

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



English

CP & Honors 12 Elective: Horror Literature

Course Description

This semester-long course explores the origins and evolution of horror in literature and other media. Students will consider how universal fears shape the stories we tell to warn and delight. Beginning with a study of various legends and myths, students will explore how horror transcends and permeates culture. Students will study supernatural and psychological horror in addition to classic mystery and true crime. Readings range from Edgar Allan Poe to Stephen King, and the course will consider horror in film as well.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL.1-4, 7, 10

- Cite strong and thorough textual evidence.
- Determine two or more central ideas and analyze their development throughout text.
- Analyze the impact of an author's choices.
- Determine the figurative or connotative meaning of words or phrases as they are used in a text.
- Analyze one or more critical responses to a work.
- Independently and proficiently read and comprehend literary texts representing a variety of genres, appropriate for the course.

MA Curriculum Frameworks Standards RI.5

- Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

WRITING

MA Curriculum Frameworks Standards W.1-5, 8-10

- Write arguments to support claims.
- Write informative, explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- Write narratives using effective literary techniques.
- Produce clear and coherent writing .
- Develop and strengthen writing.
- When conducting research, gather relevant information from multiple authoritative print and digital sources.
- Draw evidence from literary or informational sources to support written analysis or reflection.
- Write routinely for a range of tasks, audiences, and purposes.

Language, Speaking, &

SPEAKING & LISTENING

MA Curriculum Frameworks Standards SL.1, 3, 6

- Initiate and participate effectively in collaborative discussions.
- Evaluate a speaker's point of view.
- Adapt speech to a variety of concepts and tasks, demonstrating a command of formal English.

LANGUAGE

MA Curriculum Frameworks Standards L.1, 3, 6

- Demonstrate command of standard English grammar conventions and usage in writing.
- Apply knowledge of language to understand how language functions in different contexts.
- Acquire and use accurately grade-level and domain-specific words and phrases.



Units	Essential Questions	Key Activities <u>MAY include:</u>
Common Fears	<ul style="list-style-type: none"> • Why do we enjoy being scared? • How do some of our fears unify us as human beings? 	<ul style="list-style-type: none"> • Close Reading • Film Analysis • Socratic Seminar • Reflection Essay • Literary Analysis • Narrative Writing • Group Presentation
Cultural Fears	<ul style="list-style-type: none"> • How do different cultures express fear through story? • How do fears change and evolve with society? 	
Contemporary Fears	<ul style="list-style-type: none"> • Why do we fear the future? • How does the constant advance of technology and its incorporation into our lives fuel fears? • How does the prevalence of dystopic stories capture modern fears? 	
True Crime	<ul style="list-style-type: none"> • How is true crime the ultimate expression of horror? • How do we reconcile both trusting and fearing strangers? • Why do we sensationalize certain crime stories? 	

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Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Close Reading	Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.
Socratic Seminar	A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others (definition modified from NCTE website http://www.readwritethink.org/professional-development/strategy-guides/)