

**RIALTO UNIFIED SCHOOL DISTRICT  
CURRICULUM PROPOSAL**

*PILOT FOR EHS*

Name of Course: Women's Studies	Grade Level(s): 11th / 12th
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**Brief Course Description:**

This course explores the history of the women's experience in the world, particularly in American history. The course will expose students to relevant social issues and aims to sharpen students' critical awareness of how gender operates in institutions, culture, and their own lives. The course will cover topics ranging from, but not limited to, politics, activism, sexual harassment, media and body image, workforce, education, and athletics. At the same time, the focus of this course is for students to identify change and continuity in regards to gender in history and society, from multiple perspectives. By the end of this course, students will be comfortable gathering and collecting evidence, analyzing primary and secondary sources, and formulating a claim or conclusion based on factual evidence.

Proposed By: Frank Camacho	School: Eisenhower High School	Date: 11/30/2020
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**The Following is Proposed for this Course:**

<input checked="" type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input type="checkbox"/> A – G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course
<input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input type="checkbox"/> Career Tech. Ed.	

**The Following Maximum Credits are Proposed for this Course:**

Units of Credit in (Subject Area):	5	or in:
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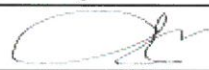
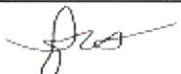
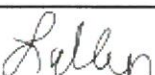
**The Following Schools will Offer this Course:**

<input type="checkbox"/> Carter High	<input checked="" type="checkbox"/> Eisenhower High	<input type="checkbox"/> Rialto High	<input type="checkbox"/> Milor/Zupanic
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**The Proposed Course will have the Following Budget Implication:**

Individual School Site:	
District Level:	
Total Estimated Cost:	

**Approval Signatures for the Proposed Course:**

Printed Name	Signature	Title	Yes/No	Date
Griselda Montoya		Submitting School Department	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11/30/2020
		Carter High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Frank Camacho		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11/30/2020
		Rialto High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		Milor/Zupanic High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
		District Curriculum Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	
LauretteAllen		Curriculum Council Chair	X <input type="checkbox"/> Yes <input type="checkbox"/> No	<i>11/30/2020</i>

Approved by \_\_\_\_\_ Curriculum Committee on (Date): \_\_\_\_\_

Approved by Curriculum Council on (Date): \_\_\_\_\_


Approved by Rialto Unified School Board on (Date): \_\_\_\_\_

Approved by UC (or N/A) on (Date): \_\_\_\_\_

**RIALTO UNIFIED SCHOOL DISTRICT**  
**CURRICULUM PROPOSAL**

# Women's Studies

Eisenhower High School (052622)

 Forwarded  
awaiting submission

## Basic Course Information

**PILOT COURSE FOR EHS ONLY**

### School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Eisenhower High School (052622)	Classroom Based, Online	Abbreviation	Course Code

**Title:** Women's Studies

**Length of course:** Full Year

**Subject area:** History / Social Science (A) / U.S. History

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 11th, 12th

## Course Description

Course overview:



This course explores the history of the women's experience in the world, particularly in American history. The course will expose students to relevant social issues and aims to sharpen students' critical awareness of how gender operates in institutions, culture, and their own lives. The course will cover topics ranging from, but not limited to, politics, activism, reproductive rights, sexual harassment, military, media and body image, workforce, education, and athletics. At the same time, the focus of this course is for students to identify change and continuity in regards to gender in history and society, from multiple perspectives. By the end of this course, students will be comfortable gathering and collecting evidence, analyzing primary and secondary sources, and formulating a claim or conclusion based on factual evidence.

## **Course content:**

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### **Unit 1- Social Construction of Gender**

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The purpose of this unit is to build an analytical framework for understanding the social construction of gender and the ways in which gender intersects with other categories of identity, privilege, and oppression, such as race, class, ethnicity, physical ability, age, and sexual identity. Students will be introduced to the idea of women's studies, diversity among women, and varying definitions of feminism. Then, students will be introduced to the ways expectations of gender are created by society, as well as inequality within gender systems that have been historically constructed.

#### **📄 Unit Assignment(s):**

Students will write a 1-2 page gender autobiography/critical ethnography essay, drawing on their readings in this unit and reflecting on how their lives have been shaped by their parents'/guardians' understanding of gender, as well as current societal understandings of gender. By the end of this assignment, students should be able to demonstrate their understanding of the social construction of gender, as well as the ways in which it has had an impact on their lives.

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### **Unit 2- Women in History and Feminist Activism**

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The purpose of this unit is to explore the contributions of women throughout history and examine the role women have played in shaping their future and expanding their opportunities. Students will examine women who were successful outside of their "traditional roles" as wives and mothers, ranging from Hatshepsut to Ada Lovelace to Madam CJ Walker, to name a few. Women of varying cultural, ethnic, racial, socioeconomic, physical ability, and age will be introduced and highlighted. Students will also learn about the first two waves of feminist activism, starting with the Seneca Falls Convention in 1848, to the push for women's suffrage rights, through the women's liberation movement of the 1960s-70s.

#### **📄 Unit Assignment(s):**

Students will examine and research a woman in their family or life that they feel has had a strong impact on their family and/or life. Students will be taught oral history techniques and interview strategies prior to this assignment. Students will need to interview the woman highlighted, if available, as well as family members or friends, gathering important life details about the individual they have chosen. Following the style of the book, *Good Night Stories for Rebel Girls*, by Elena Favilli and Francesca Cavallo, students will write a 1-2 page narrative, starting with the line, "Once upon a time..." about their chosen woman. Students will then accompany the fairy tale narrative with an illustration of the woman in their own personal style. Through this assignment, students will understand that extraordinary women do not have to solve major world problems, they can overcome adversity on a smaller scale, or just empower future generations, however all women and people contribute to history.

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### Unit 3- Women and Media / Body Image

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In this unit, students will examine the portrayal of women in film, television, popular music, newspapers, magazines, advertisements, video games, fashion, and sports broadcasting. Students will evaluate the sensitization of gender in the media that can imply inequality between men and women. Through brainstorming, discussion, and reflection, students will begin to see how believing stereotypes can lead to social inequality.

#### Unit Assignment(s):

Students will either complete a 1-2 page written media analysis, or create a 5-7 minute presentation, focusing on a commercial, music video or single episode of a television show. The paper or presentation will require them to briefly describe the content of the media, and then answer the following questions:

1. How does the media depict current ideas about gender?
  2. How does it reflect ideas about race, class, age, sexuality, or disability?
  3. How does the media reinforce *specific concepts and themes* related to class readings and discussions about gender and popular culture?
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### Unit 4- Women in Society and Institutions

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Students will understand the close relationship between society and the law and how political systems and courts are used in society for the ultimate resolution of important political controversies. Students will analyze major Supreme Court decisions involving women's rights. Additionally, an exploration of how politics have helped improve the status of women and have protected their basic rights in the United States. The students will then look at their own school experience and how legal action has helped women in education, specifically Title IX.



## Unit Assignment(s):

With this unit the students will document the oral history of three women. The students will be required to interview three different women, over the age of 35, preferably with different ethnic, socioeconomic, and professional backgrounds. It is strongly suggested that at least one of these women is a working mother. Using oral history techniques learned in the first unit, students will focus on each woman's personal experience in the workplace and assess how those experiences align with what students have learned thus far in class. Then, students will write a 2-3 page reflective essay, analyzing those responses and contextualizing them based on readings and knowledge from all units. Emphasis should be placed on rights, court cases, legislation, or protests.

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## Unit 5- The Future of Women in Society

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The goal of this unit is to identify 21<sup>st</sup> century concerns of women. Students will examine topics which will range from the Third Wave of Feminism, societal expectations of working mothers, breaking through the glass ceiling, "emotional labor" and inequities that exist within the home and family, publicly supported child care, sexual assault, and sexual harassment. Students will look at violence against women throughout the world, and current concerns regarding women's reproductive rights. This unit will be fluid, with students driving the content, as well as current issues impacting women influencing the unit.

