

Norwood Public Schools

Grade 12 Honors Gender in Literature Curriculum Overview

Description (including primary objectives and outcomes):

This course is designed for college bound students whose competence in English has been firmly established. The curriculum, consisting of fiction and nonfiction, asks students to examine the various personal and cultural influences that shape our understanding of gender identity. Students will explore current ideas and assumptions about gender norms, gender definitions throughout the 20th century, and gender relevance in our 21st century society. Students will read, discuss, and analyze a wide variety of styles and genres, including poetry by Sandra Cisneros, Charles Bukowski, and Mary Oliver; novels by Ernest Hemingway and Sylvia Plath; plays by Henrik Ibsen and Edward Albee, and short stories by Charlotte Perkins Gilman and Jhumpa Lahiri. Writing instruction will encourage expansion beyond the five-paragraph essay and guide students' development of analysis, argumentation, and voice. Grammar and vocabulary instruction will be embedded in reading and the writing process. Students are required to read, write, and discuss analytically and frequently in preparation for their entrance to college next fall. Assessment of all grade twelve students includes a summer assignment, a midterm assessment, and a final exam/essay.

Learning Experiences:

Reading

Drawing inferences from a variety of texts
Analyzing parallels between characters within and between a variety of texts
Comparing and contrasting themes in a variety of texts
Analyzing literature within its historical context

Writing

Organizing and composing personal responses, analyses, inquiries, and creative writing
Practicing the Writing Process independently (brainstorming ideas, narrowing the topic, gathering evidence, drafting the essay, revising the essay, editing, producing a final draft)
Practicing self-editing techniques

Speaking and Listening

Listening and contributing to class discussions
Defending opinions and ideas with textual, historical, and anecdotal evidence
Using discussion to review, evaluate, and develop ideas and formulate theses

Content Outline:

Two novels, two plays, and a variety of short stories, poetry, and essays; writing (personal responses, analyses, inquiries, and creative writing); higher level literary devices (motif, irony, voice, theme); vocabulary from literature; grammar from reading and student writing

Resources Used:

The Bell Jar, *The Sun Also Rises*, *A Doll's House*, *Three Tall Women*, *Unaccustomed Earth*, *The Yellow Wallpaper and Other Stories*; poetry and prose by Sandra Cisneros, Charles Bukowski, Mary Oliver, and Dave Eggers; relevant informational texts from *Psychology Today*, *The Huffington Post*, and other major news publications

As of May 15, 2012