



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: Feminist Literature

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| <u>Department</u> | English | |
| <u>Course Name</u> | Feminist Literature | |
| <u>Course Length</u> | ½ year | |
| <u>High School Credits</u> | ½ | |
| <u>Description</u> | In this one-semester course, students will explore significant debates, theories, and concepts in feminist studies. That theoretical and historical background will serve as the foundation for the study of literature by and about women from a range of periods and cultures. | |
| <u>Target/eligible students</u> | All 12 th -grade students | |
| <u>State Learning Standards Link(s)</u> | New York State English Language Arts Learning Standards <ul style="list-style-type: none"> ● 11th– 12th grade Reading Standards ● 11th– 12th grade Writing Standards ● 11th– 12th grade Speaking and Listening Standards ● 11th– 12th grade Language Standards ● 9th – 12th Banded Anchor Standards | pp. 109-110 pp. 111-113 p. 114 p. 115-116 p. 123 |
| <u>Primary texts and materials</u> Examples of texts used to meet the New York State Learning Standards at this grade level are shown at the right. These texts, in combination with those read in other half-year senior modules, provide a balance of classic and contemporary literature (both full length and shorter works), and are culturally responsive, relevant to all students and made available in the home language when possible. As indicated in the NYSED Next Generation Learning Standards for English Language Arts FAQ , They reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives, and also foster positive academic outcomes, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. Texts are not limited to these examples. | Students in 11 th and 12 th grade English classes experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics, texts, and have discussions about texts that support language development and knowledge building. The focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex texts. Examples of such texts are as follows: LITERATURE The Bible (excerpts from Genesis) Alison Bechdel, <i>Fun Home</i> Charlotte Brontë, <i>Jane Eyre</i> Kate Chopin, "The Story of an Hour" Jeannine Cummins, <i>American Dirt</i> Charlotte Perkins Gilman, "The Yellow Wallpaper" Henrik Ibsen, <i>A Doll's House</i> Toni Morrison, <i>Beloved</i> Celeste Ng, <i>Little Fires Everywhere</i> Sylvia Plath, <i>The Bell Jar</i> Alice Walker, "In Search of Our Mothers' Gardens" Virginia Woolf, "Professions for Women" in <i>The Death of the Moth and Other Essays</i> Camron Wright, <i>The Rent Collector</i> INFORMATIONAL TEXTS Robyn R. Warhol, ed., <i>Feminisms: An Anthology of Literary Theory and Criticism</i> | p. 107 |

| Scope/Sequence (NY State) | New York State English Language Arts Learning Standards | | |
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| | R1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) | |
| | R2 | Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) | |
| | R3 | In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) | |
| | R4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) | |
| | R5 | In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI) | |
| | R6 | Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL) | |
| | R7 | In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI) | |
| | R8 | Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL) | |
| | R9 | Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) | |
| Writing Standards | W1 | Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| | W2 | 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. | |

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| | W3 | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. | |
| | W4 | Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work. | |
| | W5 | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable. | |
| | W6 | Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. | |
| | W7 | Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation. | |
| Speaking and Listening Standards | SL1 | Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. | |
| | SL2 | Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. | |
| | SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. | |
| | SL4 | Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience. | |
| | SL5 | Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | |
| | SL6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | |
| Language Standards | L1 | Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. | |
| | L2 | Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. | |
| | L3 | 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. | |
| | L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | |

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| | L5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| | L6 | Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Additional Notes: | Teachers exercise professional discretion, in consultation with their colleagues, as they select classroom texts and supporting materials to meet state learning standards. | | |