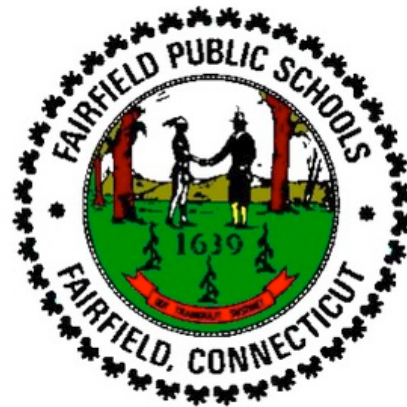


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Gender Perspectives in Literature



Gender Perspectives in Literature Overview

Description

Gender Perspectives is a semester course, focusing on the analysis of the changing portrayal of gender roles in literature, film, and popular culture. 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 include a memoir that focuses on gender, an exploratory essay, a research paper on a contemporary issue, an analysis of contemporary icons, and a creative project. 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 final course project.

Gender Perspectives in Literature Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to Language, History, and Purpose of Gender Studies	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Articulate (through writing and discussion) how their gender identity has been shaped by individual experience. ● Extended Narrative ● Effective use of textual detail ● Developing 	<ul style="list-style-type: none"> ● review MLA citation format ● review of academic voice ● vocabulary study in context 	<ul style="list-style-type: none"> ● Narrative Writing. Memoir/memoirs, exploring their own experience developing gender identity

	<ul style="list-style-type: none"> ● Begin to recognize cultural and socially-situated assumptions regarding gender. ● Explore contemporary debates about gender as a biological versus cultural construct. 	personal voice		
2. Influences on Gender: Icons, Archetypes, and Historical Contexts	<ul style="list-style-type: none"> ● 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 contemporary 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Revise for redundancy and wordiness. ● Recognize and avoid exaggeration. 	<ul style="list-style-type: none"> ● Vocabulary study through close reading ● Demonstrate correct pronoun agreement (number) and pronoun case. ● Avoid sentence sprawl. ● Revise for sentence variety.

	<p>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. 	<ul style="list-style-type: none"> ● Use a strong and consistent voice in writing. ● Interpret themes and evaluate ideas which the texts offer in writing. 		
3. Deconstructing Images	<ul style="list-style-type: none"> ● Deconstruct how 	<ul style="list-style-type: none"> ● Integrate research 	<ul style="list-style-type: none"> ● avoid misplaced 	<ul style="list-style-type: none"> ● Research Paper on a

<p>that Replicate, Create, and Reinforce</p>	<p>traditional archetypes in literature and image portray gender identity.</p> <ul style="list-style-type: none"> ● Apply contemporary gender theory to readings in order to understand and be open to multiple perspectives. ● Collect and analyze images (media, advertising, photography) to deconstruct how power is enacted on individual identity. ● Explore the complexity of identity (race, socioeconomic status, religion, family composition, and sexual 	<p>on literary theory about gender in their writing.</p> <ul style="list-style-type: none"> ● Analyze how language, including syntax and diction, demonstrate gender and assumptions about gender. ● Explore, research, and present analysis of a contemporary icon 	<p>modifiers.</p> <ul style="list-style-type: none"> ● use adverbial connectives for emphasis and transition. ● Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however. 	<p>contemporary issue</p> <ul style="list-style-type: none"> ● Presentation and analysis of contemporary icons
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	<p>orientation), using nonfiction essays and artifacts.</p> <ul style="list-style-type: none"> ● Research literary theory about gender 			
<p>4. Defining, Empowering, and Restructuring Ourselves and Culture through Awareness</p>	<ul style="list-style-type: none"> ● Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing ● Analyze the gender archetypes in Fairy Tales. ● Recognize the relationship between their own shifting consciousness regarding gender identity and its cultural implications. 	<ul style="list-style-type: none"> ● Define and/or reconstruct their own identity through a re-definition paper. ● 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 	<ul style="list-style-type: none"> ● Use dash and ellipses. ● Punctuate quotations within quotations, using single quotation marks. 	<p>Narrative; Literary Analysis</p>

		exploring a deepened sense of self.		
5. Culmination of Independent Inquiry	Student directed Inquiry	Student directed Inquiry		Student directed Inquiry Projects

