Women in the World

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Women in the World		
Course Title:	Women in the World		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	This course examines how social, political, economic, and cultural factors shape the lives and experiences of women in different parts of the world today. Students will explore themes such as equality, education, health, and leadership by engaging with current events, case studies, and real-world examples. Through these investigations, students will develop a deeper understanding of women's diverse contributions and the importance of fairness and opportunity in society.		
Course Essential Questions:	How do different social, political, economic, and cultural factors shape the lives of women in various parts of the world today?		
Course Enduring Understandings:	● Women's experiences and challenges today are shaped by many different factors, including where they live, their culture, and the social and economic conditions around them. ● While some aspects of women's lives have remained the same, many things have changed over time and across different places. ● Topics like safety, opportunities for work, and involvement in decision-making are connected and can affect women's lives all over the world. ● Women's efforts, leadership, and advocacy continue to inspire positive change and resilience in communities around the globe.		

Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	Library Resources, including databases	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1**: Women in Contemporary US (~4 weeks) **Unit 2:** Latin America (~3-4 weeks) **Unit 3:** Asia (~3-4 weeks) **Unit 4:** Middle East and North Africa (~3-4 weeks) **Unit 5:** Sub-Saharan Africa (~3-4 weeks)	

Unit Number and Title:	**Unit 1**: Women in Contemporary United States (1965 to present)
Duration:	~4 weeks
Resource(s):	*Through Women's Eyes*, 6th ed. Library Resources, including databases
Unit Overview:	This unit examines the evolution of women's rights and experiences in the United States from the 1960s to the present. Students will analyze key legislation, Supreme Court decisions, the work of women's organizations, and the various ways people have worked to achieve greater opportunities. The unit also considers the different challenges women have faced, including those related to race, class, immigration, and LGBTQ+ identity. Students will discuss ongoing topics, such as reproductive rights, workplace equity, and safety, while building skills in analysis and thoughtful discussion along the way.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade). US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).

	CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group, or institution in addressing a social problem at the local, state, tribal, national, and/or international level *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	How do social, political, economic, and cultural forces shape the diverse experiences of women in the United States today?
Enduring Understanding(s):	● Legislation and key court decisions have significantly influenced the development of women's rights in the United States, reflecting broader shifts in societal attitudes and norms over time. ● Diverse organizations and groups have contributed to the expansion of women's economic, political, and social opportunities, employing a range of strategies to address various challenges. ● Efforts to advance women's rights have often encountered resistance, underscoring the complexity of social change and the enduring nature of certain challenges. ● Despite notable legal and social progress, women in the United States continue to face ongoing and interconnected challenges in multiple spheres of life.

	● Women's experiences across North America are shaped by a variety of factors, including background, community, and personal circumstances, resulting in a wide range of perspectives and forms of resilience.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● major federal legislation and Supreme Court decisions since the 1960s that have shaped women's rights and opportunities in the United States. ○ *Equal Pay Act* ○ *Title VII of the Civil Rights Act* ○ *Griswold v. Connecticut* ○ *Eisenstadt v. Baird* ○ *Title IX of the Education Amendments* ○ *Roe v. Wade* ○ *Equal Credit Opportunity Act* ○ *Family and Medical Leave Act* ○ *Violence Against Women Act* ○ *Dobbs v. Jackson Women's Health* ● objectives and methodologies of significant women's organizations and movements that have advanced women's social, political, and economic status. ○ National Organization for Women (NOW) ○ National Women's Political Caucus (NWPC) ○ *Ms*. magazine ○ the #MeToo Movement ○ The 2017 Women's March ● resistance or opposition to women's rights initiatives in the contemporary United States. ○ Phyllis Schlafly and the STOP ERA Movement ○ debates and divisions at the National Women's Conference ○ legal and legislative challenges to women's rights ● persistent and emerging challenges in the realm of women's rights. ○ the gender wage gap ○ underrepresentation of women in elected office

	○ prevalence of gender-based violence ○ sexual harassment ● significant contributions of prominent women in recent United States history ○ Betty Friedan ○ Gloria Steinem ○ Sandra Day O'Connor ○ Ruth Bader Ginsburg ○ Sally Ride ○ Dolores Huerta ○ Katherine Johnson ○ Marsha P. Johnson ○ Condoleeza Rice **Skills**: (Students will be able to…) ● analyze the significance and impact of major legislation from the 1960s onward on women's rights in the U.S. ● interpret key Supreme Court decisions affecting women's rights and evaluate their influence on legal and social change. ● describe the formation, goals, strategies, and contributions that women's organizations used to expand economic, political, and social opportunities. ● evaluate the challenges and opposition women have faced when working for greater rights and social change. ● explain the ongoing challenges related to reproductive rights, workplace equity, political representation, and gender-based violence faced by women in the United States. ● critically analyze global news and media, identifying bias, misinformation, and the broader implications of reporting on women's issues.

