

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

GENDER STUDIES

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BOARD OF EDUCATION INITIAL ADOPTION DATE: September, 2017

Course Philosophy

With the advent of various forms and modes of media today, a proliferation in terms of the definition and practice of gender has reemerged in society. In order to fully prepare students for the interactions and experiences they will have with others in and outside our community, we must have open discussions and studies on the issues and concepts surrounding sex and gender as they exist in today's society. The goal of Gender Studies is to better inform and educate our community about the history, politics, and cultural significance of sex and gender through the use of literacy and composition skills, which will allow students to develop the abilities to think openly and freely and express themselves properly.

Course Description

Gender Studies will focus on the history, politics, and overall cultural and social significance of sex and gender in American and global societies through the use of multiple forms of media. The course is shaped to mirror an actual college course with a heavy focus on scholarly discussions and research-based assignments. Assignments include socratic seminars, short reflection responses, analytical writing, formal research, and presentations. The content of the class challenges students to further their understanding of controversial topics that affect them today while encouraging them to have intellectual discourses concerning issues they experience or encounter.

Robbinsville Public Schools

Curriculum Map
Gender Studies

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
<p>11-12.RI.01</p> <p>11-12.RI.02</p> <p>11-12.RI.06</p> <p>11-12.SL.01</p> <p>11-12.SL.05</p> <p>11-12.L.01</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Sex and gender are two different concepts that affect our understanding of people in society.</p> <p>Gender exists on a spectrum of masculinity and femininity.</p> <p>Gender expression occurs both externally and internally.</p> <p>Society places certain expectations on the expression and performance of gender.</p>	<p>Is sex different from gender?</p> <p>Is gender fluid? If so, how is gender measured?</p> <p>What expectations does society place on certain genders?</p> <p>How is gender expressed and performed?</p> <p>What are gender norms and roles that have been set by our society? How might these norms and roles be similar or different in other societies or times in history?</p>	<p>Unit #1: A Brief History of Sex and Gender</p>
<p>11-12.RL.01</p> <p>11-12.RL.02</p> <p>11-12.RL.07</p> <p>11-12.RI.01</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>The goal of feminism is equality for all, regardless of sex and gender.</p> <p>Sex, gender, race, and class all intersect in a myriad of ways.</p>	<p>What is the government's role when it comes to gender?</p> <p>How has the definition of feminism developed?</p> <p>What is a feminist?</p> <p>How have patriarchal traditions affected feminism?</p>	<p>Unit #2: Gender and Politics</p>

<p>11-12.RI.02</p> <p>11-12.RI.06</p> <p>11-12.W.03</p> <p>11-12.SL.01</p> <p>11-12.SL.05</p> <p>11-12.L.01</p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>How do race and class factor into feminist movements?</p> <p>What is intersectionality?</p>	
<p>11-12.RL.01</p> <p>11-12.RL.02</p> <p>11-12.RL.07</p> <p>11-12.RI.01</p> <p>11-12.RI.02</p> <p>11-12.RI.06</p> <p>11-12.W.03</p> <p>11-12.SL.01</p> <p>11-12.SL.05</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to</p>	<p>The media is a powerful tool that can affect the ways in which society perceives and understands gender.</p> <p>Movies and TV perpetuate stereotypes and expectations about gender norms in our society.</p> <p>Artists use media to comment on, create, and change perceptions of sex and gender today.</p>	<p>How does the media portray and depict gender across the decades?</p> <p>How has media changed or affected the means in which gender and sex are perceived?</p> <p>How do artists use various forms of media to comment on the perceptions of gender today?</p>	<p>Unit #3: Gender and Media</p>

11-12.L.01	enhance understanding of findings, reasoning, and evidence and to add interest. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
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**Robbinsville Public Schools
Scope, Sequence and, Assessment
Gender Studies**

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Introduction to Sex and Gender	<p>Sex and gender are two different concepts that affect our understanding of people in society.</p> <p>Gender exists on a spectrum of masculinity and femininity.</p> <p>Society places certain expectations on the expression and performance of gender.</p> <p>Gender expression occurs both externally and internally.</p>	6 Weeks	<p>Survey of prior knowledge</p> <p>Open discussion on prior knowledge and understanding</p>	<p>Reflection writing on current events</p> <p>Analyzing concepts with feminist lens</p>	<p>Feminist critique of a work of literature</p>
Gender and Politics	<p>The goal of feminism is equality for all, regardless of sex and gender.</p> <p>Sex, gender, race, and class all intersect in a myriad of ways.</p>	6 weeks	<p>Survey of prior knowledge</p> <p>Open discussion on prior knowledge and understanding</p>	<p>Book Club Readings of dystopian novels</p> <p>Research on political issues concerning women's rights</p>	<p>Position paper on a topic concerning their book club novel and existing political issue</p>
Gender and the Media	<p>The media is a powerful tool that can affect the ways in which society perceives and understands gender.</p> <p>Movies and TV perpetuate stereotypes and expectations about gender norms in our society.</p> <p>Artists use media to comment on, create, and change perceptions of sex and gender today.</p>	6 weeks	<p>Open discussion on prior knowledge and understanding</p>	<p>Research project components</p>	<p>TED Talk-style presentation</p>

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Unit #1: Introduction to Sex and Gender

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Sex and gender are two different concepts that affect our understanding of people in society. ● Gender exists on a spectrum of masculinity and femininity. ● Society places certain expectations on the expression and performance of gender. ● Gender expression occurs both externally and internally. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is sex different from gender? How do we define these terms in relation to our society? ● What are gender norms and roles that have been set by our society? How do these norms and roles apply to us in our everyday life?
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies	
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and</p>	<p>Is gender fluid? If so, how is gender measured?</p> <p>What expectations does society place on certain genders?</p> <p>How is gender expressed and performed?</p> <p>How might these norms and roles be similar or different in other societies</p>	<p>Development of Gender Norms and Roles</p> <p>Gender Stereotypes and Expectations: Similarities and Differences</p> <p>Fluidity of Gender</p> <p>Expression and Performance of Gender</p> <p>Positive and Negative Impacts of Gender Perception</p> <p>Cultural Impact on Gender Norms and Standards</p>	<p>Socratic Seminars</p> <p>Close Reading of fiction and non-fiction pieces</p> <p>Viewing of related documentaries and films</p> <p>Reflective response writing</p> <p>Critique writing</p> <p>Gallery Walk</p>	<p>Selected Texts by/from</p> <ul style="list-style-type: none"> - Jessica Valenti - Anne Sexton - Margaret Atwood - Jack Zipes - Betty Friedan - New York Times - Huffington Post 	<p>Discussion Preparation and Participation</p> <p>Close reading and annotation of selected articles</p> <p>Analysis paper with feminist lens</p>

<p>expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>or times in history?</p>				
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Unit #2: Gender and Politics

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The goal of feminism is equality for all, regardless of sex and gender. ● Intersectionality is the idea that multiple identities (i.e. gender, race, class, etc.) intersect to create a whole that is different from the component identities. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is the government’s role when it comes to gender? ● How is feminism defined and developed? ● What is a feminist? ● How have patriarchal traditions affected feminism? ● How do race and class factor into feminist movements? ● What is intersectionality?
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies	
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content</p>	<p>When were the waves of feminism?</p> <p>What inspired or sparked them?</p> <p>Who are key feminist figures in each wave of feminism?</p> <p>How has each wave of feminism differed from each other?</p> <p>Is feminism still necessary today?</p> <p>Does feminism differ when it crosses with race and class?</p>	<p>Definition of Feminism as a Political Movement</p> <p>First and Second Waves of Feminism: Key Figures and Events</p> <p>Current Wave of Feminism</p> <p>Feminism as an Instrument for Change</p> <p>Intersectionality: Sex, Gender, Race, Class, and What Happens When They Cross Paths</p> <p>Being a “Good” Feminist: Understanding What It Means to be a Feminist Today</p>	<p>Socratic Seminars</p> <p>Close Reading of fiction and non-fiction pieces</p> <p>Viewing of clips and scenes from related documentaries and films</p> <p>Reflective response writing</p> <p>Research-based projects</p> <p>Independent Reading of Selected Texts</p>	<p>Selected texts by/from:</p> <ul style="list-style-type: none"> - Chimamanda Ngozi Adichie - Roxane Gay - Hilary Rodham Clinton - Chelsea Clinton <p><i>The Handmaid’s Tale</i> by Margaret Atwood</p> <p><i>Iron Jawed Angels I</i> (2004)</p> <p><i>V-Day: Until the Violence Stops</i> (2003)</p>	<p>Discussion</p> <p>Preparation and Participation</p> <p>Close reading and annotation of selected articles</p> <p>Research checkpoints</p> <p>Research paper in response to their chosen dystopian novel setting</p>

<p>contribute to the power, persuasiveness or beauty of the text.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>					
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Unit #3: Gender and Media

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The media is a powerful tool that can affect the ways in which society perceives and understands gender. • Movies and TV perpetuate stereotypes and expectations about gender norms in our society. • Artists use media to comment on, create, and change perceptions of sex and gender today. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How does the media portray and depict gender across the decades? • How has media changed or affected the means in which gender and sex are perceived? • How do artists use various forms of media to comment on the perceptions of gender today?
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies	
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the</p>	<p>What gender expectations, norms, and standards inform our perception of media?</p> <p>How is media used as a tool to educate or change our thinking about gender?</p> <p>In what ways can media have a negative impact on our understanding of gender?</p> <p>How does social media change the</p>	<p>The media's role in perpetuating gender roles, norms, and expectations</p> <p>Media as a Double-Edged Sword: Positive and negative impacts of the entertainment industry today</p> <p>Social media's role in creating feminist (and anti-feminist) icons today</p>	<p>Socratic Seminars</p> <p>Close Reading of fiction and non-fiction pieces</p> <p>Viewing of clips and scenes from related documentaries and films</p> <p>Reflective response writing</p> <p>Research-based projects</p>	<p>Selected Texts by/from:</p> <ul style="list-style-type: none"> - Marisa Meltzer - Tina Fey - Amy Poehler - Mindy Kaling - Rolling Stone - Vanity Fair - Teen Vogue <p><i>Miss Representation</i> (2011)</p>	<p>Discussion Preparation and Participation</p> <p>Close reading/viewing and annotation of selected articles</p> <p>TED Talk about a topic of their choice</p>

<p>rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>way in which we interact with others about gender?</p> <p>How have movie, film, theatre, and music industry changed the way we view and perceive gender?</p>				
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Unit #:

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ●
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Duration of Unit: 4 weeks

	Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills <i>Center Alignment</i>	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

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Unit #:

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 	<p>Essential Questions: :</p> <ul style="list-style-type: none"> ●
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	Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills <i>Center Alignment</i>	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies