



# SHOULD SINGLE-GENDER EDUCATION BE AN OPTION FOR EVERYONE?



gender | comprise | adapt | conduct | paradigm

## USE THE FOCUS WORDS \*and alternate parts of speech

**gender** (*noun*) social category related to sexual identity

➡ **Sample Sentence:** A new law has made single-**gender** education available to students who cannot afford to go to private schools.

🗣️ **Turn and Talk:** Discuss a time when you were not allowed to participate in an activity because of your **gender**.

**comprise** (*verb*) to make up; to form

➡ **Sample Sentence:** Men and women **comprise** the workforce.

🗣️ **Turn and Talk:** Do you think it's important that a school be **comprised** of an equal number of boys and girls?

**adapt** (*verb*) to change to fit a new situation

➡ **Sample Sentence:** If boys and girls grow up without the experience of working together, they may have trouble **adapting** to mixed-gender situations.

🗣️ **Turn and Talk:** Why might students have a hard time **adapting** to middle school?

**conduct** (*verb*) to behave in a particular manner; to plan and carry out

➡ **Sample Sentence:** To prepare students to succeed as adults, they must learn how to **conduct** themselves around the opposite sex.

🗣️ **Turn and Talk:** Do you think it is dishonest to **conduct** yourself one way in front of some friends and differently in front of other friends?

**\*conduct** (*noun*) behavior

➡ **Sample Sentence:** The guide discussed appropriate **conduct** before allowing the class to enter the museum.

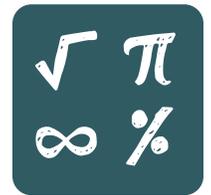
🗣️ **Turn and Talk:** How does your **conduct** change when you are in a classroom versus when you are at the shopping mall?

**paradigm** (*noun*) a model or example; a framework

➡ **Sample Sentence:** Supporters of the single-gender **paradigm** in education say that boys and girls learn better in separate settings.

🗣️ **Turn and Talk:** What are some rules that you would include in your personal **paradigm** for success?

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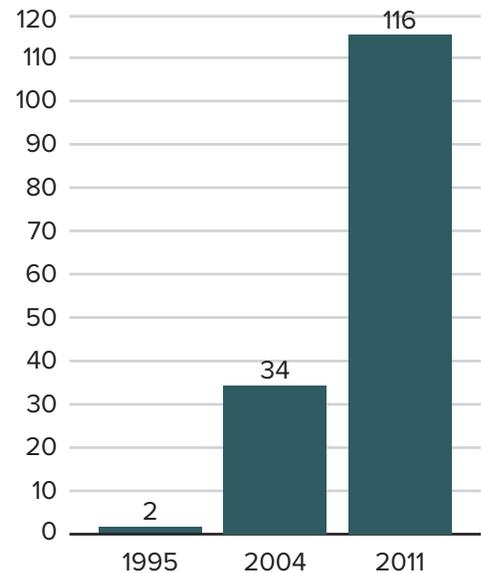


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## DO THE MATH

**Option 1:** American schools must **adapt** to a competitive world. Schools are looking for ways to boost achievement and improve student **conduct**. Schools or classes **comprised** of just one **gender** might help reach these goals. More public schools are considering the single-**gender paradigm**. In 1995, there were just 2 single-**gender** public schools. By 2011, there were 116.

Single-Gender Public Schools



Which of the following best describes what happened to the number of single-**gender** public schools?

- A. the number doubled
- B. the number decreased by one-third
- C. the number increased dramatically
- D. the number increased by 300%

**Option 2:** Dr. Leonard Sax has championed the single-**gender paradigm**. He claims that classes **comprised** of only girls or only boys allows teachers to **adapt** each class to boys' or girls' different needs. Researchers have **conducted** studies that have found that males prefer lower temperatures than females when wearing bathing suits. In regular clothing, Dr. Sax thinks males will prefer a temperature of 69°, and females will prefer a temperature of 76°.

Assume Dr. Sax is right. Let  $f$  = the preferred temperature for females. Let  $m$  = the preferred temperature for males. Write an algebraic expression that shows the relationship between the two variables.

 **Discussion Question:** Will **conducting** studies on **gender** differences help us do a better job of educating students? Should schools **adapt** to students, or should students **adapt** to school? Which **paradigm** seems right to you? Why?

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## THINK SCIENTIFICALLY

Ms. Kahn gave her students many assignments to complete as groups. She wondered whether group work was an effective teaching **paradigm**. Every year, she asked her students to work in groups to design a bridge with toothpicks. This year, her class decided to **conduct** an experiment to see if groups built better bridges than individuals. They divided the class into two conditions, so that some students worked in groups and some worked individually. Then they rated each bridge on how long it took to build and how much weight it held. Ms. Kahn agreed that if students worked better in groups than alone, they would **adapt** their class plans to include more group activities.

Ms. Kahn's student Tanya worked with Ms. Kahn to investigate whether working in groups helped with problem solving.

**Question:** Is group work an effective way to solve challenging problems?

**Hypothesis:** The students who work in groups will build stronger bridges.

**Materials:**

- ▶ Toothpicks
- ▶ Glue
- ▶ Timers

**Procedure:**

1. Begin with a class of 15 students. Divide the students into two groups of 5 students each and 5 students working alone. Students in groups decide on their roles.
2. Monitor the amount of time the students spend building the bridges.
3. When the bridges are complete, measure how much weight the bridge can hold before it breaks.

Working as Groups

Working as Individuals

	Hours to complete the bridge	Mass held by bridge
A	17	30g
B	18	25g
1	12	30g
2	6	5g
3	10	15g
4	14	15g
5	11	10g

Do the data give you information about the effectiveness of group work?

Could you change this experiment to compare **gender** groups instead of groups and individuals? How?

Let's speculate that one **gender** learns better in single-**gender** classrooms and the other does not. If this were the case, do you think it would be fair to let people choose?



