TOWNSHIP OF UNION PUBLIC SCHOOLS
CURRICULUM GUIDE

English Department

EN415
Horror Literature

Adopted 06/20/2017
Updated 12/18/18

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

HORROR LITERATURE

Course Description

In this course, students will examine the gothic and horror genre of literature throughout time as well as analyze why the character of the vampire has withstood the test of time. Students will investigate why this type of character as well as the horror genre became and remain so popular. Horror Literature requires students to read a variety of short stories, poems, and novels from various time periods that focus on the character of the vampire. All students will practice writing and presentation skills through MLA-style literary analysis essays.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.12.1 RL.12.2 RL.12.6	W.12.4 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.6
Unit 2	RL.12.3 RL.12.4 RL.12.6	W.12.6 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.4
Unit 3	RL.12.2 RL.12.3 RL.12.4	W.12.4 W.12.6 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.6
Unit 4	RL.12.1 RL.12.2 RL.12.3 RL.12.6	W.12.4 W.12.5 W.12.6 W.12.9	SL.12.1	L.12.1 L.12.2 L.12.3 L.12.4

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of	● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers	Standard 9.1 All students will demonstrate the creative, critical thinking,

	Language Arts	and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

4	ELP STANDARD 2: The Language of Language Arts	● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	12 days
Unit 2	30 days
Unit 3	18 days
Unit 4	30 days

Unit 1: Poetry
Unit Summary Major reading skills include analyzing the various poems for poetic elements and themes relevant to the class (including exposition, climax, irony, suspense, horror, resolution and theme), alliteration, assonance, metaphor, simile, onomatopoeia, repetition, rhyme, symbol, (including historical context and background information) and conflict. Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.
Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- Where did the vampire legend begin?
- How has the legend of the vampire changed over time?
- What is the historical significance of these poems in regards to the myth of the vampire?

READING	
Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim.	RL.12.1
-Determine two or more themes or central ideas of a text and analyze their development over the course of the text	RL.12.2
-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	RL.12.3
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	RL.12.4
-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.6
Suggested Materials/Educational Resources	
"Der Vampire" by Heinrich August Ossenfelder (1748) "The Bride of Corinth" by Johann Wolfgang von Goethe (1797) "The Old Woman of Berkeley" by Robert Southey (1798) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798) "The Vampyre" by John Stagg (1810) "The Vampyre" by James Clerk Maxwell (1845) Vampire Story? Worksheet Research Logs Reflect Logs	

WRITING	
Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-Develop and strengthen writing as	W.12.5

needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. -Use technology, including the Internet, to produce, publish, and update individual or shared writing products -Draw evidence from literary or informational texts to support analysis, reflection, and research. -Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.6 W.12.9 W.12.10

Suggested Materials/Educational Resources
"Der Vampire" by Heinrich August Ossenfelder (1748) "The Bride of Corinth" by Johann Wolfgang von Goethe (1797) "The Old Woman of Berkeley" by Robert Southey (1798) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798) "The Vampyre" by John Stagg (1810) "The Vampyre" by James Clerk Maxwell (1845) Vampire Story? Worksheet Research Logs Reflect Logs

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1
Suggested Materials/Educational Resources	

"Der Vampire" by Heinrich August Ossenfelder (1748) "The Bride of Corinth" by Johann Wolfgang von Goethe (1797) "The Old Woman of Berkeley" by Robert Southey (1798) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798) "The Vampyre" by John Stagg (1810) "The Vampyre" by James Clerk Maxwell (1845) Vampire Story? Worksheet Research Logs Reflect Logs

LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-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	L.12.6
Suggested Materials/Educational Resources	
"Der Vampire" by Heinrich August Ossenfelder (1748) "The Bride of Corinth" by Johann Wolfgang von Goethe (1797) "The Old Woman of Berkeley" by Robert Southey (1798) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798) "The Vampyre" by John Stagg (1810) "The Vampyre" by James Clerk Maxwell (1845) Vampire Story? Worksheet Research Logs Reflection/Connection Logs	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Vampire Story? Worksheets -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper
District/School Texts	District/School Supplementary Materials
NA	NA
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc

Unit 2: Dracula

Unit Summary

Major reading skills include analyzing the novel for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?

READING	
Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim.	
-Determine two or more themes or central ideas of a text and analyze their	RL.12.1
development over the course of the text	RL.12.2
-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	RL.12.3
meanings	RL.12.4
-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.6
Suggested Materials/Educational Resources	
Dracula, by Bram Stoker	
Study Guide Questions	
Open-Ended Writing Prompts	
Research Logs	

Reflect Logs
Dracula, 1931 film by Tod Browning
Bram Stoker's Dracula, 1992 film by Francis Ford Coppola

WRITING	
Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-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.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10
Suggested Materials/Educational Resources	

Dracula, by Bram Stoker
Study Guide Questions
Open-Ended Writing Prompts
Research Logs
Reflect Logs
Dracula, 1931 film by Tod Browning
Bram Stoker's Dracula, 1992 film by Francis Ford Coppola

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1
Suggested Materials/Educational Resources	

Dracula, by Bram Stoker
Study Guide Questions
Open-Ended Writing Prompts
Research Logs
Reflect Logs
Dracula, 1931 film by Tod Browning
Bram Stoker's Dracula, 1992 film by Francis Ford Coppola

LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-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	L.12.6
Suggested Materials/Educational Resources	
Dracula, by Bram Stoker Study Guide Questions Open-Ended Writing Prompts Research Logs Reflect Logs Dracula, 1931 film by Tod Browning Bram Stoker's Dracula, 1992 film by Francis Ford Coppola	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper
District/School Texts	District/School

	Supplementary Materials
<u>Dracula</u>, by Bram Stoker	
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

Suggested Modifications
- Modified assessment tasks/rubrics - Additional time for completion - Paired activities - Reading written instructions - Providing notes/study guides - Modeling and providing examples - Non-verbal cues - Bilingual dictionary use - Pairing visual prompts with verbal presentations - Highlighting key words and key strategies - Preferred seating - RTI - Scaffolding complexity level of questioning - Differentiated assignment of novels and short readings - Assist with organization/planning - Provide graphic organizers/partially completed activities - Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor
Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent - sociology - psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AVzdvVlJMNkt4Wm8

Unit 3: Short Stories

Unit Summary

Major reading skills include analyzing the various short stories for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions
- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?

READING	
Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim. -Determine two or more themes or central ideas of a text and analyze their development over the course of the text -Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings -Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.1 RL.12.2 RL.12.3 RL.12.4 RL.12.6
Suggested Materials/Educational Resources	
"Ligeia" by Edgar Allan Poe "The True Story of a Vampire" by Eric Stenbock "Ken's Mystery" by Julian Hawthorne "Let Loose" by Mary Cholmondeley	

"Luella Miller" by Mary Wilkins Freeman
"The Adventure of the Sussex Vampire" by Arthur Conan Doyle
"Popsy" by Stephen King
Vampire Story? worksheet
Research Logs
Reflect Logs

WRITING	
Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-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.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10
Suggested Materials/Educational Resources	

"Ligeia" by Edgar Allan Poe
"The True Story of a Vampire" by Eric Stenbock
"Ken's Mystery" by Julian Hawthorne
"Let Loose" by Mary Cholmondeley
"Luella Miller" by Mary Wilkins Freeman
"The Adventure of the Sussex Vampire" by Arthur Conan Doyle
"Popsy" by Stephen King
Vampire Story? worksheet
Research Logs
Reflect Logs

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1
Suggested Materials/Educational Resources	

"Ligeia" by Edgar Allan Poe
"The True Story of a Vampire" by Eric Stenbock
"Ken's Mystery" by Julian Hawthorne
"Let Loose" by Mary Cholmondeley
"Luella Miller" by Mary Wilkins Freeman
"The Adventure of the Sussex Vampire" by Arthur Conan Doyle
"Popsy" by Stephen King
Vampire Story? worksheet
Research Logs
Reflect Logs

LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-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	L.12.6
Suggested Materials/Educational Resources	

"Ligeia" by Edgar Allan Poe
"The True Story of a Vampire" by Eric Stenbock
"Ken's Mystery" by Julian Hawthorne
"Let Loose" by Mary Cholmondeley
"Luella Miller" by Mary Wilkins Freeman
"The Adventure of the Sussex Vampire" by Arthur Conan Doyle
"Popsy" by Stephen King
Vampire Story? worksheet
Research Logs
Reflect Logs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Vampire Story? Worksheets -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper
District/School Texts	District/School Supplementary Materials
NA	NA
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections
- Historical influence of time periods in which texts were written and/or represent - sociology - psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc

Unit 4: Salem's Lot

Unit Summary

Major reading skills include analyzing the novel for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions
- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?
- Does the vampire myth work in a twentieth century setting? Is it more or less believable in this more recent setting?

READING	
Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim.	RL.12.1
-Determine two or more themes or central ideas of a text and analyze their development over the course of the text	RL.12.2
-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	RL.12.3
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	RL.12.4
-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.6
Suggested Materials/Educational Resources	
Salem's Lot, by Stephen King	

Study Guide Questions
Open-Ended Writing Prompts
Research Logs
Reflect Logs
Salem's Lot, 1979 TV Movie by Tobe Hooper
Salem's Lot, 2004 TV Movie by Mikael Salomon

WRITING	
Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-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.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10
Suggested Materials/Educational Resources	
Salem's Lot, by Stephen King	

Study Guide Questions
Open-Ended Writing Prompts
Research Logs
Reflect Logs
Salem's Lot, 1979 TV Movie by Tobe Hooper
Salem's Lot, 2004 TV Movie by Mikael Salomon

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	SL.12.1

with diverse partners	
Suggested Materials/Educational Resources	
Salem's Lot, by Stephen King Study Guide Questions Open-Ended Writing Prompts Research Logs Reflect Logs Salem's Lot, 1979 TV Movie by Tobe Hooper Salem's Lot, 2004 TV Movie by Mikael Salomon	

LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-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	L.12.6
Suggested Materials/Educational Resources	
Salem's Lot, by Stephen King Study Guide Questions Open-Ended Writing Prompts Research Logs Reflect Logs Salem's Lot, 1979 TV Movie by Tobe Hooper Salem's Lot, 2004 TV Movie by Mikael Salomon	

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper	
District/School Texts	District/School Supplementary Materials	
Salem's Lot, by Stephen King		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions,

		Proper MLA Formatting

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AT2pjc0MtSVFpa0E