



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Gender Studies							
GRADE BAND		K-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	October 10, 2022							

COURSE OVERVIEW

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

This semester course for students in grades 11 and 12 examines the role of gender in people’s lives. Students will analyze how attitudes toward gender changed throughout the 20th century and early 21st century. Special attention will be given to the flapper and the suffragette era, the 1950s housewife and family life, and the 1960s and 1970s. Students will also look at how gender issues today impact their lives. Students will discuss topics such as abortion, body image (eating disorders, steroids, and plastic surgery), diverse identities, sexual harassment and assault, and how the media portrays the different genders. Students will also analyze terms relating to gender and sexuality including transgender, cisgender, etc. The final unit will discuss gender throughout the world and discuss topics like honor killings, female genital mutilation, human trafficking, child marriage. Current events will be discussed as students will learn about human rights and equality.

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Course Title: Gender Studies

UNIT OF STUDY	Gender Stereotypes in American Media
PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How does American culture create and reinforce gender roles? • What can we do to minimize prejudice and stereotypes within American culture? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Families, the media and social institutions all serve to promote gender based stereotypes in the media. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Analyze, evaluate, and interpret different forms of media that perpetuate stereotypes in mainstream American society. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Creation of a list of stereotypes by gender
Formative	<ul style="list-style-type: none"> • In class discussions • Small group activity • Analysis of primary source media • Graphic organizers
Summative	<ul style="list-style-type: none"> • Written and oral presentation on stereotypes in American culture
Benchmark	<ul style="list-style-type: none"> • Written and oral presentation on stereotypes in American culture
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
Comprehensive Health & Physical Education	
<ul style="list-style-type: none"> • None. 	
Computer Science & Design Thinking	
<ul style="list-style-type: none"> • 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 	

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Course Title: Gender Studies

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS *Must include the standard # & verbiage*

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4-Life Literacies & Key Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

CAREERS ASSOCIATED WITH THIS UNIT

- Researcher, Ethnologist, Sociologist, Political Leader

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

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- Unit 1 focuses on gender stereotypes and often addresses stereotypes based on ethnicity, race, etc. (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, and Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Resources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Killermann, Sam. *A Guide to Gender: The Social Justice Advocate's Handbook*. Impetus Books, 2017.
- "Killing Us Softly 4: Advertising's Image of Women." *Killing Us Softly 4: Advertising's Image of Women*, <http://killingussoftly4.org/>.
- *Achieving Gender Mainstreaming in All Policies and Measures - Council of Europe*. <https://rm.coe.int/168064379a>.

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Course Title: Gender Studies

- "Gender Stereotypes." *Study.com | Take Online Courses. Earn College Credit. Research Schools, Degrees & Careers*, <https://study.com/learn/lesson/gender-stereotypes-media-influence-examples.html>.
- "Critical Media Project." *Critical Media Project*, 10 Nov. 2021, <https://criticalmediaproject.org/>.
- Lynn Pizzitola. "The Mask You Live In." *YouTube*, YouTube, 3 Feb. 2022, <https://www.youtube.com/watch?v=oN2W0fv8hY4>.
- "History | Watch Full Episodes of Your Favorite Shows." *History.com*, A&E Television Networks, <https://www.history.com/>.
- Nick Santoro. "Beauty and the Geek". The WB Network. 2005
- "Movies." *Disney Movies*, <https://movies.disney.com/>.
- "Ridiculousness - Danny Way." *YouTube*, YouTube, 5 Sept. 2014, <https://www.youtube.com/watch?v=MIFADCSDzwQ>. (clips used for skateboarding risk-taking behavior)
- "Own." *YouTube*, YouTube, <https://www.youtube.com/oprah>.
- "Education and Resources." *ADL*, <https://www.adl.org/education-and-resources>.
- "Home: Office on Women's Health." *Home | Office on Women's Health*, <https://www.womenshealth.gov/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

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Course Title: Gender Studies

UNIT OF STUDY	Biological Differences and Gender
PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do biology and anatomy influence behavioral and physical distinctions between gender? ● How is gender part of identity? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Males and females have distinct genetic compositions impacting vision, hearing and brain function. ● Diverse perspectives exist about biological sex, gender, gender expression, and gender identity. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use multiple perspectives to understand the differences between biological sex, gender expression, and gender identity. ● Explain the importance of empathizing with and respecting human rights of all people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● KWL chart
Formative	<ul style="list-style-type: none"> ● Graphic organizers ● Small group activities ● Analysis of primary source media ● In class discussion
Summative	<ul style="list-style-type: none"> ● Gender Project
Benchmark	<ul style="list-style-type: none"> ● Gender Project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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.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. 	

