

eDynamic Learning Course Title: Gothic Literature: Monster Stories

State: Texas

State Course Title: Literary Genres

State Course Code: 110.51

State Standards: Texas Essential Knowledge & Skills Chapter 19 for English Language Arts & Reading

Date of Standards: 2017

TEKS	Unit Name(s)	Lesson(s) Numbers
(1) The student builds an extensive vocabulary through reading and systematic word study.		
(A) expand vocabulary through wide reading, listening, and discussion;	Unit 1: GOTHICA: When Gruesome Is Delicious; Unit 2: FRANKENSTEIN: A Monster Is Born; Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility; Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True; Unit 5: GOTHIC POETRY: Love From Beyond the Grave; Unit 6: DRACULA: The Blood Is the Life; Unit 7: DRACULA: The Hunter Becomes the Hunted; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 1: L1, L2, L3, L4; Unit 2: L3; Unit 3: L1; Unit 4: L3; Unit 5: L1; Unit 6: L2; Unit 7: L1; Unit 8: L2
(B) investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language; and	Unit 1: GOTHICA: When Gruesome Is Delicious	L1, L2,
(C) discriminate between connotative and denotative meanings and interpret the connotative power of words.	Unit 1: GOTHICA: When Gruesome Is Delicious	L3
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts.		
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility; Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True; Unit 5: GOTHIC POETRY: Love From Beyond the Grave	Unit 3: Lesson Writing Assignment; Unit 4: L2; Unit 5: L2, L3
(B) propose and provide examples of themes that cross texts;	Unit 1: GOTHICA: When Gruesome Is Delicious	L2

(C) connect literature to historical context, current events, and his/her own experiences;	Unit 1: GOTHICA: When Gruesome Is Delicious; Unit 2: FRANKENSTEIN: A Monster Is Born; Unit 3: FRANKENSETIN: With Great Power Comes Great Responsibility; Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True; Unit 6: DRACULA: The Blood Is the Life; Unit 7: DRACULA: The Hunter Becomes the Hunted; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 1: L1; Unit 2: L1, L2; Unit 3: L3, Unit 4: L1, L2; Unit 6: L3, L4; Unit 7: L2, Discussion 2; Unit 8: Reflection, Discussion 2; Lesson Writing Assignment
(D) analyze relevance of setting and time frame to text's meaning	Unit 1: GOTHICA: When Gruesome Is Delicious; Unit 6: DRACULA: The Blood Is the Life	Unit 1: L2; Unit 6: L4
(E) identify basic conflicts;	Unit 7: DRACULA: The Hunter Becomes the Hunted	L3
(G) analyze characters' traits, motivations, changes, and stereotypical features;	Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True; Unit 6: DRACULA: The Blood Is the Life; Unit 7: DRACULA: The Hunter Becomes the Hunted	Unit 4: Literature Review Questions; Unit 6: Discussion 2; Unit 7: L2, Lesson Writing Assignment
(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;	Unit 5: GOTHIC POETRY: Love From Beyond the Grave; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 5: L2, L3, L4; Unit 8: Discussion 1, Lesson Writing Assignment
(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;	Unit 5: GOTHIC POETRY: Love From Beyond the Grave	L1, L2, L3, L4
(L) analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry;	Unit 1: GOTHICA: When Gruesome Is Delicious	L2
(3) The student reads critically to evaluate texts and the authority of sources.		
(A) describe how a writer's point of view may affect text credibility, structure, or tone;	Unit 1: GOTHICA: When Gruesome Is Delicious; Unit 2: FRANKENSTEIN: A Monster Is Born; Unit 6: DRACULA: The Blood Is the Life; Unit 7: DRACULA: The Hunter Becomes the Hunted	Unit 1: L5; Unit 2: L1, L2; Unit 6: L3, L4; Unit 7: L2
(B) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences; and	Unit 8: EDGARD ALLAN POE: The Monsters In Us	Lesson Review Questions
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(A) compare text events with personal and other readers' experiences;	Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 4: Reflection; Unit 8: Reflection
(B) recognize and discuss themes and connections that cross cultures; and	Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True	L2, Discussion 2

(C) recognize how writers represent and reveal their cultures and traditions in texts.	Unit 2: FRANKENSTEIN: A Monster Is Born; Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility	Unit 2: Discussion 1; Reflection; Unit 3: Discussion 2
(5) The student uses writing as a tool for learning and researching literary genres.		
(A) use writing to discover, record, review, and learn; and	Unit 2: FRANKENSTEIN: A Monster Is Born; Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility; Unit 4: JEKYLL AND HYDE: To Thine Own Self Be True, Unit 6: DRACULA: The Blood Is the Life; Unit 7: DRACULA: The Hunter Becomes the Hunted; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 2: Literature Study Questions; Unit 3: Literature Study Questions, Lesson Writing Assignment; Unit 4: Literature Study Questions; Unit 6: Literature Study Questions; Unit 7: Literature Study Questions, Lesson Writing Assignment; Unit 8: Literature Study Questions, Lesson Writing Assignment
(B) link related information and ideas from a variety of sources.	Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility; Unit 8: EDGARD ALLAN POE: The Monsters In Us	Unit 3: Lesson Writing Assignment; Unit 8: Lesson Writing Assignment