

GENDER PERSPECTIVES

Description

Gender Perspectives is an English semester course, focusing on the analysis of the changing portrayal of gender roles in literature and film. Students will explore cultural assumptions about gender and read literary texts from multiple perspectives as they become familiar with literary theories concerning gender. Critical thinking, class discussions, and independent/field research are integral components of this course. Major assessments will consist of analytical and creative writing. In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a senior English Independent Study Project.

Course Overview

Course Goals

Students should:

- examine traditional and contemporary male and female constructs.
- explore how gender is portrayed in novels, short stories, poetry, drama, myth, and non-fiction.
- explore gender roles in the culture through films, music, and the media.
- examine how popular culture creates and reinforces messages about gender.
- analyze personal assumptions.
- analyze existent societal power structures and how they operate within gender, class, sexual orientation, and race.
- write in inventive and analytical ways in order to expand and deepen ideas of identity.
- read print and visual texts from critical perspectives.
- explore and evaluate multiple perspectives in order to broaden one's own thinking.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

Content Outline

I. [Unit 1](#) - Introduction to Language, History,

Standards

Grade Level Skills

<p>and Purpose of Gender Studies</p> <p>II. Unit 2 - Influences on Gender: Icons, Archetypes, and Historical Contexts</p> <p>III. Unit 3 - Deconstructing Images that Replicate, Create, and Reinforce</p> <p>IV. Unit 4 - Defining, Empowering, and Restructuring Ourselves and Culture through Awareness</p>	<p>State of Connecticut English Language Arts Curriculum Frameworks</p> <p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</p> <p><i>Exploring and Responding to Literature -</i> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1	Unit 2	Unit 3	Unit 4	
Introduction to Language, History, and Purpose of Gender Studies	Influences on Gender: Icons, Archetypes, and Historical Contexts	<u>Deconstructing Images that Replicate, Create, and Reinforce</u>	Defining, Empowering, and Restructuring Ourselves and Culture through Awareness	
2 weeks	6 weeks	6 weeks	4 weeks	

Unit 1 - Introduction to Language, History, and Purpose of Gender Studies, 2 weeks [top](#)

Standards

Reading and Responding

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will:

- analyze the meaning of words and phrases in context.

Exploring and Responding to Literature

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Unit Objectives

Students will be able to:

- make critical distinctions among what gender, sex, sexuality, and gender identity mean and how the terms are often used.
- explore the history of feminism and gender studies.
- begin to recognize cultural and socially-situated assumptions regarding gender.
- articulate (through writing and discussion) how their gender identity has been shaped by individual experience.
- explore contemporary debates about gender as a biological versus cultural construct.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?

Focus Questions

- How are terms such as gender, sex, sexuality, gender identity, and feminism used and misused in today's society?
- What is the value of engaging in gender studies?
- What forces have been instrumental in shaping my own gender identity?

Assessment

- Begin memoir/memoirs, exploring their own experience developing gender identity

Skill Objectives

Students will:

Unit 2 – Influences on Gender: Icons, Archetypes, and Historical Contexts, 6 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- compare/ contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author’s work.
- discuss how the experiences of a reader influence the interpretation of a text.
- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- identify archetypal female and male images in film and discuss how such images pervade conscious and unconscious contemporary thought.
- examine how female and male archetypes transcend cultural and historical boundaries and influence

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do historical iconic figures reveal,

Assessments

- Memoir/memoirs/College Essay
- Collection of creative works (poetry, creative nonfiction, fiction) that challenge and play with individual assumptions about gender and identity
- Exploratory Essay

