

# PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT

## ENG 470-Horror

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## **I. Overview**

English 4 Horror is designed to heighten the students' understanding of the natural human fears of vulnerability, loss of self, society, and dangers that may lurk in the subconscious mind or in the world. The student is exposed to all areas of communication arts - reading, writing, speaking, listening and critical viewing, but the approach is an integrated one. In addition, students will be exposed to various media including other media, which will further advance their awareness of the genre and its connection to the human experience. Composition, discussion and shared inquiry techniques are used as reinforcements for reading and critical thinking skills.

This course often deals with serious content that is sometimes graphic and mature in nature. Students are expected to maintain a respectful and mature attitude in this class at all times. Students are expected to discuss these topics with maturity, respect, and professionalism. Our goal is to create an environment that is safe for all students to ask questions, make mistakes, and grow as individuals.

## **II. Rationale**

The English 4 Horror course is designed to develop students' reading, writing, and critical thinking skills. The differentiated curriculum for students in the Horror course is intended to be challenging and engaging, allowing students to explore and expand their compositional and reading comprehension skills. This course reinforces reading and writing skills covered in previous years' English courses while offering a more contemporary and high interest genre and curriculum.

## **III. Student Outcomes**

In accordance with the district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course:

Students will:

1. understand the literary contribution of specific cultures to the body of horror world literature.
2. study, in depth, classic literary selections from the body of world literature, especially the horror genre as a means of exploring universal elements.
3. establish a broad background of reading experiences that emphasize close textual analysis as well as a comprehensive study of all literary genres.
4. master an increasingly sophisticated repertoire of rhetorical techniques for written and oral communication.
5. refine and utilize research skills necessary to complete a research-based assignment.
6. use technology tools for writing, researching and presenting.

### **Practices of English Language Arts**

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- **Developing Responsibility for Learning:** Cultivating independence, self-reflection, and responsibility for one's own learning.
- **Adapting Communication:** Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- **Valuing Evidence in Argumentation:** Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- **Building Knowledge:** Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- **Leveraging Technology:** Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- **Understanding Self and Others:** Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

**Links to NEW JERSEY STUDENT LEARNING STANDARDS:**

- [English Language Arts](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Computer Science and Design Thinking](#)
- [Visual and Performing Arts](#)
- [Social Studies](#)

### [New Jersey Student Learning Standards for English Language Arts Language Domain](#)

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
  - B. Observe hyphenation conventions.
  - C. Recognize spelling conventions.
- L.KL.11–12.2. 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.
  - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  - B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
  - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11–12.3. 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.
  - 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
  - D. 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.

- 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).
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - B. Analyze nuances in the meaning of words with similar denotations.
  - C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
  - D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

### Reading Domain

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- 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.
- RI.TS.11–12.4. Evaluate the author’s choices concerning 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.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 author’s message).
- 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).

- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 📖

### Writing Domain

- 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.
  - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 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.
  - 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.
  - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - 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).
  - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
  - W.WR.11–12.5. 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. 🌱
  - W.SE.11–12.6. 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).
  - W.RW.11–12.7. 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.

### Speaking and Listening Domain

- SL.PE.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.
  - A. 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.
  - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.



- SL.ES.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.
- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Modifications/Differentiation and Adaptations:**

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the <https://goo.gl/an7Zab> included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

### **Diversity, Equity, and Inclusion Resources**

#### **Interdisciplinary Connections:**

##### **Computer Science and Design Thinking**

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

##### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 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.
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for
- accomplishing a specified task.

### Social Studies

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.



