Unit 8: Sex and Gender

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
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.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 perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
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.

Enduring Understandings

Identify the existence of rationale arguments for ideas about Sex and Gender

Identify the Sociological relationship with Gender and the Biological relationship with Sex

Identify the difference between the definitions of Sex and Gender

Identify the real confusion between the Terms Sex and Gender and the practical understanding that this is a still evolving issue

- Students will determine, through media literacy skills and lateral, close reading strategies when

evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text.

    - All of this relates to the core value of the discussion and the relavant articles as we read them.
    - It is critical to understand the origins of any article so as to assess the validity of any claim

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. various aspects of media will be discussed, and the lowering standard of media as a reliable source of factual information

Essential Questions

How are Sex and Gender different?

- What are concerns of people that reject the notion that Sex and Gender are not completely linked?

-What is the influence of media and technology of the understanding of this issue?

- What is the legacy of these issues and why do we continue to promote or limit the rights of people within this community?

- How do we overcome our own social interference in the natural development of Gender and gender roles?

In what ways have traditional gender roles been delegitimized in our current society?

Knowledge and Skills

Student can identify the Biological sex and Gender as a social construction

Student can identify the impact of society on the construction of gender roles and norms

Student can identify the nature of the Biological scale as it reflects social norms (The Scale)

Student can identify the struggle of the LGBTQIA community to gain acceptance and validation in society as it relates to other struggle within human history.

Transfer Goals

Students will be able to reasonably identify the nature and difference between Biological Sex and Gender

Students will be able to independently assess the essential claim the Biological sex is a scale and therefore must reflect the nature of gender also being a scale

Students will be able the understand that Gender has been a social construct for thousands of years and the nature of every organized society from Hunter gathers to Post Industrial societies have had gendered norms.

Students will be able to see the obvious social triggers that shape Gendered behavior (colors, toys, jobs)

Students will be able to create and argument using facts based understanding

Students will be able to debate a topic that allows them to have a frank discussion with an adult that allows them to present an argument, defend points, and counter opposing arguments in a lucid and reasonable way.

Resources

Sociology in Our World 6th edition: textbook

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

The Society Pages: Sociology Toolbox

https://thesocietypages.org/toolbox/teaching_sociology/

American Sociology Association

https://www.asanet.org/teaching-learning/resources-high-school-sociology

Teaching High School Sociology

http://teachinghighschoolsociology.blogspot.com/#sthash.DaKVtkUb.dpbs

Revise Sociology

https://revisesociology.com/good-sociology-sites/

Sociology Central:

http://www.sociology.org.uk/rload.htm

Video Resources:

http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage

https://freedomtoteach.collins.co.uk/influential-inspirational-films-sociology-students/

Additional Online Resources:

https://www.albert.io/

https://newsela.com/

https://guides.jstor.org/sociology

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

Washington Post

Foreign Policy Magazine

The Guardian

New York Times

Pew Research Center

Upfront Scholastic Magazine

Simply Psychology

Ed Puzzle

Ted Talks

Openstax

Nearpod

Kahoot

Stanford Education Group

News publications, including but not limited to NYTimes, Washington Post.

Foreign Policy Magazine

The Guardian

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Gemini, Magicschoolai, Copilot etc.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modification

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit