

CONTEMPORARY ISSUES: EFFECTS OF GENOCIDE



This guide links the *Contemporary Issues: Effects of Genocide* unit to the Texas Essential Knowledge and Skills (TEKS) for tenth graders. *Contemporary Issues* is an interdisciplinary unit that allows students to study and explore the important current-day implications of genocide. The *Contemporary Issues* 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 connections between historical events and the continuing impact in today's society. The following document includes the applicable TEKS and the details of the *Contemporary Issues* 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.

Teacher disclaimer: Due to the sensitive nature of this research topic, it is imperative for the teacher to closely assist and monitor students throughout the research process. The teacher shall: articulate the rationale for the lesson, provide adequate background knowledge, promote open and intellectual dialogue, maintain the boundaries of the research focus through meaningful feedback, and allocate time for reflection at the culmination of the research process. While addressing the rationale for the lesson, the teacher shall also address the importance of studying controversial issues, e.g., inquiry, discovery, critical thinking, thoughtfulness, and development of original ideas.

Description of Unit

In this project, students will begin by exploring the current-day implications of genocide. As a class, students will become familiar with the historical events, leaders, and cultures affected. Then, independently, students will extend their studies by conducting interest-based research that is meaningful to them. They will determine the contemporary issues and implications as related to

Contemporary Issues: Effects of Genocide (High School)

genocide. Furthermore, emphasis will be given to the importance of studying how historical events have a bearing on the present as well as the future.

Goals

Students will meet these goals in their explorations:

- Ask questions about themselves and their world
- Establish new perspectives through research
- Recognize the long-term effects of historical events in a contemporary context
- Understand the ramifications of persecution, specifically through racism and prejudices
- Implement research skills in order to create a meaningful message related to the topic

Teacher Directions	Additional Teacher Preparation & Notes
<p>Elicit</p> <p>Ask students to discuss the following question in small groups: “What are all of the potential reasons for violence between groups of people?” Have students list as many possibilities as they can think of by reflecting on past wars, or even thinking of books they have read and movies they’ve seen. Students can make lists in their groups. Come together as a class and discuss their answers.</p>	<p>Students should conclude that violent disagreements among groups of people can be based on religion, resources, money, territory, human rights, and power. In general, people have differences that are not always resolved peacefully.</p>
<p>Engage</p> <p>Use the following list of inherited, biological traits to divide people into different groups:</p> <ul style="list-style-type: none"> • hair color • blood types (A, B, O, A/B) • whether or not your tongue curls • lactose tolerance or intolerance (ability to digest milk products) • left-handedness or right-handedness • fingerprint types (loop, whorl, arch or tented arch) • skin color (compare the inside of upper arms) <p>Discuss the following questions: “Does the composition of the groups remain consistent from one criterion to the next? Is there a clear line between groups or is the boundary more gradual or blurred? Are these criteria any less arbitrary than the physical characteristics we associate with race? What conclusions about race can be drawn from this exercise?”</p>	<p>Sort everyone first using one trait, then re-sort them using another, and so on, to show how the groups change depending on the criteria.</p>

<p>Explore</p> <p>Assign each student to a focus research group. Each focus group will collectively define the following terms: racism, prejudice, stereotyping, discrimination, and violence. They will provide examples to accompany each term. When students have completed their definitions, lead the class in a discussion to clarify understanding of these concepts.</p>	<p>Allowing for student questions and open dialogue is crucial during this process.</p> <p>Students could add their definitions and examples to posters for each word that could be referenced throughout the task.</p>
<p>Explain</p> <p>Introduce and define the term “genocide.” Students discuss in their focus groups how the terms they defined relate to genocide. One student from each group shares the group’s ideas.</p> <p>Share an overview of the history of genocide with students.</p> <p>Direct student focus groups to the Genocide Watch website www.genocidewatch.org/genocide/8stagesofgenocide.html to jigsaw “The 8 Stages of Genocide.” Assign each focus group a stage to read and analyze. They will be responsible for sharing a summary of the information with the class.</p> <p>After discussing “The 8 Stages of Genocide,” ask all focus groups to analyze and determine the roles and responsibilities of the following in regard to genocide: individuals, groups, government, and the world community as a whole. Discuss student responses as a class. Refer back to the Engage activity to give students context and remind them of the social construction of race.</p>	<p>Jigsaw is a classroom activity where a large piece of content is divided into smaller pieces and assigned to students for review.</p>
<p>Explore</p> <p>Students compose an original historical fiction short story or poem based on a genocide event. Have students research first-hand accounts from survivors of genocide events. Students empathize with victims and reflect on the impact of war crimes on individuals and communities. Students can share their writing out loud and/or display the writing to share with the school community.</p>	<p>Some students may prefer to create an artistic representation of a personal account from a genocide event.</p>