## Visual and Performing Arts

*Anchor Standard 1: Generating and conceptualizing ideas*

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

*Anchor Standard 2: Organizing and developing ideas*

- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

*Anchor Standard 7: Perceiving and analyzing products*

- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

*Anchor Standard 8: Interpreting intent and meaning*

- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

## **IV. Essential Questions and Content**

<b>Unit</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Unit 1: Summer Reading/Intro to Horror (Approx. 8 days)</b>	<ul style="list-style-type: none"><li>• What defines the horror genre?</li><li>• Why does the genre appeal to readers?</li><li>• How does horror reflect human nature?</li></ul>	<ul style="list-style-type: none"><li>• Horror aims to shock and repel readers, inciting fear in them</li><li>• It creates a simulation of a dangerous or otherwise terrifying experience without a real threat allowing people to explore that side of humanity or themselves in safety.</li><li>• Fear is a natural response built in for self-preservation (fight, flight freeze or fawn), and exploring it in literature and other media helps readers to understand that part of themselves</li></ul>
<b>Unit 2: The Discovery and Loss of Self/ The College Essay (Approx. 20 days)</b>	<ul style="list-style-type: none"><li>• What influences a person's identity?</li><li>• How does a person's identity change as a result of their surroundings?</li><li>• How important is an individual in affecting change in a society?</li><li>• How does the individual create meaning in life?</li></ul>	<ul style="list-style-type: none"><li>• Influences can range from family, religion, friends, environment, situations/events, genetic makeup, sense of self, others' perceptions</li><li>• Peer-pressure, societal pressure, family pressure, expectations from others, etc. all can corrupt or guide a person in their personal growth by influencing choices they make in likes/dislikes, actions, associations of people.</li><li>• Individuals have a responsibility to help others, take a stand to make the change, and inspire others to do the same.</li><li>• Life is a series of choices. One has to take personal responsibility to make those choices.</li></ul>

<b>Unit 3: The Undead and the Supernatural</b> <b>(Approx. 20 days)</b>	<ul style="list-style-type: none"> <li>• Why are so many cultures interested in the undead, living dead, and/or reanimation?</li> <li>• What qualifies as supernatural?</li> <li>• How and why is human interest in the supernatural both timeless and universal?</li> </ul>	<ul style="list-style-type: none"> <li>• Supernatural can be anything that defies the laws of nature or what is deemed the natural order of things. It can consist of entities defying the laws of death, intelligence and awareness, or even “natural” behavior.</li> <li>• Death and fear are universal, and fear of the unknown is a natural part of the human experience based on our need to survive the elements. The Supernatural encompasses anything that does not “fit” into the world people know, usually involving the afterlife and other mysteries, such as unpredictable animals going against their nature.</li> </ul>
<b>Unit 4: Disillusionment/Corruption</b> <b>(Approx. 20 days)</b>	<ul style="list-style-type: none"> <li>• Does the potential for duality exist within all of us? What is the relationship between personal guilt and social responsibility?</li> <li>• Who decides what is just? Are there circumstances where you can take the law into your own hands?</li> </ul>	<ul style="list-style-type: none"> <li>• Goodness and evil can exist in each person at any given time.</li> <li>• The pressures of society can inflict upon us a greater sense of responsibility; thus creating a greater sense of guilt when expectations aren’t met.</li> <li>• Society, the law, and your own person can decide what is just, not always falling in line with one another. You can take the law into your own hands; however, society may not deem your reasoning as acceptable.</li> </ul>
<b>Unit 5: Final Assessment</b> <b>(Approx. 5 days)</b>	<ul style="list-style-type: none"> <li>• Please allot five days to work on a final project encompassing knowledge of the horror genre.</li> </ul>	

## V. Strategies

Students will learn a variety of techniques and strategies through:

- Book Clubs
- Debate and class discussion
- [Deeper Thinking Strategies, with detailed descriptions linked here](#)
- Information analysis, including films, graphics, podcasts, music, and videos
- Inquiry-based projects
- Interactive read-aloud and Discussion

- Mentor Texts
- Reading and Writing Workshop (Teacher-directed mini lesson followed by student independent work)
- Research-based activities
- Self-assessment and reflection
- Shared Inquiry
- Shared Reading
- Shared Writing
- Strategy Lesson
- Unit/Topic test

## VI. Evaluation

In addition to the formative and summative assessments infused throughout this curriculum guide, the following list includes additional forms of assessments and evidence.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Writing assessed through use of rubrics</li> <li>• Classwork/Homework</li> <li>• Cooperative Group/Pair activities</li> <li>• Exit Tickets</li> <li>• Class discussions</li> <li>• Primary Source Analysis</li> <li>• Journal Assessments</li> <li>• Oral Presentations</li> <li>• Open-Ended Responses</li> <li>• Class Discussions</li> <li>• Shared Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Open-Ended Responses</li> <li>• Class Discussions</li> <li>• Journal Assessments</li> <li>• Oral Presentations and Debates</li> <li>• Written Assessments</li> <li>• Projects and presentations</li> <li>• Research-based projects, writing, and presentations</li> <li>• Unit/Topic Tests</li> </ul>

### Grading Procedures:

- **Major Assignments 50%** May include summative assessments such as shared inquiries, essays, presentations, projects, larger research-based projects and writing assignments.
- **Minor Assignments 35%** May include smaller research-based assignments, quizzes, drafts of major essays
- **Classwork/Homework 15%** May include discussion participation and other day-to-day activities
- The Final Exam or Final Project counts as 12% of the final grade.

