

Course: *Crimes, Clues, and Confessions*
Unit #: 2 - *Clues: Investigating Whodunit*

Year of Implementation: 2024-2025

Curriculum Team Members *Tracy Betts. Jacqueline Donaldson*

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

- **RL.IT.11-12.3.** Analyze the impact of an author's choices **as they develop ideas throughout the text regarding** how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.TS.11-12.4. Evaluate** the author's choices concerning the structure and the **effectiveness of** specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.
- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **L.VL.11-12.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- **L.VL.11-12.2.E.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).**
 - **W.AW.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - **W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
 - **RI.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**
 - **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **21st Century Life & Career Standards**
 - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources.*)
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **Interdisciplinary Content Standards**
 - Science - HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [***Asian American and Pacific Islander Heritage and History in the U.S.***](#)

A Teacher’s Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to “think like detectives” by revising, rethinking, and considering multiple perspectives when dealing with real-world situations in order to not jump to conclusions.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers’ use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others’ oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that

EU 1

revising, rethinking, and considering multiple perspectives is essential when considering a problem.

EU 2

jumping to conclusions can be problematic when trying to resolve a problem.

Essential Questions

- How does “thinking like a detective” help one navigate life?

<p><i>EU 3</i> first impressions are not always accurate.</p>	
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● the importance of various points of view. (RI.MF.11-12.6.) ● problem-solving skills. (RI.MF.11-12.6.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● the harm in jumping to conclusions. (W.11-12.8) ● the role of the judicial system in the conviction of crime. (L.VL.11-12.2.E) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● The steps and scientific approaches to crime scene investigation. (W.AW.11-12.1) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● identify and analyze different points of view in various media. (RI.MF.11-12.6.) ● evaluate various solutions to a problem to determine the most effective solution. (RI.MF.11-12.6.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● evaluate and discuss the negative effects of jumping to conclusions. (W.11-12.8) ● examine the effectiveness of evidence presented in a case. (L.11-12.4) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● identify key elements of potential suspects for a crime/mystery. (L.VL.11-12.2.E) ● examine and assess the means, opportunity, and motive before reaching a verdict. (L.11-12.4)
<p>Stage Two - Assessment</p>	

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Types of stereotypes (A, EU1, EU2)
- **Intro to the judicial system** (A, EU2)
- Reading detective/mystery/ crime novel (A, M, T, EU1)
- Reviewing / trying to solve cold cases (A,M, T, EU2, EU3)
- Listening to podcasts (i.e. Crime Junkie, Serial) (A, M, T, EU1)
- CSI Unsolved Murders (A, M, T, EU2, EU3)
- Watching TED Talks focused on deciphering clues (A, M, EU1, EU2, EU3)
- **Looking at illusions** - what is real (M, EU1)
- Play strategy board games like Camelon and Unsolved Case Files (M, T, EU1, EU3)
- **Requesting a former or active detective as a guest speaker** (M, T, EU2, EU3)
- **Requesting a former or active CSI or Forensic Scientists as a guest speaker** (M, T, EU2, EU3)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Crimes: Unearthing the elements of crime/detective/mystery stories	22 Days
2	Clues: Investigating Whodunit	23 Days
3	Confessions: Exploring motives	22 Days

Instructional Materials

Suggested Materials Include:

Independent Choice readings - selected crime/ detective/mystery novels

CSI Unsolved Mystery Game, Unsolved Case Files - https://www.amazon.com/UNSOLVED-CASE-FILES-Banks-Jamie/dp/B07ZP8BVQB/ref=sr_1_7_sspa?crid=2NV4921YOB1FP&keywords=unsolved+case+files&qid=1687448186&s=instant-video&srefix=unsolved+case+files%2Cinstant-video%2C81&sr=1-7-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9tdGY&psc=1&smid=A2DR0TCR0SA1H

Guest Speakers

The Westing Game

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.