

WOMEN'S STUDIES GRADES 10-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Produced by: Social Studies Department

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Superintendent

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| In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria. |
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Course Description and Rationale

Women's studies will allow students to focus on the role of women throughout history and in today's society. This course will emphasize women's issues throughout the United States and other areas of the world. Women's Studies will also allow students to compare the roles and expectations of women in various regions and cultures. Students will have opportunities to debate, discuss and personally reflect on ideas, issues and concerns of women worldwide. Students will also identify women whom have broken social and cultural barriers.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9-10)

Unit 1: What Is Women's Studies? [2 Weeks]

Why Is This Unit Important?

It is essential that we understand the origin of women's studies and research its history. Defining the term feminism and examining early feminists and their contributions to the areas of women's studies will set the stage for later investigations. Students will be able to discuss and debate existing stereotypes and form an opinion about why the stereotypes exist. They can explore issues related to and the goals of women's studies. Students will compare and contrast the meanings of 'sex' and 'gender' and understand how these identities define the world in which we live.

Enduring Understandings:

- Feminism is the advocacy of women's rights on the grounds of political, social and economic equality to men.
- Sex refers to male or female, gender refers to masculine or feminine.
- Sex, gender, ethnicity, race and economic class all affect the way we are perceived and expected to behave in society.

Essential Questions:

- What is women's studies?
- How does gender identity affect the way in which we behave in society?
- Is gender a social construct?
- What has changed the way we perceive gender roles? What has not changed?
- What influences have women's studies had in other fields?
- Why are people sometimes hesitant to identify themselves as feminists?

Acquired Knowledge:

- Understand the origin of women's studies and research its history.
- Examine the meaning of feminism.
- Identify early feminists and examine their roles and impacts in the area of women's studies.
- Understand the issues related to and the goals of women's studies.
- Understand the role of class, gender, race and ethnicity in society.

Acquired Skills:

- Discuss and debate stereotypes of women and feminists and form an opinion as to why these stereotypes exist.
- Compare and contrast the meanings of 'sex' and 'gender' and understand how these identities define the world in which we live.

Assessments:

Formative Assessments:

- Discussion questions
- Primary source analysis
- Textbook analysis (Count the Women)

Summative Assessments:

- Reading Quiz

Benchmark Assessments:

- Unit Test

Alternative Assessments:

- Gender stereotype journal

Interdisciplinary Connections:

- Sociology, history, psychology, literature

Accommodations and Extensions:

Primary and secondary source readings will vary based on the instructional and grade level of the students in the class. Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.1.12.HistorySE.14.a

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- *Cayton, Andrew. America: Pathways to the Present. Needham, MA: Prentice Hall, 2003*
- *Chick, Kay. Teaching Women's History Through Literature. Silver Spring, MD: National Council for the Social Studies, 2008*
- *Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. Women, Images and realities: A Multicultural Anthology, Mountainview, CA: Mayfield Publishing Company, 1995*
- *Ruth, Sheila. Issues in Feminism: An Introduction to Women's Studies. Mountain View, CA: Mayfield Publishing Company, 2001*
- *Women's Realities, Women's Choices: An Introduction to Women's Studies. Third ed. New York: Oxford UP, 2005*
- *TedTalk: Why We Should All be Feminists*
- *DVD: Me, My Sex and I*

Technology Integration:

PowerPoint: Ideas and Theories About Women

Unit 2: Women Through History [5 Weeks]

Why Is This Unit Important?

This unit will examine the experiences of women throughout various historical time periods. History will be investigated through the female 'lens' and events that students have been previously exposed to will be viewed, analyzed and understood in a new way. Primary sources will be analyzed and evaluated to gain a more complete understanding of the many contributions made by men and women in different eras. Accomplishments by individual women throughout history will also be traced to modern day freedoms for females.

Enduring Understandings:

- Much history is viewed through a male 'lens'. When women's voices are absent, our understanding of their contributions to society is affected.
- Women's contributions are often overlooked or underestimated in traditional history classrooms.
- Women played significant parts throughout history which have impacted personal freedoms that contemporary women enjoy.

Essential Questions:

- How did women's lack of access to equal education in the past affect the way historians interpret various events in World and American History?
- How were women viewed and valued in the Middle Ages?
- How were women viewed during the Early Modern Period?
- What is the relationship between Puritan Society's views on women and the Salem Witch Trials?
- To what extent did women contribute to the American Revolution?
- How did the Seneca Falls Convention influence later feminist movements?
- Why were women favored as employees in developing industrial societies?
- How did social class affect the views and treatment of women during the Progressive Era?
- What were the opposing viewpoints and lasting effects of the Suffrage Movement?
- Why is it important to study women's history?
- What major contributions have women made throughout history?
- In what ways have women been affected by the law?
- How have social activists created change?
- What has been the changing role of women throughout American history?
- Must groups gain social, political and economic rights in order to achieve equality?

Acquired Knowledge:

- Identify important female historical figures.
- Identify the kinds of value judgments that historians make.
- List the ways in which women's history has been ignored or overlooked.
- Understand how and why views of women have changed or stayed the same over time.

Acquired Skills:

- Assess women's contributions throughout history and examine why women are often absent from historical texts.
- Create an oral presentation on important women and/or contributions of women throughout specific time periods in United States history.
- Compare and contrast the arguments for and against women's suffrage.
- Compare and contrast society's views of women throughout various cultures and time periods.
- Utilize historical documents to understand the roles of women in early American life.
- Analyze differing messages conveyed to women in the 1950s and 1960s.
- Study the roles of African American women throughout history and their contributions (slavery, Harlem Renaissance, Civil Rights movement, etc.).

Assessments:

Formative Assessments:

- Oral presentations
- Research essay
- Formal class debate
- Analysis of primary and secondary sources

Summative Assessments:

- Unit Test, DBQ-Women's Suffrage

Benchmark Assessments:

- Primary source analysis through a female lens

Alternative Assessments:

- Create a female centered history book for children based on class research

Interdisciplinary Connections:

- History, literature, art

Accommodations and Extensions:

- Primary and secondary source readings will vary based on students' instructional and grade levels. Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.1.12.HistoryUP.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.CivicsDP.3.a
- 6.1.12.CivicsDP.6.a
- 6.1.12.HistoryCC.6.d
- 6.1.12.EconNM.7.a
- 6.1.12.EconET.8.a
- 6.1.12.HistoryCA.10.a
- 6.1.12.HistoryCC.11.c
- 6.1.12.HistoryCC.13.b
- 6.1.12.HistoryCC.13.d
- 6.1.12.HistorySE.13.a
- 6.2.12.CivicsDP.3.b
- 6.2.12.HistoryCC.3.b
- 6.2.12.HistoryCC.4.f
- 6.2.12.HistoryCC.5.g

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003
- Chick, Kay. *Teaching Women's History Through Literature*. Silver Spring, MD: National Council for the Social Studies, 2008
- Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. *Women, Images and realities: A Multicultural Anthology*, Mountainview, CA: Mayfield Publishing Company, 1995
- Norton, Mary Beth and Ruth M. Alexander. *Major Problems in American Women's History*. New York, NY: Houghton Mifflin Company, 2003
- Ruth, Sheila. *Issues in Feminism: An Introduction to Women's Studies*. Mountain View, CA: Mayfield Publishing Company, 2001
- *Women's Realities, Women's Choices: An Introduction to Women's Studies*. Third ed. New York: Oxford UP, 2005
- DVD: *Iron Jawed Angels*
- PBS Video-Makers: *Women Who Make America*
- DVD: *Miss Representation*
- DVD: *Half The Sky*

Technology Integration:

- Google Slides: The New Factory Girls
- Ed Puzzle: Industrialization and Middle Class Reform
- Computers and internet for research paper
- Student Google Slides presentations
- DVD-Iron Jawed Angels
- PBS Video-Makers: Women Who Make America

Unit 3: Exploration of Women in Today's Culture: Women in the Media, Health and Body Image [4 Weeks]

Why Is This Unit Important?

This unit will examine how women are presented in various forms of media in today's society. Students will investigate how women are portrayed and debate whether or not media images and expectations of women contribute to larger societal issues such as domestic violence and eating disorders. This unit will also compare and contrast standards of beauty throughout the world. Students will have the opportunity to create female empowering ad campaigns of their own.

