

Social Studies
Sociology
Unit 1: Gender

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Race and ethnicity are not the only factors that affect a person’s standing in society. ▪ An individual’s position in the social structure also is influenced by gender. ▪ The degree of that power difference varies from society to society, but exists to some degree in all societies. ▪ Control theory believes that sexism persists in industrial societies simply because of male dominance. ▪ Traditionally, females are expected in the United States to be gentle, passive, and polite. ▪ Males, on the other hand, are expected to be active, adventurous, and aggressive. ▪ Custom is more powerful than law when trying to improve or change female status. ▪ Male dominance is seen in the government and economy. ▪ Gender equality is bolstered by today’s changing world. More women are in the military. More women than men are on college campuses. More women are in the workforce.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the advantages and disadvantages of being female in our society? ▪ What are some male and female stereotypes? ▪ Are female differences more cultural or biological? ▪ How does the media affect the socialization process regarding sex roles? ▪ What are the advantages and disadvantages of being a male in American society?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The statistics are misleading because they may contain research bias. ▪ The six methods of research include: participant observer, sample survey, content analysis, real life laboratory, control group, and case study. ▪ The four steps to the scientific approach include hypothesis, research, control group, and case study. ▪ Male and female roles in American society have changed through the decades. ▪ The economy is a driving force in the changing of gender roles and gender satisfaction. ▪ Cultural complexities and diversity exist in the U.S. ▪ Women are as well equipped as men for success in today’s society. ▪ Factors that have contributed to gender attitudes include books, movies, TV shows, heroes and heroines, etc.

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<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ androgynous, androphobia, misogynist, gynophobia, phylogeny, patriarchy, matriarchy, gender roles, gender stratification, gender stereotypes, machismo, feminist, chromosomes, genes, hormones, human capital
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify cause-and-effect relationships. ▪ Interpret statistics. ▪ Memorize required material. ▪ Take notes accurately and efficiently. ▪ Complete expository writing with documents and readings.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally.

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<p>Related Maine Learning Results</p>	<p>A2.Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Reading and interpreting ▪ Jeopardy game ▪ Choose a topic and give a presentation to the class
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game ▪ Several short papers ▪ Exam
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Sociology: A Down to Earth Approach</u> – Allyn and Bacon