

## 12th Grade Popular Literature Curriculum Map Template – Secondary

Frame: 1<sup>st</sup> Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
<p>See appendix for specific language of PA Core Standards.</p> <p>1.2.11-12.A 1.2.11-12.B 1.2.11-12.E 1.2.11-12.F 1.2.11-12.G</p> <p>1.3.11-12.A 1.3.11-12.B 1.3.11-12.C 1.3.11-12.D 1.3.11-12.F</p> <p>1.4.11-12.A 1.4.11-12.B 1.4.11-12.C 1.4.11-12.D 1.4.11-12.E 1.4.11-12.F</p>	<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</b></p> <p>Text determined by English Department Summer Reading Grid</p> <p><i>Oxford-Sadlier: Level H</i></p> <p>Texts are included but not limited to:</p> <p><i>Catching Fire</i> by Suzanne</p>	<p>-----</p> <p>-</p> <p><b>Summer Reading</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word acquisition and usage</li> <li>• Multiple meaning / roots</li> </ul> <p><b>Popular Fiction Literature</b></p>	<p><b>Assessments may include but are not limited to:</b></p> <p>Objective tests</p> <p>Subjective Tests: Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of literary works as they reflect the period. Integration of direct quotations and paraphrasing as support for thesis will be part of this focus.</i></p> <p>Individual projects to be determined by instructor as project relates to literature</p>	

<p>1.4.11-12.G  1.4.11-12.K  1.4.11-12.L  1.4.11-12.Q  1.4.11-12.R</p> <p>1.5.11-12.A  1.5.11-12.D  1.5.11-12.E  1.5.11-12.F  1.5.11-12.G</p>	<p>Collins</p>	<ul style="list-style-type: none"> <li>•Literary Genres: Fiction</li> <li>• Literary Elements: Plot, Theme, Characterization, Point of View, Tone</li> <li>•Literary Devices: figurative language, plot structure</li> <li>•Interpret, compare, describe, analyze and evaluate literary devices</li> <li>•Identify and assess effectiveness of point of view</li> <li>•Identify and assess the effectiveness of tone and mood</li> <li>•Recognize and analyze the influence of society on literature</li> </ul> <p><b>Hero/Icon Project</b></p> <ul style="list-style-type: none"> <li>•Recognize and analyze influence of culture and values on literature and vice-versa</li> <li>•Recognize, analyze and critique characteristics of heroes and icons</li> </ul>	
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## Frame: 2<sup>nd</sup> Marking Period

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
	See appendix for specific language of PA Core Standards.	<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</b></p> <p><i>Oxford-Sadlier: Level H</i></p>		<p><b>Assessments may include but are not limited to:</b></p>
	1.2.11-12.G 1.2.11-12.H			Assessments may include but are not limited to: Objective tests
	1.3.11-12.B 1.3.11-12.E 1.3.11-12.F 1.3.11-12.G 1.3.11-12.H 1.3.11-12.I 1.3.11-12.J 1.3.11-12.M 1.3.11-12.N 1.3.11-12.O 1.3.11-12.P	<p>Texts are included but not limited to:</p> <p><i>Othello</i> by William Shakespeare</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word acquisition and usage</li> <li>• Multiple meaning / roots</li> </ul> <p><b>The Tragic Hero</b></p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Foreshadow</li> <li>- Flashback</li> <li>- Conflict</li> <li>- Tragic Hero</li> </ul>	<p>Subjective Tests: Short answer Timed essay Take-home essay</p> <p>Oral Presentations</p>
	1.4.11-12.C 1.4.11-12.G			<p><i>Writing will focus on synthesis of literary works as they reflect the period.</i></p> <p><i>Integration of direct quotations and paraphrasing as support for thesis will be</i></p>

<p>1.4.11-12.H  1.4.11-12.I  1.4.11-12.K  1.4.11-12.L  1.4.11-12.Q  1.4.11-12.R  1.4.11-12.S  1.4.11-12.T  1.4.11-12.V  1.4.11-12.W  1.4.11-12.X</p> <p>1.5.11-12.A  1.5.11-12.C  1.5.11-12.E  1.5.11-12.F  1.5.11-12.G</p>	<p><i>Adaptations: From Short to Screen</i>, edited by Stephanie Harrison</p>	<p>-Irony (situational, verbal, dramatic)  -Paradox  -Prologue  -Stage  -Aristotle's Elements of Tragedy  -Shakespeare's Structure of Tragedy  -Characteristics of a tragic hero</p> <p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>• Recognize and analyze the influence of society on literature</li> <li>• Elements of Film</li> <li>• Elements of treatments and scripts</li> </ul>	<p><i>part of this focus.</i></p> <p>Individual projects to be determined by instructor as project relates to literature</p>
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**Frame: 3<sup>rd</sup> Marking Period**