### **Final Grade Calculation (for the year):**

Each marking period shall count as 22% of the final grade.

The final exam will count for 12% of the grade.

### **Assessed activities:**

The weight of an assessment will be determined based on the magnitude of the task, with consideration given to the extent of prior formative feedback.

Graded activities may include but are not limited to:

- Annotated bibliographies
- Annotation assignments
- Class discussions
- Completion checks

- Comprehension checks
- Cooperative group/pair activities
- Creative writing assignments
- Email and other digital literacy assignments
- Exit tickets
- Journal responses
- Open-ended responses
- Papers, essays, and other writings assessed with a rubric
- Presentations and/or debates
- Progress checks
- Reflection activities
- Research-based projects, writing, and presentations that may be individual or collaborative
- Research paper
- Self- and peer-revision tasks
- Shared inquiry
- Skills practice
- Unit and/or Topic tests

## VII. Required Resources

**Summer Reading:** Summer reading is required for this course and is available on the district website, <https://kns.ptbsd.k12.nj.us/o/ptbsd/page/summer-assignments>.

**Though the course is thematically similar for each teacher, texts and critical lenses may vary. Teachers will choose their texts from the list provided below.**

- Stoker, Bram. *Dracula*.
- Benchley, Peter. *Jaws*.
- King, Stephen. *Different Seasons*.
- Moody, David. *Autumn*.
- Gaiman, Neil. *Coraline*.
- Shelley, Mary. *Frankenstein*.
- Jackson, Shirley. *The Haunting of Hill House*.
- Poe, Edgar Allan. Various short stories.
- Romero, R. M. *The Ghosts of Rose Hill*.

Websites/Articles:

- [“Trauma: It’s more than just ‘Fight or Flight’”](#)
- [“Horror Exhibition: Bran Castle”](#)
- [“Sexual Repression and its causes. Reasons and effects”](#)
- [“Victorian Restraint”](#)
- [“Victorian sexualities” from The British Library](#)
- “Two Sides of Fear- Gothic Terror in Neil Gaiman’s Coraline” by Karolina Kordala, Department of British Literature and Culture
- JSTOR Article: [“Frankenstein’s Monster and Images of Race in Nineteenth Century Britain”](#)
- JSTOR Article: “An Eye for an I: Neil Gaiman’s Coraline and Questions of Identity”

Other Media:

- Various teacher-approved film clips
- Various teacher-approved podcasts
- [Talking Scared: Ep. 147 “Mike Flanagan & Lighting Up the darkness”](#)
- Various relevant informational texts

Accommodations and Modifications				
<b>Multilingual Learners</b> <ul style="list-style-type: none"> <li>Modeling</li> <li>Guided note-taking</li> <li>Choice activities</li> <li>Modified time requirements</li> <li>Open-ended responses</li> <li>Group activities</li> <li>Written and spoken step-by-step directions</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>Individualized Education Plans (IEP's)</li> <li>Exemplars of varied performance levels</li> <li>Tiered/ Scaffolded lessons</li> <li>Modeling</li> <li>Guided note-taking</li> <li>Reteach in flexible small groups for the struggling learner</li> <li>Modified time requirements, notes, lessons, assessments, and study guides</li> <li>Organizational Support</li> </ul>	<b>At-Risk of Failure</b> <ul style="list-style-type: none"> <li>Frequent check-ins</li> <li>Homework reminders</li> <li>Parental contact</li> <li>Student choice when possible</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>Provide additional activities if students complete work early</li> <li>Add deeper thinking questions to challenge students</li> <li>Offer extension "passion project" beyond required classwork</li> </ul>	<b>504</b> <ul style="list-style-type: none"> <li>Exemplars of varied performance levels</li> <li>Modeling</li> <li>Preferential seating</li> <li>Modified time requirements</li> <li>Contracts/ management plans</li> </ul>

