unit 2: True Crime

- What are some potential ISSUES or PROBLEMS (limitations) with society's true crime obsession? Who could

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

this genre negatively impact?

- Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims, and what could be problematic trusting these voices?
- What does justice actually look/feel/sound like in the true crime world?

Unit 3: Independent Reading

- How does genre impact audience experience?
- What are the necessary components of a compelling detective/true crime narrative?
- What are some potential ISSUES or PROBLEMS (limitations) with society's true crime obsession? Who could this genre negatively impact?
- Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims, and what could be problematic trusting these voices?
- What does justice actually look/feel/sound like in the true crime world?

Unit 4: Choose Your Own Crime Research & Project

- What are some potential issues or problems with society's true crime obsession? (Think about who this genre could negatively impact)
- Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims?
- What does justice actually look/feel/sound like in the true crime world?
- What are the limitations and biases of others' telling of true crime stories and our own accounts of them?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Crime Fiction

In this unit, students will analyze formal techniques of the genre, learning vocabulary to speak about the genres with the correct terminology. Students will also explore a range of detective fiction exemplars through short stories, plays, and/or novels and analyze the elements of a mystery.

DESIRED RESULTS

ASSESSMENT EVIDENCE

Essential Questions

Students will keep considering...

- How does genre impact audience experience?
- What are the necessary components of a compelling detective/true crime narrative?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Assessment Evidence

*Performance is evaluated in terms of...
Students will show their learning by...*

READING

R1: Read closely to determine what the text says

- I can cite relevant textual evidence that strongly supports analysis of what the text says

Success Criteria Rubrics

→ Rubrics indicate the specific success criteria by standard and are used

<p>explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>explicitly/implicitly and make logical inferences, including determining where the text is ambiguous.</p> <ul style="list-style-type: none"> I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 	<p>throughout the learning process for feedback and reflection</p> <p>Performance Task Description:</p> <p>→ Literary analysis of the elements of a mystery/redefining the rules of a mystery (using Van Dine’s Rules)</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> Modification: <ul style="list-style-type: none"> sentence stems or frames pre-annotated text or guided reading with notes visual organizers Extension: <ul style="list-style-type: none"> Partner annotations (show conversations) Lead class discussion
<p>WRITING Skills</p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> I can write a literary analysis to support claims in an analysis of substantive topics or texts. I can establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence, and create an organization that establishes clear relationships among claim(s), reasons, and evidence. I can develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 	
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i></p> <p><i>In this course, all class reads may include...</i></p>		
<p>20 Rules for Writing Detective Stories by S.S. Van Dine The Westing Game novel or the play version Sorry, Right Number by Stephen King Clue: On Stage House of Seven Gables play</p>		

Unit 2: True Crime

Students will examine/study famous unsolved true crime cases to build their own theories supported by evidence from multimedia formats, considering the point of view, reliability of sources, potential biases, etc.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> • What are some potential ISSUES or PROBLEMS (limitations) with society's true crime obsession? Who could this genre negatively impact? • Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims, and what could be problematic trusting these voices? • What does justice actually look/feel/sound like in the true crime world? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> • I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can develop questions for deeper understanding and further exploration of a text. (RI&RL) 	Success Criteria Rubrics → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → Socratic discussion (themes, motive, commonalities, etc.) Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> • <i>Modification:</i> <ul style="list-style-type: none"> ○ pre-annotated text or guided reading with notes ○ visual organizers • <i>Extension:</i> <ul style="list-style-type: none"> ○ Partner annotations (show conversations)
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'	<ul style="list-style-type: none"> • I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. • I can propel conversations by posing and engaging 	

<p>ideas and expressing their own clearly and persuasively.</p>	<p>with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.</p> <ul style="list-style-type: none"> ● I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible 	<ul style="list-style-type: none"> ○ Lead class discussion
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Unit 3: Independent Reading (on-going)

Students will read either a crime fiction or a true crime text. Throughout the entire course they will engage in regular discussions and ultimately demonstrate their knowledge of the genre, text, etc. through creative assessment.

DESIRED RESULTS	ASSESSMENT EVIDENCE
<p>Essential Questions <i>Students will keep considering...</i></p>	
<ul style="list-style-type: none"> ● How does genre impact audience experience? ● What are the necessary components of a compelling detective/true crime narrative? ● What are some potential ISSUES or PROBLEMS (limitations) with society's true crime obsession? Who could this genre negatively impact? ● Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims, and what could be problematic trusting these voices? 	

- What does justice actually look/feel/sound like in the true crime world?

Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
<p>READING</p> <p>R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> • I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can develop questions for deeper understanding and further exploration of a text. (RI&RL) • I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. • I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. 	<p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection <p>Performance Task Description:</p> <ul style="list-style-type: none"> → Suspect Board → Creative Writing - rewrite from another perspective, rewrite ending → Case Book <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> • <i>Modification:</i> <ul style="list-style-type: none"> ○ sentence stems or frames ○ pre-annotated text or guided reading with notes ○ visual organizers • <i>Extension:</i> <ul style="list-style-type: none"> ○ Partner annotations (show conversations) ○ Lead class discussion
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>		
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		

Unit 4: Choose Your Own Crime Research Project and Presentations (single unit or ongoing)

In this unit, students will select their own true crime case to research, synthesize, and evaluate. As students navigate both free web and database sources, they will need to identify credibility of said sources and evaluate the evidence and witnesses for perspective and possible bias. As with previous research experiences, students will organize their research via graphic organizers and note-taking documents; additionally, students will hone their MLA citation skills. Once research has been completed, students will either give an oral & visual presentation of their true crime case OR demonstrate their understanding of the crime via a podcast.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
Choose from of these Essential Questions: <ul style="list-style-type: none"> ● What are some potential ISSUES or PROBLEMS with society's true crime obsession? (Think about who this genre could negatively impact) ● Who do we entrust to objectively report true crime stories and provide a voice for the voiceless/victims? ● What does justice actually look/feel/sound like in the true crime world? ● What are the limitations and biases of others' telling of true crime stories and our own accounts of them? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	<ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) ● I can develop questions for deeper understanding and further exploration of a text. (RI&RL) ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 	Success Criteria Rubrics → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → Research Presentations (to share final projects) → Research podcast Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> ● <i>Modification:</i> <ul style="list-style-type: none"> ○ sentence stems or frames ○ pre-annotated text or guided reading with notes

<p>SPEAKING & LISTENING Skills</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. ● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. 	<ul style="list-style-type: none"> ○ visual organizers ● <i>Extension: Group or Individual Murder Party Game Creation based off their research</i>
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		