

Women’s Studies Scope and Sequence (ELA—Elective Course)

Unit of Study	Big Idea	Essential Questions	Resources	Standards
<p align="center">Unit 1: Fundamentals of Women’s Studies</p> <p align="center">September 5 – September 22</p> <p align="center">(3 weeks)</p>	<p align="center">Defining Women’s Studies: nature, scope and importance in contemporary society (Point of View)</p>	<p>What is Women’s Studies and what is it not?</p> <p>What can one learn from Women’s Studies as a woman (or man) of today?</p> <p>What are the differences among women?</p> <p>What is feminism and what is it not?</p>	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> ▪ “What is Women’s Studies?” (1-2) by Joy Magezis ▪ “What does mean to be a woman?” (2) by Joy Magezis ▪ “The Dialect of Sex?” by (7-9) Shulamith Firestone ▪ “Psychoanalysis and Feminism” (9-11) by Juliet Mitchell ▪ “Postmodernism and Gender Relations in Feminist Theory”(19-20) by Jane Flax ▪ “What is Feminism?” (13-17) by Joy Magezis ▪ “Women: equal or different?” (21) by Luce Irigaray ▪ “Looking at our differences” (6-12) by Joy Magezis ▪ “What does it mean to be a woman?” (4-5) by Joy Magezis ▪ “Sex Classes” (16-17) by Christine Delphy ▪ “One is not born a woman” (22-25) by Monique Wittig ▪ “The Solitude of Self” by Elizabeth Cady Stanton <p><u>Assessments</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass→ Prior Knowledge about Women’s Studies ▪ Exercises 1.1, 1.2, 1.3, 1.4, and 1.5 Questions (Classwork) ▪ Feminism→ In Your Own Words Discussion Paper (DP) ▪ Compare and Contrast Women (DP) ▪ Exit Pass→ KWL of Women’s Studies; what it is and what it is not. ▪ Gender Workbook Packet (Project) 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.G 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.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p>

RED = Priority Standards for each unit.

Elective course meets every other day on a Day 1/Day 2 schedule.

ALL parents/guardians are provided with a course contract to approve all resources.

Developer: Mrs. K. Bongaardt

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<p>Unit 2: The Women's Studies Movement</p> <p>September 25 – October 13</p> <p>(3 weeks)</p>	<p>Women's Movement Timeline: Essential women, organizations, literature and law (Language = Denotation, Connotation, Syntax and Diction)</p>	<p>What is women's history and <i>who</i> made history?</p> <p>How have women been silenced in the past and today?</p> <p>How did literature develop women's roles of the past?</p> <p>How did the revolution of women progress and how did environment affect this development throughout the world?</p>	<p><u>Unit 2:</u></p> <ul style="list-style-type: none"> ▪ "Women's History" (19-21) by Joe Magezis ▪ "The Suffragette Movement" (127) by Sylvia Pankhurst ▪ "Women's Rights' Timeline" by Leonore Annenberg ▪ Clips from "Iron Jawed Angels" –Suffrage Film by HBO ▪ Webisode 4: Segment 6: Women's Suffrage, Source: Freedom: A History of US ▪ Webisode 9: segment 2: Susan B. Anthony, Source: Freedom: A History of US ▪ "Hidden from History: three hundred years of women's oppression and the fight against it" (112-114) by Sheila Rowbotham ▪ "'Mind that you do as you are told': reading books for Board School girls, 1870-1902" (115-116) by Anna Davin ▪ "Women's Literature" (66, 68-72, 89) by Joy Magezis ▪ "What the Good Man Does Is Always Right" by Hans Christian Andersen ▪ "Women and Words: Language and Literary Criticism" (pp. 49-51, 53-55) by Joy Magezis ▪ "Silencing our past..." (23-30) by Joy Magezis ▪ "Nature, Culture and Gender: a critique" (82) by Carol McCormack ▪ "A League of Their Own"—Columbia Pictures Corporation Film <p><u>Assessments</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass→ Prior Knowledge about 19th Amendment and the right to vote. ▪ Exercises 2.1, 2.2, 2.3, 2.4, and 2.5 Questions (Classwork) ▪ Timeline—Research and Visual (Project) ▪ Progression of Women's Literature and Topics Paper (DP) ▪ Exit Pass→ Andersen Reading Questions (p. 17). ▪ Identifying Language Paper (DP) ▪ Defining Female Revolutionaries Final Paper (FP) ▪ League Perspective News Article (Project) 	<p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.G 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.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>C.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools..</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