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- 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.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

Computer Science & Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

English Language Arts

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Mathematics

- None.

Science

- None

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

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9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Biologist, Sociologist, Researcher, Social Worker, Counselor, Community Outreach
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Passage of the 19th amendment (Holocaust Curriculum Mandate). • Entire unit addresses terminology in discussions. Key terms addressed throughout the unit include male, female, gender, gender identity, gender roles, sex, cisgender, transgender, cross dressing, gender fluid, non-binary (Inclusive Curriculum Mandate). • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize one’s personal traits, strengths, and limitations
Self-Management
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
Social Awareness
<ul style="list-style-type: none"> • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
Relationship Skills
<ul style="list-style-type: none"> • Evaluate personal, ethical, safety, and civic impact of decisions
Responsible Decision-Making
<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others

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Course Title: Gender Studies

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Resources

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- Killermann, Sam. *A Guide to Gender: The Social Justice Advocate's Handbook*. Impetus Books, 2017.
- Kilodavis, Cheryl. *My Princess Boy*. Simon Schuster, 2011.
- Bureau, US Census. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.
- Parenthood, Planned. "Sex and Gender Identity." *Planned Parenthood*, <https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity>.
- *LGBT Glossary - Amnesty International USA*. https://www.amnestyusa.org/pdfs/toolkit_LGBTglossary.pdf.
- "Transgender Lives: Your Stories." *The New York Times*, The New York Times, 24 Feb. 2020, <https://www.nytimes.com/interactive/2015/opinion/transgender-today>.
- Deron, Bernadette. "From Shakespeare to the Stonewall: The History of Drag through 33 Images." *All That's Interesting*, All That's Interesting, 15 Dec. 2018, <https://allthatsinteresting.com/history-of-drag-queens>.
- "For Young LGBTQ LIVES." *The Trevor Project*, 9 May 2022, <https://www.thetrevorproject.org/>.
- "Home: Office on Women's Health." *Home | Office on Women's Health*, <https://www.womenshealth.gov/>.
- "Lessons." *Learning for Justice*, 8 Oct. 2020, https://www.learningforjustice.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A35.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Couric, Katie, Lisa Ferri, Emily Bina, Justine Huseh, and David B. Steinberg. *Gender Revolution: A Journey with Katie Couric*. National Geographic, 2017.
- "History | Watch Full Episodes of Your Favorite Shows." *History.com*, A&E Television Networks, <https://www.history.com/>.
- "RuPaul's Drag Race." *VH1*. <https://www.vh1.com/shows/rupauls-drag-race>. (clips shown to explain drag as entertainment and art)
- GLAAD Media Reference Guide. 11th Edition. <https://www.glaad.org/reference/>.
- "Sex Biology Redefined." *Scope Blog*, Stanford University. 14 February 2015. <https://scopeblog.stanford.edu/2015/02/24/sex-biology-redefined-genes-dont-indicate-binary-sexes/>.

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UNIT OF STUDY	Gender in the 20 th Century
PACING	18 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How have gender roles and the media’s depiction of them changed over time? ● How did the 1900s affect women on a social, political and economic level? ● How did the second wave of feminism affect the role of women in American society? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● An array of changes have occurred with respect to societal views on gender while some aspects have remained unchanged. ● Many more women entered the workforce and deviated from previous social norms. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify that each decade in the 1900s brought about challenges for women and continued efforts for more equality socially, politically and economically in America. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Google form about terms and topic remembered from US II
Formative	<ul style="list-style-type: none"> ● Readings/Questions on decades ● Analysis of primary source media ● In-class discussions ● Small group activity ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Test in short answer format
Benchmark	<ul style="list-style-type: none"> ● Test in short answer format
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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). ● 6.1.12.HistoryCC.6.c: 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.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. 	

