

DEPARTMENT: ENGLISH		COURSE TITLE: WOMEN IN LITERATURE			
		COURSE NUMBER: 017A			
GRADE(S): 11-12		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)

Identity	6 weeks	<ul style="list-style-type: none"> • Conflict between personal goals and societal expectations of women • Comparison of women’s experiences based on race, culture and economic class • Role that “traditional” values play in maintaining women’s oppression • Historical analysis of women’s struggle for equal rights • Relationship of style to audience and purpose 	<ul style="list-style-type: none"> • Active reading: make personal connections, compare with other texts, use inquiry questions • Vocabulary development: acquire new words through context clues, dictionary use and analysis • Close reading of text: analyze author’s use of imagery, figurative language, symbolism, plot structure, character development, thematic content, voice, and stylistic experimentation • Writing to learn: use informal writing to probe and make connections to readings both independently and with class • Analytical writing: write well-organized essays incorporating textual evidence and critical theory • Imaginative writing: write poems, personal narratives, scripts, and voice papers related to core reading • Dramatic performance: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques • Media analysis: interpret and evaluate film adaptations of script • Elements of fiction: analyze point of view, characterization techniques • Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in readings 	<ul style="list-style-type: none"> • Individual participation in class discussions • Collaborative assignments and activities (e.g., exploration of textual details and language) • Oral interpretation of selected readings • Writing to learn: in-class writing prompts and self-initiated response papers • Formal analytical papers • Original poetry, script, and/or story writing • Quizzes and tests on readings and vocabulary • Research paper and/or oral presentation on independent reading, including bibliographic documentation • Course portfolio with reflective introduction and varied writing samples • 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 	<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>
Autobiography and Immigrant	2 weeks	<ul style="list-style-type: none"> • Exclusion from the American dream • The immigrant experience in America • Cultural conflicts between parent and child • Limits on language, voice, and 	<ul style="list-style-type: none"> • Same as first unit 	<ul style="list-style-type: none"> • Same as first unit 	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 15, 16, 17, 18</p>

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		identity <ul style="list-style-type: none"> • Transcending prejudice, stereotyping, and other limitations to success and fulfillment 			Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26, 27
Marriage and Motherhood	4 weeks	<ul style="list-style-type: none"> • Women's challenges to moral and legal limitations placed on them • Why Stanley Kowalski would make a bad husband • Patterns of symbolism and other literary devices • Balance between family obligations and personal fulfillment • Psychological analysis of oppression 	<ul style="list-style-type: none"> • Same as first unit 	<ul style="list-style-type: none"> • Same as first unit 	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