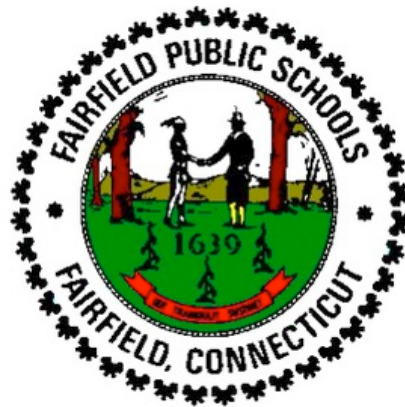


# Fairfield Public Schools

## English Curriculum

Reading, Writing, Speaking and Listening, Language

### Literature of the Supernatural



## Literature of the Supernatural Overview

### Description

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 Dante, Hawthorne, Bradbury, Shelley, and Stokers. Through both written and visual texts, students will explore such concepts as ghosts, vampires, devils, witches, and the afterlife. Analytical and creative writing skills will be developed and consistently required. Critical thinking, classroom collaboration, and independent work are integral components of the course. Students will also complete a cumulative project examining how and why humanity's interest in the supernatural is both timeless and universal. In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a senior English Independent Study Project.

## Literature of the Supernatural Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to Literature of the Supernatural	<ul style="list-style-type: none"> <li>● Analyzing author's craft, looking at use of details, descriptive language, etc.</li> <li>● Examining the differences among different genres</li> </ul>	<ul style="list-style-type: none"> <li>● Personal essay (college essay).</li> </ul>	<ul style="list-style-type: none"> <li>● Review of Core 11<sup>th</sup> grade concepts</li> <li>● Literary terms</li> </ul>	<ul style="list-style-type: none"> <li>● Extended close-reading passage analysis</li> </ul>
2. Non-Natural Beings:	<ul style="list-style-type: none"> <li>● Analyzing author's</li> </ul>	<ul style="list-style-type: none"> <li>● Develop clear and</li> </ul>	<ul style="list-style-type: none"> <li>● Revise for</li> </ul>	<ul style="list-style-type: none"> <li>● A personal narrative,</li> </ul>

<p>Vampires, Werewolves, Monsters, Zombies</p>	<p>craft</p> <ul style="list-style-type: none"> <li>Analyze the form and structure of the epistolary novel.</li> <li>Analyze and deconstruct the supernatural novel focusing on characterization, theme, and symbolism</li> </ul>	<p>consistent voice in their narrative writing.</p> <ul style="list-style-type: none"> <li>Write for a specified audience and a specific purpose.</li> <li>Develop unity and coherence in their narrative writing</li> </ul>	<p>redundancy and wordiness.</p> <ul style="list-style-type: none"> <li>Recognize and avoid exaggeration.</li> <li>Avoid sentence sprawl.</li> <li>Revise for sentence variety.</li> </ul>	<p>which can be used for a college essay</p> <ul style="list-style-type: none"> <li>Creative writing from Dracula's point of view</li> <li>Responses and quizzes on major texts</li> <li>Process piece: Exploratory essay on evil</li> </ul>
<p>3. Devils, Witches, Black Magic and White Magic</p>	<ul style="list-style-type: none"> <li>Analyzing author's craft</li> <li>Display an understanding of the importance of <i>Paradise Lost</i> and its historical context.</li> <li>Identify characteristics of the epic and epic hero.</li> <li>Examine contemporary magic and its roots.</li> <li>Interpret an</li> </ul>	<ul style="list-style-type: none"> <li>Informational Essay</li> <li>Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid misplaced modifiers.</li> <li>Use adverbial connectives for emphasis and transition.</li> <li>Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however.</li> </ul>	<ul style="list-style-type: none"> <li>Responses and quizzes on major texts</li> <li>Student research and presentation, examining why the concept of magic has remained a consistent element in many cultures</li> </ul>

	<p>allegorical text.</p> <ul style="list-style-type: none"> <li>Analyze the <i>Faust</i> legend.</li> </ul>			
4. Death and the Afterlife	<ul style="list-style-type: none"> <li>Consider the historical and social significance of <i>The Inferno</i>.</li> <li>Analyze different depictions of the afterlife.</li> <li>Analyze the use of symbolism, color, and cinematic technique in film.</li> <li>Deconstruct and analyze an allegory.</li> <li>Conduct research to explore how different cultures throughout history have dealt with the supernatural.</li> </ul>	<ul style="list-style-type: none"> <li>Informational Essay - Literary Analysis</li> <li>Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.</li> </ul>	<ul style="list-style-type: none"> <li>Use dash and ellipses.</li> <li>Punctuate quotations within quotations, using single quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>Research on how varied cultures view death and/or the afterlife</li> <li>Literary Analysis essay</li> </ul>
5. Independent Student Inquiry	<ul style="list-style-type: none"> <li>Student directed Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Student directed Inquiry</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Student directed Inquiry Projects

