

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

ENGLISH DEPARTMENT COURSE GUIDE

LOCATING GENDER IN LITERATURE

GRADES 10 – 12

JUNE 2015

LOCATING GENDER IN LITERATURE COURSE OVERVIEW

Locating Gender in Literature will explore traditional and modern ideas of masculinity and femininity through both classic and adolescent literature. This course will also examine the definition and application of gender and gender identity in literature and society.

Topics of study include feminist theory, which promotes gender equality by examining patriarchal ideals in society, the workplace, and the media through the study of literature. Another topic of study is Masculinity Theory, which emerged as a reaction to the Feminism Movement of the 1960s. This theory addresses the modern male identity crisis in the wake of increasing gender equality in the workplace and society. The final topic of study is LGBTQ theory, which addresses

heterosexuality as the societal norm and challenges faced by those who do not identify as heterosexual through an examination of literature.

Applying masculinity theory, feminist theory, and lesbian, gay, bi, transgendered, questioning theory to works of literature will facilitate open dialogues about gender identification in our society, encouraging greater tolerance of others. Students will have the opportunity to share their findings through open class discussion and weekly response writing. Students will also select one novel from the course and prepare a literary analysis paper. Ultimately, students will compile a portfolio of writing and a multimedia project to showcase their skills in analysis, writing, speaking and working with technology.

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21st Century Connections
Unit I: Feminist Theory							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	RL11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.11-12.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting	Read closely and make inferences Determine theme and supporting details Analyze characterization Interpret word choice and order Explain ideas and collaborate with classmates Produce clear writing Write regularly Demonstrate command of	Analyze literature through application of theory Identify and explain narrative elements such as setting, plot, characterization, conflict and theme. Locate and evaluate tone, mood, and diction. Explain and assess author's voice and overall theme	Formative: Reading logs Weekly Response Papers (Literary Analysis) Small-Group Discussion Large-group Discussion Summative: Formal Literary Analysis Paper Large group discussion Debate Presentations Portfolio	6.1.12.D.02.D Analyze arguments for new women's roles and rights and explain why 18th-century society limited women's aspirations. 6.1.12.A.6.B: Evaluate the role of organized women in promoting government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. 6.1.12.D.6.C: Analyze the successes and failures of efforts to expand women's rights, including the work of important	9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities 9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives. 9.1.12.D.2: Determine the immediate and long-term effect of cross-cultural misconceptions/

What makes collaboration meaningful?	<p>Sharing ideas with others solidifies one's own views and deepens understanding and insight gained by the group.</p>	<p>RL11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>English Conventions</p> <p>Prepare presentations with technology</p>	<p>Participate in small- and large-group class discussion both in class and online by respectfully collaborating with</p>	<p>leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 6.1.12.D.13.F</p> <p>Relate the changing role of women in the labor force to changes in family structure.</p> <p>6.1.12.D.14.D</p> <p>Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace politics and society.</p> <p>6.2.12.D.03.B</p> <p>Explain how industrialization and urbanization affected class structure, family life and the daily lives of men, women and children.</p> <p>8.1.12.A.03</p> <p>Participate in online</p>	<p>misunderstandings resulting from a past or current international issue(s) or event(s).</p>
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Writing clearly: What makes a difference? Why do the rules of language matter?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		and enhancing the ideas of peers. Compose clearly written analyses of literature using critical theory. Support findings with evidence from the text. Compose analyses weekly.	courses learning communities social networks or virtual worlds and recognize them as resources for lifelong learning. 8.1.12.A.02 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.	

How do good speakers effectively reach a modern audience?	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>L.11.12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Produce polished written responses through revising, editing and sharing.</p>	<p>Present findings to the class using multimedia programs and technology.</p>	

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21st Century Connections
Unit 2: Masculinity Theory							

<p>What do good readers do?</p> <p>How do readers construct meaning from text?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p> <p>In what ways does creative choice impact an audience?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding</p>	<p>RL11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL11-12.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Read closely and make inferences</p> <p>Determine theme and supporting details</p> <p>Analyze characterization</p> <p>Interpret word choice and order</p> <p>Explain ideas and collaborate with classmates</p> <p>Produce clear writing</p> <p>Write regularly</p> <p>Demonstrate command of English conventions</p> <p>Prepare presentations with technology</p>	<p>Analyze literature through application of theory</p> <p>Identify and explain narrative elements such as setting, plot, characterization, conflict and theme.</p> <p>Locate and evaluate tone, mood, and diction.</p> <p>Explain and assess author's voice and overall theme</p>	<p>Formative:</p> <p>Reading logs</p> <p>Weekly Response Papers (Literary Analysis)</p> <p>Small-Group Discussion</p> <p>Large-group Discussion</p> <p>Summative:</p> <p>Formal Literary Analysis Paper</p> <p>Large group discussion</p> <p>Debate</p> <p>Presentations</p> <p>Portfolio</p>	<p>6.1.12.D.02.D</p> <p>Analyze arguments for new women's roles and rights and explain why 18th-century society limited women's aspirations. 6.1.12.A.6.B: Evaluate the role of organized women in promoting government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.D.6.C: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 6.1.12.D.13.F</p>	<p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities</p> <p>9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.</p> <p>9.1.12.D.2: Determine the immediate and long-term effect of cross-cultural misconceptions/ misunderstandings resulting from a past or current international issue(s) or event(s).</p>
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<p>What makes collaboration meaningful?</p>	<p>Sharing ideas with others solidifies one's own views and deepens understanding and insight gained by the group.</p>	<p>course of a text. RL.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>SL.11-12.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas</p>	<p>Participate in small- and large-group class discussion both in class and online by respectfully collaborating with and enhancing the ideas of peers.</p>		<p>Relate the changing role of women in the labor force to changes in family structure. 6.1.12.D.14.D Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace politics and society. 6.2.12.D.03.B Explain how industrialization and urbanization affected class structure, family life and the daily lives of men, women and children. 8.1.12.A.03 Participate in online courses learning communities social networks or virtual worlds and recognize them as resources for lifelong learning. 8.1.12.A.02</p>	
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Writing clearly: What makes a difference? Why do the rules of language matter?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	and expressing their own clearly and persuasively W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks,		Compose clearly written analyses of literature using critical theory. Support findings with evidence from the text. Compose analyses weekly. Produce polished written responses	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.	

