

The Supernatural in Literature

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	The Supernatural in Literature
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	Supernatural Literature is a semester English elective. The focus of the course is to analyze how the supernatural, as portrayed in literature, is reflective of the human condition. Cultures throughout place and time have written about the supernatural realm in order to contemplate life, death, and the universe. Students will read and discuss aspects of the supernatural in works from the past to the present by such authors as Shelley, King, Poe, Gaiman, Atwood, Bowles, Oates, and others. Through both written and visual texts, students will explore such concepts as monsters, vampires, witches, werewolves, ghosts, and devils. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. In the fall, students will be able to conference with the teacher regarding their needs for the college application process, including a personal essay. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● How do setting and societal trauma and anxieties give rise to the supernatural? ● How has our experience of the unknown, the foreign, the alien, the mysterious engendered the creation of the supernatural? ● What does it mean to be human, to be of nature? ● How are the experiences and conceptions of childhood and coming of age reflected in the supernatural? ● What do the monsters of today suggest about our own anxieties?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● A civilization's historic traumas (e.g., dislocation, famine, disease) inspire the supernatural. ● The genre of supernatural literature often explores and seeks to resolve questions about death and

	<p>the afterlife, the unknown, and the mysterious .</p> <ul style="list-style-type: none"> • Supernatural literature reveals our relationship to the environment and nature and the disruption of that. • The fracturing of family and society and its threat of disintegration and diaspora shape and give urgency to supernatural responses to these crises. • The potent forces of progress or change, both positive and negative, are captured in the archetype of the monster.
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	<p>The following books are core texts to which all teachers have access and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> • <i>Frankenstein</i> by Mary Shelley • <i>Gris Grimly's Frankenstein</i> (graphic novel) • <i>Mary's Monster</i> by Lita Judge • <i>The Ocean at the End of the Lane</i> by Neil Gaiman • <i>I Am Legend</i> by Richard Matheson • Assorted short stories, novel excerpts, myths, poetry, nonfiction essays, film, etc. <p>Each year, teachers of this course will identify one common text to be read by all students.</p>
FPS Course Academic Expectation(s):	Synthesizing and Evaluating Conveying Ideas
Year at a Glance (Units):	<ul style="list-style-type: none"> • The Portfolio • Unit 1: Monsters and Their Origins • Unit 2: Monsters of Our Own Time

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text</p>

complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

		<p>presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Unit Number and Title:	Unit 1: Monsters and Their Origins
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● “Born of Man and Woman” by Richard Matheson ● <i>The Ocean at the End of the Lane</i> by Neil Gaiman ● Assorted short stories, myths, poetry, podcasts, nonfiction essays, film, etc.
Unit Overview:	<p>In this unit, we establish the supernatural as a genre within a larger context of literature. We will explore this genre of literature as a specific outgrowth and response to a particular historical and ecological context and mine psychological and philosophical approaches to enhance our understanding of character and supernatural themes.</p> <p>Students will hone their reading skills by focusing on the development of themes related to the supernatural world throughout a piece of literature. They will also explore story elements that contribute to the work’s overall mood and level of suspense. As they engage in this reading analysis, they will process their thoughts through informative writing experiences. Students will also write narrative texts of their own that fit into this genre.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	Reading

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

RL.11-12.3 Analyze the impact of the author’s choices regarding how to 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.11-12.5 Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact

Writing

W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

	<p>Speaking and Listening SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How do setting and societal trauma and anxieties give rise to the supernatural? ● How has our experience of the unknown, the foreign, the alien, the mysterious engendered the creation of the supernatural? ● What does it mean to be human, to be of nature? 	
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● A civilization’s historic traumas (e.g., dislocation, famine, disease) inspire the supernatural. ● The genre of supernatural literature often explores and seeks to resolve questions about death and the afterlife, the unknown, and the mysterious . ● Supernatural literature reveals our relationship to the environment and nature and the disruption of that. 	
<p>Learning Goals:</p>	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
<p>Reading</p>	<ul style="list-style-type: none"> ● Creation myths ● The fantastic triangle (e.g., horror, science fiction, and fantasy) ● The three categories of horror: the uncanny, the marvelous and the fantastic ● Theoretical lenses (e.g., feminist, Marxist, psychological, mythic, ecocritical, etc.) ● Author’s craft techniques ● Western culture’s dichotomies, between good and evil, human and monster, domestic and wild 	<ul style="list-style-type: none"> ● Determine themes and central ideas in creation myths and other stories ● Support analysis with textual evidence ● Analyze author’s craft choices ● Apply understanding of genre characteristics and cultural understandings to the comprehension and analysis of supernatural literature ● View literature through different theoretical lenses

Writing	<ul style="list-style-type: none"> ● Characteristics and structure of narrative writing ● Characteristics and structure of informative or explanatory writing ● Formal style of writing ● Objective tone in writing ● The writing process 	<ul style="list-style-type: none"> ● Write narrative texts ● Write informative or explanatory texts ● Use a formal style of writing appropriate to the purpose and audience ● Use an objective tone in informational or explanatory texts ● Utilize the entire writing process to strengthen and refine writing
Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations 	<ul style="list-style-type: none"> ● Prepare for and fully participate in a variety of collaborative discussions

Unit Number and Title:	Unit 2: Monsters of Our Own Time
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Frankenstein</i> by Mary Shelley ● <i>Gris Grimly's Frankenstein</i> (Frankenstein graphic novel) ● <i>Mary's Monster</i> by Lita Judge ● Assorted short stories, myths, poetry, podcasts, nonfiction essays, film, etc.
Unit Overview:	<p>By building upon the birth of monsters, we will examine the development of monsters and non-natural or supernatural beings to investigate more contemporary concerns, including gender, feminism, the family, and society, as well as anxieties about technology, the environment, dislocation and the loss of traditional ways.</p> <p>Reading skills will be more focused on the analysis of a case that deals in both the literal and the figurative as well as exploring multiple interpretations of a story in the supernatural genre. Students will share their assertions and back them up in both writing and class discussions.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</p>

	<p>production of a play or recorded novel or poetry), evaluating how each version interprets the source text</p> <p>Writing W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>Speaking and Listening SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How are the experiences and conceptions of childhood and coming of age reflected in the supernatural? • What do the monsters of today suggest about our own anxieties? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • The fracturing of family and society and its threat of disintegration and diaspora shape and give urgency to supernatural responses to these crises. • The potent forces of progress or change, both positive and negative, are captured in the archetype of the monster. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Literary techniques meant to blur the lines between what is explicitly stated and what is really meant (satire, sarcasm, irony, understatement) • Different versions and formats of the same story 	<ul style="list-style-type: none"> • Recognize the use of such literary techniques as sarcasm and irony and analyze their impact on the story • Analyze and evaluate multiple interpretations of the same story

Writing	<ul style="list-style-type: none"> ● Characteristics and structure of narrative writing ● Characteristics and structure of informative or explanatory writing ● The writing process 	<ul style="list-style-type: none"> ● Write narrative texts ● Write informative or explanatory texts ● Use the writing process to refine and strengthen writing pieces
Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations 	<ul style="list-style-type: none"> ● Prepare for and fully participate in a variety of collaborative discussions