**Reading Resources**

**Writing Resources**

*FPS Units of Study for Literature of the Supernatural*  
 Anchor Texts  
 Book Club Texts by level

*FPS Units of Study for Literature of the Supernatural*  
*Words, Words, Words Teaching Vocabulary 4-12* by J. Allen  
*Image Grammar, 2<sup>nd</sup> Edition* by H. Noden

### Literature of the Supernatural Overview: Reading and Writing

#### Central Understandings

Students will be able to:

- define the supernatural.
- understand differences between supernatural literature, science fiction, and fantasy literature.
- explore concepts of fear, death, and afterlife and what constitutes humanity.
- identify and define the epistolary novel.
- consider why an author would choose an epistolary format.
- discuss and examine the nature of evil.
- analyze and deconstruct the supernatural novel focusing on characterization, theme and symbolism.
- pose an evaluative question and explore it using examples and/or

#### Course Essential Questions

- What is natural?
- What is the supernatural?
- Are all supernatural occurrences necessarily sinister?
- Why would an author choose supernatural literature as a genre?
- Why is suspension of disbelief so important to supernatural literature?
- What is evil?
- What is the source of the spirit or soul?
- Why are so many cultures interested in the undead, living dead or reanimation?
- What are advantages of believing in a devil?
- Why would an author choose to cast Satan as an epic hero?

#### Assessments:

- Culminating Independent Project

<p>reasons.</p> <ul style="list-style-type: none"> <li>● display an understanding of the importance of <i>Paradise Lost</i> and its historical context.</li> <li>● identify characteristics of the epic and epic hero.</li> <li>● examine contemporary magic and its roots.</li> <li>● interpret an allegorical text.</li> <li>● examine the Faust legend.</li> <li>● consider the historical and social significance of <i>The Inferno</i>.</li> <li>● analyze different depictions of the afterlife.</li> <li>● gather textual evidence to support an analysis.</li> <li>● analyze the use of symbolism, color, and cinematic technique in film.</li> <li>● deconstruct and analyze an allegory.</li> <li>● conduct research to explore how different cultures throughout history have dealt with the supernatural.</li> </ul>	<ul style="list-style-type: none"> <li>● Why has the concept of magic remained a consistent element in many cultures?</li> <li>● What questions surround death?</li> <li>● How have different societies and cultures attempted to answer these questions?</li> <li>● Is it important to discover what will happen after death?</li> <li>● How does one's conception of /attitude about death affect one's life?</li> <li>● How and why is human interest in the supernatural both timeless and universal?</li> </ul>	
<p><b>Standards</b> Common Core State Standards</p>		<p><b>National Assessments:</b></p>

## Literature of the Supernatural 1: Introduction to Literature of the Supernatural

### Unit Overview

In this first unit, students are introduced to the major concepts of the course including an exploration of Supernatural sub-genres: gothic literature, fantasy, horror, and mythology.

By the end of this unit, students will be able to respond to the following questions:

- What is natural?
- What is the supernatural?
- Are all supernatural occurrences necessarily sinister?
- Why would an author choose supernatural literature as a genre?
- Why is suspension of disbelief so important to supernatural literature?

#### Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identification of central ideas
- Read and discuss essays and poems about the writing of Literature of the Supernatural.
- Understand differences between supernatural literature, science fiction, and fantasy literature.

#### Writing Focus

- Exploratory journal entries, writing from poems, short stories, and other short texts
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate textual support in order to support and embellish their thesis statements.
- Personal essay (college essay).

#### Grammar, Usage, and Mechanics Focus

- Review of major 11<sup>th</sup> grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

<ul style="list-style-type: none"> <li>● Explore concepts of fear, death, and afterlife and what constitutes humanity.</li> <li>● Understand metaphor and figurative language</li> </ul>		
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**Assessments**

- Informational/Exploratory essay (College essay)

**Common Core Standards Emphasized in the Unit**

**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.11-12.4** 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. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Literature of the Supernatural), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** 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.

**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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g.,



figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Literature of the Supernatural Unit 2: Non-Natural Beings (Vampires, Werewolves, Monsters, Zombies)

### Unit Overview

In this second unit, students analyze the archetypal characters in supernatural fiction. Critical analysis of the evolution of these characters will be explored.

By the end of this unit, students will be able to respond to the following questions:

- What is evil?
- What is the source of the spirit or soul?
- Why are so many cultures interested in the undead, living dead or reanimation?

#### Reading Focus

- Analyze the form and structure of the epistolary novel.
- Analyze and deconstruct the supernatural novel focusing on characterization, theme, and symbolism.
- Select and investigate the work of a poet of their choice.
- Pose an exploratory question about the writing style the major themes, historical perspective, or critical evaluation of a major poet.
- Research scholarly essays (literary

#### Writing Focus

- Pose an evaluative question and explore it using examples and/or reasons.
- Brainstorm ideas for personal narrative.
- Develop clear and consistent voice in their narrative writing.
- Write for a specified audience and a specific purpose.
- Develop unity and coherence in their narrative writing
- Use language effectively to convey the personal meaning derived from life

#### Grammar, Usage, and Mechanics Focus

- Revise for redundancy and wordiness.
- Recognize and avoid exaggeration.
- Avoid sentence sprawl.
- Revise for sentence variety.

