

## I.

1. Adolescence: The period of development between childhood and adulthood, usually defined as starting at the onset of puberty and ending at around 18-21 years old.
2. Crimes: Acts that are considered to be against the law and are punishable by the legal system of a given society.
3. Laws: Rules established by governments or other governing bodies to regulate behavior and enforce order within a society.
4. Culture: The shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society.
5. Norms: Behavior patterns that are considered typical or expected within a particular society or culture.
6. Folkways: Informal norms that govern everyday behavior, often based on tradition or custom.
7. Socialization: The process by which individuals learn and internalize the norms, values, and customs of their society or culture.

## II.

Over the past 75 years, divorce rates have significantly increased worldwide, with the United States having the highest divorce rate of 40% among all countries. Divorce has also become more common in other countries such as Russia and the United Kingdom.

One contributing factor to this trend is the increasing median age at which people marry for the first time. In the US, the median age has risen from 22.8 for men and 20.3 for women in 1960 to 28.2 for men and 26.1 for women in 2010. This trend is not unique to the US and is observed in many western countries.

A chart comparing divorce rates from 1980 to 2005 in the United States, France, and Japan shows a rise in divorces in Japan from 1995 to 2000. In contrast, the number of divorces in the US slightly decreased from 2000 to 2005.

## III.

1. 男孩和女孩从父母、老师和同龄人那里学习性别角色。如今，许多父母试图以中性的方式抚养他们的孩子。他们鼓励儿子表达自己的感情，鼓励女儿独立自主。然而，父母可能会发现难以中性地抚养孩子，因为他们不断地反抗电视、书籍、同龄人和学校教授他们的性别观念。
2. 尽管科学研究显示男女大脑存在一些生物学差异，但这些差异太小，无法解释男孩和女孩成就的差异。因此，研究人员寻找其他原因来解释男女成就差距。
3. 价值观和规范因文化而异。因此，一些行为规范及其潜在价值在一个社会中可能被视为重要，但在另一个社会中不被看重。价值观和规范的差异有时会导致跨文化误解。价值观和规范可能随时间改变，但行为规范有时会持续存在，即使它们的潜在价值已经发生了变化。
4. 在一些社会中，婚姻传统上是家庭而不是个人之间的联盟。在许多国家，特别是亚洲国家，包办婚姻仍然很普遍。这意味着父母决定他们的孩子将与谁结婚。他们经常选择来自相同社区背景相似的年轻男子或女子，因为他们认为这种婚姻会成功。

## IV.

1. Boys and girls are often brought up differently according to gender norms and expectations within their society or culture. For example, boys may be encouraged to be more assertive and independent, while girls may be encouraged to be nurturing and compliant. This can be seen in the toys children are given to play with, the activities they are encouraged to participate in, and the way they are praised or reprimanded for their behavior.
2. The family forms in China have undergone significant changes over time, with traditional extended families giving way to smaller nuclear families. Today, the major forms of family units in China include nuclear families, single-parent families, multi-generational households, and blended families resulting from remarriage or adoption.
3. The relationship between gender and academic achievement is complex and multifaceted. While there may be some biological differences between male and female brains, these differences are generally small and cannot fully explain the gender gap in academic achievement. Instead, social and cultural factors such as gender expectations, stereotypes, and discrimination can impact how boys and girls perform academically.
4. Peer groups play an important role in adolescents' development by providing social support and a sense of belonging. Adolescents often seek validation and acceptance from their peers, and peer influence can impact their behavior, attitudes, and values. Peer groups can also provide opportunities for adolescents to learn new skills, explore their identities, and form lasting friendships.