

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: It's a Mystery

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

Students will read, analyze, and discuss a variety of mystery stories by such authors as Sir Arthur Conan Doyle, Agatha Christie, and Gaston Leroux. Students will be able to identify the elements of a mystery story and will compare and contrast the elements of the stories studied, as well as the authors' writing styles. One Semester.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Writing – Students will use skills learned to complete several formal and informal writing assignments using correct English grammar and mechanics, as well as appropriate writing techniques

- a. **Reading Connection** Stem W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
- b. **Expressive Writing** Stem W:EW:2: Demonstrate use of narrative strategies.
- c. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- d. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.

2. Vocabulary – Students will be responsible for mastering vocabulary in context of the literature.

- a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.

3. Literary Comprehension – Students will demonstrate understanding of plot, theme, characterization, and symbolism in the mystery/suspense genre.

- a. **Initial Understanding of Literary Text** Stem R-11-4: Demonstrate initial understanding of elements of literary text.
- b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; Stem R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; Stem R-11-16: Generate a personal response to what is read through a variety of means.
- c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
- d. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening.

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: Sir Arthur Conan Doyle's The Adventures of Sherlock Holmes, Gaston Leroux's Phantom of the Opera, and Agatha Christie's And Then There Were None.

2. Films: Jeremy Brett's *The Adventures of Sherlock Holmes* series, *And Then There Were None*, and *The Phantom of the Opera*.

Suggested Instructional Strategies:

1. **Teacher-Led Discussion** – Use of biographical and historical information pertaining to the novels at hand to guide student inquiry. Students use information provided to increase understanding of the author and his/her work.

2. **Whole-Group Discussion** – Students adapt plot of story to analyze ongoing themes, motifs, and characters within novels. These concepts are discussed within the group, and discussion is facilitated by the students.

3. **Writing Responses** – Students are given analytical writing assignments geared to enhance skills in critical analysis of themes within the literature. Each student is required to include cited passages from the text to support their claims. These learned skills prepare each student for a critical essay required for each unit.

4. **Vocabulary Study** – Strict attention is paid to the development of vocabulary skills. Vocabulary is taken from the literature read in class. Students are required to learn all vocabulary words assigned.

Suggested Assessment Strategies:

1. **Quizzes/Tests** – Tests and quizzes include, but are not limited to, character identification, multiple choice questions, true/false, short-answer responses and developed essay responses. Vocabulary quizzes and tests may also be used.

2. **Writing Responses** – Throughout the course of the semester, students enhance writing skills by responding to prompts that require strict attention to themes, motifs, and/or characters found in the novel. These responses measure the students' abilities for further, more intense critical essay writing.

3. **Critical Essays** – Each student is required to write a critical essay based on themes, motifs, etc. found in the novels read in class. These essays measure the student's acquisition of solid and powerful writing skills. They require strict attention to thesis statements, effective supporting examples, solid introduction and conclusion paragraphs, and MLA documentation.

Sample Syllabus