Elaborate (Phase II)

Research process

1. **Selecting a topic.** Each student chooses one current-day issue related to genocide to study. The focus of study could be related to cultural components, political movements, ethical studies, or another aspect deemed acceptable by the teacher. Additional cross-disciplinary topics related to genocide include, but are not limited to: military intervention, survivor's guilt, traumatic stress studies, war crimes, criminal law, human rights education, human rights advocacy, post-genocide societies, population and demographics (pre- and post-genocide), the psychological phenomena of groupthink, information and technology, genealogy studies, human behavior studies of the perpetrators or the victims, interventions or lack thereof by the United Nations, terrorism, humanitarian aid, peace-building, mass atrocities, impact on the arts (music, literature, film, and art) and apartheid.
2. **Asking guiding questions.** Once students have selected their topics, each student should think of three to five guiding questions for their research, such as:
 - If Nazi-era experiments were conducted in an unethical manner, is it ethical to use the data for modern medicine and science?
 - What are the effects of the Holocaust on the lives of the Jewish and German descendants today?
 - What are the impact and ethical considerations surrounding the use of images of actual Holocaust victims?
 - How has a particular genocide been represented in popular culture, e.g., art, literature, music, and film?
 - In what ways has popular culture (the arts) stayed true to the facts of a particular genocide or embellished the facts for the sake of commercialism?
 - How does the bystander effect relate to genocide?
 - How have laws regarding genocide evolved throughout history?
 - How does the media depict human rights issues?
 - What is the effect of globalization on human rights issues?
 - How are recent genocides similar or different from earlier genocides?

Students will share their research of a current-day genocide issue through an oral and multimedia presentation to an audience.

- In what way could data be analyzed regarding a particular genocide?
- What museums, memorials, and/or monuments have been created to commemorate events of genocide?

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.

3. **Creating a research proposal.** The student should include these components in the research proposal:
 - The contemporary issue he or she will study
 - Three to five guiding questions he or she will hypothesize and investigate
 - Primary and secondary sources to be used to conduct research
4. **Conducting the research.** 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: Thesis, Key Words, Questions about the Topic, Questions for Further Research, Questions for the Teacher, Thoughts about the Topic, Sources and Information Learned (from each one), To-Do List, and Analysis of the Research Process. Using a spiral notebook would work well for the research log.
5. **Developing conclusions.** Based on the research, each student should develop a theory about genocide within the context of the contemporary issue studied. The student will discuss the current-day implications of such an important historical event.

Explain

Students will present their research through multimedia presentations that include images, charts and graphics. Students should describe their findings and relate the knowledge gained to classroom activities completed earlier in the task.

<p>The product</p> <ol style="list-style-type: none"> 1. Each student will deliver a formal presentation as if he or she is an expert on the contemporary issue he or she researched and studied. 2. As part of the oral presentation, students will also share a visual representation of their research and studies. This can be in the form of a power-point presentation, movie creator, e-book creator, multi-media presentation, tri-fold poster or other teacher-approved visual. <p>Communication</p> <p>In a period of 10 minutes (5 minute presentation with a 5 minute question and answer session), students present their products, engaging other students in the content of their work. Audience members should ask unscripted questions for the student to answer.</p>	
<p>Evaluate</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>A completed project consists of:</p> <ol style="list-style-type: none"> 1. The research proposal, including guiding questions 2. A research log 3. The oral presentation and visual representation (including references or works cited) 4. A videotape or audiotape of the presentation including the question and answer session <p>In what ways did the student:</p> <ul style="list-style-type: none"> • develop sophisticated, open-ended questions about the self-selected topic; • use a variety of sources that access advanced content and include multiple perspectives; • collect data using the tools of the discipline; • analyze and interpret the data; • capture and apply his or her analysis through an original product; and • communicate his or her research findings, learning, and ideas to an audience using the language of the discipline? 	<p>The TPSP High School/Exit Level Rubric can be downloaded at http://www.texaspsp.org/highschool/high-school-assessment.php.</p>

Extend

Contemporary Issues: Effects of Genocide provides students with opportunities to study complex, real-world problems throughout history and their implications for today's society. Interdisciplinary extension activities include the following projects.

Science

Scientists are just now decoding the human genome. Pose this research question for students, "What have they found related to race?" Students can explore how genetically, we all have the same number of genes, replicated in the same way, and how genetic diversity is beneficial for a species.

Math

Challenge students to study and calculate the impact of past genocides on population. Students use statistics and mathematics to answer questions such as, "What would the population of _ be if the genocide event had not occurred? What is the potential link between genocide and population?"

Fine Arts

Ask students to identify a museum, memorial or work of art (visual or performance) that helps bring awareness to genocide. This may be directly linked to the current issue the student is studying in the task, or can be done separately, before or after they complete their research. Consider taking a field trip to visit a local memorial or museum. For a list of Texas holocaust museums please see resources below.