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- 6.1.12.HistoryUP.11.a: 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.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.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.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 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.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.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

English Language Arts

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.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.

Mathematics

- None.

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Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Political Leader, Researcher, Historian
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Unit 3 addresses the changes for women, African Americans, and other groups in their quest for equal rights and equality during the 20th century (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, and Asian-American and Pacific Islander Curriculum Mandate). <ul style="list-style-type: none"> ○ Key terms and people addressed in this unit are flapper, pin-up girl, birth control, Alice Paul, Lucy Burns, Ida B. Wells-Barnett, Zitkala-Sa, Betty Friedan, Margaret Sanger, Patsy Takemoto Mink. • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>

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<i>Self-Awareness</i>
<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges
<i>Self-Management</i>
<ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals
<i>Social Awareness</i>
<ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
<i>Relationship Skills</i>
<ul style="list-style-type: none"> ● Evaluate personal, ethical, safety, and civic impact of decisions
<i>Responsible Decision-Making</i>
<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none"> ● Accommodations for all subject areas may be viewed here.
RESOURCES – <i>Cited print and electronic sources</i>
<i>Resources</i>
<p>The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.</p> <ul style="list-style-type: none"> ● Austin, Reid Stewart, and Hugh M. Hefner. <i>Alberto Vargas: Works from the Max Vargas Collection</i>. Aurum, 2006. ● Collins, Gail. <i>America's Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines</i>. HarperCollins e-Books, 2009. ● Collins, Max. <i>For the Boys</i>. MBI Publishing, 2002. ● Friedan, Betty. <i>The Feminine Mystique</i>. Dell, 1964. ● Greenfield, Lauren. <i>Thin</i>. Chronicle Books, 2006. ● Haupt, Enid. <i>The Seventeen Magazine Book of Etiquette and Entertaining</i>. David McKay Publishing, 1963. ● Shen, Ann. <i>Bad Girls Throughout History, 100 Remarkable Women who Changed the World</i>. Chronicle Books, 2016. ● US Census Bureau. <i>Census.gov</i>, 3 Aug. 2022, https://www.census.gov/. ● Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/. ● "US Suffrage Movement Timeline, 1869 to Present: The Susan B. Anthony Center." <i>The Susan B Anthony Center</i>,

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<https://www.rochester.edu/sba/suffrage-history/us-suffrage-movement-timeline-1792-to-present/>.

- "The Woman Suffrage Movement." *The Woman Suffrage Movement - Texas Woman's University*, <https://twu.edu/institute-womens-leadership/the-woman-suffrage-movement/>.
- Crashcourse. "Women's Suffrage: Crash Course US History #31." *YouTube*, YouTube, 26 Sept. 2013, <https://www.youtube.com/watch?v=HGEMscZE5dY&t=596s>.
- OldTVTime. "What Makes a Good Party? (1950)." *YouTube*, YouTube, 14 Nov. 2019, https://www.youtube.com/watch?v=yHCV_7pZDil.
- "Home: Office on Women's Health." *Home | Office on Women's Health*, <https://www.womenshealth.gov/>.
- "Gender Wage Gap." *C3 Teachers*, 29 May 2022, <http://c3teachers.org/inquiries/gender-wage-gap/>.
- "Women's Suffrage." *C3 Teachers*, 29 May 2022, <http://c3teachers.org/inquiries/womens-suffrage/>.
- *Iron Jawed Angels*. New York, NY: HBO Video, 2004.
- LibraryOfCongress. "Rosie the Riveter: Real Women Workers in World War II." *YouTube*, YouTube, 10 Feb. 2009, <https://www.youtube.com/watch?v=04VNBM1PgR8&t=2s>.
- OldTVTime. "A Date with Your Family (1950)." *YouTube*, YouTube, 26 Nov. 2019, <https://www.youtube.com/watch?v=BQIGiE5vSSM&t=4s>.
- *Mad Men: Season One*. United States: Lion Gate Films Home Entertainment, 2008.
- Keaton, Michael, et al. *Mr. Mom*. MGM Home Entertainment, 2000.

