

<b>DEPARTMENT: ENGLISH</b>		<b>COURSE TITLE: GAY AND LESBIAN LITERATURE</b>			
		<b>COURSE NUMBER: 020</b>			
<b>GRADE(S): 11-12</b>		<b>PRE-REQUISITES (IF ANY): NONE</b>			
<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>

<b>The Early 1900s-1930s</b>	2 weeks	<ul style="list-style-type: none"> <li>History of contemporary stereotypes</li> <li>The value of authentic voice</li> <li>Role that “traditional” values play in maintaining homophobia</li> <li>Historical analysis of legal and social oppression</li> <li>Gay and lesbian struggle for equal/civil rights</li> <li>Gay subtext in early literature</li> </ul>	<ul style="list-style-type: none"> <li>Active reading skills: make personal connections, compare with other texts, use inquiry questions</li> <li>Vocabulary development: acquire new words through context clues, dictionary use, and analysis</li> <li>Close reading of text: analyze author’s use of subtext, imagery, figurative language, symbolism, plot structure, character development, thematic content, voice, and stylistic experimentation</li> <li>Writing to learn: use informal writing to probe and make connections to readings both independently and with class</li> <li>Analytical writing: write well-organized essays incorporating textual evidence and critical theory</li> <li>Imaginative writing: write poems, personal narratives, scripts, and voice papers related to core reading</li> <li>Dramatic performance: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques</li> <li>Media analysis: interpret and evaluate educational films</li> </ul>	<ul style="list-style-type: none"> <li>Individual participation in class discussions.</li> <li>Collaborative assignments and activities (e.g., exploration of textual details and language).</li> <li>Oral interpretation of selected readings.</li> <li>Writing to learn: in-class writing prompts and self-initiated response papers.</li> <li>Formal analytical papers</li> <li>Reflective writing</li> <li>Original poetry, script, and/or story writing.</li> <li>Quizzes and tests on readings and vocabulary.</li> <li>Research paper and/or oral presentation on independent reading, including bibliographic documentation.</li> <li>Course portfolio with reflective introduction and varied writing samples.</li> <li>AP Project: Independent reading and analysis of two major literary works using one or more critical lenses. Note: second AP project also includes research in published criticism.</li> </ul>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
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			<ul style="list-style-type: none"> <li>• Elements of fiction: analyze point of view, characterization techniques</li> <li>• Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in readings</li> </ul>		
<b>The 1950s</b>	2 weeks	<ul style="list-style-type: none"> <li>• Emerging honesty in literature</li> <li>• Gay minstrelsy in order to meet demands of a restrictive society</li> <li>• Study of gay identity formation models</li> <li>• Connections between historical and contemporary problems</li> <li>• Analysis of solutions from the past and present</li> <li>• Transcending prejudice, stereotyping, and other limitations to success and fulfillment</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27
<b>The 1970s and '80s</b>	2 weeks	<ul style="list-style-type: none"> <li>• Study of the emergence of gay pride and activism</li> <li>• Use of literature as a vehicle for exploring culture and community in a positive, new way</li> <li>• Analysis of cultural, social and political conditions and resulting coalitions</li> <li>• The effect of heterosexism and homophobia on gays and lesbians</li> <li>• Patterns of symbolism and other literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 12, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27
<b>The 1990s</b>	3 weeks	<ul style="list-style-type: none"> <li>• Patterns of symbolism and other literary devices</li> <li>• Analysis of cultural, social and political conditions</li> <li>• The effect of AIDS crisis and struggle for marriage/family rights on gays and lesbians</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Unit One</li> </ul>	Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23,

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		<ul style="list-style-type: none"> <li>Gains in social acceptance</li> </ul>			24, 25 Media: 26, 27
<b>International/ Contemporary</b>	3 weeks	<ul style="list-style-type: none"> <li>Search for gay identity within various diverse cultural and ethnic groups</li> <li>The personal toll of prejudice</li> <li>Connections between racism, xenophobia, and homophobia</li> <li>Patterns of symbolism and other literary devices</li> </ul>	<ul style="list-style-type: none"> <li>Same as Unit One</li> </ul>	<ul style="list-style-type: none"> <li>Same as Unit One</li> </ul>	Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27