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 II

- II.1 Understands new vocabulary and uses it when reading and writing* (Testable on the English STAAR, Reporting Category 1)
- II.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 II STAAR, Reporting Category 1, Reporting Category 2)
- II.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 II STAAR, Reporting Category 3)
- II.9 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding* ((Testable on the English II STAAR, Reporting Category 1, Reporting Category 3)

- II.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning* (Testable on the English II STAAR, Reporting Category 2, Reporting Category 3)
- II.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text* (Testable on the English II STAAR, Reporting Category 4, Reporting Category 5, Reporting Category 6)
- II.14 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- II.16 Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues* (Testable on the English II STAAR, Reporting Category 4, Reporting Category 5)
- II.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions* (Testable on the English II STAAR, Reporting Category 6)
- II.20 Asks open-ended research questions and develops a plan for answering them
- II.21 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically records the information they gather
- II.22 Clarifies research questions and evaluates and synthesizes collected information
- II.23 Organizes and presents their ideas and information according to the purpose of the research and their audience
- II.24 Uses comprehension skills to listen attentively to others in formal and informal settings
- II.25 Speaks clearly and to the point, using the conventions of language
- II.26 Works productively with others in teams

Social Studies:

World History

- WH.1 Understands traditional historical points of reference in world history* (Testable on the World History STAAR, Reporting Category 1)
- WH.12 Understands the causes and impact of World War II
- WH.15 Uses geographic skills and tools to collect, analyze, and interpret data* (Testable on the World History STAAR)
- WH.16 Understands the impact of geographic factors on major historic events and processes* (Testable on the World History STAAR, Reporting Category 3)
- WH.21 Understands the significance of political choices and decisions made by individuals, groups, and nations throughout history* (Testable on the World History STAAR, Reporting Category 4)
- WH.22 Understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship
- WH.23 Understands the history and relevance of major religious and philosophical traditions
- WH.25 Understands how the development of ideas has influenced institutions and societies* (Testable on the World History STAAR, Reporting Category 3)
- WH.26 Understands the relationship between the arts and the times during which they were

Contemporary Issues: Effects of Genocide (High School)

created

- WH.28 Understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present* (Testable on the World History STAAR, Reporting Category 5)
- WH.29 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology* (Testable on the World History STAAR)
- WH.30 Communicates in written, oral, and visual forms* (Testable on the World History STAAR)
- WH.31 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.9 Understands the concept of region as an area of Earth's surface with related geographic characteristics
- 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)
- 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

Contemporary Issues: Effects of Genocide (High School)

the World Geography STAAR, Reporting Category 3)

- 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.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom
- B.6 Knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics
- 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, organize material generated, and formulate 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

Contemporary Issues: Effects of Genocide (High School)

- 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.8 Compares and analyzes how generic features are used across texts
- 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.C.3 Analyzes works of literature for what they suggest about the historical period and cultural contexts in which they were written
- II.C.4 Analyzes and compares the use of language in literary works from a variety of world cultures
- 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 demonstrate 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 respond 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

Contemporary Issues: Effects of Genocide (High School)

- 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 present an effective product
- V.C.2 Uses source material ethically

Mathematics:

- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VIII.A.1 Analyzes given information
- VIII.B.2 Uses various types of reasoning
- VIII.C.3 Evaluates the problem-solving process

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.1 Uses several modes of expression to describe or characterize natural patterns and phenomena
- I.E.2 Uses essential vocabulary of the discipline being studied
- 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.A.1 Recognizes how scientific discoveries are connected to technological innovations
- IV.B.1 Understands how scientific research and technology have an impact on ethical and legal practices
- IV.B.2 Understands how commonly held ethical beliefs impact scientific research
- IV.C.1 Understands the historical development of major theories in science
- IV.C.2 Recognizes the role of people in important contributions to scientific knowledge
- V.C.1 Recognizes patterns of change

Contemporary Issues: Effects of Genocide (High School)

V.D.1 Understands that scientists categorize things according to similarities and differences

V.E.1 Uses models to make predictions

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.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place

I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history

I.C.1 Evaluates different governmental systems and functions

I.C.2 Evaluates changes in the functions and structures of government across time

I.C.3 Explains and analyzes the importance of civic engagement

I.E.1 Identifies different social groups and examine 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

Contemporary Issues: Effects of Genocide (High School)

- 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 use 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 revise 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

Contemporary Issues: Effects of Genocide (High School)

- 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 communicate findings in a variety of formats
- II.E.1 Uses technology to gather information

Contemporary Issues: Effects of Genocide (High School)

- | | |
|--------|--|
| 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 |