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

UNIT OF STUDY	Diverse Identities
PACING	12 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does society view and treat individuals outside the mainstream of gender identity? ● How have people with diverse identities in America struggled for equality under the law? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● There is great variation of acceptance, tolerance, and recognition for diverse identities in American and world society. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Describe actions to create more equality for members of the LGBTQ+ community and other marginalized identities throughout American history and present day. ● Explain the importance of empathizing with and respecting human rights of all people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance ticket
Formative	<ul style="list-style-type: none"> ● Small group activity ● Self assessment ● In-class discussion ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Choice research paper or research-based project designing, creating, and teaching a LGBTQ+ related lesson in a social studies classroom
Benchmark	<ul style="list-style-type: none"> ● Choice research paper or research-based project designing, creating, and teaching a LGBTQ+ related lesson in a social studies classroom
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryUP.11.a: 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.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). 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Gender Studies

- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 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.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.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

English Language Arts

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.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.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Researcher, Historian, Health Care Provider, Political Leader
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Unit 4 discusses the Civil Rights movement and how it impacted the “Gay Rights Movement” of the 1960’s through present day (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, and Asian-American and Pacific Islander Curriculum Mandate). <ul style="list-style-type: none"> ○ Key terms discussed in this unit are transgender, cisgender, homosexual, bisexual, pansexual, asexual, conversion therapy. ○ Notable people discussed in this unit are Alfred Kinsey, Harvey Milk, Marsha P. Johnson, Matthew Shepard, and various members of the LGBTQ+ community. • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>
<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts
<i>Self-Management</i>
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Resources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Bronski, Michael. *Queer History of the United States*. Beacon Press, 2012.
- Faderman, Lilianna. *The Gay Revolution, Story of the Struggle*. Simon & Schuster, 2016.
- Killermann, Sam. *A Guide to Gender: The Social Justice Advocate's Handbook*. Impetus Books, 2017.
- US Census Bureau. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.
- "Home." *I'm From Driftwood*, 5 Aug. 2022, <http://imfromdriftwood.com/>.
- *LGBT Glossary - Amnesty International USA*.
https://www.amnestyusa.org/pdfs/toolkit_LGBTglossary.pdf.
- "For Young LGBTQ LIVES." *The Trevor Project*, 9 May 2022, <https://www.thetrevorproject.org/>.
- Abrams, Mere. "46 Terms That Describe Sexual Attraction, Behavior & Orientation." *Healthline*, Healthline Media, 25 Mar. 2022,
<https://www.healthline.com/health/different-types-of-sexuality#a-c>.
- "Milestones in the American Gay Rights Movement." *PBS*, Public Broadcasting Service,
<https://www.pbs.org/wgbh/americanexperience/features/stonewall-milestones-american-gay-rights-movement/>.
- "LGBTQ-Inclusive Lessons and Resources." *LGBTQInclusive Lessons and Resources*,
<https://www.teach.lgbt/subject/social-studies/>.
- "Lessons." *Learning for Justice*, 8 Oct. 2020,
https://www.learningforjustice.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A35.
- "LGBTQIA Program." Robert Wood Johnson University Hospital. 22 September 2022.
<https://www.rwjbh.org/rwj-university-hospital-new-brunswick/treatment-care/lgbtqia-program/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

- <https://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/queer-representation/>.
- "Home Page." *C3 Teachers*, 23 June 2022, <https://c3teachers.org/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "How We Got Gay | Top Documentary Films 2017 | National Geographic HD." *YouTube*, YouTube, 5 Jan. 2018, <https://www.youtube.com/watch?v=sO-CzmnB2QY&t=1166s>. (clips to show political and social contributions of LGBT people)
- Stolakis, Kristine. *Pray Away*. Netflix, 2022.
- "History | Watch Full Episodes of Your Favorite Shows." *History.com*, A&E Television Networks, <https://www.history.com/>.
- "But I'm a Cheerleader." *IMDb*, IMDb.com, 11 Aug. 2000, <https://www.imdb.com/title/tt0179116/>.
- Temko, Susannah. "What It Means To Be Intersex." *TED*. https://www.ted.com/talks/susannah_temko_what_it_means_to_be_intersex?language=en
- Sanbonmatsu, Karissa. "The Biology of Gender from DNA to the Brain." *TED*. https://www.ted.com/talks/karissa_sanbonmatsu_the_biology_of_gender_from_dna_to_the_brain?language=en
- TheFineBros. "Kids React to Gay Marriage Ruling." *YouTube*, YouTube, 2 July 2015, https://www.youtube.com/watch?v=Jwwg1Yt18vE&ab_channel=REACT.
- Mike Monette. "Imagine a World Where Being 'Gay' Is Normal & Being 'Straight' Would Be the Minority!" *YouTube*, YouTube, 13 July 2014, <https://www.youtube.com/watch?v=uUgrPgqzwYI>.
- "In a Heartbeat - Animated Short Film." *YouTube*, YouTube, 31 July 2017, <https://www.youtube.com/watch?v=2REkk9SCRn0>.
- Resource Guide: Transgender Identities and Rights. Choices Program, Brown University. 2022. <https://www.choices.edu/teaching-news-lesson/resource-guide-transgender-identities-and-rights/>.
- Cohen, Bruce. *Milk*. Focus Features, 2008.

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

UNIT OF STUDY	Topical Gender Issues
PACING	25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do issues surrounding reproduction cause controversy with regard to government involvement and individual liberty? ● How do issues surrounding marriage cause controversy with regard to government involvement and individual liberty? ● What issues arise involving body image in our culture? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The debate over the role of government with regard to abortion, birth control and federalism is multi-faceted and ever evolving. ● The interpretation of the 10th and 14th amendments is the focus of debate with regards to social issues involving groups of people in America. ● Anorexia, bulimia, steroid use and plastic surgery have become significant problems in American society due to a variety of cultural issues ● Sexual harassment and assault are common problems that people are working to end. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Analyze current events showing the political and social struggles groups are facing. ● Identify pressures society puts on appearance causing stress for all people. ● Understand that bodily autonomy is a human right for everyone. ● Explain the importance of empathizing with and respecting human rights of all people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Anticipation Journal
Formative	<ul style="list-style-type: none"> ● Small group activities ● Journals with reflections ● In class discussion ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Google slide presentation
Benchmark	<ul style="list-style-type: none"> ● Google slide presentation
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

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.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 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.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 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.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

Computer Science & Design Thinking

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

English Language Arts

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Sociologist, Political Leader, Health Care, Social Worker
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Unit 5 addresses many topics that impact specific groups of people within the United States. Topics such as abortion, sexual harrassment and assault, eating disorders will be discussed, including statistics about gender, race, ethnicity and poverty levels. Indigenous people will also specifically be addressed when discussing assault on reservations (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate). • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize one’s personal traits, strengths, and limitations
Self-Management
<ul style="list-style-type: none"> • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Social Awareness

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Establish and maintain healthy relationships

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Resources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Killermann, Sam. *A Guide to Gender: The Social Justice Advocate's Handbook*. Impetus Books, 2017.
- Salzhauer, Michael. *My Beautiful Mommy*. Big Tent Books, 2007.
- Greenfield, Lauren, et al. *Thin*. Chronicle Books, 2006.
- US Census Bureau. *Census.gov*, 3 Aug. 2022, <https://www.census.gov/>.
- "Lesson Plan: How Overturning Roe Will Adversely Affect Historically Marginalized Women." PBS.org. 13 July 2022.
<https://www.pbs.org/newshour/classroom/2022/07/lesson-plan-how-overturning-roe-will-adversely-affect-black-women-poor-women-and-domestic-violence-survivors/>.
- "Abortion." *Guttmacher Institute*, 8 Aug. 2022, <https://www.guttmacher.org/united-states/abortion>.
- "Eating Disorder Information" *National Eating Disorders Association*, 10 Mar. 2022, <http://www.nationaleatingdisorders.org/>.
- "Need to Talk? We're Here for You." *RAINN*, <https://www.rainn.org/>.
- "MMIW." *Native Womens Wilderness*, <https://www.nativewomenswilderness.org/mmiw>.
- Michas, Frédéric. "Topic: Cosmetic Surgery." *Statista*, <https://www.statista.com/topics/3734/cosmetic-surgery/#dossierKeyfigures>.
- Social Media and Self Confidence. *ACS-Teens.org*. 22 September 2022. <https://www.acs-teens.org/social-media-self-confidence/>.
- "Home: Office on Women's Health." *Home | Office on Women's Health*, <https://www.womenshealth.gov/>.
- "Lessons." *Learning for Justice*, 8 Oct. 2020, https://www.learningforjustice.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A35.
-

