

**Fulton County Schools  
Talented and Gifted Directed Study Contract**

<b>Name :</b>	Ms. Pekatos	<b>Grade:</b>	12	<b>School:</b>	North Springs HS	<b>Sem &amp; Year:</b>	Fall 2023
<b>Topic:</b>	Portayals of Women in MCU	<b>Period:</b>	3B	<b>Teacher:</b>	Ms. Kaminsky		

**Goal Statement:** Using Feminist Literary Theory, I will conduct a thorough review of the major films and series of the Marvel Cinematic Universe in order to determine how the portrayal of women has developed since the MCU's debut with *Iron Man* (2008) through *Dr. Strange and the Multiverse of Madness* (2022)..

Objective #	Course Objectives: As a result of this study, the student will be able to:	TAG Standards:	Content Area(s):	Learner Goal (Check Major Focus)	
1	Research indicators of both positive and problematic representation of gender in media.	ARS1,	<input checked="" type="checkbox"/> Social Studies	Minor focus	Research Skills
2	Analyze the portrayal of women in the MCU	HOTS 4, ACS 9	<input checked="" type="checkbox"/> Language Arts		Generate New Ideas & Products
3	Research expert critiques and reviews of MCU texts.	ARS1, HOTPS 9	<input type="checkbox"/> Science	Minor focus	Communication Skills
4	Compare & contrast representations men and women in the MCU within the same film.	HOTPS 3	<input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> Major focus	Critical Thinking Skills
5	Analyze characterization of specific women across films and time in the MCU.	HOTPS 11	<input type="checkbox"/> Math		
6	Share findings with other women	ACS 1, ACS 2	<input type="checkbox"/> Technology/ Career		
7			<input checked="" type="checkbox"/> Fine Arts		

Objective #	Products:	Due Date	Category & Weights
n/a	Personal Statement	Aug. 11	Minor
n/a	Contract	Aug.11	Minor
1, 3	P1: Annotated articles on <i>evaluating</i> portrayal of women in film. Minimum of 5	Aug. 25	<b>Major</b>
1, 2	P2: Notes showing development of relevant statistics (ex. Number of speaking lines) & criteria for evaluating each film's portrayal of women.	Sept. 8	<b>Major</b>
2,4	P3: Analyzing the portrayal of women in select films from Phase 1 and Phase 2 of MCU	Sept. 22	<b>Major</b>
2,5	P4: Analyzing the portrayal of women in select films from Phase 3 and 4 Phase 2 of MCU	Oct. 6	<b>Major</b>
2,4,6	P5: Slide deck comparing the portrayal of Men vs. Women in each Avengers film (Avengers, Age of Ultron, Infinity Wars, End Game)	Oct. 20	<b>Major</b>
2,5,6	P6: Infographic on development of characters (Black Widow & Scarlet Witch) over the course of the MCU from their introductions through the most recent appearance	Nov. 3	<b>Major</b>
2,3,6	P7: Write an article aimed at young women and parents about what MCU can teach viewers about female experiences, both positive and negative.	Nov. 17	<b>Major</b>
n/a	Annotated Bibliography	Dec. 7-12	Minor
2,6	Final Presentation: TedTalk style presentation with advice for Kevin Feige on portrayal of women in the future of MCU based on my work.	Dec. 7-12	Minor

**List of Resources: (Minimum of five including one primary source)**

- Primary MCU texts, to include but not limited to: *Avengers* films, Black Widow, WandaVision, Dr. Strange and Multiverse of Madness
- Mahoney, Neve. "New Ways of Gauging Films' Feminist Cred." *Eureka Street*. 11 March 2018, Vol. 28 Issue 5, p3-4.
- Jones, Benjamin. "The Evolving Portrayal of Female Emotions in the Marvel Cinematic Universe." *Journal of Feminist Family Therapy*. Jan-Jul2022, Vol. 34 Issue 1/2, p196-202
- Meluso, Maria. "Bros before Superheroes: The Male and Homoerotic Gaze in the MCU." *LOGOS: A Journal of Undergraduate Research*. Fall2020, Vol. 13, p22-39. 18p.
- "'Captain Marvel' and Marvel's Long History of Women Problems." *Daily Beast*, 10 Oct. 2015. *Gale In Context: Opposing Viewpoints*.

