

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

History of Women Description:

Traditional history courses do not focus on the contributions of women in our world. Often, women are presented as background figures who were associated with men in the world. This course examines the contributions of women and how they have influenced the world socially, economically, historically, artistically, and politically. Students who take this course will attain a much larger view of figures of historical significance. History of Women will enhance the student's understanding of how women have influenced society for hundreds of years but rarely get the recognition they deserve in traditional history courses. Students will be introduced to the contributions of women as mothers, wives, suffragettes, leaders, politicians, scientists, activists, artists, and professionals in many economic roles.

Units of Study:

- Unit 1: Introduction to History of Women
- Unit 2: Women in History
- Unit 3: Women in Sports
- Unit 4: Women in Literature
- Unit 5: Women in Government
- Unit 6: Women's Health Issues
- Unit 7: Women in Entertainment



Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 1 week
Unit Title: Introduction to History of Women		
Unit Overview/Essential Understanding: Too often women are excluded from the study of History. This unit will examine why we need this course to understand the whole story of history and include <i>Herstory</i> . Essential Questions: <ul style="list-style-type: none">• What has the female role been in history?• How has the view of women changed over time?		
Unit Objectives: <ul style="list-style-type: none">• Students will understand how many influential women have been left out of the history books.• Students will examine the reasons why it is important to study women in history and the role than women have played in society.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.12. A - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world• 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality• 8.4.12. A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas• CC.8.6.11-12.A - Write arguments focused on discipline-specific content. • Provide a concluding statement or section that follows from or supports the argument presented		

Important Standards Addressed in this Unit:

- 8.4.12.C - Evaluate how continuity and change have impacted the world today

Misconceptions:

- One of the most common misconceptions is that women are already treated equally in the world and there is no need for a course like this. In reality, a few women are mentioned throughout the traditional history curriculum however, the contributions of many influential women are often overlooked.

Concepts/Content:

- Changemakers

Competencies/Skills:

- Understand that women have largely been left out of traditional history courses and yet have contributed significantly to events that have influenced all society.
- Understand the value of studying the contributions of women.

Description of Activities:

- Lecture and discussion
- Read and discuss: I'm Glad I'm A Boy! I'm Glad I'm A Girl.

Assessments:

- Written essay - explaining the ten most important women in history based on what they know before the course begins.

Interdisciplinary Connections:

- Students will begin to ask new questions in other traditional academic course and investigate what women are being left out of the whole story.

Additional Resources:

- District approved resources such as:
 - Darrow, Whitney. I'm Glad I'm A Boy! I'm Glad I'm A Girl. Windmill Books. 1970
 - Brakeman, Lynne & Gall, Susan, Eds. Chronology of Women Worldwide. People, Places & Events that Shaped History. Gale Press. 1997

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| | <ul style="list-style-type: none">○ Collins, Gail. America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines. Harper Collins Publishers. 2003 |
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Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 6 weeks
Unit Title: Women Through History		
Unit Overview/Essential Understanding: Students will examine women from historical times through more recent times who have made significant contributions to their countries and culture. They will learn about women who were leaders political, socially, and economically. Essential Questions: <ul style="list-style-type: none">• How have women throughout history advocated for change?• What is the connect between women meeting appearance ideals/expectations and their success/power in society?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn about women in ancient times who led their countries when most leaders were men.• Students will learn about the women who led social revolutions during more recent times like the abolitionist or feminist movements.• Students will examine the battles that women had to fight to win equality in the rights to education or the right to vote.• Students will investigate the current issues that women are fighting in the workplace trying to break glass ceilings or stereotypical sexism.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.12.A - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world• 8.3.12.D - Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability• 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history		

Important Standards Addressed in this Unit:

- 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- Many students today do not realize the struggles that women went through to get to where they are today. Because traditional history mostly focuses on the contributions of men, students do not realize how many women played significant roles in the history of their countries.

Concepts/Content:

- Colonial American Women
- Women in Ancient Greece
- Women in Ancient Rome
- Women in Ancient Egypt
- Women in Ancient China
- Women in Japan
- Women in the Revolutionary War
- Women in Civil War
- Susan B. Anthony
- Lucretia Mott
- Alice Paul
- Women's Suffrage
- Seneca Falls Convention
- Harriet Tubman
- 19th Amendment
- Civil Rights and Women
- Equal Rights Amendment
- Issues Facing Women Today

Competencies/Skills:

- Understand the economic, political and social contributions of women during ancient civilizations, the Renaissance, the Reformation, Age of Discovery, Colonial America, and Civil War eras
- Examine the roles of women within the culture during these time periods
- Identify who were important women during these time periods and why their contributions were important
- Understand the social conditions that led women to organize for the Seneca Falls Convention in 1848

Description of Activities:

- Read the Declaration of Rights and Sentiments
Watch relevant videos
- Dream of Equality
 - Iron Jawed Angels
 - Rosa Parks Story
 - Mona Lisa Smile
 - Harriet

	<ul style="list-style-type: none"> ● Compare and contrast women leaders like Elizabeth Cady Stanton, Lucretia Mott, Alice Paul and Rosa Parks who were key players in the movement ● Examine the importance of suffrage and the Equal Rights Amendment to women ● Explore the events that led to the second wave of feminism and contrast them with early issues ● Examine how the role of women has changed since World War II and the economic contributions of women ● Examine how opportunities for women have changed today ● Examine at how gender roles have changed for both men and women ● Identify the progress that has been made and the issues that are still challenges for women 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Project based assessments - research to create bulletin boards and projects relating to topics 		
<p>Interdisciplinary Connections:</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved resources such as: 	

- Every subject area has women who have made contributions. When we begin to ask different questions, we will get more inclusive answers.

- Declaration of Rights and Sentiments by Elizabeth Cady Stanton. Seneca Falls NY. 1848
- Cady Stanton, Elizabeth. Oh My Daughter, I Wish You Were A Boy in Eighty Years and More: Reminiscences 1815-1897. 1898
- Hymowitz, Carol & Weissman, Michael. A History of Women in America. Bantam. 1984 (Chapter 1 Founding Mothers.)
- Leinwand, Gerald, Pagent of World History. Prentice Hall. 1990
- VanBurkleo, Sandra F. (1990). No Rights But Human Rights: The Emancipation of American Women. Constitution, Vol. 2 (2).
- Brakeman, Lynne & Gall, Susan, Eds. Chronology of Women Worldwide. People, Places & Events that Shaped History. Gale Press. 1997
- Porath, Jason. Rejected Princesses: Tales of History's Boldest Heroines, Hellions & Heretics. Harper Collins Publishers. 2016
- Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019
- Time Magazine. 100 Women of the Year. March 16/23 Issue. 2020

Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Women in Sports		
Unit Overview/Essential Understanding: Participation in sports is part of the human experience for most Americans. Students will examine the sports that were initially considered appropriate for women and the myths involved with the fear of female participation. Students will analyze the political and social reasons that helped contribute to equality for women in sports.		
Essential Questions: <ul style="list-style-type: none">• How do stereotypes influence our perception of sports?• How are cultural activities, like sports, socially important?• How have women changed sports and how have sports changed women.		
Unit Objectives: <ul style="list-style-type: none">• Students will examine the history of women’s participation in sports.• Students will examine how societal stereotypes hindered participation in sports.• Students will analyze the events that led to Title IX.• Students will examine how Title IX is applied to opportunities for women in sports today.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.12. A- Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.• CC.8.5.11-12.A - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas		

- CC.8.5.11-12.G - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Important Standards Addressed in this Unit:

- 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 10.1. A - Evaluate factors that impact growth and development during adulthood and late adulthood

Misconceptions:

- The biggest misconception that women can overcome is that women can be both feminine and athletic.
- A second common misconception many students can also overcome is that women have always had opportunities to participate in sports. Further, they can realize that there is still progress to be made for true equality for athletics and women.

Concepts/Content:

- Archery
- Croquet
- Basketball
- Baseball
- Babe Didrikson
- Title IX
- Billie Jean King
- Women in the Olympics
- Women of College Sports
- Women in Professional Sports
- Benefits of Athletic Participation

Competencies/Skills:

- Understand how the societal beliefs about exercise limited opportunities for women in sports
- Examine early women pioneers in the sports movement
- Analyze the effects of Title IX on both men's and women's sports
- Investigate and analyze the current status of sports opportunities for women

Description of Activities:

- Lecture and Discussion
- Research to create a project related to a female athlete
- Video Analysis and Discussion on:
 - HBO: History of Women in Sports
 - A League of Their Own (1992)

Assessments:

- Project based assessment: female athlete research
- Essay Question: How have sports changed women? How have women changed sports?

Interdisciplinary Connections:

- Students who are taking physical education courses or are participating in competitive sports can utilize this information learned to apply to their own athletic endeavors. Students in business courses can understand how athletes influence the consumer market with their endorsements.

Additional Resources:

- District approved resources such as:
 - Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019
 - Time Magazine. 100 Women of the Year. March 16/23 Issue. 2020
- District approved online resources:
 - womenssportsfoundation.org

Subject: History of Women

Grade: 11 & 12

Suggested Timeline: 2 weeks

Unit Title:

Women in Literature

Unit Overview/Essential Understanding:

Historically, some women chose to write under a male pseudonym so that their work would be taken seriously. This unit will examine what women writers were and are writing about and how their literary contributions have influenced their profession.

Essential Questions:

- How have women been represented in society and in literature?
- How can their voices reconstruct “womanhood” (what has it meant to be a “woman”?) by re-examining their understanding of sex, gender, race, and culture?
- Do women writers have a distinctive literary voice and/or tradition?

Unit Objectives:

- Students will analyze the topics and themes of women writers.
- Students will examine the contributions that women have made to literature.
- Students will also compare and contrast the contributions of female writers of the present with their predecessors.

Focus Standards Addressed in this Unit:

- CC.8.5.11-12.C - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- CC.8.6.11-12.A - Write arguments focused on discipline-specific content. • Provide a concluding statement or section that follows from or supports the argument presented
- CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Important Standards Addressed in this Unit:

- 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 8.3.12. A - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world

Misconceptions:

- The belief that women writers would be taken seriously, historically, is a common misconception. Many women who chose to write their ideas during colonial times, wrote under a male pseudonym. Women who wanted to make a career in writing also faced many more challenges than their male counterparts.

Concepts/Content:

- Kate Chopin
- Judy Brady
- Marge Piercy
- Angelica Gibbs
- Current Authors

Competencies/Skills:

- Analyze what women are writing about
- Examine how the time period that women lived influenced their writing
- Identify women who made contributions as writers and study the impact of their writing historically as well as in present day

Description of Activities:

- Lecture and discussion
- Research about a woman writer
- Read the following works by women:
 - Kate Chopin. The Story of an Hour
 - Judy Brady. I Want A Wife.
 - Marge Piercy Poems.
 - Barbie Doll
 - Bonsai Tree
 - Something's Burning In the Kitchen
 - Gibbs, Angelica. The Test.

Assessments:

- Performance based assessment – presentation of an oral report based on their research of a woman author.

Interdisciplinary Connections:

- This unit expands nicely to English courses where students examine writers and their contributions to the literary world. It will expand their list of possibilities and encourage

Additional Resources:

- District approved resources such as:
 - Porath, Jason. Rejected Princesses: Tales of History's Boldest Heroines, Hellions & Heretics. Harper Collins Publishers. 2016

them to examine who is writing within the time period that they are creating their work.

- Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019
- Time Magazine. 100 Women of the Year. March 16/23 Issue. 2020
- District approved online resources like:
 - Womenshistory.org
 - Depauliaonline.com

Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Women in Government Service		
Unit Overview/Essential Understanding: Since World War II women have played a more active role in the government, be it in military service or holding government offices. Women have demonstrated their ability to lead in these venues but have faced many battles to achieve their opportunities to participate. In this unit, students will understand the struggles women faced and learn about women who paved the way for civic participation.		
Essential Questions: <ul style="list-style-type: none"> • What obstacles have women had to overcome to serve in a political role? • What unique perspectives do women add to the political arena? 		
Unit Objectives: <ul style="list-style-type: none"> • Students will examine the growth of opportunities for women to serve their country. • Students will examine the obstacles that women faced based on both stereotypes and societal expectations. • Students will discuss the advantages and disadvantages of women serving in the military, working in government agencies and in elected government positions. • Students will identify current female leaders in the government. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.3.12.A - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world • 8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history • CC.8.6.11-12.A - Write arguments focused on discipline-specific content • CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information 		

Important Standards Addressed in this Unit:

- 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 8.3.12.C - Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.12.D - Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- The belief that women are equal to men is a misconception. Women are not as physically strong and in a military setting defining them as equals could be a matter of life and death. While women deserve the right to serve their country, there are some obstacles to treating them as equals.

Concepts/Content:

- Gender differences for Men and Women
- Role of Women in Government offices
- Role of Women in the Military Past and Present

Competencies/Skills:

- Understand the benefits of women serving in government positions such as legislators, presidents, and executive cabinet positions. or supreme court judges
- Understand the obstacles and challenges presented to women who run for elected office
- Understand the benefits of women serving in the military
- Assess the disadvantages of women serving in the military
- Discuss the double standard that now exists for women in

Description of Activities:

- Lecture and discussion
- Do research and create bulletin boards about these female leaders
- PBS Video: National Desk: Women in the Military. Discussion and analysis of how women faced challenges when they enlisted. Students will discuss women who disguised selves in order to serve, while others did not and faced obstacles.
- Current Events
- Video: Hidden Figures – Discussion and analysis of the obstacles women faced and overcame during a period in history when the odds were not in their favor.

	<p>the military and how men are experiencing reverse discrimination</p> <ul style="list-style-type: none"> ● Discuss the ethical dilemmas and psychological factors of women in combat ● Discuss what the appropriate role for women in the military should be 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Project based assessments – creation of bulletin boards about female leaders ● Written essay – response based on a question about their learning and understanding 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● In this unit we examine the women that worked for NASA as told in the movie Hidden Figures. These women were mathematicians who also happened to be black and brilliant. ● Students will be reminded to search out women of achievement in their math and science classes. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved resources such as: <ul style="list-style-type: none"> ○ Porath, Jason. Rejected Princesses: Tales of History’s Boldest Heroines, Hellions & Heretics. Harper Collins Publishers. 2016 ○ Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019 ○ Time Magazine. 100 Women of the Year. March 16/23 Issue. ● District approved online resources like: <ul style="list-style-type: none"> ○ Womeninhistory.org ○ Womeningovernment.org 	



Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Women's Health Issues		
Unit Overview/Essential Understanding: Women have unique issues when dealing with their health. Most research studies on drug efficacies are completed with only men in the subject groups. In this unit we will look at health issues faced by women and some important information that students should know to enhance their understanding of how to live healthier lives. Essential Questions: <ul style="list-style-type: none">• To what degree do women internalize cultural expectations when forming their own self-image?• How have political reforms influenced health care?• How can women combat current health risks and help future generations to improve their quality of life?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn the major illnesses and likeliest causes of death for women.• Students will learn ways to be proactive about their health.• Students will learn how diseases manifest differently in men and women.• Students will understand some of the common myths associated with women's health issues.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.12.C - Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations• 10.1.A - Evaluate factors that impact growth and development during adulthood and late adulthood• 10.1.E - Identify and analyze factors that influence the prevention and control of health problems\• CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		

Important Standards Addressed in this Unit:

- CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Misconceptions:

- Students may not realize that much of the medical information we have today is done with research using male subjects. This is often true for drug trials that try to determine the effectiveness of medications. Women must learn to advocate for their differences and to understand that they must be proactive in their health care.

Concepts/Content:

- Causes and Treatments for Diseases like
 - Lung Cancer
 - Breast Cancer
 - Heart Disease
 - HPV
 - Cervical Cancer
 - Osteoporosis
 - Gestational Diabetes
 - Infertility
 - Yeast Infections
 - Toxic Shock Syndrome
 - Stroke
 - Depression
 - Seasonal Affective Disorder

Competencies/Skills:

- Discuss health issues that affect women
- Research the causes, symptoms, methods of prevention and treatments of common diseases
- Analyze some of the common myths associated with women's health issues

Description of Activities:

- Lecture and Discussion
- Students will design a one-page pamphlet about a women's health issue that will be collated into a magazine for the entire class.

Assessments:

- Project based assessment - design a one-page pamphlet about a women's health issue that will be collated into a magazine for the entire class

Interdisciplinary Connections:

- The information in this unit compliments the Health and Wellness curriculum. Further there is real life application as students can learn ways to take care of themselves.

Additional Resources:

- District approved resources such as:
 - Porath, Jason. Rejected Princesses: Tales of History's Boldest Heroines, Hellions & Heretics. Harper Collins Publishers. 2016
 - Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019
 - Time Magazine. 100 Women of the Year. March 16/23 Issue
- District approved online resources like:
 - Womenshistory.org
 - Womenshealth.gov



Subject: History of Women	Grade: 11 & 12	Suggested Timeline: 2 weeks
Unit Title: Women in Entertainment		
Unit Overview/Essential Understanding: People in the entertainment industries are often seen as role models for students today. This is particularly true for women. Girls are expected to live up to the media representations of women as well as expected to be mothers and full-time workers. Women in the entertainment industry are high profile people who often share struggles of traditional women. This unit will allow students to learn about successful people and examine their path to achievement.		
Essential Questions: <ul style="list-style-type: none">• How have women balanced the need to conform to cultural expectations with the desire to assert their individuality and equality?• How has the entertainment field inhibited and/or liberated individuals?		
Unit Objectives: <ul style="list-style-type: none">• Students will examine how the representation of women in the media influence how women perceive themselves and how they are perceived by society.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.3.12.A - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world• 8.3.12.C - Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations• CC.8.6.11-12.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• CC.8.5.11-12.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas		

<p>Misconceptions:</p> <ul style="list-style-type: none"> It is often misunderstood the famous and successful people have a glamorous life. Often, they deal with the same struggles of average Americans and need to overcome personal challenges and the challenges of living up to society's expectations. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> Popular iconic women in TV, Music, Movies, Theatre, Dance Past and Present 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> Examine the current icons and role models for women today Assess what messages are being relayed from these public figures 	<p>Description of Activities:</p> <ul style="list-style-type: none"> Lecture and discussion Complete an oral report about a female entertainer Video: Barbara Walters 100 Most Influential Women of the 20th Century
<p>Assessments:</p> <ul style="list-style-type: none"> Performance based assessment - Oral report about a female entertainer 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> In a marketing or business class students can understand the power of women in advertising. In Sociology class, students would be able to understand the influence on individual behavior from these iconic women. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> District approved resources such as: <ul style="list-style-type: none"> Porath, Jason. Rejected Princesses: Tales of History's Boldest Heroines, Hellions & Heretics. Harper Collins Publishers. 2016 Clinton, Hillary Rodham and Clinton, Chelsea. The Book of Gutsy Women. Simon & Schuster. 2019 Time Magazine. 100 Women of the Year. March 16/23 Issue. 2020 District approved online resources like: <ul style="list-style-type: none"> Womenshistory.org Yardbarker.com 	