Enduring Understandings:

- The media (TV, print, social, etc.) can have a powerful effect on the public's perception and expectations of gender roles and behaviors.
- Cultures throughout the world have different definitions of 'beauty'. As a result, many women attempt to represent themselves according to how their culture identifies beauty.
- Women are often underrepresented in news coverage and, on television shows, are stereotypically portrayed when they are included.

Essential Questions:

- To what extent is the media responsible for perpetuating gender roles and stereotypes?
- Is there a relationship between body image and violence against women?
- How is beauty defined in other parts of the world? What does this say about the roles that women play in other societies and how they are valued?
- What is the 'Smurfette Principle'?

Acquired Knowledge:

- Identify specific examples of how women are negatively or positively portrayed in the media.
- Identify how specific countries and cultures throughout the world value and define women's roles.
- Understand health concerns that are unique to women and how they are addressed in the United States and abroad.

Acquired Skills:

- Examine how different media outlets present women (pictures, commercials, television shows, music) and the implications for how women are treated in society.
- Formulate an opinion of how women are presented through art, music, language, etc.
- Propose a plan to create female-empowered media messages.
- Investigate overt and hidden messages about women in the media.
- Examine the various health issues facing women around the world today and propose a plan to alleviate these problems.
- Research, compare and contrast the standards of beauty in different cultures and self-mutilation, skin lightening, eye surgery, plastic surgery, etc.

Assessments:

Formative Assessments:

- Oral presentation
- Formal class debate
- Analysis of primary and secondary sources

Summative Assessments

- Unit Test

Benchmark Assessments:

- Media consumption log and journal

Alternative Assessments:

- Create your own ad campaign with a positive representation of women

Interdisciplinary Connections:

- History, literature, art, sociology

Accommodations and Extensions:

- Primary and secondary source readings will vary based on students' instructional and grade levels. Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.1.12.HistorySE.14.a
- 6.1.12.CivicsDP.14.a
- 6.1.12.HistoryUP.16.a

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- *Cayton, Andrew. America: Pathways to the Present. Needham, MA: Prentice Hall, 2003*
- *Chick, Kay. Teaching Women's' History Through Literature. Silver Spring, MD: National Council for the Social Studies, 2008*
- *Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. Women, Images and realities: A Multicultural Anthology, Mountainview, CA: Mayfield Publishing Company, 1995*
- *Ruth, Sheila. Issues in Feminism: An Introduction to Women's Studies. Mountain View, CA: Mayfield Publishing Company, 2001*
- *Women's Realities, Women's Choices: An Introduction to Women's Studies. Third ed. New York: Oxford UP, 2005*
- *DVDs: Killing Us Softly and Eating Disorders-The Inner Voice*

Technology Integration:

- Google Slides: Beauty Standards Throughout the World
- Computers and internet for research
- DVD-Killing Us Softly
- DVD-Eating Disorders-The Inner Voice
- DVD-Half the Sky

Unit 4: Global Women's Issues [3 Weeks]

Why Is This Unit Important?

In this unit of study, students will research and investigate current challenges (such as human trafficking, unequal access to education, reproductive rights, etc.) faced by women in different parts of the world and how the global community is addressing these conflicts. Students will identify individual women who are making a positive difference in their own nations and reflect on the role they can play in creating greater opportunities for females on a local level.

Enduring Understandings:

- Women in other nations and cultures face discrimination in many aspects of society today.
- Individual voices are capable of affecting change.

Essential Questions:

- How have women impacted social and political issues globally?
- In what way are expected gender roles for women different worldwide?
- What health issues do women face in various parts of the world and how have different nations addressed those concerns?
- How are women's reproductive rights both a personal and political matter?
- Why are economic issues a female concern?

Acquired Knowledge:

- Identify the relationship between culture, religion and gender roles and how some societies may allow for more or less gender equality.
- Understand the various health, legal and human rights concerns facing women in many parts of the world today.
- Identify individuals who are fighting for women's equality in other parts of the world.

Acquired Skills:

- Compare and contrast the roles and expectations of women in Asia, Africa, Latin America and the Mid-East, China, India and Southeast Asia.
- Develop a solution to an issue faced by women in another nation.