<b>Signatures of Directed Study Team</b>			
Person	Role	Signature	Responsibilities
	<b>Student</b>		Complete all assignments by the due dates above, check in daily with teacher for attendance using the Remind app, upload all work to OneNote for grading, ask for resources as needed
	<b>Instructor/Teacher</b>		Provide course materials, conference with individual students biweekly, take daily attendance, grade all assignments (with guidance from Advisor when necessary), enter all information into Infinite Campus, receive submissions.
	<b>Advisor</b>		Provides guidance for student, helps problem-solve, provides rubrics for work in their content when necessary, and lends expertise in their discipline.

\*\* All yellow boxes should be completed by the student.

## Tips for Completing the Contract

### Defining the Portions of the Contract:

<b>GOAL</b>	The goal should be one broad, academic statement that explains the student's primary goal for the semester. Consider this the thesis sentence of your contract. What do you want to accomplish? This should be ambitious and sound academic or professional.
<b>OBJECTIVE</b>	An objective is one individual skill or topic of knowledge that will help the student reach their ultimate goal. What do you want to learn? What do you want to do? Try to isolate the different skills you will need. You do not need to have specifically 7 learning styles; a reasonable amount of objectives may be anywhere from 4-9.
<b>PRODUCTS</b>	The actual item you will submit as evidence that you reached your goal. This should clarify what you will actually turn in on Teams.
<b>TAG STANDARDS</b>	The list of TAG standards are broad and work across many disciplines. These are the specific TAG standards that relate to your main objectives!
<b>RESOURCES</b>	Five <b>potential</b> resources that can help you accomplish your goals this semester. Although you may end up using completely different resources, you must ensure that there are sufficient resources available to you <i>before</i> you start.

### Resources that will help you complete the Contract:

1. **Full List of High School TAG Standards:** Find the standard(s) that *best* match each of your objectives.
2. **Calendar:** Look at amount of time between each due date. Consider how much class time you will spend in Directed Study during that time. What is a realist but ambitious amount of work you can accomplish at this time? Consider: You may need to turn in several small products together as a Project. One large project that could take a month may need to be broken into two parts.
3. **Internet or Library Access:** When looking at your resources, consider the reliability of your sources and the prices of any resources.

### List of Potential Products:

This list exists to give you ideas and options; you may include other product types not listed below. When determining your potential products, please consider your strengths and your goals. If you absolutely loathe formal writing, you should not make all of your planned submissions into essays!

Collecting Data or Information	Sharing or Presenting Information or Opinions	Creating a New Artistic/Technological Product
Annotated articles	Formal Essays, Annotated Bibliography	Artwork (painting, sketches, sculptures)
Journals of personal experiences	Posters, Detailed illustrations	Games (Card games, Board games, puzzles, Video games)
Logs of Ongoing Data	Infographic or visual chart, Graphs	Narratives (Novels, short stories, essays)
Graphic Organizers	Editorials or Journal Articles	Comics or Comic Strips
Reflections on texts	Proposal or Plan	Poetry
Audio Recordings, Videos, or Transcripts of Interviews	Speeches, Presentations, Flipgrids	Video of a dance performance or choreography
Experiments following Scientific Method	Documentation of a planned event	Short Films
Evaluation or Review of Something	Podcast	Computer Program
Polls & Surveys	Documentary	Engineered products (Robot, Furniture, Engines)
Quizzes & Tests	Slide Deck (PPT, Google Slide, Prezi)	Musical performances or Sheet music
Padlet or other online tool	Website or Wiki	Design of a product (floorplan, plan for a 3-D model, etc)
	Social Media Account	
	Pamphlets or PSA Materials	