NJ Curricular Mandates	
<b><u>Diversity and Inclusion Mandate</u></b>	<ul style="list-style-type: none"> <li>Students may choose to read a horror story that features diverse characters.</li> </ul>
<b><u>Holocaust Commission Mandate</u></b>	<ul style="list-style-type: none"> <li>Students may research stories with Jewish cultural origins, noting and appreciating the cultural significance of details that set this iteration apart from the other versions of the tale.</li> <li><i>The Ghosts of Rose Hill</i> features a Jewish protagonist and explores Jewish folklore and history.</li> </ul>
<b><u>Asian American Pacific Islander</u></b>	<ul style="list-style-type: none"> <li>Students may research stories with AAPI origins, noting and appreciating the cultural significance of details that set this iteration apart from the other versions of the tale.</li> </ul>
<b><u>Amistad Commission Mandate</u></b>	<ul style="list-style-type: none"> <li>Students may read stories featuring African American characters.</li> </ul>
<b><u>LGBTQ/Disability</u></b>	<ul style="list-style-type: none"> <li>Students may choose to read a horror story that features diverse characters.</li> </ul>

## VIII. Scope and Sequence

### Unit 1: Summer Reading and Intro to Horror

#### *English Language Arts Standards Covered:*

L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4, RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.SE.11-12.6,

W.RW.11-12.7, SL.PE.11-12.1, SL.PI.11-12.4, SL.AS.11-12.6, RI.PP.11-12.5 🌱, RL.MF.11-12.6, RI.MF.11-12.6 🌱,

***Interdisciplinary Standards Covered:***

**Computer Science and Design Thinking Standards Covered:** 8.1.12.DA.1

**Career Readiness, Life Literacies, and Key Skills:** 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.IML.2, 9.4.12.IML.9, 9.4.12.TL.1

**Social Studies Standards Covered:** 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCC.14.e, 6.1.12.HistoryCA.14.c, 6.2.12.HistoryUP.2.a

**Visual and Performing Arts:** 1.5.12prof.Cr1a, 1.5.12adv.Cr2c, 1.5.12adv.Pr4a, 1.5.12prof.Re7b, 1.5.12acc.Re8a

**Suggested Activities:**

1. Students will write a reaction paper about their chosen summer reading assignment and what it reveals about the genre: i.e., elements of the genre, topics, intended effect on the audience, purpose, etc.
2. Students can work collaboratively to discuss their summer assignment and use their experiences to determine the elements of horror. Students may use their reaction papers as a starting point for this.
3. Students can explore the question “Why does the dark side of human nature, such as what is seen in horror and true crime/mystery genres, appeal to readers?” in groups based on their knowledge of the genres.
4. After the teacher gives a presentation on horror concepts, students will identify and discuss examples of those concepts in media and literature.

**Teacher Notes and Suggestions:**

Semester 1 includes the summer assignment. However, if the course runs semester 2, the summer assignment is not included.

**Suggested Activities Connecting to Climate Change:**

🌱 Students may connect the class discussions to the ongoing struggle against climate change.

**Unit 2: The Discovery and Loss of Self and the College Essay (20 days)**

***English Language Arts Standards Covered:***

*(Notation of 🌱 indicates Climate Change standards addressed in suggested activity below.)*

L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4, RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3 🌱, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5 🌱, RL.MF.11-12.6, RI.MF.11-12.6 🌱, RL.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3 🌱, W.WP.11-12.4, W.WR.11-12.5 🌱, W.SE.11-12.6 🌱, W.RW.11-12.7, SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6

***Interdisciplinary Standards Covered:***

*(Notation of 🌱 indicates Climate Change standards addressed in suggested activity below.)*

**Computer Science and Design Thinking Standards Covered:** 8.2.12.EC.1, 8.2.12.ED.1 🌱

**Career Readiness, Life Literacies, and Key Skills:** 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.IML.2 🌱, 9.4.12.IML.7 🌱, 9.4.12.IML.8 🌱, 9.4.12.IML.9 🌱, 9.4.12.TL.1,

**Social Studies Standards Covered:** 6.1.12.HistoryUP.2.b, 6.1.12.HistoryCA.2.a, 6.1.12.CivicsDP.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.CivicsDP.6.a, 6.1.12.HistoryCC.6.d, 6.1.12.HistoryCC.8.c, 6.1.12.HistoryCC.11.d, 6.1.12.HistoryCA.14.b, 6.2.12.HistoryCC.1.f, 6.2.12.HistoryCC.5.g, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c

