

# BULLYING AWARENESS



This guide links the *Bullying Awareness* unit to the Texas Essential Knowledge and Skills (TEKS) for ninth and tenth graders. *Bullying Awareness* is an interdisciplinary unit that allows students to study and explore the impact bullying has on the victim, the bystander, the bully, and society. The *Bullying Awareness* unit will allow students to conduct interest-based research with connections to English language arts, social studies, and science. For example, students will research, organize, prepare, and present informative written and oral messages, as addressed in the English language arts, social studies, and science TEKS. They will also understand how historical events impact today's society. The following document includes the applicable TEKS and the details of the *Bullying Awareness* unit. The asterisks indicate the TEKS that are testable on the State of Texas Assessments of Academic Readiness (STAAR). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

In this project, students will explore the impact bullying has on members of society. As a class, students will become familiar with what constitutes bullying, the regularity with which it takes place, and why we should be concerned. Then, independently, students will extend their studies by conducting interest-based research examining an aspect of bullying and what can be done to thwart this issue.

## Goals

Students will meet these goals in their explorations:

- Ask questions about themselves and their world.
- Establish new perspectives through research.
- Implement research skills in order to create a meaningful message related to the topic.
- Understand the ramifications bullying can have on everyone involved.
- Recognize the importance of taking a stand on human rights issues.

### *Bullying Awareness* (High School)

Teacher Directions	Additional Teacher Preparation & Notes
<p><b>Elicit</b></p> <p>Ask the students to define the term “bullying.” Write the responses on the board.</p> <p>According to PACER’s National Bullying Prevention Center, an act is defined as bullying when: the behavior hurts or harms another person physically or emotionally, the targets have difficulty stopping the behavior directed at them and struggle to defend themselves, and there is a real or perceived imbalance of power.</p>	<p>Be prepared for some students to have had emotional experiences related to bullying. Consult your school’s or district’s definition of bullying and bullying policy before starting this task.</p>
<p><b>Engage</b></p> <p>Ask students to explore the concept of bullying through the eyes of pop culture. Identify villains from television, movies, books and games. Ask students to consider what these characters say about our society. Students choose a character to research and share with the class. The presentation should include the actions this person takes that would be classified as bullying, the other people involved in these actions, and the people affected by them. Ask students to consider the reason for the character’s behavior and if this person has ever been on the receiving end of bullying behavior. Students should identify if this character has impacted viewers’ or readers’ behavior in the real world.</p>	<p>Using labels “bully” and “victim” may be harmful to kids and should be avoided. For more information please see <a href="https://www.stopbullying.gov/blog/2013/10/23/why-we-dont-use-word-bully-label-kids.html">https://www.stopbullying.gov/blog/2013/10/23/why-we-dont-use-word-bully-label-kids.html</a></p>
<p><b>Explore</b></p> <p>Provide the following questions to each student, allowing ample time for written answers. After the students have written their responses to the questions, engage them in a class-wide discussion regarding their answers. Provide feedback.</p> <ul style="list-style-type: none"> <li>• What are some attributes of people who may find themselves in bullying situations?</li> <li>• What are some possible reasons bullying occurs?</li> <li>• What are the types of bullying?</li> <li>• Where are some places bullying could happen?</li> <li>• Have you ever been part of a bullying situation? Describe the situation and your role.</li> <li>• Have you ever witnessed someone being bullied? Describe the situation and your response.</li> <li>• How is joking around similar or different from bullying?</li> </ul>	<p>Before starting this activity, be sure students feel comfortable discussing these sensitive topics. You may want to have a class discussion about trust and respect and consider establishing some rules.</p>

