

# **03\_Thrillers/Suspense/Horror/Mystery/Crime**

## **Copied from: Advanced Creative Writing, Copied on: 11/15/23**

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **2-3 weeks**  
Status: **Published**

### **General Overview, Course Description or Course Philosophy**

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### **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- thrilling the reader does not need to be obscene, offensive, or explicit.
- many techniques used by film makers can be easily adapted by writers.
- like the adrenaline rush of a rollercoaster, a good story can give us a sense of real danger while keeping us safe.

### **CONTENT AREA STANDARDS**

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L.11-12.3. 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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

meaning in context or in a dictionary).

L.11-12.5. 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.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.10. 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

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, trying a new approach, 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

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.

LA.W.11-12.3.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.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).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	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.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will know:

- the genre specific qualities of thriller/suspense/horror/mystery/crime pieces
- the importance of revealing and concealing information from the reader
- the power of pacing and dynamics
- vivid characters, settings, situations, and descriptions build empathy and draw a reader into a fictional world

## **Procedural Knowledge**

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Students will be able to:

- analyze and critique the author's use of narrative techniques (including structure, dialogue, tone, description, character, and syntax) in a variety of suspense stories.
- reflect on ways author's craft directly enhances a story to learn from the works of professionals
- emulate the qualities and characteristics of published stories in their own original works.
- apply their knowledge of suspense writing in workshop settings to enhance the work of their peers by offering diverse perspectives, skills, and personalities.
- utilize workshops and peer relationships to
- analyze and critique techniques from cinematic thrillers in order to adapt them to their original narratives.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Group Projects
- Multimedia Presentations
- Poster Presentations
- Teacher/Student Conferences
- Modified Rubrics

### **Formative Assessments**

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Journal entries, reflections, discussions, group work

## **Summative Assessments**

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Presentations, original works, projects (videos, skits, interactive performances)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Short story, poem, and novel selections and excerpts from: Poe, Lovecraft, Christie, Shelley, Irving, Wells, King, McCarthy, Patterson, Matheson
- [Short mysteries](#)
- Classic and contemporary films, scripts, and excerpts (Rear Window, Cape Fear, Sixth Sense, Signs, The Village, the Visit, The Twilight Zone, North by Northwest, Seven, Memento, No Country for Old Men, Fargo, Stir of Echoes, Zodiac, Gone Girl, films by Alfred Hitchcock, and others)

## **INTERDISCIPLINARY CONNECTIONS**

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Visual Performing Arts: dramatization, cinematic analysis

Technology/multimedia: educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.