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
	<p>See appendix for specific language of PA Core Standards.</p> <p>1.2.11-12.A 1.2.11-12.B 1.2.11-12.C 1.2.11-12.D 1.2.11-12.E 1.2.11-12.J 1.2.11-12.K</p>	<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</b></p> <p><i>Oxford-Sadlier: Level H</i></p> <p>Texts are included but not</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Word acquisition and usage</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p> <p>Assessments may include but are not limited to:</p> <p>Objective tests</p> <p>Subjective Tests:</p> <p>Short answer Timed essay Take-home essay</p>



	<p>Stieg Larsson</p> <p><i>The Kite Runner</i> by Khaled Hosseini</p> <p><i>The Perks of Being a Wallflower</i> by Stephen Chbosky</p> <p><i>My Sister's Keeper</i> by Jodi Picoult</p> <p><i>Da Vinci Code</i> by Dan Brown</p> <p><i>The Help</i> by Kathryn Stockett</p> <p><i>The Fellowship of the Rings</i> by J.R.R. Tolkien</p> <p><i>I Am Number Four</i> by Pittacus Lore</p>	<p>tone and mood</p> <ul style="list-style-type: none"><li>•Recognize and analyze the influence of society on literature</li></ul>	
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**Frame: 4<sup>th</sup> Marking Period**

COMMON CORE STANDARDS	PA CORE STANDARDS	CONTENT RESOURCES	CONTENT/ THEME	ASSESSMENTS
	<p>See appendix for specific language of PA Core Standards.</p> <p>1.2.11-12.F 1.2.11-12.G 1.2.11-12.J 1.2.11-12.L</p> <p>1.3.11-12.A</p>	<p><b>The following texts may be used to address and achieve the content, common core standards, and core goals/skills throughout the unit:</b></p> <p><i>Oxford-Sadlier: Level H</i></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Word acquisition and usage</li> </ul>	<p><b>Assessments may include but are not limited to:</b></p> <p>Assessments may include but are not limited to:</p> <p>Objective tests</p> <p>Subjective Tests: Short answer Timed essay Take-home essay</p>

<p>1.3.11-12.B 1.3.11-12.C 1.3.11-12.G 1.3.11-12.I 1.3.11-12.J 1.3.11-12.K  1.4.11-12.A 1.4.11-12.E 1.4.11-12.F 1.4.11-12.K 1.4.11-12.L 1.4.11-12.Q 1.4.11-12.R 1.4.11-12.T 1.4.11-12.U  1.5.11-12.A 1.5.11-12.E 1.5.11-12.F 1.5.11-12.G</p>	<p>Texts are included but not limited to:</p> <p>“Rocking Horse Winner” by D. H. Lawrence</p> <p>“The Sentinel” by Arthur C. Clarke (<i>2001: Space Odyssey</i>)</p> <p>“The Minority Report” by Philip K. Dick (<i>Minority Report</i>)</p> <p>“Shoeless Joe Jackson Comes to Iowa” by W.P. Kinsella (<i>Field of Dreams</i>)</p> <p>“My Friend Flicka” by Mary O’Hara (<i>Flicka</i>)</p> <p><i>Alice’s Adventures in Wonderland</i> by Lewis Carroll (<i>Alice’s Adventures Underground</i>)</p> <p>“Robot Dreams by Isaac Asimov (<i>I Robot</i>)</p> <p>“Super Toys Last All Summer</p>	<p>• Multiple meaning / roots</p> <p><b>Short story-Fiction</b></p> <ul style="list-style-type: none"> <li>•Literary Elements: Tone, Theme, Characterization, Point of View, Plot</li> <li>•Literary Devices: figurative language, plot structure</li> <li>•Interpret, compare, describe, analyze and evaluate literary devices</li> <li>•Identify and assess effectiveness of point of view</li> <li>•Identify and assess the effectiveness of tone and mood</li> <li>•Recognize and analyze the elements of Science fiction.</li> </ul>	<p>Oral Presentations</p> <p><i>Writing will focus on synthesis of literary works as they reflect the period. Integration of direct quotations and paraphrasing as support for thesis will be part of this focus.</i></p> <p>Individual projects to be determined by instructor as project relates to literature</p>
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Long” by Brian Aldiss *(AI)*

Teacher generated materials

**Professional Writing**

- \*Email
- \*Resume
- \*Cover letter
- \*Memo
- \*Business etiquette
- \*Interview skills
- \* Common contracts, lease agreements, renter’s agreements, etc...
- \*Checks
- \*Job application
- \*W2 form
- \*Selective service
- \*Bank account