<p>How do good speakers effectively reach a modern audience?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>purposes, and audiences.</p> <p>L.11.12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>through revising, editing and sharing.</p> <p>Present findings to the class using multimedia programs and technology.</p>			
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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21st Century Connections
Unit 3: LGBTQ Theory							
What do good readers do? How do readers construct meaning from text? Why do readers need to pay attention to a writer's choice of words? In what ways does creative choice impact an audience?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	RL11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.11-12.2: Determine central ideas or themes of a text and	Read closely and make inferences Determine theme and supporting details Analyze characterization Interpret word choice and order Explain ideas and collaborate with classmates Produce clear writing	Analyze literature through application of theory Identify and explain narrative elements such as setting, plot, characterization, conflict and theme. Locate and evaluate tone, mood, and diction. Explain and assess author's voice and overall theme	Formative: Reading logs Weekly Response Papers (Literary Analysis) Small-Group Discussion Large-group Discussion Summative: Formal Literary Analysis Paper Large group discussion Debate Presentations Portfolio	6.1.12.D.02.D Analyze arguments for new women's roles and rights and explain why 18th-century society limited women's aspirations. 6.1.12.A.6.B: Evaluate the role of organized women in promoting government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. 6.1.12.D.6.C: Analyze the successes and	9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities 9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives. 9.1.12.D.2: Determine the

		<p>analyze their development; summarize the key supporting</p> <p>RL11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Write regularly Demonstrate command of English Conventions</p> <p>Prepare presentations with technology</p>			<p>failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 6.1.12.D.13.F</p> <p>Relate the changing role of women in the labor force to changes in family structure.</p> <p>6.1.12.D.14.D</p> <p>Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace politics and society.</p> <p>6.2.12.D.03.B</p> <p>Explain how industrialization and urbanization affected class structure, family life and the</p>	<p>immediate and long-term effect of cross-cultural misconceptions/ misunderstandings resulting from a past or current international issue(s) or event(s).</p>
		Sharing ideas with others solidifies one's own views		Participate in small-and large-group class discussion			

<p>What makes collaboration meaningful?</p> <p>Writing clearly: What makes a difference?</p> <p>Why do the rules of language matter?</p>	<p>and deepens understanding and insight gained by the group.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>SL.11-12.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support</p>	<p>both in class and online by respectfully collaborating with and enhancing the ideas of peers.</p> <p>Compose clearly written analyses of literature using critical theory.</p> <p>Support findings with evidence from the text.</p> <p>Compose analyses weekly.</p>		<p>daily lives of men, women and children.</p> <p>8.1.12.A.03</p> <p>Participate in online courses learning communities social networks or virtual worlds and recognize them as resources for lifelong learning.</p> <p>8.1.12.A.02</p> <p>Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p>	
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How do good speakers effectively reach a modern audience?	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>analysis, reflection, and research.</p> <p>W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>L.11.12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		<p>Produce polished written responses through revising, editing and sharing.</p> <p>Present findings to the class using multimedia programs and technology.</p>	

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21st Century Connections
Unit 4: Final Exam							

<p>Why do the rules of language matter?</p> <p>How do good speakers effectively reach a modern audience?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>L.11.12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Present to class using proper English conventions</p> <p>Use technology to enhance presentations</p>	<p>Present findings to the class using multimedia programs and technology.</p>	<p>Summative: Presentations Portfolio</p>	<p>6.1.12.D.13.F Relate the changing role of women in the labor force to changes in family structure.</p> <p>6.1.12.D.14.D Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace politics and society.</p> <p>8.1.12.A.02 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p>	<p>9.1.12. C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities</p> <p>9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.</p> <p>9.1.12.D.2: Determine the immediate and long-term effect of cross-cultural misconceptions/ misunderstandings resulting from a past or current international issue(s) or event(s).</p>
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