**Visual and Performing Arts:** 1.5.12prof.Cr1a, 1.5.12adv.Cr2c, 1.5.12adv.Pr4a, 1.5.12prof.Re7b, 1.5.12acc.Re8a



**Suggested Activities:**

1. Students will collaborate to discuss what they think influences a person's identity and if one's identity is static or dynamic
2. Students will choose a character from either *Shawshank Redemption*, *Coraline*, *The Body*, *Apt Pupil*, or *The Breathing Method* (student choice or teacher choice, depending on the discretion of the teacher). Students will work in groups to complete a body biography to review that character's personality and identity.
3. Students will work with a partner to write a college essay for a character from either *Shawshank Redemption*, *Coraline*, *The Body*, *Apt Pupil*, or *The Breathing Method* (student choice or teacher choice, depending on the discretion of the teacher).
4. Students will compose their college essays in their exploration of identity
5. Students will listen to an excerpt from *Talking Scared Podcast* [episode 147 (23:40-25:30)] and respond (in a journal entry) to the notion that horror stories reflect and depict some of the best attributes of humanity (trying, standing against evil, bravery, etc.). Students will share their reflections with each other and make connections to potential college essay topics.

**Unit 3: The Undead and the Supernatural (Approx. 20 days)****English Language Arts Standards Covered:**

(Notation of 🌱 indicates Climate Change standards addressed in *suggested activity below*.)

L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3 🌱, L.VI.11-12.4, RL.CR.11-12.1, RI.CR.11-12.1 🌱, RL.CI.11-12.2, RI.CI.11-12.2 🌱, RL.IT.11-12.3, RI.IT.11-12.3 🌱, RL.TS.11-12.4, RI.TS.11-12.4 🌱, RL.PP.11-12.5, RI.PP.11-12.5 🌱, RL.MF.11-12.6, RI.MF.11-12.6 🌱, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2 🌱, W.NW.11-12.3 🌱, W.WP.11-12.4, W.WR.11-12.5 🌱, W.SE.11-12.6 🌱, W.RW.11-12.7 🌱, SL.PE.11-12.1, SL.II.11-12.2 🌱, SL.ES.11-12.3, SL.PI.11-12.4 🌱, SL.UM.11-12.5, SL.AS.11-12.6

**Interdisciplinary Standards Covered:**

(Notation of 🌱 indicates Climate Change standards addressed in *suggested activity below*.)

**Computer Science and Design Thinking Standards Covered:** 8.2.12.EC.1 🌱, 8.1.12.DA.1 🌱, 8.1.12.DA.5 🌱

**Career Readiness, Life Literacies, and Key Skills:** 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.IML.2 🌱, 9.4.12.IML.7 🌱, 9.4.12.IML.8 🌱, 9.4.12.IML.9, 9.4.12.TL.1 🌱, 9.4.12.CT.2 🌱

**Social Studies Standards Covered:** 6.1.12.HistorySE.2.a, 6.1.12.HistoryCC.3.a

**Visual and Performing Arts:** 1.5.12prof.Cr1a, 1.5.12adv.Cr2c, 1.5.12adv.Pr4a, 1.5.12prof.Re7b, 1.5.12acc.Re8a

**Suggested Activities:**

1. Mini research project in which students work in groups to research one of seven [fantastical beings of Romanian mythology](#) (introduction to *Dracula*). Students will research their chosen being and discuss why an author might choose to use that type of entity in their work of horror (consider its purpose and how it might drive a story or theme)
2. After reading *Dracula*, students will explore the role of sexual immorality in the novel and how Victorian England vilified women who were outwardly sexual. ([Article on Sexual Repression in Victorian England](#); [article about sexual restraint](#); [Article challenging assumption of sexual repression](#))
3. Students will analyze *Jaws* regarding how Benchley effectively creates terror, paranoia, suspense. Students will present their analyses in the form of a movie trailer.
4. Students will write a film critique that compares/contrasts how the novel and film versions of *Jaws* use elements of horror to create a seemingly supernatural shark.
5. Students will discuss the merits and limitations of each group's reaction to the zombies in

- Autumn and relate these ideas to how people face death and humanity's fascination with it.
- Students will compare the viral pandemic in Autumn to real-life pandemics in an exploration of how people react in the face of unknown dangers, including how they marginalize those they deem inferior.
  - Students will explore the thematic topics of isolation, selfishness, and pride/ambition in *Frankenstein*. They will compose a public service announcement in which they *Frankenstein* to warn society about the dangers of isolation, selfishness, or ambition.
  - At the end of this unit, students will present a persuasive speech in which they answer the question how and why is human interest in the supernatural both timeless and universal? They will pull evidence from the texts studied in this unit.