Unit Number and Title:	**Unit 2:** Latin America
Duration:	~3-4 weeks
Resource(s):	Library Resources, including databases
Unit Overview:	This unit examines the historical and contemporary experiences of women in Latin America from the colonial era to the present. Students will analyze the impact of legal policies, including gender quotas and parity laws, on women's political participation. The unit will also consider the role of community movements and the challenges women have encountered in pursuing expanded opportunities. Emphasis will be placed on the significant contributions of women leaders and individuals to the development of Latin American societies.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress). MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). MW.Eco.14.a. Analyze the role of comparative advantage in international trade in the late 20th century and early 21st century (e.g., natural resources, labor availability, infrastructure, capital goods, climate). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*

	MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	How do social, political, economic, and cultural forces shape the diverse experiences of women in Latin America today?
Enduring Understanding(s):	● Colonial legacies and social hierarchies continue to shape women's experiences, rights, and opportunities in Latin America. ● Legal reforms and landmark court cases have transformed, but not fully resolved, the status of women and gender equity in the region. ● Women's activism, both formal and grassroots, has played a pivotal role in advancing social, political, and economic rights. ● Persistent challenges such as gender-based violence, discrimination, and intersectional inequalities require ongoing advocacy and systemic change. ● The contributions of women leaders and cultural figures are central to the history and progress of Latin American societies.
Learning Goal(s): *Students will know and will*	**Content**: (Students will know…)

be able to use their learning to: (Content/ Skills)	● the legacy of colonial rule. ○ Machismo ○ racial and class-based discrimination ○ colonial land policies ○ indigenous women's organizations ● key constitutional provisions, national laws, and landmark legal cases in various Latin American countries that have significantly impacted women's rights and opportunities. ○ Argentina's 1991 Quota Law ○ Brazil's "Maria da Penha Law" ○ Colombian Constitutional Court's 2022 ruling ○ "Green Wave" movement ○ Mexican Supreme Court's 2023 ruling ● persistent challenges to women's rights in Latin America. ○ gender-based violence, including femicide ○ #NiUnaMenos ● strategies employed by women to expand their economic, political, and social opportunities and reactions to them. ○ mass protests ○ social media activism ○ legal challenges ○ clandestine organizing ○ human rights advocacy ○ traditional patriarchal and religious opposition ● contributions of key women leaders and influential figures across various fields in shaping Latin American history and women's rights. ○ Eva Perón ○ Michelle Bachele ○ Manuela Sáenz ○ Juana Azurduy de Padilla ○ Frida Kahlo ○ Gabriela Mistral

	○ Ceci Flores ○ Rigoberta Menchú Tum **Skills:** (Students will be able to…) ● analyze the impact of historical, legal, and cultural factors on women's status in Latin America. ● interpret and evaluate constitutional provisions, laws, and landmark court cases affecting women's rights across different Latin American countries. ● compare and contrast the formation, strategies, and effectiveness of women's organizations and movements in response to varied socio-political contexts. ● critically examine the challenges, opposition, and risks women face when advocating for rights and social change. ● synthesize information from multiple sources (historical accounts, contemporary media) to form and defend arguments about women's issues in Latin America.

Unit Number and Title:	**Unit 3:** Southeast Asia
Duration:	~3-4 Weeks
Resource(s):	Library Resources, including databases
Unit Overview:	This unit analyzes the experiences of women in Southeast Asia within the context of economic development, political systems, and cultural traditions. Students will examine how economic forces, social norms, political transitions, and environmental factors influence women's roles and opportunities. Areas of focus will include women's participation in the workforce, political representation, access to education and healthcare, and regional challenges such as labor migration and public health concerns. The unit will emphasize the diversity of women's experiences across different Southeast Asian countries and communities.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress). MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.Eco.14.a. Analyze the role of comparative advantage in international trade in the late 20th century and early 21st century (e.g., natural resources, labor availability, infrastructure, capital goods, climate). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	How do social, political, economic, and cultural forces shape the diverse experiences of women in Southeast Asia today?
Enduring Understanding(s):	● Social, cultural, religious, and historical factors have significantly influenced the roles of women within families, society, and the economy in Southeast Asia. ● While women in Southeast Asia experience certain commonalities, such as the influence of economic development and migration, their experiences are also shaped by diverse national, political, ethnic, and religious contexts. ● Political instability and conflict, as seen in parts of the region, have intensified existing challenges for women, but have also created opportunities for leadership and civic engagement. ● Despite persistent obstacles, women in Southeast Asia have made notable contributions to social, economic, and political transformation through leadership, advocacy, and community initiatives.

Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● historical and contemporary social, cultural, and legal factors have influenced gender roles and family structures in various Southeast Asian societies, including the impact of religious traditions and legal systems. ○ inheritance laws in Indonesia ○ matrilineal traditions in the Philippines ○ family law changes in Thailand ● roles women play in export-oriented industries, the informal economy, and international labor migration. ○ garment industry ○ domestic work ○ street vendors ● forms and impacts of human trafficking in the region. ○ its impact on women and girls ○ forced labor, domestic servitude ● women's political representation in Southeast Asian governments. ○ Benazir Bhutto ○ women parliamentarians in Vietnam ○ Yingluck Shinawatra ○ Aung San Suu Kyi ● strategies used to address workplace conditions, advocate for social and political change, and promote community well-being, as well as some of the difficulties faced by women leaders and advocates. **Skills:** (Students will be able to…) ● examine how historical and current social, cultural, and legal factors have shaped women's roles and opportunities in different Southeast Asian societies. ● interpret regional data on women's migration, political participation, health, and education to identify patterns and differences within Southeast Asia.

	● compare the challenges and opportunities women experience in various Southeast Asian countries, using examples such as labor migration or political involvement. ● analyze primary source materials, such as personal accounts, policy reports, and speeches, to better understand women's experiences and advocacy efforts in Southeast Asia. ● assess the impact of international organizations, government policies, and local initiatives on women's issues in Southeast Asia, noting areas of progress and ongoing challenges.

Unit Number and Title:	**Unit 4:** Middle East and North Africa
Duration:	~3-4 Weeks
Resource(s):	Library Resources, including databases
Unit Overview:	This unit analyzes the roles and experiences of women in the Middle East and North Africa (MENA), considering the influence of social, political, religious, and economic factors across the region. Students will examine how legal frameworks, educational access, economic development, and cultural norms have shaped women's opportunities and challenges in various MENA societies. Through case studies, class discussions, and the analysis of current events, the unit will explore both historical and contemporary developments affecting women's participation in public and private life. The study will also highlight examples of women's contributions in multiple fields throughout the region.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress). MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern

	world history content. MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	How do social, political, economic, and cultural forces shape the diverse experiences of women in the Middle East and North Africa today?
Enduring Understanding(s):	● Legal, social, and economic differences affecting women continue to exist across the MENA region, even as some countries have made reforms and constitutional commitments to equality. ● Women have played important roles in advocating for legal reforms and participating in public life, with the pace and extent of change varying across countries. ● Practices such as male guardianship, restrictions on citizenship, and varying levels of legal protection continue to influence women's opportunities and roles in many MENA societies. ● Increased access to education and changing public attitudes have contributed to new opportunities for women in employment and public service, though traditional and legal challenges remain. ● Developments in women's rights across the region are shaped by multiple factors, including economic status, religion, and political conditions, resulting in differing experiences within and between countries.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● how women's experiences, rights, and roles have differed across time and place in the Gulf States, the Levant, and North Africa. ○ UAE's Federal National Council ○ Saudi Arabian driving rights ○ Kuwaiti women's suffrage ○ Tunisia's 1956 Code of Personal Status ○ Morocco's 2004 Moudawana reforms ● how interpretations of Sharia and personal status laws have shaped women's legal status in areas such as marriage, divorce, and family life in the region. ○ Saudi Arabian women allowed to obtain passports in 2019 ○ Egypt's "Khula" divorce law ○ Iran's compulsory hijab laws ○ Yemen's guardianship laws) ● women's participation in significant political events and ongoing movements for civil rights and liberties. ○ Arab Spring uprisings ○ Tawakkul Karman's protests in Yemen ○ Tunisian Revolution ○ 2019's Hirak movement in Algeria ○ Iranian Women Life Freedom Movement. ● opportunities for and challenges to women's economic participation and entrepreneurship in the MENA region, both historically and today. ○ women's graduation rates from higher education ○ employment reforms ○ Morocco's 2019 Women in Business program ○ Egypt's 2020 Central Bank initiative ○ Jasmine Foundation programs ● changes in educational access for women and how traditional values and modern influences have affected educational opportunities and outcomes. ○ Malala Yousafzi ○ school enrollment rates