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

- “Eating Disorders Coalition:” *Eating Disorders Coalition*:
<http://www.eatingdisorderscoalition.org/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.
- AlJazeeraEnglish. “The Search: Missing and Murdered Indigenous Women | Fault Lines.”
YouTube, YouTube, 8 May 2019, <https://www.youtube.com/watch?v=mdPv0NDfMbA>.
- Stern, Ricki, and Anne Sundberg. *Reversing Roe*. Netflix, 2018.
- “Need to Talk? We’re Here for You.” RAINN, <https://www.rainn.org/>.
- <https://timesupnow.org/about/> - website promoting equality and safety in the workplace
- “Teach Consent.” Virginia Sexual and Domestic Violence Action Alliance.
- <https://www.vox.com/a/sexual-harassment-assault-allegations-list> List of celebrities accused of sexual misconduct
- <https://www.imdb.com/list/ls025426914/>- list of celebrities accused of sexual misconduct
- <http://www.teachconsent.org/#new-page>.
- “Campus Sexual Violence.” Rainn.org.
<https://www.rainn.org/statistics/campus-sexual-violence>.
- “Prevention Strategies.” CDC.gov.
<https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>.
- Jacobs, Chandler. “Key to Primary Prevention of Sexual Assault.” *TEDx*.
https://www.youtube.com/watch?v=hEnh3_loI_l&ab_channel=TEDxTalks.
- Katz, Jackson. “Violence Against Women Is a Men’s Issue.” *TED*.
https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue?referrer=playlist-the_conversation_around_sexual_assault&autoplay=true.
- Burke, Tarana. “Me Too Is a Movement Not a Moment.” *TED*.
https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?referrer=playlist-the_conversation_around_sexual_assault.
- <https://www.vox.com/identities/2019/10/4/20852639/me-too-movement-sexual-harassment-law-2019> - effects of the #metoo movement
- Tea Consent. Blue Seat Studios. 27 September 2022.
<https://www.youtube.com/watch?v=fGoWLWS4-kU->.
- Ask Ava Podcast. Safe and Sound. 27 September 2022.
<https://safe-sound.org/resource-center/ask-ava/> (particularly Episode 128).
- Safe and Sound. 27 September 2022. <https://safe-sound.org/>.
- *If These Walls Could Talk*. IMDb.com, 13 Oct. 1996, <https://www.imdb.com/title/tt0116607/>.
- Alex Baskin. “Botched.” E Entertainment Network. 2017.
- “Bigger, Stronger, Faster.” *YouTube*, YouTube, 5 June 2020,
<https://www.youtube.com/watch?v=MXpgrN33OrY>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

UNIT OF STUDY	Gender Around the World
PACING	15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why are human rights involving gender denied or threatened throughout the world? ● Why are individual defenders of human rights essential in building a more equitable and just global society? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● An array of gender issues exist all over the world including human trafficking, female genital circumcision, and honor killings. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand that people are fighting for human rights all over the world. ● Demonstrate awareness and acceptance of all groups of people regardless of race, ethnicity, religion, sexuality, etc. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance ticket Google form
Formative	<ul style="list-style-type: none"> ● In-class discussions ● Analysis of primary source media ● Small group activity ● Graphic organizers ● Reflections
Summative	<ul style="list-style-type: none"> ● Gender Around the World Choice Project
Benchmark	<ul style="list-style-type: none"> ● Gender Around the World Choice Project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. ● 6.2.12.HistoryCC.5.h: 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. ● 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Gender Studies

- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.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.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

