

Moon Area School District Curriculum Map

Course: Literary Theory
Grade Level: 12th Grade
Content Area: English
Frequency: Semester Course

Big Ideas

1. How does our individual perspective influence our notion of truth and the world?
2. In what ways can we suspend our perspective and adopt another’s viewpoint?
3. How does being able to see another’s point of view expand our understanding of literature and cultures?

Essential Questions

1. How do multiple viewpoints enrich our understanding of literature?
2. Why are some interpretations privileged, or considered more valid, than others in literature?
3. What literary elements work together to create an effect?
4. How can mutually exclusive interpretations of the same text be valid?
5. What universal experiences exist among vastly different cultures and from different eras?
6. How can we explain this universal experience?
7. Are the characters recognizable psychological types?
8. How does the work reflect the unconscious dimensions of the writer’s mind?
9. How does the reader’s own psychology affect his response to the work?

Primary Resource(s) & Technology:

Select novels, PDFs of texts, and videos;
Microsoft Teams; Promethean Boards; Student Laptops/iPads; and all eligible works listed under eligible content.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Introduction ·How do multiple viewpoints enrich	CC.1.3.11-12 A - K Reading Literature Students read and	<ul style="list-style-type: none">• Review fundamentals of literary theory and its purpose• Class lens activity• Partner activity• Homework	Weeks 1 - 2

<p>our understanding of literature?</p> <p>·In what ways can we suspend our perspective and adopt another’s viewpoint?</p> <p>·How can mutually exclusive interpretations of the same text be valid?</p> <p>·What literary elements work together to create an effect?</p>	<p>respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Identify common critical approaches including Reader-Response and New Criticism <p>Eligible Content:</p> <ul style="list-style-type: none"> • Select poems, short stories from American Literature • Select videos, informative articles, PowerPoint/notes • Guided questions for analysis 	
<p>Feminism and Marxism</p> <p>·In what ways can we suspend our perspective and adopt another’s viewpoint?</p> <p>·How can mutually exclusive interpretations of the same text be valid?</p> <p>·What literary elements work together to create an effect?</p>	<p>CC.1.3.11-12 A- K Reading Literature Students read and respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Review of fundamental ideas and vocabulary associated with both critical theories • PP/notes • Class activities <p>Eligible Content:</p> <ul style="list-style-type: none"> • Select poems, short stories from American Literature • Select videos, informative articles/PDF • Guided questions for analysis 	<p>Week 3</p>
<p>Archetypes</p> <p>·Why are some interpretations privileged, or</p>	<p>CC.1.3.11-12 A - K Reading Literature Students read and</p>	<ul style="list-style-type: none"> • Review of fundamental ideas and vocabulary associated with critical theory • PP/Notes • Homework • Test 	<p>Weeks 4 - 5</p>

<p>considered more valid, than others in literature?</p> <p>· What universality exists among vastly different cultures and eras?</p> <p>· How can we explain this universal experience?</p>	<p>respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Eligible Content:</p> <ul style="list-style-type: none"> • Selected short story, film • Handout/notes • Guided questions for analysis 	
<p>Psychoanalytic Theory</p> <p>· Are the characters recognizable psychological types?</p> <p>· How does the reader’s own psychology affect his response to the work?</p>	<p>CC.1.3.11-12 A - K Reading Literature Students read and respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Review of fundamental ideas and vocabulary associated with critical theory • PP/notes • Homework <p>Eligible Content:</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i>, chapter 1 • Select articles, videos 	<p>Week 6</p>
<p>Multiple Critical Approaches to Text</p> <p>· How do multiple viewpoints enrich our understanding of literature?</p> <p>· Why are some interpretations privileged, or considered more valid, than others in literature?</p>	<p>CC.1.3.11-12 A - K Reading Literature Students read and respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and</p>	<ul style="list-style-type: none"> • Review fundamental ideas and vocabulary associated with assigned critical perspective • Review history/timeline of 20s era • Read background and biography of Fitzgerald • Guided note template • Discussion questions • Quizzes • Project <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> • Select informative articles, videos 	<p>Weeks 7 - 11</p>

<p>·How does the work reflect the unconscious dimensions of the writer’s mind?</p>	<p>between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Guided questions for analysis 	
<p>Multiple Critical Approaches to Text #2</p> <p>·How do multiple viewpoints enrich our understanding of literature?</p> <p>·Why are some interpretations privileged, or considered more valid, than others in literature?</p> <p>·Are the characters recognizable psychological types?</p> <p>·How does the work reflect the unconscious dimensions of the writer’s mind?</p>	<p>CC.1.3.11-12 A - K Reading Literature Students read and respond to works of literature— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<ul style="list-style-type: none"> • Review fundamental ideas and vocabulary associated with assigned critical perspective • Read background and biography of O’Brien • Review history/timeline of Vietnam • Guided reading and discussion questions • Quizzes • Class activities <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>The Things They Carried</i> • Select informative articles, videos • Guided questions for analysis 	<p>Weeks 12 – 16</p>
<p>Final Project</p>	<p>C.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied</p>		<p>Weeks 17 - 18</p>

	transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.		
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