

**Course:** *Gender, Culture, and Society*  
**Unit #:** *2- Gender & Civil Liberties*

**Year of Implementation:** 2024-2025

**Curriculum Team Members** *Chris Lorenz* [clorenz@lrhsd.org](mailto:clorenz@lrhsd.org); *Jackie Zeigler* [jzeigler@lrhsd.org](mailto:jzeigler@lrhsd.org); *Devin Dimmig* [ddimmig@lrhsd.org](mailto:ddimmig@lrhsd.org)

## 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.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- **21st Century Life & Career Standards**
  - 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
  - 9.4.2.Cl.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.12profCR3.a).
- 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.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- **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 genocide 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 apply acquired content to connect past and present day events when considering contemporary issues. Students will be able to independently formulate and effectively defend and articulate opinions on gender and civil rights.

**As aligned with LRHSD Long Term Learning Goal(s):**

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**

the struggle for effective legislation protecting women's rights and the rights of the LGBTQIA+ community has spanned generations and continues today.

Essential Questions

- How have the legislative and judicial branches impacted civil rights for women and LGBTQ+ individuals?

<p><i>EU 2</i> the struggle for achieving equity in relationships, education, the workplace, and healthcare in American society is ongoing.</p>	<ul style="list-style-type: none"> <li>• How have cultural obstacles contributed to the ongoing struggle for equity?</li> </ul>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• that local and state governments make decisions that affect individuals and the community (6.1.2.EconET.5).</li> <li>• ways that individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials) (6.1.5.CivicsPD.2).</li> <li>• the different ways that individuals and groups, past and present, have responded to violations of fundamental rights (e.g., fairness, civil rights, human rights) (6.1.5.CivicsDP.2).</li> <li>• the ways that policies are developed to address public problems (6.1.5.CivicsPR.4).</li> </ul>	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights (6.1.12.CivicsPI.14.c).</li> <li>• use a timeline of important events to make inferences about the "big picture" of history (6.1.2.HistoryCC.2).</li> <li>• analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) (6.1.12.CivicsDP.13.a).</li> <li>• analyze the successes and failures of women's rights and LGBTQ+ movement organizations in their pursuit of civil rights and equal opportunities (6.1.12.HistoryCC.13.d).</li> <li>• construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues (6.3.8.CivicsPD.3).</li> <li>• analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) (6.1.12.HistoryCC.6.d).</li> </ul>

*EU 2*

- that fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process) (6.1.5.CivicsHR.1).
- the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy (6.1.12.HistoryCC.13.b).
- the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society (6.1.12.HistorySE.14.a).
- why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce (6.1.12.HistoryCC.11.c).
- the characteristics of healthy and unhealthy relationships (2.1.8.SSH.4).

*EU 2*

- make inferences about how past events, individuals, and innovations affect our current lives (6.1.2.HistoryCC.3).
- use evidence to describe how democratic principles such as equality and fairness have impacted individuals and communities (6.1.2.CivicsDP.2).
- analyze how feminist movements and social conditions have affected the lives of women and evaluate women's progress toward social equality, economic equality, and political equality (6.2.12.HistoryCC.5.g).
- take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality) (6.3.8.CivicsPR.3).
- use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals (6.1.12.HistorySE.14.b).
- use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement) (6.1.12.CivicsDP.6.a).
- 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.CT.3).
- demonstrate the ability to reflect, analyze, and use creative skills and ideas (9.4.12.CI.1).

**Stage Two - Assessment**

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## 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, analyze and discuss historical news clips and speeches pertaining to gender and civil rights. **(A, M, EU1)**
- View, analyze, and discuss current news clips, documentaries, podcasts and speeches pertaining to gender and civil rights. **(A, M, EU1)**
- Analyze historical and present-day arguments both for and against the Equal Rights Amendment and take a personal stand. **(A, M, EU1)**
- View and write a reflection paper on *Iron Jawed Angels* regarding which main character inspired you the most and why. Discuss powerful quotes from the movie and determine how they apply to today. **(A, M, EU1, EU2)**
- Create a Google slide show that depicts women's rights through the decades and set it to appropriate music from each era. **(A, M, EU1, EU2)**
- Discuss the evolution of the women's rights movement and the progress of intersectionality in both feminist and LGBTQ+ activism **(A, M, EU1, EU2)**
- Create a visual that captures the essence of each of the four waves of feminism in the U.S. and addresses the major players, issues, legislation, obstacles, and successes associated with each wave. **(A, M, EU1, EU2)**
- View *Makers: The Women Who Make America* featuring groundbreaking American women in various spheres of influence such as military, comedy, space, politics, etc. Create a 1-pager or an informational display for the school hallway, highlighting one woman's contributions to shaping America. **(A, M, EU1, EU2)**
- Create a visual and oral presentation that "writes" women and/or members of the LGBTQ+ community into American history books in a particular decade of your choosing (newsletter, slides, etc.). **(A, M, EU1, EU2)**
- Compare and contrast health education programs ranging from abstinence-only to comprehensive coverage of topics related to consent and reproductive health and discuss the impacts of such programs. **(A, M, EU1, EU2)**
- Create a timeline of relevant Supreme Court cases pertaining to gender rights and equity issues and analyze the impact of each decision on American society. **(A, M, EU1, EU2)**