## Unit Assignment(s):

Final Project: Students will choose a topic studied thus far in this course that they feel is the greatest issue for future generations of women, for example body image, reproductive rights, the regularities of sexual assaults on women, etc. Then, students will create a 5 minute video presentation, or Public Service Announcement, for young girls today. Students will research their topic extensively, being sure the facts, statistics, and sources used are accurate and credible. Students will be expected to incorporate appropriate images, narration, and music into their video. Students will hand in a written script and a list of sources used with citations in the most recent MLA format.

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## Course Materials

## Course Materials

You are strongly encouraged to list the course materials that students may use and/or analyze throughout the course. This information helps UC understand what core/supplemental resources are being used to support student learning.

Provide the course materials that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the Course Content section.





Some subject areas and disciplines require courses to include specific course materials. Please refer to the A-G subject area course criteria ([/guide/](#)) for more information.

[+ Add course material](#)

### Textbooks

Title	Author	Publisher	Edition	Website	Primary		
Through Women's Eyes, an American History with Documents ()	Ellen Carol Dubois and Lynn Dumenil	Bedford/St. Martin's	2019	[ empty ]	Yes		

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety		
For Every Woman ()	Nancy R. Smith	Nancy R. Smith 1973	1973	<a href="https://smithnr...every-woman-and-call-me-a-woman-part-of-1970s-womens-history/comm...page-1/">https://smithnr...every-woman-and-call-me-a-woman-part-of-1970s-womens-history/comm...page-1/</a>	Yes		
I am Malala: The Girl who stood up for Education and Was Shot by the Taliban ()	Christina Lamb & Malala Yousafzai	The Little Brown and Company	October 8, 2013	[ empty ]	Yes		

## Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral History and Social History ()		Library of Congress	http://www.loc... history/proced...	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Primary Documents

Title	Authors	Date	URL	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Women in the Movement ()	Casey Hayden and Mary King	1964	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What's Wrong with "Equal Rights" for Women? ()	Phyllis Schlafly	1972	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Feminine Mystique, excerpt ()	Betty Friedan	1963	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What My Job Means to Me ()	Hortense Johnson	1943	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beatrice Morales, Oral Interview ()	Beatrice Morales	1981	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tailhook '91 ()	Inspector General, Department of Defense	1992	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remember the Ladies ()	Abigail Adams	1776	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Violence Against Women ()	Amnesty International	1993	[ empty ]	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication		
Killing Us Softly 4: Advertising's Image of Women ()	Jean Kilbourne	[ empty ]	[ empty ]	2010	[ empty ]	Video		
What Security Means to Me ()	Eve Ensler	[ empty ]	TED Talks	2005	https://www.te...	Video		
Why We Have Too Few Women Leaders ()	Sheryl Sandberg	[ empty ]	TED Talks	2010	https://www.te...	Video		
Makers: Women Who Make America ()	[ empty ]	[ empty ]	PBS	2013	[ empty ]	Video		
Is Beauty In The Eyes Of The Colonizer? ()	Leah Donnellia	[ empty ]	Code Switch, NPR	February 6, 2019	https://www.n... beauty-in-the-eyes-of-the-colonizer	Podcast		

Other

Title	Authors	Date	Course material type	Website		
Still I Rise , The Persistence of Phenomenal Women ()	Laurel Corona	2017	Book	[ empty ]		
Women Who Dared ()	Linda Skeers	2017	Book	[ empty ]		
100 Women Who Made History ()	Stella Caldwell, Clare Hibbert, Andrea Mills, Rona Skene	2017	Book	[ empty ]		
Good Night Stories for Rebel Girls ()	Elena Favilli and Francesca Cavallo	2016	Book	[ empty ]		
Explaining the Gender Wage Gap ()	Sarah Jane Glynn	May 19, 2014	Online Article	https://www.a... the-gender-wage-gap/		

## Additional Information

**Course Author:**

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