

## Moon Area School District Curriculum Map

**Course: Survey of World Literature**

**Grade Level: 12<sup>th</sup> Grade**

**Content Area: English**

**Frequency: Semester Course**

### Big Ideas

1. What common events and themes can we find in literature from other cultures when compared with our own?
2. How do we all fit together in this newly “globalized” world?
3. Who are these strangers—my neighbors—on this shrinking planet Earth?

### Essential Questions

1. What cultural connections can readers make when studying, analyzing and reflecting on contemporary world literature?
2. What are the historical developments students can trace in the emergence of a world literature cannon?
3. What role does writing -- our own and others' -- play in our lives?
4. How does productive oral communication rely on speaking and listening?
5. How does interaction with text provoke thinking and response?

### Primary Resource(s) & Technology:

Textbook Series, select novels and novellas,  
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](http://www.pdesas.org)  
[www.education.pa.gov](http://www.education.pa.gov)

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
<b>Introduction</b> · What is World Literature?  · How and when was it born?  · What value does it have?	<b>CC.1.2.11-12 A-L</b> Students read, understand, and respond to informational text—with an emphasis on comprehension,	<ul style="list-style-type: none"><li>• Origin of World Literature</li><li>• Importance of translations</li><li>• Common themes and events that connect cultures and time periods</li><li>• Location of places and authors explored</li></ul> Eligible Content: <ul style="list-style-type: none"><li>• <i>Reading the World</i>: “Who Are These Strangers?” “The Art of Translation,” “Literature of the Americas”</li></ul>	Weeks 1-2

	vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	<ul style="list-style-type: none"> <li>• Select articles and videos from David Damroch, Harvard, etc.</li> <li>• World Maps</li> </ul>	
<p>5<sup>th</sup> century Greek Theatre / Drama</p> <p>· Why was Greek storytelling and theatre so important?</p> <p>· What historical developments can readers trace in the emergence on World Lit?</p> <p>· How does interaction with text provoke thinking and response?</p> <p>· What cultural connections can readers make when studying, analyzing, and reflecting on Greek literature?</p>	<p><b>CC.1.2.11-12. A – L</b>  <b>CC.1.3.11-12. A - K</b>  Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<ul style="list-style-type: none"> <li>• Background of Greek Theatre</li> <li>• Aristotle/Poetics</li> <li>• Greek Mythology review</li> <li>• Oedipus/Cadmus</li> <li>• Plot Line/terms</li> <li>• Modern Tragic Hero project</li> </ul> <p>Eligible Content:</p> <ul style="list-style-type: none"> <li>• Sophocles’ Oedipus Rex</li> <li>• Select articles and videos, PowerPoints/notes on Aristotle and Greek Drama, Sophocles, Greek Mythology</li> </ul>	Weeks 3 - 6
<p>13<sup>th</sup> century Italy</p> <p>· What historical developments can readers trace in the emergence on World Lit?</p>	<p><b>CC.1.2.11-12. A – L</b>  <b>CC.1.3.11-12 A-K</b>  Students read, understand, and respond to informational text</p>	<ul style="list-style-type: none"> <li>• Background on Dante Alighieri</li> <li>• Review of poetic structure of <i>The Divine Comedy</i></li> <li>• History of battles between political factions in Florence, Italy</li> </ul> <p>Eligible Content:</p> <ul style="list-style-type: none"> <li>• Dante’s <i>Inferno</i></li> </ul>	Weeks 6 -10

<p>·What cultural connections can readers make when studying, analyzing, and reflecting on Italian literature?</p> <p>·What role does writing -- our own and others' -- play in our lives?</p> <p>· How does interaction with text provoke thinking and response?</p>	<p>and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence</p>	<ul style="list-style-type: none"> <li>• Select supplemental material including Informative articles, illustrations, graphs, puzzles, videos</li> </ul>	
<p>Eastern Europe &amp; South America 1900s</p> <p>·What historical developments can readers trace in the emergence on World Lit?</p> <p>·What cultural connections can readers make when studying, analyzing, and reflecting on this literature?</p>	<p><b>CC.1.2.11-12. A – L</b> <b>CC.1.3.11-12. A - K</b> Students read, understand, and respond to informational text and works of literature —with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<ul style="list-style-type: none"> <li>• Magic Realism notes</li> <li>• Background on Coelho</li> <li>• Background on Kafka</li> <li>• Background on Marquez</li> </ul> <p>Eligible Content:</p> <ul style="list-style-type: none"> <li>• <i>The Alchemist</i></li> <li>• <i>The Metamorphosis</i></li> <li>• Marquez short stories</li> <li>• Select biographies/informational articles and videos on Coelho, Kafka and Marquez; review games.</li> </ul>	<p>Weeks 11 - 16</p>
<p>South Africa 1970s</p> <p>·What historical developments can</p>	<p><b>CC.1.2.11-12. A – L</b> <b>CC.1.3.11-12. A - K</b></p>	<ul style="list-style-type: none"> <li>• Apartheid/History</li> <li>• Background on Mandela</li> <li>• Background on Gordimer</li> <li>• Scenarios</li> </ul>	<p>Weeks 17 - 19</p>

<p>readers trace in the emergence on World Lit?</p> <p>·What cultural connections can readers make when studying, analyzing, and reflecting on this literature?</p> <p>·How does productive oral communication rely on speaking and listening?</p> <p>·What role does writing -- our own and others' -- play in our lives?</p>	<p>Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<p>Eligible Content</p> <ul style="list-style-type: none"> <li>• <i>Catch a Fire</i></li> <li>• Nelson Mandela Speech</li> <li>• Gordimer short stories</li> <li>• Select articles, videos, notes</li> </ul>	