

Mystery, Suspense and Horror

Strand	Language Standards	
Topic	Vocabulary Acquisition and Use	
<p style="text-align: center;"><u>Concept</u></p> <p>A.</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. 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) 		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Apply decoding strategies to solve unknown words when reading by using roots and affixes, context clues, glossary, dictionary and thesaurus
<p>Alignments: CCSS: 11-12.L.4a-d Performance: 1.5, 1.6 Knowledge: (CA) 2,3 NETS: N/A DOK: 2</p>		

<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none">• The teacher will model context through shared reading (fiction, non-fiction)• Students will apply various decoding (context clues) strategies by means of:<ul style="list-style-type: none">• graded discussion• group work
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Assess students applying decoding strategies, for word meaning, through:<ul style="list-style-type: none">• vocabulary tests connected to literature read in the course• comprehension of unknown words in unfamiliar passage <p>Mastery: 85%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• Judging from the context of the given passage, what is the meaning of the author's use of the following phrase?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Works of fiction
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">•

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Strand	Reading Standards for Literature	
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<p style="text-align: center;"><u>Concept</u></p> <p>B.</p> <ul style="list-style-type: none"> • 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 • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama • 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 • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • During and after reading the student will: <ul style="list-style-type: none"> • infer • predict • reflect • analyze • draw conclusions
<p>Alignments: CCSS: 11-12.RL.1; 11-12.RL.3; 11-12.RL.5; 11-12.RL.6 Performance: 1.5, 1.6, 1.8, 3.5 Knowledge: (CA) 2,3 NETS: N/A DOK: 3</p>		

Instructional Strategies

- Apply reading skills/strategies through:
 - class discussion: Set up an opportunity for students to infer in real life in order to draw conclusions about how inferences are made in:
 - fiction
 - literature
 - texts
 - shared reading to model and collectively draw inferences and predictions with textual evidence
 - class reads alouds
 - guided small-group practice using short texts to infer
 - creating graphic organizers
- Students will reason:
 - inductively from a set of specific facts through guided practice with short texts
 - deductively from general premises
- The teacher will:
 - provide multi-level text based upon reading abilities of students
 - model reflection through teacher think-aloud

Assessments/Evaluations

- During reading:
 - quizzes
 - Jeopardy game – assessed through group participation
- Tests after reading:
 - Formative:
 - teacher observation
 - reflection writing
 - guided discussion
 - Summative

Mastery: 85%

Sample Assessment Questions

- Please provide evidence from the text to make a logical inference about the course of the plot

Instructional Resources/Tools

- Fiction literature – Examples:
 - Arthur Conan Doyle’s short stories of Sherlock Holmes
 - Agatha Christie: *The Murder of Roger Ackroyd*
 - Mary Higgins Clark: *I’ll Be Seeing You*
 - Susan Glaspell: *Trifles*
 - Stephen King’s short stories

Cross Curricular Connections

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<u>Concept</u>		<u>Learning Targets</u>
<p>C.</p> <ul style="list-style-type: none"> 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 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama 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 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text 		<p>1.</p> <ul style="list-style-type: none"> Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: <ul style="list-style-type: none"> questions to clarify reflect draw conclusions discover and evaluate patterns of relationships in information, ideas, and structure
<p>Alignments: CCSS: 11-12.RL.2; 11-12.RL.3; 11-12.RL.5; 11-12.RL.7 Performance: 1.6, 3.5 Knowledge: (CA) 2,3 NETS: N/A DOK: 3</p>		

Instructional Strategies

- Promote use of textual evidence to support thinking
- Small group discussions
- Running literary journal for post-reading thoughts (common elements, patterns in “I’ll Be Seeing You”)
- Apply reading skills/strategies through:
 - class discussion: Set up an opportunity for students to infer in real life in order to draw conclusions about how inferences are made in:
 - fiction
 - literature
 - texts
 - shared reading to model and collectively draw inferences and predictions with textual evidence
 - class reads aloud
 - guided small-group practice using short texts to infer
 - creating graphic organizers

Assessments/Evaluations

- Summative assessments using scoring guides:
- Formative guides (such as a running journal)
 - Creating graphic organizers
 - Answering questions

Mastery: 80%

Sample Assessment Questions

- At what point in the plot do you first suspect that the doctor is the murderer?