#### **Suggested Activities Connecting to Climate Change:**

☞ Students may wish to connect the literature to fears about climate change.

#### **Unit 4: Disillusionment/Corruption (Approx. 20 days)**

**English Language Arts Standards Covered:** L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4, RL.CR.11-12.1, RI.CR.11-12.1, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7, SL.PE.11-12.1.A-D, SL.ES.11-12.3., SL.AS.11-12.6., SL.UM.11-12.5, RL.CR.11-12.1, RI.CR.11-12.1 ☞,

#### **Interdisciplinary Standards Covered:**

**Computer Science and Design Thinking Standards Covered:** 8.2.12.EC.3

**Career Readiness, Life Literacies, and Key Skills:** 9.4.12.CI.1, 9.4.12.IML.2, 9.4.12.TL.1, 9.4.12.CT.2

**Social Studies Standards Covered:** 6.1.12.HistorySE.2.a, 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCC.14.e, 6.2.12.HistoryCC.5.g

**Visual and Performing Arts:** 1.5.12prof.Cr1a, 1.5.12adv.Cr2c, 1.5.12adv.Pr4a, 1.5.12prof.Re7b, 1.5.12acc.Re8a

#### **Suggested Activities:**

- Explore duality by reading, "Two Sides of Fear- Gothic Terror in Neil Gaiman's *Coraline*". Students will have a group discussion regarding how Gothic terror is used as a cautionary tale, and whether or not they believe *Coraline* to be an example of this.
- Focusing on the corruption of the prison system, students will compare *Shawshank* to the Central Park 5 or other contemporary examples of injustice and discuss how the horror genre can include more psychological terrors, such as the breaking down of one's hope, soul, and will.
- Students can discuss how Todd Bowden and Kurt Dussander in *Apt Pupil* allowed their personal guilt, selfishness and paranoia to overrule their social responsibility. From there, students will determine what social responsibilities we as a society should uphold and if there is ever a time to reject those responsibilities.

#### **Suggested Activities Connecting to Climate Change:**

☞ Students may wish to connect one of the selected texts to environmental justice.

#### **Unit 5: Final Project (Approx. 5 days)**

##### **English Language Arts Standards Covered:**

(Notation of ☞ indicates Climate Change standards addressed in suggested activity below.)

L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4, RL.CR.11-12.1, RI.CR.11-12.1 ☞, RL.CI.11-12.2, RI.CI.11-12.2, RL.IT.11-12.3, RI.IT.11-12.3 ☞, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5 ☞, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8 ☞, W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.WR.11-12.5 ☞, W.SE.11-12.6 ☞, W.RW.11-12.7, SL.PE.11-12.1, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6

***Interdisciplinary Standards Covered:***

*(Notation of 🌱 indicates Climate Change standards addressed in suggested activity below.)*

**Computer Science and Design Thinking Standards Covered:** 8.2.12.EC.1 🌱, 8.1.12.IC.3 🌱

**Career Readiness, Life Literacies, and Key Skills:** 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1 🌱, 9.4.12.IML.2, 9.4.12.TL.1

**Social Studies Standards Covered:** 6.2.12.HistoryUP.2.a, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c

**Visual and Performing Arts:** 1.5.12prof.Cr1a, 1.5.12adv.Cr2c, 1.5.12adv.Pr4a, 1.5.12prof.Re7b, 1.5.12acc.Re8a

**Suggested Activities:**

1. Students will analyze a work of modern-day art (media, literature, film, etc.) and complete a project exploring how modern day fears and cultural “monsters” reflect a society’s deepest societal fears and deviants.
2. Students will analyze two examples of horror and how the works depict and treat the “monster,” victims and hero through a critical lens.

**Suggested Activities Connecting to Climate Change:**

🌱 Students may wish to make connections between cultural monsters and fears to climate change.