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<p>Unit 3: Historical and Modern Women</p> <p>October 16 – November 8 (3.5 weeks)</p>	<p>Perspectives on Women’s Lives: Cross-cultural, families, religion and social expectations (gender identity, roles in and out of the family, motherhood and education/career)</p>	<p>What are civil rights and do we have them?</p> <p>What organizations or institutions affect women’s roles and lifestyles?</p> <p>What government hypocrisies limit women’s emotional and intellectual growth?</p> <p>What are the psychological and physical effects of motherhood and other gender stereotypes and expectations?</p>	<p><u>Unit 3:</u></p> <ul style="list-style-type: none"> ▪ “Women’s Health, Women’s Minds” & “Health Reflects Power” (119-121) by Joy Magezis ▪ “Strategies for change” & “Gaining Knowledge and Power” (122-123) by Joy Magezis ▪ “Women, Food and Families” (187-188) by Nickie Charles and Marion Kerr ▪ “To be or not to be: the dilemmas of motherhood” by Sheila Rowbotham ▪ “Narrow Definitions of Culture: the case of early motherhood” by Ann Phoenix ▪ “Ruth’s Song (Because She Could Not Sing It)” (39) by Gloria Steinem ▪ “Desiree’s Baby” by Kate Chopin ▪ “Women’s Minds” (121-131) by Joy Magezis ▪ “Women’s Oppression Today” (139) by Michele Barrett ▪ “Academics” (155) by John McCauley ▪ “Young, Female, and Black” (173) by Heidi Mirza ▪ “When I Was Growing Up” (35) by Nellie Wong ▪ from <i>Breath, Eyes, Memory</i> by Edwidge Danticat <p><u>Assessments</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass → Prior Knowledge about civil rights and controlling cultures and organizations ▪ Exercises 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7 Questions (Classwork) ▪ Motherhood: Yay or Nay? Paper (DP) ▪ Exit Pass → Steinem Reading Questions p. 55 ▪ Chopin Closing Reading (Homework) ▪ Who are you socially, culturally, personally...conflicts? Paper (DP) ▪ Poem Explication—Nellie Wong (CW) ▪ Exit Pass → Danticat Reading Questions (p. 64) ▪ Personal Identity Poem (Project) 	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>C.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools..</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p>

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<p>Unit 4: Women and the Workforce</p> <p>November 9 – December 1</p> <p>(3.5 weeks)</p>	<p>Women’s education, careers, and equality (Discrimination, pay equity, health/safety, and harassment)</p>	<p>What defines work and why study employment?</p> <p>What issues exist in employment equality and the law?</p> <p>What causes demands in equality (child-care, minimum wage, part-timers...)?</p> <p>What forms of harassment exist in the workplace and which laws protect employees from harassment?</p>	<p><u>Unit 4:</u></p> <ul style="list-style-type: none"> ▪ “Employment” & “Why study employment?” (175-180) by Joy Magezis ▪ “Employment organization & gender?” (181-182) by Joy Magezis ▪ “Unequal Work” (136-139) by Veronica Beechey ▪ “Issues in employment equality” (184-186) by Joy Magezis ▪ “Demands towards equality”, “Health and Safety” & “Sexual Harassment” (186-196) by Joy Magezis ▪ “Joining Forces” (163-167) by Nigel Fielding ▪ Harassment Laws PowerPoint (Teacher-made) ▪ <i>I Became Interested in Flying</i> by Amelia Earhart (97) ▪ <i>Karate</i> by Dorothy Allison (108) ▪ “North Country”—Warner Bros. Film <p><u>Assessments</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass→ What career, pay and rights do you expect as an employee? ▪ Exercises 8.1, 8.2, 8.3, 8.4 and 8.5 Questions (Classwork) ▪ Research Harassment Cases--Paper (DP) ▪ Exit Pass→ Earhart Reading Questions p. 107 ▪ Allison Closing Reading (Homework) ▪ Research examples of modern inequality Paper (DP) ▪ During-viewing “North Country” Questions (CW) ▪ Union Proposal (Project) ▪ Film Accuracy with court documents Paper (FP) 	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>C.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools..</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