### Bullying Awareness (High School)

<p>Role Playing – Assign students to groups of three or four. Each group will be responsible for creating a 1-3 minute skit depicting one of the four types of bullying, i.e., physical bullying, verbal bullying, social (also referred to as relational) bullying, and cyberbullying. Encourage creativity, and be sure to articulate the expectations for the skit; because of the seriousness of this topic, students should not try to be funny. Consider developing a list of expectations from which students may select, or suggest that the class create a rubric for the skit. Allow approximately fifteen minutes for the students to devise their skits. Then, each group shares their skit with the class.</p>	
<p><b>Explain</b></p> <p>Choose a book, song, or movie about bullying for students to review and discuss.</p> <p>Ask students to research the problem of bullying. What data can they collect to help us better understand how often, when, where, and why bullying happens in schools? Students can also research the growing problem of cyberbullying.</p>	<p>For ideas for literature, music, and films related to bullying, see Resources below.</p> <p>Consider creating an infographic as a math extension of the lesson (see Extend below).</p>
<p><b>Explore</b></p> <p>Students design and administer a school-wide survey about bullying. Ask students to brainstorm three questions they think would reveal the current state of the campus climate. Students compile their questions and narrow them down to the ones they think are the best. The class decides how and when the anonymous survey will be completed by as many students as possible.</p> <p>Once the survey has been administered, students compile data and draw conclusions about bullying on their campus. They can put together a presentation that can be shown to administrators with advice on how to respond to the problems.</p>	<p>Students should acquire administrative permission before distributing the survey.</p>
<p><b>Explain</b></p> <p>Lead the class in identifying the dangers of cyberbullying. Ask students about their experiences with bullying in social media, email, text messaging, and other forms of digital communication. Lead a discussion, asking students, “Why do you think people are willing to say things to one another online that they wouldn’t say in person? How is saying something on the internet different from saying it out loud? What does it mean to have good digital citizenship? Do you think adults fully understand the problem of cyberbullying? Why or why not?”</p>	<p>Cyberbullying resources:  <a href="http://www.CommonSenseMedia.org">http://www.CommonSenseMedia.org</a>  <a href="http://www.Digizen.org">http://www.Digizen.org</a>  <a href="https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf">https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf</a></p>

### Bullying Awareness (High School)

<p>As a class, start a campaign to bring light to cyberbullying on your campus. Students can create posters with facts and slogans about cyberbullying. Presentations can be made during assemblies and during announcements. Students can organize an event or activity to bring awareness to the problem.</p>	<p>This activity gives students an opportunity to practice campaigning against bullying as a group before they create their public service announcement (PSA).</p>
<p><b>Elaborate (Phase II)</b></p> <p><b>Research process</b></p> <p><b>1. Selecting a topic.</b> Each student chooses a topic related to bullying to study. The focus of the study is to bring awareness to an often-ignored issue. Students should be encouraged to expand their research into cross-disciplinary areas; the guiding questions below may be used to spur their thinking.</p> <p>Possible cross-disciplinary topics related to bullying include, but are not limited to: mental health issues, gun violence, hate crimes, stalking, cyberbullying, teasing, cliques, peer pressure, social issues, bullying in the school setting, bullying in the workplace, bullying in the locker room (sports), bystanders, domino effect, body image and the media, statistics and data, differences between male and female bullying, teen violence, teen issues, violence as depicted in the media, and sex and gender issues.</p> <p>Students can use an online tool (i.e. Dropbox, Evernote, Google Drive) or a spiral notebook to collect and organize information that they gather.</p> <p><b>2. Asking guiding questions.</b> Once students have selected their topics, each student should think of three to five guiding questions, such as:</p> <ul style="list-style-type: none"> <li>• How is bullying reflected in advertising, broadcast, electronic, news, print, and/or social media?</li> <li>• How has the media affected bullying? (Has it helped or made it worse?)</li> <li>• How is bullying reflected in the arts (music, film, art, and literature)?</li> <li>• What can you do to combat bullying?</li> <li>• How does the bullying experience manifest later in life? (for the bully and the victim)?</li> <li>• In regard to school safety, how should teachers</li> </ul>	<p>Students will study a topic related to bullying, create a public service announcement, and communicate their research as well as possible solutions to an audience.</p>

<p>and other school personnel be prepared to deal with bullying occurrences?</p> <ul style="list-style-type: none"> <li>• How does bullying lead to mental, physical, and emotional suffering?</li> <li>• How can the platforms of student athletes and student leaders be used to combat bullying?</li> </ul> <p>While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him or her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.</p> <p><b>3. Creating a research proposal.</b> The student should include these components in the research proposal:</p> <ul style="list-style-type: none"> <li>• The bullying-related issue he or she will study</li> <li>• Three to five guiding questions he or she will hypothesize and investigate</li> <li>• Primary and secondary sources to be used to conduct research</li> </ul> <p><b>4. Conducting the research.</b> After the teacher has approved student proposals, each student begins using the resources he or she has identified and others he or she may encounter. During this stage, the student will need to keep a research log. The research log is a record of research activities. The categories of information can include:</p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Key words</li> <li>• Questions about the topic</li> <li>• Questions for further research</li> <li>• Questions for the teacher</li> <li>• Thoughts about the topic</li> <li>• Sources and information learned (from each one)</li> <li>• To-do list</li> <li>• Analysis of the research process</li> </ul>	
<p><b>Explain</b></p> <p>Students will present their research through multimedia presentations that include images, charts, graphics, and summaries of the quantitative and qualitative data. Students should describe their</p>	

findings and make recommendations as if they were presenting the information to school administrators, parents, community members, and/or city council members.

### The product

1. Each student will create an original public service announcement (PSA). The recorded PSA can consist of: the student sharing information, a skit with other students participating, a pictorial (picture plus editorial) set to music, or another delivery method that is approved by you. Windows Live Movie Maker and One True Media are user-friendly sources for creating videos. The programs allow for the inclusion of photos, videos, captions, visual effects, and music. Students should consider such issues as: obtaining permission to film, posting protocols to social media sites, etc.

Guidelines for the PSA:

- Length: 2 minutes
- Topic of research is evident in PSA
- Clear and easy to understand audio
- Must be saved on a flash drive
- Written script of the PSA

The PSA will be followed by a formal presentation of the research material as well as a personal reflection. Personal reflections might include: what the student learned, changes in thoughts and feelings, and how this project will affect his or her future actions.

2. A poster with artwork and an original slogan depicting the student's topic of study. The poster should also reflect the PSA. The poster must be neat as the goal will be to share the students' posters with the student body. Another option may be to show or announce the PSA over the school media system during announcements.

### Communication

In a period of 10 minutes (2 minute PSA, 3 minute presentation\*, and a 5 minute question and answer session), students present their products, engaging other students in the content of their work. Audience members

<p>should ask unscripted questions for the student to answer.</p> <p>*The presentation following the PSA should include: additional information, an oral reflection, and an explanation of the student's poster.</p>	
<p><b>Evaluate</b></p> <p>Use the TPSP High School/Exit Level Rubric to assess each student's learning. Additionally, you may wish to develop self- or peer-assessments based on the rubric that students could use to evaluate their products.</p> <p><b>A completed project consists of:</b></p> <ol style="list-style-type: none"> <li>1. The research proposal, including guiding questions</li> <li>2. A research log</li> <li>3. The product       <ol style="list-style-type: none"> <li>a) The PSA (saved on a flash drive) and oral presentation/reflection</li> <li>b) A script of the PSA</li> <li>c) A poster with original slogan</li> </ol> </li> <li>4. Works Cited</li> </ol> <p>In what ways did the student:</p> <ul style="list-style-type: none"> <li>• develop sophisticated, open-ended questions about the self-selected topic;</li> <li>• use a variety of sources that access advanced content and include multiple perspectives;</li> <li>• collect data using the tools of the discipline;</li> <li>• analyze and interpret the data;</li> <li>• capture and apply their analysis through an original product; and</li> <li>• communicate his or her research findings, learning, and ideas to an audience using the language of the discipline?</li> </ul>	<p>The TPSP High School/Exit Level Rubric can be downloaded at <a href="http://www.texaspsp.org/highschool/high-school-assessment.php">http://www.texaspsp.org/highschool/high-school-assessment.php</a>.</p>
<p><b>Extend</b></p> <p><i>Bullying Awareness</i> provides students with opportunities to study complex, real-world problems. Interdisciplinary extension activities include the following projects:</p> <p><b>Science</b></p> <p>Ask students to research and explain the relationship between bullying, stress, and the brain. After identifying the consequences of bullying on the body, students can identify ways to reduce stress.</p>	

**Social Studies**

Students explore how the use of power has influenced history. Ask students to explore how leaders have used power and control to achieve goals, and whether or not these goals were in the best interest of the people they governed. Students can also explore how power and control plays a role in modern day governments.

**English Language Arts**

Students use an account of a bullying situation, which can be personal or someone else's story, to write a poem about the experience. Students can take on different perspectives and experiment with different types of poetry. The poem can be used in their PSA or as part of their poster.

**Math**

Create an infographic sharing the data the class collected about bullying. Use charts, graphs and visual representations of statistics to reveal the problems bullying causes. The infographic can be part of students' posters.

## Resources

Students are encouraged to work with their teachers and parents/guardians to conduct the research necessary to support and enhance each task, following local district guidelines. Online resources like The Smithsonian Museum, The Library of Congress, The Texas State Archives, Texas State Historical Association, and National Geographic's Kids offer information on a variety of topics and could serve as a good starting place.

## Texas Essential Knowledge and Skills

The unit may address the following TEKS:

### English Language Arts and Reading:

#### *English I*

- I.1 Understands new vocabulary and uses it when reading and writing\* (Testable on the English STAAR, Reporting Category 1)
- I.2 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the English I STAAR, Reporting Category 1, Reporting Category 2)

### ***Bullying Awareness (High School)***



- I.5 Understands, makes inferences and draws conclusions about the structure and elements of fiction and provides evidence from text to support their understanding
- I.6 Understands, makes inferences and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding
- I.7 Understands, makes inferences and draws conclusions about how an author's sensory language creates imagery in literary text and provides evidence from text to support their understanding
- I.8 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the English I STAAR, Reporting Category 3)
- I.9 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding\* (Testable on the English I STAAR, Reporting Category 1, Reporting Category 3)
- I.10 Analyzes, makes inferences and draws conclusions about persuasive text and provides evidence from text to support their analysis
- I.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning\* (Testable on the English I STAAR, Reporting Category 2, Reporting Category 3)
- I.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text\* (Testable on the English I STAAR, Reporting Category 4, Reporting Category 5, Reporting Category 6)
- I.15 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- I.16 Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues\* (Testable on the English I STAAR, Reporting Category 4, Reporting Category 5)
- I.17 Understands the function of and uses the conventions of academic language when speaking and writing
- I.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions\* (Testable on the English I STAAR, Reporting Category 6)
- I.20 Asks open-ended research questions and develops a plan for answering them
- I.21 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically records the information they gather
- I.22 Clarifies research questions and evaluates and synthesizes collected information
- I.23 Organizes and presents their ideas and information according to the purpose of the research and their audience
- I.24 Uses comprehension skills to listen attentively to others in formal and informal settings
- I.25 Speaks clearly and to the point, using the conventions of language
- I.26 Works productively with others in teams

### ***Bullying Awareness (High School)***

**Social Studies:*****United States History***

- US.2 Understands traditional historical points of reference in U.S. history from 1877 to the present\* (Testable on the United States History STAAR, Reporting Category 1)
- US.3 Understands the political, economic, and social changes in the U.S. from 1877 to 1898
- US.6 Understands significant events, social issues, and individuals of the 1920's
- US.7 Understands the domestic and international impact of U.S. participation in World War II
- US.9 Understands the impact of the American civil rights movement
- US.11 Understands the emerging political, economic, and social issues of the United States from the 1990's into the 21st century
- US.13 Understands the causes and effects of migration and immigration on American society\* (Testable on the United States History STAAR, Reporting Category 2)
- US.25 Understands the relationship between the arts and the times during which they were created
- US.26 Understands how people from various groups contribute to our national identity
- US.28 Understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States
- US.29 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology\* (Testable on the United States History STAAR)
- US.30 Communicates in written, oral, and visual forms\* (Testable on the United States History STAAR)
- US.32 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

***World Geography***

- WG.1 Understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present
- WG.2 Understands how people, places, and environments have changed over time and the effects of these changes\* (Testable on the World Geography STAAR, Reporting Category 1)
- WG.5 Understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions\* (Testable on the World Geography STAAR, Reporting Category 2)
- WG.6 Understands the types, patterns, and processes of settlement\* (Testable on the World Geography STAAR, Reporting Category 2)
- WG.7 Understands the growth, distribution, movement, and characteristics of world population
- WG.8 Understands how people, places, and environments are connected and interdependent
- WG.14 Understands the processes that influence political divisions, relationships, and policies
- WG.15 Understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels\* (Testable on the World Geography STAAR, Reporting Category 1)
- WG.16 Understands how the components of culture affect the way people live and shape the characteristics of regions\* (Testable on the World Geography STAAR, Reporting Category 3)

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- WG.17 Understands the distribution, patterns, and characteristics of different cultures\* (Testable on the World Geography STAAR, Reporting Category 3)
- WG.18 Understands the ways in which cultures change and maintain continuity\* (Testable on the World Geography STAAR, Reporting Category 3)
- WG.20 Understands how current technology affects human interaction
- WG.21 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology\* (Testable on the World Geography STAAR)
- WG.22 Communicates in written, oral, and visual forms\* (Testable on the World Geography STAAR)
- WG.23 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings\* (Testable on the World Geography STAAR)

### Science:

#### ***Biology***

- B.1 Conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices
- B.2 Uses scientific methods and equipment during laboratory and field investigations
- B.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom
- B.7 Knows evolutionary theory is a scientific explanation for the unity and diversity of life
- B.10 Knows that biological systems are composed of multiple levels

## Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

### English Language Arts:

- I.A.1 Determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience
- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- I.A.5 Edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information including main ideas and author's purpose

- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by the author and judge the coherence and logic of the presentation and the credibility of an argument
- II.A.7 Evaluates the use of both literal and figurative language to inform and shape the perceptions of readers
- II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
- II.A.10 Identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood
- II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
- II.B.3 Uses reference guides to confirm the meanings of new words or concepts
- II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrates solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interprets a speaker's message; identifies the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devises a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.C.1 Designs and presents an effective product
- V.C.2 Uses source material ethically

### ***Bullying Awareness (High School)***

**Mathematics:**

- I.A.1 Compares real numbers
- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.3 Computes and describes summary statistics of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VI.C.1 Makes predictions and draws inferences using summary statistics
- VI.C.2 Analyzes data sets using graphs and summary statistics
- VI.C.4 Recognizes reliability of statistical results
- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.A.3 Determines a solution
- VIII.A.4 Justifies the solution
- VIII.A.5 Evaluates the problem-solving process
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.3 Evaluates the problem-solving process
- IX.A.1 Uses mathematical symbols, terminology, and notation to represent given and unknown information in a problem
- IX.A.2 Uses mathematical language to represent and communicate the mathematical concepts in a problem
- IX.A.3 Uses mathematics as a language for reasoning, problem solving, making connections, and generalizing
- X.A.2 Connects mathematics to the study of other disciplines
- X.B.1 Uses multiple representations to demonstrate links between mathematical and real world situations

**Science:**

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.B.1 Designs and conducts scientific investigations in which hypotheses are formulated and tested
- I.D.1 Demonstrates literacy in computer use
- I.D.3 Demonstrates appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data
- I.E.2 Uses essential vocabulary of the discipline being studied
- II.A.3 Understands ratios, proportions, percentages, and decimal fractions, and translate from any form to any other
- III.C.1 Prepares and presents scientific/technical information in appropriate formats for various audiences

- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- IV.B.1 Understands how scientific research and technology have an impact on ethical and legal practices
- V.C.1 Recognizes patterns of change
- V.D.1 Understands that scientists categorize things according to similarities and differences

### Social Studies:

- I.A.1 Uses the tools and concepts of geography appropriately and accurately
- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.4 Evaluates the causes and effects of human migration patterns over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.C.3 Explains and analyzes the importance of civic engagement
- I.E.1 Identifies different social groups and examines how they form and how and why they sustain themselves
- I.E.2 Defines the concept of socialization and analyzes the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.E.4 Identifies and evaluates the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.A.1 Defines a “multicultural society” and considers both the positive and negative qualities of multiculturalism
- II.A.2 Evaluates the experiences and contributions of diverse groups to multicultural societies
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.2 Explains and evaluates the concept of gender
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- III.A.1 Distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries
- III.A.2 Connects regional or local developments to global ones
- III.A.3 Analyzes how and why diverse communities interact and become dependent on each other

- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

### Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.C.1 Analyzes a situation to identify a problem to be solved
- I.C.2 Develops and applies multiple strategies to solve a problem
- I.C.3 Collects evidence and data systematically and directly relates to solving a problem
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people

- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective pre-reading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revises drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devises a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicates findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately