



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 11-12

Content: Women Writers - DMACC Lit 190

Year: 22-23

Course Description/Rationale

Beginning by exploring the first women's movement in the Victorian Era when women had the audacity to create strong female characters who behaved heroically in their novels, we will be reading short pieces by authors such as Charlotte Bronte, Jane Austen, and Kate Chopin. Then we will move into the early-mid twentieth century with authors such as Virginia Woolf, Alice Walker, Sylvia Plath, Lillian Hellman, Zora Neale Hurston, and Flannery O'Connor whose works proved that women existed for more than just the care of men. Finally, we will explore contemporary literature 1970 - today including women from a wide array of cultures, backgrounds, and political stances. Among the contemporary works students will choose from is Mindy McGinnis' *The Female of the Species*, *Speak* by Laurie Halse Anderson, and *The Hate You Give* by Angie Thomas, *We Were the Mulvaney's* by Joyce Carol Oates. Students will have the opportunity to study the themes and style of women's literature and contemplate how social movements have impacted their work. Introduction to the study and appreciation of literature written by women. Examines major influential works from a variety of historical, social and cultural contexts. Critical analysis is emphasized

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Why a women's writers course?	2 weeks	Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure Students can verbally share their thinking through meaningful discussion and effective collaboration.	DMACC Competency: Develop an appreciation for the importance of women's literature in culture.
Literature as Self-Discovery	3 weeks	Students can read and comprehend complex materials in a variety of forms.	DMACC competency: Identify the elements of poetry.
Literature as Protest	4 weeks	Students will present/articulate an argument with evidence and reasoning.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1

Girl Drama	3 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens.	Identify the elements of poetry, fiction, and drama.
A New Canon	4 weeks	Students will present/articulate an argument with evidence and reasoning. Students will thoughtfully and critically consume information in order to be knowledgeable citizens.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)