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<p>Unit 5: Women in the Media December 4 – January 5 (4 weeks)</p>	<p>Effect of media’s portrayal of women’s bodies, relationships, sexuality and violence against women (types of abuse, forms of media/technology, statistics and body images)</p>	<p>How do diction and imagery portray women in advertising?</p> <p>How do mainstream media represent women?</p> <p>What manipulates one’s view of her body and sexuality?</p> <p>What forms of violence against women have become <i>acceptable</i> in media?</p> <p>How is beauty and body image improving through media?</p>	<p><u>Unit 5:</u></p> <ul style="list-style-type: none"> ▪ Jean Kilbourne’s “Killing Us Softly 3” Documentary Film ▪ “Female Images in Advertising” & “Representations of women in mainstream media” (91-96) by Joy Magezis ▪ “Women’s bodies—subject or object?” & “Where does sexuality come from?” (103-109) by Joy Magezis ▪ “Female Spectators” (475) by E. Deidre Pribram ▪ “The Power of the Image” (484) by Annette Kuhn ▪ “Women Audiences and the Workplace” (489) by Dorothy Hobson ▪ Current Teens and Technology Statistics PDF by Amanda Lenhart ▪ Body Images through the Decades PowerPoint (Teacher-made) ▪ Effects of Photoshop & Filters PowerPoint (Teacher-made) ▪ Abuse Wheel Handout ▪ Johana Orozco Case and Law Prezi (Teacher-made) ▪ Steubenville Case Prezi (Teacher-made) ▪ Francine Hughes (non-fiction) = “The Burning Bed” vs. Laura (fiction) = “Sleeping with the Enemy” Films <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass→ Media and Technology Survey ▪ Kilbourne’s Post-Viewing Handout ▪ Exercises 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 and 5.9 Questions (CW) ▪ Lenhart Statistics Reaction ▪ Exit Pass→ Chosen Decade of Body Image preference ▪ Media Images’ Effects (Project) ▪ Entrance Pass→ Safety Dating and Relationship Tips (List 10 for each) ▪ Types of Abuse Pamphlet = (DP) ▪ Orozco and Steubenville Research Paper (FP) ▪ Francine & Laura Compare/Contrast Media Portrayal of Abuse Paper (DP) 	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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<p>Unit 6: Women throughout the World</p> <p>January 8 – January 26</p> <p>(3 weeks)</p>	<p>Women’s fight for equality throughout the world— multicultural issues and the United States’ influence (violence, relationships, and laws)</p>	<p>How were women of the past in differing environments part of the same fight?</p> <p>What is human trafficking and its effects on its victims?</p> <p>How can crimes against women (teens and children) be prevented?</p> <p>Who is the most influential woman of the past (or present) and how will her work continue to change the role of women in modern society?</p>	<p><u>Unit 6:</u></p> <ul style="list-style-type: none"> ▪ “Understanding and addressing violence against women” PDF by World Health Organization ▪ “Human Trafficking Statistics” PDF by Polaris Project ▪ “Children for Sale” Dateline Documentary ▪ “European medieval women...”, “Black women in slavery”, “...contributions of Irish women”, “Jewish women...”, “Chinese women...” & “Arabic Feminism” by Joy Magezis ▪ “Feminism and Anthropology” (93) by Henrietta Moore ▪ “Childhood (1904-1922)” (96) by Akemia Kikumura ▪ “Jewish comes up in you from the roots” (98) by Barbara Myerhoff ▪ “Why I Live at the P.O.” (18) by Eudora Welty ▪ “Movin’ and Stepin’” (86) by Akasha (Gloria) Hull ▪ “General Review...” (95) by Dorothy Parker ▪ “Vive Noir!” (196) by Mari Evans and “Ancesters: In Praise of the Imperishable” (200) by Sandra Jackson-Opoku ▪ Influential Women Museum Packet <p><u>Assessments</u></p> <ul style="list-style-type: none"> ▪ Entrance Pass→ 3,2,1 = Recall civil rights’ definition, identify trafficking facts and one question. ▪ Exit Pass→ What did you learn? Human Trafficking PDF ▪ WordDoc = Create charts/graphs of statistics of trafficking (Project) ▪ “Children for Sale” Reaction Paper (DP) ▪ Magezis Close Reading Articles (Classwork) ▪ Women in the World of Interest Paper (DP) = Research-based/MLA format ▪ Exit Pass→ Hull Reading Questions (p. 34) ▪ Parker Reading Questions (p. 96) & Poem explication (Homework) ▪ Poem Explications— Evans and Jackson-Opoku (CW) ▪ Evans (p. 199) and Jackson-Opoku (p. 201) Questions (Homework) ▪ Exit Pass→ Influential Woman Proposal ▪ Influential Woman Facts/Citations (CW) ▪ Influential Woman Speech (Project) ▪ Influential Woman Visual (Final Project) 	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension..</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