- Compare the maternal mortality rate in the U.S. to that of other developed nations and discuss the obstacles American women may encounter through pregnancy and childbirth. **(A, M, EU2)**
- Compare the provisions for maternity and paternity leave in the U.S. to that of other developed nations and discuss the impact on individuals and American society. **(A, M, EU1, EU2)**
- Examine the impact of Title IX and current legislation on female and transgender athletes. **(A, M, EU1, EU2)**
- View *The Hunting Ground* and discuss the epidemic of sexual assault and rape on college campuses as well as how Title IX applies in such instances. **(A, M, EU1, EU2)**
- View *The Invisible War*, a film about sexual assault in the military, and write a proposal for how situations like the ones described can be avoided in the future. Research proposed legislation or policies that you believe can promote greater safety for female military personnel. **(A, M, T, EU1, EU2)**
- Participate in a discussion involving multiple perspectives on current topics such as reproductive rights, gendered violence, the gender wage gap, women's representation in government, etc. **(A, M, T, EU1, EU2)**
- Research and debate how various groups have been impacted by intersectionality, or a lack thereof, within civil rights movements, both past and present. **(A, M, EU2)**
- View "Tea and Consent" (source: Thames Valley Police) and discuss how defining and understanding consent is an important step in creating more effective health education and legislation with regard to sexual assault. **(A, M, EU2)**
- Go on a mural tour of Philadelphia or a walking tour hosted by Beyond the Bell Tours that focuses on Women's History and/or LGBTQ+ history in Philadelphia, and reflect on why such figures have received little to no recognition in traditional textbooks and other sources used for education. **(A, M, EU2)**
- Brainstorm the potential signs of an abusive relationship. Research the cycle of dating violence. Using Canva, create a poster or flier, geared toward high school students, to raise awareness on this issue. **(A, M, T, EU2)**
- Examine environments that contribute to sexual violence & discuss ways to combat this culture. **(A, M, T, EU 2)**
- Write a paper or create a visual presentation on an inspiring contemporary woman you find to be influential, and explain why you admire her, how she has impacted society, how she has impacted you, and what lessons can be learned and applied from her experiences. **(A, M, T, EU2)**
- Create and perform a skit that represents a 21st-century update to Charlotte Perkins Gilman's *The Yellow Wallpaper*. **(M, T, EU2)**
- Use a hexagonal thinking template to map how legislation pertaining to gender connects to trends in role expectations, psychological perceptions of self, and physical health among various demographic groups. **(A, M, T, EU2)**

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
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 and current primary source material
- Charts, Maps, and Graphs (The Genderbread Person <https://www.itspronouncedmetrosexual.com/edugraphics/>)
- Relevant and current newspaper articles, laws, letters, Supreme Court cases and speeches such as: (*Ain't I A*

Woman?, Sojourner Truth; *Roe v. Wade*, *Planned Parenthood of Southeastern Pennsylvania v. Casey*, *Dobbs v. Jackson Women's Health Organization*, *Obergefell v. Hodges*, *Masterpiece Cakeshop v. Colorado Civil Rights Commission*, etc.)

- Upfront Magazine
- [Retro Report](#)
- Choices Program
- Relevant and current PBS Frontline Documentaries
- PBS *NewsHour* clips; PBS: [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*, *Tough Guise*, *David Halberstam's The Fifties: Let's Play House* (YouTube), *Period: End of Story* (Netflix), *The Sixties: The Times they are A- Changin'* (Amazon Prime Video), *The Seventies: Battle of the Sexes* (Amazon Prime Video)
- 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"
- [How should young people learn about consent? Tea and Consent](#) (Source: Thames Valley Police)

## 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.