Assessments:

Formative Assessments:

- Socratic discussion
- Analysis of primary and secondary sources
- Human rights conference

Summative Assessments:

- Unit Test, DBQ

Benchmark Assessments:

- Global issues quiz

Alternative Assessments:

- Create a plan to combat Human Trafficking in one nation

Interdisciplinary Connections:

- History, literature, anthropology

Accommodations and Extensions:

- Primary source readings will vary based on students' instructional and grade levels.
- Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.2.12.CivicsDP.3.b
- 6.2.12.HistoryCC.3.b
- 6.2.12.HistoryCC.4.f
- 6.2.12.HistoryCC.5.g

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003
- Chick, Kay. *Teaching Women's History Through Literature*. Silver Spring, MD: National Council for the Social Studies, 2008
- Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. *Women, Images and realities: A Multicultural Anthology*, Mountainview, CA: Mayfield Publishing Company, 1995
- Ruth, Sheila. *Issues in Feminism: An Introduction to Women's Studies*. Mountain View, CA: Mayfield Publishing Company, 2001
- *Women's Realities, Women's Choices: An Introduction to Women's Studies*. Third ed. New York: Oxford UP, 2005
- *DVDs: Girls Education in India and Human Trafficking*
- *DVD: MissRepresentation*
- *DVD: Half The Sky*
- *PBS-Makers: Women who Make America*

Technology Integration:

Google Slides: Women in a 'Man's' World
Computers and internet for research
Student Google Slides Presentations
DVD-Girls Education in India
DVD-Human Trafficking
DVD-Half The Sky
DVD-MissRepresentation
BlendSpace-Advertising
PBS Video-Makers: Women Who Make America

Unit 5: Breaking Barriers: Women in Athletics, Business, Combat and Government [4 Weeks]

Why Is This Unit Important?

This unit will discuss women in occupations in which they are not usually expected to be seen. Students will trace the origins of women in roles that were traditionally 'male' to the accomplishments they have made in those realms today.

Enduring Understandings:

- Women have often been shut out of careers and activities that were traditionally considered 'male'.
- Throughout time, the definitions of male and female gender roles have changed.
- Many women broke barriers in male-dominated fields and paved the way so that others could have more opportunities and equality today.
- Women's voices in the democratic process have had a major impact on equal protection legislation.

Essential Questions:

- How have women's roles changed in areas traditionally thought of as masculine?
- How has the role of women in politics changed over time?
- To what extent has women's involvement in politics been limited by gender/societal expectations?
- In what ways have women been affected by the law?
- How have social activists created change?
- To what extent is there a connection between expected societal roles for women and the level of respect or power they are issued?
- Is there still a 'glass ceiling'?

Acquired Knowledge:

- Define careers and activities that have traditionally been seen as male institutions.
- Understand the history of women in combat.
- Define sexual harassment.
- Research and define the impact of Title IX.
- Understand the concept of the glass ceiling.

Acquired Skills:

- Assess the social expectations of women with careers and families.
- Present a research project on important female business and government leaders.
- Compare and contrast the expectations of male and female professional athletes.
- Create a presentation on the effect of women in politics on US legislation.

Assessments:

Formative Assessments:

- Oral presentation
- Socratic discussion
- Analysis of primary and secondary sources

Summative Assessments:

- Unit Test

Benchmark Assessments:

- Title IX research project

Alternative Assessments:

- Essay test

Interdisciplinary Connections:

- History, literature, sociology, psychology

Accommodations and Extensions:

- Primary source readings will vary based on students' instructional and grade levels. Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.1.12.HistorySE.2.a
- 6.1.12.CivicsDP.6.a
- 6.1.12.HistoryCC.6.d
- 6.2.12.HistoryCC.5.g

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- *Cayton, Andrew. America: Pathways to the Present. Needham, MA: Prentice Hall, 2003*
- *Chick, Kay. Teaching Women's' History Through Literature. Silver Spring, MD: National Council for the Social Studies, 2008*
- *Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. Women, Images and realities: A Multicultural Anthology, Mountainview, CA: Mayfield Publishing Company, 1995*
- *Ruth, Sheila. Issues in Feminism: An Introduction to Women's Studies. Mountain View, CA: Mayfield Publishing Company, 2001*
- *Women's Realities, Women's Choices: An Introduction to Women's Studies. Third ed. New York: Oxford UP, 2005*
- *DVD-Medal of Honor*
- *PBS-Makers: Women who Make America*

Technology Integration:

- PowerPoint: Women in a 'Man's' World
- Computers and internet for research
- Student Google Slides Presentations
- DVD-Medal of Honor
- Video-Makers: Women Who Make America

Unit 6: Reflecting on Women's Studies [2 Weeks]

Why Is This Unit Important?

In the final unit, students will reflect on the topics that were covered throughout the semester. They will complete an oral history project where they will interview a woman they know and apply the different topics covered in class to this woman's experiences. Oral histories will be presented to the class and we will discuss reflection questions dealing with continuity and change over time. Students will also hypothesize how modern day issues can be solved and what new frontiers women will enter into in the future.

Enduring Understandings:

- Women have overcome many barriers over time.
- Discrimination against women still exists.
- Education and activism can foster change.

Essential Questions:

- Is there equality of women in the world today?
- Does sexism still exist? If so, in what ways?
- Does sexual harassment still exist? In what ways?
- How can learning about feminism and women's studies help us?
- How can we create awareness of what women have done throughout history and their struggles that still exist today?
- How has this course affected the way you perceive women in society?

Acquired Knowledge:

- Understand there are still issues of gender equity today.
- Describe how this Women's Studies class has or has not changed the students' perceptions.
- Demonstrate how women's issues affect everyday people.

Acquired Skills:

- Interview a woman and create an oral history arguing how the interviewee's experiences fit into topics covered in class.
- Design a visual presentation.
- Defend an opinion in a Socratic discussion.

Assessments:

Formative Assessments:

- Oral presentation
- Socratic discussion
- Analysis of primary and secondary sources

Summative Assessments:

- Current Events quiz

Benchmark Assessments:

- Research Paper (Oral History)

Alternative Assessments:

- Unit test instead of research paper

Interdisciplinary Connections:

- Sociology, psychology

Accommodations and Extensions:

- Primary source readings will vary based on students' instructional and grade levels. Differentiated assessments based on students' instructional and grade levels.

2020 NJCS:

- 6.1.12.HistorySE.14.a

Teacher Resources:

Core:

- *Berkin, Carol R., Judith L. Pinch and Carole S. Appel. Exploring Women's Studies: Looking Forward, Looking Back. Upper Saddle River, NJ: Prentice Hall, 2006*

Supplemental:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003
- Chick, Kay. *Teaching Women's History Through Literature*. Silver Spring, MD: National Council for the Social Studies, 2008
- Kellelman, Amy, Lily D. McNair and Nancy Schniedewind. *Women, Images and realities: A Multicultural Anthology*, Mountainview, CA: Mayfield Publishing Company, 1995
- Ruth, Sheila. *Issues in Feminism: An Introduction to Women's Studies*. Mountain View, CA: Mayfield Publishing Company, 2001
- *Women's Realities, Women's Choices: An Introduction to Women's Studies*. Third ed. New York: Oxford UP, 2005

Technology Integration:

- Computers and internet for research
- Student Google Slides Presentations
- Document Camera

Sample Standards Integration

21st Century Skills & Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

9.2.12.C.8:

Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.7:

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

For Example: Students will research the history of and current events pertaining to sexual harassment in the workplace.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: Digital classroom is employed for all projects and presentations. Databases are used for student research and projects attempt to address real-world problems

Interdisciplinary Connection

The Research Simulation Task and Document-Based Questions require students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas. Unit 2 has students completing a DBQ on Women's suffrage, assessing point of view and evaluating arguments.

Holocaust Mandate/Resources

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: Throughout the course students are required to assess how women's life experiences are based on gender stereotypes. This fact can lead to discrimination and violence against women, economic inequality and is used as a tool of war.

Amistad Mandate/Resources

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: Throughout the course students will investigate the contributions of African American women in US history and contemporary society as well as study the integration of the Civil Rights and Feminist Movements.

LGBTQ/Disabilities Resources

National Park Service, [LGBTQ America: A Theme Study of Lesbian, Gay, Bisexual, Transgender, and Queer History](#), 2016.

Southern Methodist University, [Women's and Gender Studies: A Guide to Research](#)

Johnson and Otto, [Better Together: A Model for Women and LGBTQ Equality in the Workplace](#), 2019

United Nations, [Women with Disabilities Fact Sheet](#)