



The Evolution of Gender Perspectives Through Literature

Course Information

Grade(s):	Grades 10-12
Discipline/Course:	English/Semester Course
Course Title:	The Evolution of Gender Perspectives Through Literature
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	This semester course primarily focuses on the analysis of the changing portrayal of identity roles in literature, film, and popular culture. In addition to gender analysis, students will also analyze other identities that relate to gender. Students will explore cultural assumptions about various identities in literary texts and cultural artifacts. Students are encouraged to analyze texts from multiple perspectives and become familiar with literary theories related to markers of identity. Critical thinking, class discussions, analyzing cultural artifacts, and independent/field research are integral components of this course. Major assessments may include a memoir that focuses on gender, an exploratory essay, a research paper/project on a contemporary issue, an analysis of contemporary icons, and creative projects. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● How are identity markers used and/or misused in today's society? ● What is the personal and social value of engaging in identity studies? ● What forces have been instrumental in shaping one's gender and identities? ● 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, manipulated by and/or complicit in reinforcing the messages that maintain existing power structures?

Course Enduring Understandings:	<ul style="list-style-type: none"> ● Identity markers have been developed to both strengthen communities and segregate entire populations. ● Understand and appreciate the complex diversity of our culture. ● Analyze how family, societal, media and other historical and cultural forces are impacted by gender ● Ideas about various personal and intersecting identities are embedded with cultural beliefs. ● Cultural messages - implicit and explicit - are powerful forces of which one needs to be aware. ● Individuals can empower themselves by rejecting stereotypes and embracing authenticity.
Duration: Credit:	One Semester .5 credit
Course Materials/Resources:	Core Texts: <ul style="list-style-type: none"> ● <i>A Streetcar Named Desire</i> by Tennessee Williams ● <i>The Hours</i> by Michael Cunningham ● <i>The Last American Man</i> by Elizabeth Gilbert ● <i>Killing Us Softly</i> (American documentary) ● <i>Tough Guise</i> (American documentary) ● <i>Some Like it Hot</i> (American film) ● Ernest Hemingway short stories ● Other current and relevant informational texts (podcasts, TED talks, articles, films, etc.) Each year, teachers of this course will identify one common text to be read by all students.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Conveying Ideas ● Synthesizing and Evaluating
Year at a Glance (Units):	<ul style="list-style-type: none"> ● The Portfolio <ul style="list-style-type: none"> ○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time. ● Unit 1: The Language of and Influences on Gender ● Unit 2: Deconstructing and Reimagining Cultural Notions

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text</p>

complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Unit Number and Title:	Unit 1: The Language of and Influences on Gender
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>A Streetcar Named Desire</i> by Tennessee Williams ● <i>The Hours</i> by Michael Cunningham ● Other short texts
Unit Overview:	<p>The semester begins with a focus on essential content, knowledge, and collaborative discourse. Students learn the key concepts necessary to engage in the discourse of analyzing and deconstructing how various identities are presented in literature and culture. Students are introduced to creative and research writing in order to more deeply analyze cultural conventions related to gender and intersecting identities.</p> <p>Groups are established and students learn protocols for analyzing literary and cultural texts that they will use throughout the semester. Students select a memoir topic and a research topic; they also engage in independent reading and viewing.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading</p> <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> <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> <p>Writing</p> <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., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How are identity markers used and/or misused in today’s society? ● What is the personal and social value of engaging in identity studies? ● What forces have been instrumental in shaping one's gender and identities?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Identity markers have been developed to both strengthen communities and segregate entire populations. ● Understand and appreciate the complex diversity of our culture.

	<ul style="list-style-type: none"> Analyze how family, societal, media and other historical and cultural forces. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> The purpose and intent of gender studies Language related to gender studies Language related to other types of identity markers Author's choices 	<ul style="list-style-type: none"> Apply real-life experience to representation in literature and culture Analyze cultural and media artifacts to determine the power of representation Understand identity markers and their power Analyze the impact of an author's choices
Writing	<ul style="list-style-type: none"> Narrative text structure and characteristics Informational or explanatory text structure and characteristics Clarity in writing 	<ul style="list-style-type: none"> Create narrative texts with a sense of voice Create informational texts that demonstrate understanding Examine and convey complex ideas clearly
Speaking and Listening	<ul style="list-style-type: none"> Use of notes from discussion, viewing, and reading to analysis of other texts Begin conversations or discussions Participate fully in exchange of ideas to deepen thinking and understanding 	<ul style="list-style-type: none"> Apply discourse from class reading, viewing and discussions to analyze texts Engage in discussion that deepen and challenge ideas explored based on a variety of sources

Unit Number and Title:	Unit 2: Deconstructing and Reimagining Cultural Notions
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Killing Us Softly</i> ● <i>Tough Guise</i> ● <i>The Last American Man</i> by Elizabeth Gilbert ● Other short texts
Unit Overview:	<p>The semester continues by engaging students in the more complex process of interrogating "cultural norms." There is a deeper focus on "deconstructing constructs" created by our culture. Additionally, students will explore how they are or are not influenced by cultural stereotypes.</p> <p>Students engage in creative and expository writing in order to more deeply analyze and deconstruct cultural conventions related to gender and intersecting identities. New groups are established and students learn protocols for analyzing literary and cultural texts. Students select a memoir topic and a research topic; they will also engage in whole-class and independent reading and viewing.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RL and RI. 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>

	<p>RL and RI. 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <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> <p>Writing</p> <p>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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● 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, manipulated by and/or complicit in reinforcing the messages that maintain existing power structures? 	
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Ideas about various personal and intersecting identities are embedded with cultural beliefs. ● Cultural messages - implicit and explicit - are powerful forces of which one needs to be aware. ● Individuals can empower themselves by rejecting stereotypes and embracing authenticity. 	
<p>Learning Goals:</p>	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>

Reading	<ul style="list-style-type: none"> • The language of cultural theories • The power of cultural messages • The endeavor of deconstructing concepts • Inferences and analysis • Figurative and connotative meaning of words and phrases 	<ul style="list-style-type: none"> • Apply ideas from cultural theories • Interpret complex cultural messages • Reconstruct ideas about gender and intersecting identities • Cite evidence to support inferences and analysis • Determine the figurative and connotative meaning of words and phrases
Writing	<ul style="list-style-type: none"> • Argument text structure and characteristics • Claims and counterclaims 	<ul style="list-style-type: none"> • Write arguments that support claims and counterclaims with evidence from a variety of texts
Speaking and Listening	<ul style="list-style-type: none"> • Hallmarks of civil, democratic discussions 	<ul style="list-style-type: none"> • Engage fully in civil discourse