<p>criticism) about the life and work of a chosen poet.</p> <ul style="list-style-type: none"> <li>Analyze a given poem for specific literary devices</li> </ul>	<p>events.</p> <ul style="list-style-type: none"> <li>Organize thinking for audience.</li> <li>Use a strong and consistent voice in writing.</li> <li></li> </ul>	
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**Assessments**

- A personal narrative, which can be used for a college essay
- Creative writing from Dracula’s point of view
- Responses and quizzes on major texts
- Process piece: Exploratory essay on evil

**Common Core Standards Emphasized in the Unit**

**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.11-12.4** 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. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Literature of the Supernatural), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** 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.

**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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Literature of the Supernatural Unit 3: Devils, Witches, Black Magic and White Magic

### Unit Overview

In this third unit, students will analyze the role of magic in fiction. From Shakespeare uses of magic in Elizabethan dram to HARRY Potter, magic plays an important role in supernatural literature.

By the end of this unit, students will be able to respond to the following questions:

- What are advantages of believing in a devil?
- Why would an author choose to cast Satan as an epic hero?
- Why has the concept of magic remained a consistent element in many cultures?

#### Reading Focus

- Display an understanding of the importance of *Paradise Lost* and its historical context.
- Identify characteristics of the epic and epic hero.
- Examine contemporary magic and its roots.
- Interpret an allegorical text.
- Examine the Faust legend.

#### Writing Focus

- Informational Essay
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate

#### Grammar, Usage, and Mechanics Focus

- Avoid misplaced modifiers.
- Use adverbial connectives for emphasis and transition.
- Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however.

	<p>ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Responses and quizzes on major texts
- Student research and presentation, examining why the concept of magic has remained a consistent element in many cultures

**Common Core Standards Emphasized in the Unit**

**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.11-12.4** 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. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Literature of the Supernatural), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** 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.

**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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking



advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.11-12.7** 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.

**WHST.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 specific 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.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

## Literature of the Supernatural Unit 4: Death and the Afterlife

### Unit Overview

There has been extensive literary writings on death and the afterlife. The structures, themes, and literary strategies present in medieval texts such as Dante's *Inferno*, are also found in contemporary works. By contrasting medieval and modern works of literature, students will be encouraged to investigate each text within its specific historical context and search for change and development, but also be encouraged to identify common ground. By studying these works in conjunction with medieval texts, students will not only develop a new outlook on the Middle Ages, but also investigate how contemporary culture engages with the traditions of death and dying. Areas covered will include: personification of death; visual representation of death; grief, bereavement and consolation; performance of death; the afterlife; narrating death; the art of dying; death and gender.

By the end of this unit, students will be able to respond to the following questions:

- What questions surround death?
- How have different societies and cultures attempted to answer these questions?
- Is it important to discover what will happen after death?
- How does one's conception of /attitude about death affect one's life?
- How and why is human interest in the supernatural both timeless and universal?

#### Reading Focus

- Consider the historical and social significance of *The Inferno*.
- Analyze different depictions of the afterlife.
- Analyze the use of symbolism, color, and cinematic technique in film.
- Deconstruct and analyze an allegory.

#### Writing Focus

- Informational Essay - Literary Analysis
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and

#### Grammar, Usage, and Mechanics Focus

- Use dash and ellipses.
- Punctuate quotations within quotations, using single quotation marks.

<ul style="list-style-type: none"> <li>● Conduct research to explore how different cultures throughout history have dealt with the supernatural.</li> </ul>	<p>the weaving of references to multiple texts.</p> <ul style="list-style-type: none"> <li>● Integrate textual support in order to support and embellish their thesis statements.</li> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Research on how varied cultures view death and/or the afterlife
- Literary Analysis essay

**Common Core Standards Emphasized in the Unit**

**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.11-12.4** 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. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel

or Literature of the Supernatural), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** 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.

**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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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.

**W. 11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**WHST.11-12.7** 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.

**WHST.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 specific 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.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

## Literature of the Supernatural Unit 5: Independent Student Inquiry

### Unit Overview

In this culminating unit, students apply the knowledge and skills from the course and design their own, independent inquiry project.

#### Reading focus

- Form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- Conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- Reflect on how this independent study project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.

#### Writing focus

- Develop a prospectus for their independent study project and conference with their teacher for final approval.
- Use technology to research, create a product, or present their independent study.

#### Grammar, usage, and mechanics focus

#### Assessments

- Independent Project and Presentation

### Common Core Standards Emphasized in the Unit

**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** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.11-12.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.