	○ graduation rates ○ literacy rates ○ employment statistics **Skills:** (Students will be able to…) ● develop compelling questions about how women's roles in MENA countries have changed in response to social, legal, and political shifts. ● critically analyze and evaluate a variety of primary and secondary sources—including legal texts, news articles, and personal narratives—about women's rights and status in the Middle East and North Africa. ● compare and contrast women's rights, opportunities, and challenges across different MENA countries and historical periods using disciplinary concepts. ● construct evidence-based arguments that explain the influence of Sharia, national reforms, and social movements on women's lives in the region. ● draw conclusions about women's activism, economic participation, and educational access in MENA countries through clear writing, presentations, or discussions tailored to diverse audiences.

Unit Number and Title:	**Unit 5:** Sub-Saharan Africa
Duration:	~3-4 weeks
Resource(s):	Library Resources, including databases
Unit Overview:	This unit examines the varied experiences of women in Sub-Saharan Africa, focusing on how historical, cultural, economic, and political factors influence their roles and opportunities. Students will study regional patterns in economic activity, political involvement, education, and health, as well as challenges related to conflict and environmental change. The unit will highlight the diversity of women's experiences across different communities, considering factors such as ethnicity, religion, location, and socioeconomic background. A case study on the Democratic Republic of Congo (DRC) will offer deeper insight into how conflict and resource use affect women's lives. Students will also explore examples of women's leadership and community involvement throughout the region.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic). MW.Eco.14.a. Analyze the role of comparative advantage in international trade in the late 20th century and early 21st century (e.g., natural resources, labor availability, infrastructure, capital goods, climate). MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led

	to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	• How do social, political, economic, and cultural forces shape the diverse experiences of women in Sub-Saharan Africa today?
Enduring Understanding(s):	• Social, cultural, and economic structures in Sub-Saharan Africa continue to affect women's access to resources and decision-making, though women have contributed to changing these patterns over time. • Women's experiences in Sub-Saharan Africa reflect both common regional challenges and significant diversity shaped by local cultural, ethnic, religious, and political settings. • Conflict and instability, as seen in the Democratic Republic of Congo, can worsen existing challenges for women, affecting safety, livelihoods, and community stability.

	● Women in Sub-Saharan Africa have played important roles in social, economic, and political developments, contributing to community initiatives and policy changes. ● A range of factors—including geography, economic status, ethnicity, and health—shape women's experiences and opportunities in Sub-Saharan Africa.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how traditional practices, religious beliefs, and the legacy of colonialism have shaped gender roles and legal systems in different Sub-Saharan African societies. ○ patriarchal land ownership ○ practices such as bride price ○ influence of colonial-era laws ● roles women hold in informal economies and the challenges they face in accessing formal employment, credit, and land rights. ○ women as market traders ○ barriers to obtaining business loans ○ legal restrictions on land ownership ● progress and ongoing challenges in women's political representation across the region. ○ Rwanda's high percentage of women in parliament ○ lower representation of women in Nigeria's government ○ efforts to promote women's participation in government ● work of women's rights advocates and organizations in Sub-Saharan Africa, including their contributions and the challenges they face. ○ NGOs offering legal and medical support ○ Panzi Hospital in the DRC ○ advocacy groups providing education and documentation ● role of youth and activist movements in promoting legal and social reforms to support girls' education and delay early marriage. ○ Girls Not Brides campaign ○ local youth-led initiatives in Malawi ○ community education programs in Tanzania).

	Skills: (Students will be able to…) ● examine how historical and present-day social and legal structures have influenced women's roles in various Sub-Saharan African societies. ● interpret and assess regional data on women's economic participation, political involvement, health, and education to identify patterns and differences across Sub-Saharan Africa. ● explain the effects of conflict on women in the Democratic Republic of Congo, including impacts on safety, health, and daily life. ● compare and contrast the challenges and opportunities experienced by women in different Sub-Saharan African countries or regions. ● evaluate the effectiveness of national policies and community initiatives in addressing women's issues in Sub-Saharan Africa. ● analyze primary source materials, such as personal accounts and policy documents, to understand women's experiences and advocacy efforts in the region.