<p>contemporary assumptions.</p> <ul style="list-style-type: none"> • collect and analyze cultural artifacts (music lyrics, advertisements, clothing, and toys/entertainment) in order to understand the power and pervasiveness of socially constructed ideas about gender. • evaluate various perspectives in contemporary scholarly thought about race, class, gender, and sexual orientation as they read and discuss nonfiction essays, articles, and other short texts. • conduct field research (interviews, observations) in order to see how identity issues were enacted in their everyday lives. • use language effectively to convey the personal meaning derived from life events. • organize thinking for audience. • use a strong and consistent voice in writing. • interpret themes and evaluate ideas which the texts offer in writing. 	<p>establish, and perpetuate ideas about what it means to be male or female?</p> <ul style="list-style-type: none"> • In what ways do historically embedded stereotypes of men and women replicate themselves in popular culture? • What is the nature of identity? • What effect does social/historical context and personal experience (race, socioeconomic status, religion, family, and sexual orientation) have on individual perception and enactment of gender roles? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • revise for redundancy and wordiness. • recognize and avoid exaggeration. • avoid sentence sprawl. • revise for sentence variety.
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Unit 3 - Deconstructing Images that Replicate, Create, and Reinforce, 6 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.
- compare/ contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author’s work.
- discuss how the experiences of a reader influence the interpretation of a text.
- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- research information from multiple sources for a specific purpose.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- deconstruct how traditional archetypes in literature and image portray gender identity.
- collect and analyze images (media, advertising, photography) to deconstruct how power is enacted on individual

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

Assessments

- Research Paper on a contemporary issue
- Presentation and analysis of contemporary icons

<p>identity.</p> <ul style="list-style-type: none"> • explore, research, and present analysis of a contemporary icon. • explore the complexity of identity (race, socioeconomic status, religion, family composition, and sexual orientation), using nonfiction essays and artifacts. • research literary theory about gender. • integrate research on literary theory about gender in their writing. • analyze how language, including syntax and diction, demonstrate gender and assumptions about gender. • apply contemporary gender theory to readings in order to understand and be open to multiple perspectives. <p>Senior English Independent Study Project</p> <ul style="list-style-type: none"> • brainstorm possible questions to explore. • determine personal question to explore. • identify sources for research such as people to interview and texts to read. • research their question through multiple sources. 	<ul style="list-style-type: none"> • How have stereotypes about maleness and femaleness come to exist, and what is their effect today? • What role do perceptions about gender play in the construction of power hierarchies (social institutions, business, politics, religion, personal relationships, and family dynamics) in today's society? • How do messages about gender identity legitimize power and privilege? • To what extent are we, as individuals, complicit in reinforcing the messages that maintain existent power structures? • To what extent are we, as individuals, manipulated by the messages that maintain existent power structures? • How does literature replicate, create, and reinforce images about maleness and femaleness? • How do contemporary theories help us to read in more critical and complex ways? • How can language and genre perpetuate notions about gender? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • avoid misplaced modifiers. • use adverbial connectives for emphasis and transition. • punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however.
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Unit 4 - Defining, Empowering, and Restructuring Ourselves and Culture through Awareness, 4 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- compare/ contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.
- create responses to texts and examine each work’s contributions to an understanding of human experience across cultures.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author’s work.
- discuss how the experiences of a reader influence the interpretation of a text.
- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- define and/or reconstruct their own identity through a re-definition paper.
- recognize the relationship between their own shifting consciousness regarding gender identity and its cultural implications.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How is the nature of identity not only individual

Assessment

- Fairytale

Skill Objectives

Students will:

- use dash and ellipses.

<ul style="list-style-type: none"> • apply theory to the research and writing process. • begin to develop their own ideology based on theories explored in the course. • write in varied styles and structures in order to mirror complex, paradoxical, and original ideas. • craft, through (re)imagination, a (fairy) tale exploring a deepened sense of self. <p>Senior English Independent Study Project</p> <ul style="list-style-type: none"> • decide format for presentation, utilizing oral, written, visual, and/or technological components for effectiveness. • determine audience. • organize research for audience. • write first draft. • revise for audience. • present project. 	<p>and complex but also in flux?</p> <ul style="list-style-type: none"> • How do imagination and writing allow one to envision and shape one's selfhood? • To what extent are we free to shape ourselves within cultural paradigms? • To what extent are society and the individual defined, challenged, and inspired by each other? • How do portrayals of maleness and femaleness inspire new insights? • What are the potential benefits of scholarly research and writing in analyzing texts, images, and/or contemporary issues? • How can playing with language and genre allow us to explore and realize new and different ideas? 	<ul style="list-style-type: none"> • punctuate quotations within quotations, using single quotation marks.
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