9.1-Personal Financial Literacy
<ul style="list-style-type: none"> 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> Political Leader, UN Ambassador, Community Service Outreach, Researcher
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> Unit 6 addresses gender issues around the world and how different countries treat people based on gender (Holocaust Curriculum Mandate and Inclusive Curriculum Mandate). <ul style="list-style-type: none"> Key terms will include human trafficking, acid attacks, honor killing, female genital circumcision. The entire unit stresses tolerance, acceptance, and human rights for everyone. Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> Recognize one’s personal traits, strengths, and limitations
Self-Management
<ul style="list-style-type: none"> Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
Social Awareness
<ul style="list-style-type: none"> Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
Relationship Skills
<ul style="list-style-type: none"> Evaluate personal, ethical, safety, and civic impact of decisions

Hillsborough Township Public Schools Curriculum Map
Course Title: Gender Studies

Responsible Decision-Making

- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Resources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Shelley, Louise. *Human Trafficking, A Global Perspective*. Cambridge University Press, 2010.
- Yousafzai, Malala, et al. *I Am Malala*. Matichon, 2016.
- “Myths, Facts, and Statistics.” *Polaris*, 5 May 2022, <https://polarisproject.org/myths-facts-and-statistics/>.
- “Human Rights Organization.” *Amnesty International USA*, https://www.amnestyusa.org/?utm_source=EN-EOY-redirect.
- “Chosen – the True Story of America's Trafficked Teens.” *Shared Hope International Store*, 2 June 2022, <https://store.sharedhope.org/chosen/>.
- “Home.” *World Health Organization*, World Health Organization, <https://www.who.int/en/>.
- “Home: Office on Women's Health.” *Home | Office on Women's Health*, <https://www.womenshealth.gov/>.
- “Peace, Dignity and Equality on a Healthy Planet.” *United Nations*, United Nations, <https://www.un.org/en/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Bryant, Lisa. *Jeffrey Epstein: Filthy Rich*. Netflix, 2020
- TEDtalksDirector. “Noy Thrupkaew: Human Trafficking Is All around You. This Is How It Works.” *YouTube*, YouTube, 13 July 2015, <https://www.youtube.com/watch?v=olGBBPspTKM>.
- PBSfrontline. “Sex Trafficking in America (Full Documentary) | Frontline.” *YouTube*, YouTube, 30 Mar. 2021, <https://www.youtube.com/watch?v=waRNXRaHH34>. (clips used to show the role of social media and law enforcement in human trafficking)
- “Saving Face | Oscar Winning Documentary.” *YouTube*, YouTube, 28 Nov. 2013, <https://www.youtube.com/watch?v=Rd1DebORZAs&t=746s>.
- Vicenews. “Reversing Female Circumcision: The Cut That Heals.” *YouTube*, YouTube, 6 Feb. 2015, <https://www.youtube.com/watch?v=93YDZxFkxWs&t=2s>.
- “The Day the Women Went on Strike.” *The Guardian*. 18 October 2005. <http://www.theguardian.com/world/2005/oct/18/gender.uk>.
- “Global Gender Gap.” *World Economic Forum*. 22 September 2022. <http://reports.weforum.org/global-gender-gap-report-2014/rankings/>.
- “Paternity Leave in Iceland Helps Moms Succeed at Work.” *Slate*. 3 April 2013. http://www.slate.com/blogs/xx_factor/2013/04/03/paternity_leave_in_iceland_helps_moms_succeed_at_work_and_dad_succeed_at.html.

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Course Title: Gender Studies

- Wu Dunn, Sheryl. "Our Century's Greatest Injustice." *TED*.
https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice.
- Carter, Jimmy. "Why I Believe the Mistreatment of Women Is the Number One Human Rights Abuse." *TED*.
https://www.ted.com/talks/jimmy_carter_why_i_believe_the_mistreatment_of_women_is_the_number_one_human_rights_abuse.
- "Buy Save Free." End Slavery Now. 22 September 2022.
<http://www.endslaverynow.org/act/buy-slave-free>.
- "20 Ways You Can Help Fight Human Trafficking." U.S. Department of State. 22 September 2022. <https://www.state.gov/20-ways-you-can-help-fight-human-trafficking/>.
- "10 Ways You Can Help End Trafficking." Office on Trafficking in Persons. 22 September 2022.
<https://www.acf.hhs.gov/otip/about/ways-endtrafficking>.