Instructional Resources/Tools

- Fictional texts
- Film media

Cross Curricular Connections

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Topic	Key Ideas and Details	
<u>Concept</u>		<u>Learning Targets</u>
D. <ul style="list-style-type: none"> 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 		1. <ul style="list-style-type: none"> Summarize during and after reading
Alignments: CCSS: 11-12.RL.2 Performance: 1.6, 1.8, 3.5 Knowledge: (CA) 2,3 NETS: 3 DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> model summarization use exemplar texts as examples to help students differentiate between summarization and retelling Shared writing of a shared reading to co-construct a quality summary Students will read and summarize fictional texts 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Summarize during and after reading – assessed using a scoring guide REAL CRIME RESEARCH: Research real crimes and prepare a presentation that summarizes these crimes – assessed using a scoring guide Mastery: 80%		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Please summarize the primary point of the following passage 		

Instructional Resources/Tools

- Fiction and non-fiction texts
- Multi-media
- Research

Cross Curricular Connections

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Strand	Reading Standards for Literature	
Topic	Integration of Knowledge and Ideas	
<p style="text-align: center;"><u>Concept</u></p> <p>E.</p> <ul style="list-style-type: none"> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Compare, contrast, and evaluate connections between: <ul style="list-style-type: none"> fiction and nonfiction text ideas and student ideas text ideas, historical period, and culture genres
<p>Alignments: CCSS: 11-12.RL.7; 11-12.RL.9 Performance: 1.5, 1.6, 1.8, 3.5 Knowledge: (CA) 2,3,7 NETS: 3 DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Students will compare, contrast, and evaluate connections between literature and historical literary periods through: <ul style="list-style-type: none"> host guest speakers from law enforcement to demonstrate real world aspects of solving mysteries relevant nonfiction to pair with fiction works to aid in making real-world connections with literature comparison of works with differing approaches to an archetype or motif and evaluate modern day culture to explore the attraction of a given archetype in mystery, suspense and horror selecting works of literature which represents different time periods, cultures and genres graphic organizer creations short writings Socratic discussion 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">Assessed using a scoring guide:<ul style="list-style-type: none">Group presentationsShort writings articulating differences and similarities between various worksSocratic discussion – graded and ungradedTests/assessments:<ul style="list-style-type: none">summative <p>Mastery: 85%</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">How does this text relate to modern society, your own struggles, other texts, etc.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">Works of fiction and nonfictionMulti-media
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">

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<u>Concept</u>		<u>Learning Targets</u>	
F. <ul style="list-style-type: none">Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dramaDetermine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautifulAnalyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant		1. <ul style="list-style-type: none">Analyze and evaluate literary techniques:<ul style="list-style-type: none">IronyPoint of viewMoodAuthor’s decisions regarding arrangement of plot elementsCharacterization	
Alignments: CCSS: 11-12.RL.3; 11-12.RL.4; 11-12.RL.6 Performance: 1.5, 1.6, 2.4, 3.5 Knowledge: (CA) 2,3 NETS: 3 DOK: 4			
<u>Instructional Strategies</u>			
<ul style="list-style-type: none">Analyzing literary devices:<ul style="list-style-type: none">The teacher will:<ul style="list-style-type: none">select sample texts to illustrate diverse use of literary techniques to allow students the opportunity to sample and analyze author techniques to hook readers and influence and expand reader experiencecoach the students in writing a first chapter of their own using the techniques sampled in previous readings and class discussionUse graphic organizers			

Assessments/Evaluations

- Formative:
 - Quizzes
 - Graded discussion
- Summative assessments
- Class presentations of group work – assessed using a scoring guide

Mastery: 80%

Sample Assessment Questions

- What technique(s) studied in class does the author use to create suspense in this selection?

Instructional Resources/Tools

- Fiction and nonfiction texts
- Multi-media

Cross Curricular Connections

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Strand	Reading Standards for Literature	
Topic	Key Ideas and Details Craft and Structure	
<u>Concept</u>		<u>Learning Targets</u>
<p>G.</p> <ul style="list-style-type: none"> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful 		<p>1.</p> <ul style="list-style-type: none"> Use details from texts to analyze: <ul style="list-style-type: none"> character plot setting point of view theme Use details from texts to evaluate tone
<p>Alignments: CCSS: 11-12.RL.3; 11-12.RL.4 Performance: 1.5, 1.6, 2.4, 3.1, 3.4-3.8 Knowledge: (CA) 2 NETS: 3 DOK: 4</p>		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Small group discussion Games Group presentations Any inquiry/discovery learning technique 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Formal assessments using short quotations from text Written essay – assessed using a scoring guide <p>Mastery: 85%</p>		

