

Course: *Gender, Culture, and Society*
Unit #1: *Gender & Media*

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of

women in the labor force and changes in family structure.

○ **21st Century Life & Career Standards**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

○ **English Companion Standards**

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize

- multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
 - **Interdisciplinary Content Standards**
 - 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
 - 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
 - 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
 - 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
 - 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 - 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 - **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to formulate and effectively defend and articulate opinions on defining gender and the socialization of gender roles.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

- 1. choose and analyze appropriate sources to gain content knowledge**
 - o ascertain point of view and bias
 - o summarize key points
 - o determine the validity of the source
- 2. apply acquired content to connect past and present day events**
 - o synthesize information from various time periods and sources
 - o draw parallels between historical and present-day events
 - o make connections between historical and present-day events
 - o draw conclusions and hypothesize about events and their effects
- 3. collaborate and interact with others in a diverse and ever-changing world**
 - o actively listen
 - o be respectful and empathetic of others

- o understand others' ideas and opinions
- o respond to questions
- o problem solve with others
- o share their opinions effectively and respectfully
- o come to a compromise

4. independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics

- o formulate a thesis that effectively supports or refutes an argument
- o provide evidence and support for a logical argument
- o demonstrate understanding of dissenting opinions

5. communicate effectively through written, oral, and visual means

- o recognize and adjust to the intended audience
- o demonstrate the purpose
- o elicit the intended response

Enduring Understandings

Students will understand that. . .

EU 1

gender exists on a continuum and gender identity, biological sex, and sexual orientation are separate entities.

EU 2

both biology and societal expectations can impact the expression of one's gender and one's role in society.

EU3

exposure to media impacts individual and societal perceptions of gender.

Essential Questions

- How do nature and nurture impact biological sex, gender identity and expression, and sexual orientation?
- How and why have the terms and definitions around gender identity changed throughout history?
- How does the media impact gender identity, stereotypes and self-worth?

Knowledge

Students will know . . .

EU 1

- the difference between gender identity, gender expression and sexual orientation (2.1.8.SSH.1).

Skills

Students will be able to. . .

EU 1

- engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and

- the similarities and differences between traditional belief systems, gender roles, and family structures among African, European, and Native American groups (6.1.5.HistoryUP.2).

EU 2

- that culture shapes individual and community perspectives and points of view (9.4.5.GCA.1).
- common gender-role stereotypes and their potential impact on self and others (2.1.5.SSH.1).
- that diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted (6.1.2.CivicsCM.3).
- the relationship between the changing role of women in the labor force and changes in family structure (6.1.12.HistorySE.13.a).

EU 3

- the impact of implicit and explicit media messages on individuals, groups, and society as a whole (9.4.5.IML.4).
- the extent to which suburban living and television supported conformity and stereotyping during the 20th and 21st centuries, while new music, art, and literature acted as catalysts for evolving gender roles (6.1.12.HistoryUP.13.a).

sharing opinions (6.1.2.CivicsPD.1).

- identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives (6.1.5.CivicsCM.3).
- use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue (6.3.8.CivicsPI.3).
- develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community (2.1.8.SSH.2).
- demonstrate openness to new ideas and perspectives (9.4.2.CI.1).

EU 2

- identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions (6.1.5.CivicsHR.4).
- use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture (6.1.2.HistoryUP.2).
- articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (9.4.2.GCA:1).
- model how to navigate cultural differences with sensitivity and respect (9.4.8.GCA.1).
- use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (9.4.5.IML.6).

EU 3

- use examples from the past and present to describe how stereotyping and prejudice can lead to conflict

	<p>(6.1.2.HistoryUP.3).</p> <ul style="list-style-type: none"> ● demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration) (2.1.5.SSH.3). ● demonstrate the ability to reflect, analyze, and use creative skills and ideas (9.4.12.CI.1). ● apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (9.4.5.CT.4). ● analyze the role of media in delivering cultural, political, and other societal messages (9.4.8.IML.14).
Stage Two - Assessment	
●	
●	
Stage Three - Instruction	

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- View, complete and discuss [personal](#) and [social identity](#) wheels. (A, M, EU1, EU2)
- Create a [Bento Box](#) which characterizes individual personal and social identities. (A, M, T, EU1, EU2)
- **View, analyze, and discuss current news clips, documentaries, podcasts and speeches pertaining to gender and gender roles in the media. (A, M, EU1, EU2, EU3.)**
- **Analyze and discuss [The Genderbread Person](#) graphic as it pertains to defining sex and gender on a continuum. (A, M, EU1).**
- Read opposing articles regarding the prevalence of nature or nurture. (A, M, EU2)
- Collect and analyze data from various sources (visits to stores, online, kids' movies and books etc.) to determine how children's toys, children's media, and greeting cards for the birth of a new baby boy or girl set a tone for gender role expectations and the standardization of gender roles. (A, M, EU2, EU3)
- **View "Tea and Consent" on YouTube and discuss media portrayals of consent and their impact on how individuals behave in relationships. (A, M, EU3)**
- Research and debate how various groups have been impacted by intersectionality, or a lack thereof, within activist movements and media, both past and present. (A, M, EU2, EU3)
- Use a [hexagonal thinking template](#) to map how gender portrayals in media connect to trends in role expectations, psychological perceptions of self, and physical health among various demographic groups. (A, M, T, EU2, EU3)
- Analyze various media portrayals of relationship violence and describe how implicit and explicit media messages may impact individuals' expectations and reactions within their own relationships. (A, M, T, EU3)
- Evaluate current events, legislation, and court cases involving gender identity, gender expression, and sexual orientation. (A, M, EU1, EU2, EU3)
- View and analyze the documentary "Thin" which chronicles eating disorders and behavioral therapy. Discuss how each of the women featured was impacted by her environment and exposure to media in developing her body image. Relate that discussion to personal experiences with body image (A, M, T, EU3)
- **Create a journal, entry or poem reflecting on how the media impacts perception of self and others. (M, T, EU3)**
- **View and discuss magazine ads, social media, commercials, television shows, movies, song lyrics and videos pertaining to gender and gender roles in the media. Students will create a google slides presentation on a particular song writer's lyrics and/or videos to analyze messages to society & the impact on American Culture and their impact on individuals and society. (T, EU1, EU2, EU3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Gender and Media	30-35 days
2	Gender and Civil Liberties	30-35 days

Instructional Materials

- [Learning for Justice](#)
- [New Jersey State Amistad Curriculum](#)
- [Anti-Defamation League](#)
- [American Experience | Official Site | PBS](#)
- [Resource Library | Facing History & Ourselves](#)
- [USHistory.org](#)
- [Timeline - Native Voices \(nih.gov\)](#)
- [The CNN Freedom Project — ending modern-day slavery](#)
- [Smithsonian Institution](#)
- [Center for Women's History | New-York Historical Society](#)
- [National Women's History Museum](#)
- Current Event Articles
- Pew Research
- Relevant historical and current primary source material

- Charts, Maps, and Graphs ([The Genderbread Person](#))
- Relevant and current newspaper articles, laws, letters, and speeches (Harvey Milk's Gay Freedom Day Speech, 1978; "We Rise", Amanda Gorman.)
- Upfront Magazine
- [Retro Report in the Classroom](#)
- [Choices Program](#) (Teaching With the News)
- Relevant and current PBS Frontline Documentaries
- PBS: *NewsHour* clips; [Makers: Women Who Make America](#)
- Relevant and current films and documentaries such as: *Miss Representation*, *ESPN's 30 for 30* series, *Hidden Figures*, *The Story of Elizabeth Cady Stanton & Susan B. Anthony: Not For Ourselves Alone* (PBS), *The Death & Life of Marsha P. Johnson*, *Iron Jawed Angels*, *Brother Outsider: The Life of Bayard Rustin*, *Pride* series, *Amend* (Netflix), *Feminism Explained* ("Explained" series on Netflix), *Reversing Roe* (Netflix), *History 101: Feminism* (Netflix), *The Hunting Ground*, *Feminist's: What Were They Thinking*, *On the Basis of Sex*, *RBG*, *The Invisible War*, *Mrs. America* (Hulu), *Thin* (HBO Max), *The Business of Being Born*, *Killing Us Softly 4*, *America in Primetime: [The Independent Woman](#)*/*The Man of the House*, *The Mask you Live In*, *David Halberstam's The Fifties: Let's Play House* (YouTube), *Period: End of Story* (Netflix)
- Relevant and current TEDTalks such as: "A Call to Men," "The Demise of Guys," "Why Domestic Violence Victims Don't Leave," "Violence Against Women is a Men's Issue", "Your Body Image Shapes Who You Are," "Image is Powerful," "Plus Size? More like My Size," "An Epidemic of Beauty Sickness," "Looks aren't everything. Believe me I'm a Model."

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.