| SEX DETERMINATION STATIONS (/9) (view stations)  |         | STUDENT #                        | CLASS PD             |                      |
|--|---------|----------------------------------|----------------------|----------------------|
| BEFORE YOU BEG   | GIN - S | ELF-INVENTORY                    |                      | /1                   |
| In your own words or drawings, what is the difference between sex and gender?  | эn      | What do you wonder a determined? | bout how an organi   | sm's <b>sex</b> gets |
| = [  | PAUSE   | i =                              |                      |                      |
| VISIT E  | ACH S   | TATION                           |                      |                      |
| STATION 1: SCIENCE, SEX, AND SOCIETY   |         |                                  |                      |                      |
| Sex and gender a n the same. The science of sex and gender is c Good diversity aren't new. Throughout human history, diverse genders have included h (India), to (Indigenous American), m (Polynesia), and m early Islating people are recognized as e  How was science used as a colonial tool? How do YOU think we should use science in society?  Draw and label OR describe in your own we model vs. nonbinary model of "biological states". |         |                                  |                      | In society today,    |
| STATION 2: MYTHS AND MYTHCONCEPTIONS   |         |                                  |                      |                      |
| Mostly regulate ("control") secondary sex characteristics.   |         | bodies produce b                 |                      |                      |
| 2. 2 different ways people can be born (that aren't simple  XX or XY) are  | p       | st equal levels of e             | Males just tend to p |                      |
| Why do YOU think science, policy, and behavior seem to   | disagr  | ee about sex and gend            | der?                 |                      |

| STATION 3: VARIATION  |                    |              |                |     |  |  |  |  |
|---|--------------------|--------------|----------------|-----|--|--|--|--|
| Circle TWO and define or draw:  Hermaphrodites (Simultaneous & Sequential) Environmental sex determination (Temperature-dependent v. Social Factor) Genotypic sex determination (Male v. Female heterogamety) |                    |              |                |     |  |  |  |  |
| VIDEO: SEA TURTLE (https://youtu.be   | /XcdpnvUBinA)      |              |                |     |  |  |  |  |
| 1.  |                    | 2.           |                |     |  |  |  |  |
|   |                    |              |                |     |  |  |  |  |
| `   |                    |              |                |     |  |  |  |  |
| What are the 8 named sex chromoso   | me GENOTYPES & P   | PHENOTYPE    | ES for humans? |     |  |  |  |  |
| 1. G: P:  |                    | 5. <b>G:</b> | P:             |     |  |  |  |  |
| 2. G: P:  |                    | 6. <b>G:</b> | P:             |     |  |  |  |  |
| 3. G: P:  |                    | 7. <b>G:</b> | P:             |     |  |  |  |  |
| 4. G: P:  |                    | 8. <b>G:</b> | P:             |     |  |  |  |  |
| STATION 4: SRY GENE AND TESTOST   | TERONE             |              |                |     |  |  |  |  |
| How does the SRY gene affect human development?   |                    |              |                |     |  |  |  |  |
| What patterns (ex: range, mode, average) do you notice in the TESTOSTERONE graph? What data could we compare this graph to, in order to understand more?  |                    |              |                |     |  |  |  |  |
|   |                    |              |                |     |  |  |  |  |
| Place a check next to ANY factors you think are likely to affect athletic performance:  | Explain why or why | / not:       |                | 0 0 |  |  |  |  |
| Chromosomes (examples: XXX, XXY, XX, XO, XY)  |                    |              |                |     |  |  |  |  |
| ☐ Hormones (examples: testosterone, estrogen, progesterone, etc.)   |                    |              |                |     |  |  |  |  |
| Primary sex characteristics involved in reproduction (examples: testes, ovaries, uterus)  |                    |              |                |     |  |  |  |  |
| Secondary sex characteristics (including, but not limited to: enlarged breasts, increased hair, increased muscle mass, etc.)  |                    |              |                |     |  |  |  |  |