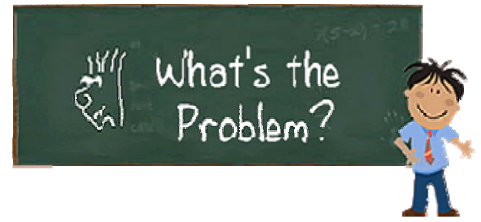


Teacher Instructions:



Problem Scenario: “*Gender-Based Classrooms*”

The Main Problem:

Many schools across the country are experimenting with “gender-based classrooms” (i.e. having boys and girls in separate classes). This trend has its share of supporters and critics. Are gender-based classrooms a good idea, and is this practice something that should begin at your school?

Your students will be viewing this problem from an **integrated** perspective.



Gender-Based Classes - Yea or Nay?

Students will review the pros and cons of gender-based classrooms, and then decide whether it is a good idea or not.

Step 1

**Review
Stimulus
Items**

Stimulus Item #1 — “Gender-Based Classes” (video)

Stimulus Item #2— “Learning Styles in Boys vs. Girls” (article)

Stimulus Item #3— “Pros/Cons of Gender-Based Classes” (list)

***Students should take notes as they review the Stimulus Items*

Step 2

**Classroom
Discussion**

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

- 1. What would be the positive and negative results of having students participate in gender-specific (i.e. all boy or all girl) classes?**
- 2. After measuring the pros and cons, should your school offer gender-specific classes? What are the deciding factors?**

Step 3

**Student
Response**

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Divide your students into groups. Each group is a team of **curriculum specialists** (*educators who determine which teaching strategies are used*) at a school that is considering “gender-based classrooms” where boys and girls are separated. Each group must give a **5-minute proposal** to the Principal to convince him or her that the school SHOULD or SHOULD NOT offer gender-based classes. They must explain how it will effect the well-being of the students, either positively or negatively.

Step 4

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.