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	Assessed Competencies	Timeline
	Standard(s)	(Key content and skills)	
Introduction	CC.1.3.11-12	Review fundamentals of literary theory	Weeks
	A - K	and its purpose	1 - 2
·How do multiple	Reading	Class lens activity	
viewpoints enrich	Literature	Partner activity	
	Students read and	Homework	

our understanding of literature? In what ways can we suspend our perspective and adopt another's viewpoint? How can mutually exclusive interpretations of the same text be valid? What literary elements work together to create an effect?	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.	 Identify common critical approaches including Reader-Response and New Criticism Eligible Content: Select poems, short stories from American Literature Select videos, informative articles, PowerPoint/notes Guided questions for analysis 	
Feminism and Marxism In what ways can we suspend our perspective and adopt another's viewpoint? How can mutually exclusive interpretations of the same text be valid? What literary elements work together to create an effect?	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.	 Review of fundamental ideas and vocabulary associated with both critical theories PP/notes Class activities Eligible Content: Select poems, short stories from American Literature Select videos, informative articles/PDF Guided questions for analysis 	Week 3
Archetypes ·Why are some interpretations privileged, or	CC.1.3.11-12 A - K Reading Literature Students read and	 Review of fundamental ideas and vocabulary associated with critical theory PP/Notes Homework Test 	Weeks 4 - 5

considered more	reamond to weather		
	respond to works of literature—		
valid, than others in literature?		Elicible Contents	
merature?	with an emphasis	Eligible Content:	
W714 1:4	on	Selected short story, film	
·What universality	comprehension,	Handout/notes	
exists among vastly	vocabulary	Guided questions for analysis	
different cultures	acquisition, and		
and eras?	making		
	connections		
·How can we	among ideas and		
explain this	between texts		
universal	with a focus on		
experience?	textual evidence.		
Psychoanalytic	CC.1.3.11-12	 Review of fundamental ideas and 	Week
Theory	A - K	vocabulary associated with critical theory	6
	Reading	PP/notes	
· Are the characters	Literature	Homework	
recognizable	Students read and		
psychological	respond to works	Eligible Content:	
types?	of literature—	• The Great Gatsby, chapter 1	
	with an emphasis	Select articles, videos	
·How does the	on	,	
reader's own	comprehension,		
psychology affect	vocabulary		
his response to the	acquisition, and		
work?	making		
	connections		
	among ideas and		
	between texts		
	with a focus on		
	textual evidence.		
Multiple Critical	CC.1.3.11-12	Review fundamental ideas and vocabulary	Weeks
Approaches to Text	A - K	associated with assigned critical	7 - 11
	Reading	perspective	
·How do multiple	Literature	Review history/timeline of 20s era	
viewpoints enrich	Students read and	Read background and biography of	
our understanding	respond to works	Fitzgerald	
of literature?	of literature—	Guided note template	
	with an emphasis	Discussion questions	
·Why are some	on	Quizzes	
interpretations	comprehension,	Project	
privileged, or	vocabulary		
considered more	acquisition, and	Eligible Content	
valid, than others in	making	Eligible Content	
literature?	connections	The Great Gatsby Solve time and idea and idea.	
Í	among ideas and	 Select informative articles, videos 	

·How does the work reflect the unconscious dimensions of the writer's mind?	between texts with a focus on textual evidence.	Guided questions for analysis	
Multiple Critical Approaches to Text #2 ·How do multiple viewpoints enrich our understanding of literature? ·Why are some interpretations privileged, or considered more valid, than others in literature? ·Are the characters recognizable psychological types? ·How does the work reflect the unconscious dimensions of the writer's mind?	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.	 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 Eligible Content The Things They Carried Select informative articles, videos Guided questions for analysis 	Weeks 12 – 16
Final Project	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		Weeks 17 - 18

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.	