<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• What is common in characters and character types of stories of a given genre?• How can an author manipulate plot, point of view, or setting to influence mood, theme and reader experience?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Novels
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">•

Strand	Writing Speaking and Listening	
Topic	Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Comprehension and Collaboration	
<u>Concept</u>		<u>Learning Targets</u>
<p>H.</p> <ul style="list-style-type: none"> • 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 • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • Produce clear and coherent writing in which the develop • 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 • 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 • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation • 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; 		<p>1.</p> <ul style="list-style-type: none"> • Follow a writing process to produce a variety of types of writing that: <ul style="list-style-type: none"> • shows an awareness of audience • has details, vivid imagery, and incorporates figurative language and literary devices • uses conventions of Standard Written English • has an effective beginning, middle, and end

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<p>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</p> <ul style="list-style-type: none">• Draw evidence from literary or informational texts to support analysis, reflection, and research• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	
<p>Alignments: CCSS: 11-12.W.2; 11-12.W.3; 11-12.W.4; 11-12.W.5. 11-12.W.6; 11-12.W.7; 11-12.W.8; 11-12.W.9 Knowledge: (CA) 1,4 Performance: 1.8, 2.1, 2.2 NETS: 1b DOK: 4</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none">• Students will create:<ul style="list-style-type: none">• settings• clues• characters• tone• point of viewfor various stories such as:<ul style="list-style-type: none">• suspense• detective• horrorthrough:<ul style="list-style-type: none">• journal writing• small group work• class discussions	

Assessments/Evaluations

- Assessed using a scoring guide – students will:
 - write the first chapter of a detective fiction novel, or another form of creative writing, incorporating the elements of one of the genres of literature in this course:
 - mystery
 - suspense
 - horror
 - evaluate, in writing, literary devices or other techniques of an author
 - evaluate the author's adherence or deviation from the characteristics of the specific genre of the reading
 - submit a written report about a real crime leading to a presentation

Sample Assessment Questions

- Create a first chapter of a mystery, suspense or horror story using elements discussed in class

Instructional Resources/Tools

- Writing resources
- Computer lab
- Sample texts

Cross Curricular Connections

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Mystery, Suspense and Horror

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Topic	Key Ideas and Details Integration of Knowledge and Ideas	
<u>Concept</u>		<u>Learning Targets</u>
I. <ul style="list-style-type: none"> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics 		1. <ul style="list-style-type: none"> Students will recognize and identify basic archetypes in selected works of literature and media
Alignments: CCSS: 11-12.RL.3; 11-12.RL.9 Knowledge: (CA) 2 Performance: 1.5, 1.6, 2.4, 3.1, 3.4-3.8 NETS: 1d; 3b-d DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Present fiction literature sharing common archetypes (Suggested works: Relate classic folk tale of <i>Bluebeard</i> to Angela Carter's <i>In the Company of Wolves</i>) Present various film media containing common archetypes and motifs Ask students to identify common elements shared in course literature 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Students will analyze elements from a number of shorter works to analyze the way an archetype is treated through different: <ul style="list-style-type: none"> authors times cultures 		

Sample Assessment Questions

- How does the “Bluebeard” motif shift and change from its medieval creation to its modern day interpretations?
- What changes in culture may have prompted changes in this popular genre?
- What modern presence or relevance does this archetype find in the modern culture (film, fiction texts, television, etc.)?

Instructional Resources/Tools

- Fictional texts
- Film media
- Computer lab

Cross Curricular Connections

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<u>Concept</u>		<u>Learning Targets</u>
<p>J.</p> <ul style="list-style-type: none"> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama 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 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text 		<p>1.</p> <ul style="list-style-type: none"> Students will recognize and identify characteristics of specific genres (mystery, suspense, horror)
Alignments: CCSS: 11-12.RL.3; 11-12.RL.5; 11-12.RL.7 Knowledge: (CA) 2 Performance: 1.5, 1.6, 2.4, 3.1, 3.4-3.8 NETS: 3d DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Have students “reverse-engineer” works from one genre to discover common elements of that genre Students use a graphic organizer to chart qualities or elements of a genre from a specific work 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Summative assessment: Quiz after class reading 		

<u>Sample Assessment Questions</u>	
<ul style="list-style-type: none">• Identify three of the characteristics of mystery literature	
<u>Instructional Resources/Tools</u>	
<ul style="list-style-type: none">• Fictional texts• Multi-media	
<u>Cross Curricular Connections</u>	
<ul style="list-style-type: none">•	