Reading Resources <i>FPS Units of Study for Gender Perspectives in Literature</i> Anchor Texts Book Club Texts by level	Writing Resources <i>FPS Units of Study for Gender Perspectives in Literature</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden
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Gender Perspectives in Literature Overview: Reading and Writing		
Course Objectives Reading <ul style="list-style-type: none"> ● read and discuss essays and poems about the writing of Gender Perspectives in Literature. ● select and examine Gender Perspectives in Literature of their choosing for response in reading journals. ● demonstrate acquisition of “Core Terminology” through written and 	Course Essential Questions <ul style="list-style-type: none"> ● 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? ● How do historical iconic figures 	Assessments: <ul style="list-style-type: none"> ● Culminating Inquiry Project

<p>oral discourse about class readings (essays, published poems, and student generated poems).</p> <ul style="list-style-type: none"> ● select and investigate the work of a poet of their choice. ● research scholarly essays (literary criticism) about the life and work of a chosen poet. ● organize research information and write a three-four page first draft of a research paper. ● identify gaps in the research conducted for the Poet’s Research Project draft based on feedback from peers and teacher conferences. ● conduct continued research in order to further develop the Poet’s Research Project. ● write a five-seven page revised Poet’s Research Project. <p>Writing</p> <ul style="list-style-type: none"> ● write one-two free-form poems. ● build vocabulary of “Core Terminology”. ● participate in various writing exercises inspired by the unit focus questions. ● use poetic prose to write a personal essay (college essay). 	<p>reveal, 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? ● 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 	
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<ul style="list-style-type: none"> ● write four poems focusing on use of figurative language and imagery and write one-two form poems. ● revise one-two poems using teacher feedback, writers' group feedback, and knowledge acquired from class work. ● use observations of visual art (paintings, photography) to express ideas using imagery that is concrete and rich with sensory details. ● pose an exploratory question about the writing style the major themes, historical perspective, or critical evaluation of a major poet. ● participate in attend at least one writing conference with the teacher. ● analyze a given poem for specific literary devices in the form of timed, in-class prompts. ● use language effectively to convey the personal meaning derived from life events. ● organize thinking for audience. ● use a strong and consistent voice in writing. ● demonstrate acquisition of advanced terminology through 	<p>individuals, complicit in reinforcing the messages that maintain existent power structures?</p> <ul style="list-style-type: none"> ● 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? ● How is the nature of identity not only individual and complex but also in flux? ● 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 	
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<p>written and oral discourse about class readings (essays, published poems, and student generated poems).</p> <ul style="list-style-type: none"> ● write four poems focusing on use of sound (meter, rhyme, sound devices), style, punctuation, and structure (line and stanza breaks, line variation, poem length) ● write one-two form poems. ● write an ode and/or elegy demonstrating their reflection on their personal experiences as they near graduation. ● document their growth throughout the semester by creating a Gender Perspectives in Literature portfolio. <p>Collaboration</p> <ul style="list-style-type: none"> ● discuss etiquette and expectations for writing groups. ● participate in a read-around in which they share their own revised Gender Perspectives in Literature. ● participate in a model writers' workshop. ● develop more sophisticated feedback and questions in writers' groups. incorporating knowledge gained in this unit. ● demonstrate acquisition of 	<p>scholarly research and writing in analyzing texts, images, and/or contemporary issues?</p> <ul style="list-style-type: none"> ● How can playing with language and genre allow us to explore and realize new and different ideas? 	
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<p>advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems).</p> <ul style="list-style-type: none"> ● participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of poetic language, and connect elements of style and structure to meaning. ● continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems). ● revise one poem using teacher feedback, writers' group feedback, and demonstrating an advanced understanding of the craft of Gender Perspectives in Literature. ● participate in a read-around in which they share their ode or elegy. share portfolio with classroom community or other community. 		
Standards		National Assessments:

Common Core State Standards		
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Gender Perspectives in Literature Unit 1: Introduction to Language, History, and Purpose of Gender Studies

Unit Overview

In this unit, students will explore cultural Assumptions about Gender

- Students will be able to answer: 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?

Reading Focus

- 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.
- Explore contemporary debates about gender as a biological versus cultural construct.

Writing Focus

- Articulate (through writing and discussion) how their gender identity has been shaped by individual experience.
- Extended Narrative
- Effective use of textual detail
- Developing personal voice

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

Assessments

- Memoir/memoirs, exploring their own experience developing gender identity
- Literary analysis - comparison and contrast

Common Core Standards Emphasized in the Unit

RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- particular attention will be paid to the role of setting in environmental literature
- the relationship between experiences in nature and character development will also be a primary focus

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- poetic forms and conventions will be studied through comparative analysis
- the specific formats of non-fiction nature writing will also be explored and analyzed

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- irony, sarcasm and understatement will be explored through editorials about the environment

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Gender Perspectives in Literature Unit 2: Influences on Gender: Icons, Archetypes, and Historical Contexts

Unit Overview

During this unit students will answer the following questions.

- How do historical iconic figures reveal, establish, and perpetuate ideas about what it means to be male or female?
- In what ways do historically embedded stereotypes of men and women replicate themselves in popular culture?
- What is the nature of identity?

Reading Focus

- 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 contemporary assumptions.
- 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

Writing Focus

- 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.

Grammar, Usage, and Mechanics Focus

- Vocabulary study through close reading
- Demonstrate correct pronoun agreement (number) and pronoun case.
- Avoid sentence sprawl.
- Revise for sentence variety.

orientation as they read and discuss nonfiction essays, articles, and other short texts.		
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<p>Assessments</p> <ul style="list-style-type: none"> • Complete Defining Moments Memoir • Exploratory Essay

Common Core Standards Emphasized in the Unit
<p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <ul style="list-style-type: none"> o particular attention will be paid to the role of setting in environmental literature o the relationship between experiences in nature and character development will also be a primary focus <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <ul style="list-style-type: none"> o poetic forms and conventions will be studied through comparative analysis o the specific formats of non-fiction nature writing will also be explored and analyzed <p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <ul style="list-style-type: none"> o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard o irony, sarcasm and understatement will be explored through editorials about the environment <p>W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g.,</p>

figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gender Perspectives in Literature Unit 3: Deconstructing Images that Replicate, Create, and Reinforce

Unit Overview

By the End of this unit, students will be able to answer the following questions:

- 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?

Reading Focus

- Deconstruct how traditional archetypes in literature and image portray gender identity.
- Apply contemporary gender theory to readings in order to understand and be open to multiple perspectives.
- Collect and analyze images (media, advertising, photography) to deconstruct how power is enacted on individual identity.
- Explore the complexity of identity

Writing Focus

- Integrate research on literary theory about gender in their writing.
- Analyze how language, including syntax and diction, demonstrate gender and assumptions about gender.
- Explore, research, and present analysis of a contemporary icon
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely

Grammar, Usage, and Mechanics Focus

- 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.

<p>(race, socioeconomic status, religion, family composition, and sexual orientation), using nonfiction essays and artifacts.</p> <ul style="list-style-type: none"> ● Research literary theory about gender 	<ul style="list-style-type: none"> ● Relying on partners to help us edit and revise our work 	
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Assessments

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

Common Core Standards Emphasized in the Unit

RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- particular attention will be paid to the role of setting in environmental literature
- the relationship between experiences in nature and character development will also be a primary focus

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- poetic forms and conventions will be studied through comparative analysis
- the specific formats of non-fiction nature writing will also be explored and analyzed

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- irony, sarcasm and understatement will be explored through editorials about the environment

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and

sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.



Gender Perspectives in Literature Unit 4: Defining, Empowering, and Restructuring Ourselves and Culture through Awareness

Unit Overview

By the end of the unit, students will be able to answer the following questions:

- How is the nature of identity not only individual and complex but also in flux?
- 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?

Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- Analyze the gender archetypes in Fairy Tales.
- Recognize the relationship between their own shifting consciousness regarding gender identity and its cultural implications.

Writing Focus

- Define and/or reconstruct their own identity through a re-definition paper.
- 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

Grammar, Usage, and Mechanics Focus

- Use dash and ellipses.
- Punctuate quotations within quotations, using single quotation marks.

	self.	
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Assessments

Narrative, Literary Analysis

Common Core Standards Emphasized in the Unit

RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- o particular attention will be paid to the role of setting in environmental literature
- o the relationship between experiences in nature and character development will also be a primary focus

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Gender Perspectives in Literature Unit 5: Independent Student Inquiry

Unit Overview

In this culminating unit, students will apply the knowledge and skills they have learned from the course to the development of an independent inquiry project.

Reading Focus

- form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- reflect on how this Independent Study Project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.

Writing Focus

- develop a prospectus for their Independent Study Project and conference with their teacher for final approval.
- use technology to research, create a product, or present their independent study.
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Grammar, Usage, and Mechanics Focus

Assessments

- Independent Project and Presentation

Common Core Standards Emphasized in the Unit

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.11-12.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.