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| **Name:**  | **Period:**  | **Unit: 6** |

***Directions: Fill-in, print, and include*** *this sheet in the front of your Unit 6 Folder and check off* ***(X)*** *the material that is included in your Unit Folder. Complete the* ***SELF-EVALUATION*** *at the end of this document. Be sure to divide the appropriate sections with* ***TABS****.*

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| **Check****(X)** | **Resources** |  | *“Seeing Sexism from Both Sides: …”* |
|  | Unit 6 Vocabulary List |  | *“Sweden Goes Gender Neutral”* |
|  | Previous Resource Materials (Optional) |  | *“Can Kids be Raised in a Gender Neutral …”* |
| **Check****(x)**  | **Articles/Excerpts/Annotations** |  | *“Gender-Neutral Parenting”* |
|  | Ambivalent Sexism Inventory |  | *“Story of an Hour”* |
|  | *50+ Reasons Why It’s Good to Be a Man* |  | *“The Yellow Wallpaper”* |
|  | *“Is Chivalry Dead?* | **Check****(x)** | **Journals/Research** |
|  | *If Chivalry Isn’t Dead, Let’s Kill It”* |  | Media Chart |
|  | *“Rape Culture in Popular Culture”* | **Check****(X)** | **Lecture Notes/Notations** |
|  | *“Bikinis Make Men See Women as Objects”* |  | Any loose notes on media |
|  | NYT “Gender Equality” | **Check****(x)** | **Writing Activities** |
|  | *“The Gender Double Standard”* |  | Vocabulary Activity #1 |
|  | *“8 Studies that Debunk Male Gender Stereotypes”* |  | Vocabulary Activity #2 |
|  | *Real Men Don’t: Anti-Male Bias in English”* |  | Vocabulary Activity #3 |
|  | *“Alpha Beta Male Stereotypes …”* |  | Media Write-up |
|  | *Why Tranny is Out and Trans is In”* |  | Gatsby Poem |

**MISCELLANEOUS**

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| **Check**(**X)** | **Title** |
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**Evaluation Sheet**

**All folders will be given a score of 1-5. The following criterion will be evaluated:**

1.) Completeness and organization of folder 2.) Effective text annotations 3.) Thorough lecture/discussion and/or media notations 4.) Thoughtful research and/or dialectical journal entries 5.) Thoughtful and thorough self-reflection.

* **5 A+, A, A- Exceeds Expectations**
* **4-3 B+, B, B- Meets Expectations**
* **2 C+, C, C- Approaches Expectations**
* **1 D-F Folder is not turned in or is seriously deficient in its inclusion of required assignments**

***As an IB student you should be honest with yourself and with me in order to grow. If you are missing ANY ASSIGNMENT that should be in the folder, you are NOT exceeding expectations.***

***In order to EXCEED expectations, you must be able to explain how you go above and beyond simply completing all your assignments. What special skills have you learned and what contributions have you made in class to prove that you are exceeding expectations? In our conference, you will be asked to show evidence of growth and mastery in the 20 identified standards and beyond.***

Your objective in any course is to improve! Therefore, now that you have completed the sixth and final unit of 11IB, you need to evaluate where you are and where you would like to be as you enter your senior year.

***Self-Evaluation: Please evaluate your achievement in the following areas on a scale of 1-5:***

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| **Score** | **Criterion** |
|  | **Organization:**  To what degree is your notebook organized? |
|  | **Reading and Annotation:** To what degree did you thoroughly read and effectively annotate assigned text selections for this unit? |
|  |  **Verbal Participation:** To what degree did you participate verbally in small and large group activities? |
|  | **Attentiveness:** To what degree were you attentive to the material presented by the instructor and the commentary made by your peers? |
|  | **Reflection:** To what degree is your personal reflection thoughtful and thorough? |

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Having completed my sixth unit of instruction, I believe I have earned a score of (**AVERAGE** your 5 scores) - as demonstrated by my coursework, participation, attentiveness, and justifications.

**Year 1 IB Goals Plus Content and Skill Goals (for all units unless otherwise specified)**

**IB Part 1 Goals**

IB1a.  Analyze how audience and purpose affect the structure and content of texts.

IB1b.  Analyze the impact of language changes.

IB1c.  Demonstrate an awareness of how language and meaning are shaped by culture and context.

**IB Part 2 Goals**

IB2a.  Examine different forms of communication within the media.

IB2b.  Show an awareness of the potential for educational, political or ideological influence of the media.

IB2c.  Show the way mass media use language and image to inform, persuade or entertain.

**Understanding and Use of Language**

1. Analyze the relationship between language and course topics (power, culture, gender, identity, etc.)
2. Analyze and convey understanding (show appreciation for) how language is used to create meaning
3. Recognize and employ rhetorical, literary, and stylistic strategies effectively with an understanding of their effects
4. Use clear and appropriate language in terms of vocabulary, grammar, and sentence construction
5. Use confident, appropriate style and register for all written and oral tasks

**Genre & Conventions of Texts and Media**

1. Demonstrate understanding of the conventions of selected text types
2. Recognize and articulate the relationship between audience, purpose, genre, context, and content, including language, rhetoric and literary techniques/devices within a single text or excerpt
3. Compose texts with content that is consistently appropriate to the genre and publication medium selected, with clear consideration of audience, purpose, genre, context, and language as applicable to each task
4. Compare and contrast audience, purpose, genre, context, language, and content between two or more texts effectively (Units 4, 5, and 6, Paper 1)

**Reading and Understanding of Texts**

1. Demonstrate knowledge and understanding of the text(s) under study
2. Demonstrate understanding of the significance of the text(s) in relation to the topics and subtopics of the course
3. Analyze how language shapes both individual identity/ group identity

**Structure and Organization of Compositions and Presentations**

1. Effectively develop an argument
2. Write and speak with coherent, effective and organized structure
3. Outline clearly, succinctly, with appropriate level of detail (units 3 and 4, written task 2)

**Research and Documentation**

1. Use credible research methods and properly document sources for all tasks
2. Support all assertions with well-chosen and accurately cited textual references

**Participation and Self Assessment**

1. Effectively communicate student’s own learning, including strengths and areas for growth
2. Clearly explain student’s own choices in rationales and reflections
3. Demonstrate a clear understanding of expectations of tasks / assignments

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| **Justify your score. How are you exceeding or meeting expectations? If you are in the Approaches Expectations category, explain why?** |
| ***Response:***  |
| **I perceive my strengths as shown in this unit to be (identify PARTICULAR STANDARDS with SPECIFIC TASKS/ASSIGNMENTS as evidence)**: |
| ***Response:***  |
| **Areas where** **I need improvement, as shown in this unit, are (identify PARTICULAR SKILLS with SPECIFIC TASKS.ASSIGNMENTS as evidence)**:  |
| ***Response:***  |
| **Performance Improvement Objectives for the next YEAR will be** *(This includes if you are choosing to pursue IB or CP):* |
| **1** |
| **2** |

*It is my commitment to make every effort to accomplish these Performance Improvement Objectives (PIOs). These PIOs will help me to model the IB Learner Profile; To be …Inquirers, Knowledgeable, Thinkers, Communicators, Risk-Takers, Principled, Open-Minded, Caring, Balanced, and Reflective.*

Student Signature:

Teacher Unit Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Comments: