

# CANDIDATE Z IN 2016



SOCIAL STUDIES



HIGH SCHOOL

This guide links the *Candidate Z in 2016* unit to the Texas Essential Knowledge and Skills (TEKS) for tenth and eleventh graders. *Candidate Z* is a technology unit that allows students to explore the increasingly important relationship between politics and the Internet, specifically the ways in which the Internet can enable candidates to interface more directly with the voters. *Candidate Z* also has interdisciplinary connections to government and political science. For example, students will become familiar with different styles and forms of leadership, political socialization, and communication techniques that influence perception, attitudes, and behavior, as covered in the Social Studies TEKS. They will also see the importance of voluntary individual participation in the U.S. democratic society, as the United States Government section of the Social Studies TEKS requires. The following document includes the applicable TEKS and the details of the *Candidate Z* 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 and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

## Description of Unit

The student imagines himself or herself as the webmaster of a candidate for public office who wants to take his or her message to the citizens more directly than simply through television appearances or press releases. To that end, the webmaster is responsible for developing a website that will attract a high number of readers and give the candidate an opportunity to talk directly to those readers. In addition to standard, static web pages featuring the candidate's party's platform, the candidate's press releases, biography, and so forth, the webmaster should also aim for an interactive experience by providing "new media" features such as, blogs, podcasts, discussion boards, image galleries of the candidate on the road, live chats, or user-submitted questions to which the candidate provides answers.

### *Candidate Z in '08 (High School)*

## Goals

Students will meet these goals in their explorations:

- Understand the relationship between the purveyors of Internet content and the audience for that content—not just the ways in which the candidate can influence the voters, but also the ways in which the voters can influence the candidate.
- Understand the basic concepts behind the HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) to create aesthetically pleasing but static web pages.
- Understand the basic programming concepts of a scripting language such as PHP, Python, Perl, or Ruby, and how they integrate with HTML, to create dynamic web pages.
- Understand the basic concepts of a relational database, such as Microsoft Access, MySQL, or PostgreSQL, and how they integrate with the aforementioned scripting languages, to store web content in a database and then retrieve said content to feed the dynamic creation of web pages.

## Phase I. Learning Experiences

1. Students visit websites of real candidates for office, as well as websites for the Democratic and Republican parties and the White House, to get a sense of the kind of content voters typically find on such websites. Students will also get a sense of the kind of visual aesthetic that is considered appropriate for a professional candidate's web presence.

## Phase II. Independent Research

### A. Research process

1. Selecting a topic. Each student creates a candidate, including sketching a brief biography and list of positions on various issues. They can base their creation on a contemporaneous or past political figure, or they may create a completely fictitious one.
2. Asking guiding questions. Once students have created their candidate, each student should think of three to five guiding questions, such as:
  - How do I create a website, including both static web pages and database-driven dynamic pages? What tools do I need to acquire and what technologies do I need to learn?
  - What are some effective or creative ways that a candidate might use his or her website to attract the attention of voters? How can I make this website more interesting and attractive to voters than traditional political candidate websites, so that voters will return to the site again and again, and even become inspired to take an active part in the political process?
  - Once a voter is at the website, what kinds of information does the candidate want to impart to those voters, and how does he want to impart it? What can I, the webmaster, do to present this information in a visually-appealing and consistent manner?
  - How can I make the site interactive, so that the voters can communicate with the candidate as readily (or *almost* as readily) as the candidate communicates with the voters?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/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 numerous components in the research proposal:
  - The guiding questions created in Phase II, A, 2, along with preliminary, brief, hypothetical answers to the questions.
  - A budget, outlining the cost of creating and operating a website, such as the cost of a domain name and a hosting plan, including different prices for different levels of hosting services and a discussion of which level of hosting service seems most appropriate for a national candidate's primary website. Also included will be any software or tools necessary to get the job done (for instance, Macromedia Dreamweaver).
  - A preliminary sitemap, outlining each section of the website and detailing what kind of content each section will house.
  - A plan for learning how to create a website, including what resources the student will use to learn HTML, CSS, a scripting language of the student's choice, and a database of the student's choice (including SQL), be they books or websites. Students should also investigate how pre-existing software, such as the Wordpress blogging software or the PHPBB discussion board software, can be plugged into the candidate's website in lieu of creating such software from scratch; this would include advantages and disadvantages of choosing readymade software over homemade software or vice versa.
4. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During this stage, the student will need to keep a log, note cards, and/or resource process sheets for all the sources he/she uses and what he/she learns from each one. The student will study either the books he/she bought or the website he/she found to learn the various technologies necessary to create a website, flesh out the candidate he or she has created, and solidify what the sections of the website will be. The student answers his or her guiding questions more completely during this research period, keeping detailed notes tracking how his or her thinking has changed or developed during this time, including successes and frustrations.

## B. The product

The student demonstrates his or her knowledge of web technologies by creating the proposed website, creating an aesthetically-pleasing and professional design and then populating that design with content about/by the fictitious candidate. The more advanced the site is—without going entirely over the top, of course—the better; for instance, a static site with little more than press releases and biographical information would be less interesting than a site with static content plus a blog written by the candidate and his advisors that is updated on a regular basis,

which in turn would be less interesting than a site with static content, a blog, and a discussion board where the candidate rolls up his sleeves and answers voters' questions.

The point is to create an interactive website that gives voters access to the candidate to an unprecedented extent; this should encourage the student to think about the nature of democracy, especially its participatory aspects, including both advantages *and* disadvantages to the idea of an easily-accessible candidate.

### C. Communication

The student presents the various sections of his or her website and introduces the class to his or her candidate, without going into too many details of the candidate's policy positions beyond perhaps placing the candidate on the liberal-conservative spectrum, or of what it takes to create and operate a website beyond perhaps explaining how HTML, CSS, a scripting language, and a database interact with each other to generate dynamic content with an aesthetically-pleasing look and feel.

The student also discusses issues of interactivity and the decision to make the candidate more accessible to voters, including the advantages and disadvantages mentioned above, explaining why candor and transparency is important for a candidate interested in reaching the voters through non-traditional media, as well as the potential pitfalls that candor and transparency can lead to.

### D. A completed project consists of:

1. The research proposal
2. The budget
3. Sitemap
4. A log, note cards, or resource process sheets
5. Printed screenshots of key sections of the website, or a URL to the actual site
6. A Works Cited Page
7. An audiotape or videotape of the presentation, including the unscripted Q&A session

## 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 II 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.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\* (Testable on the English II STAAR, 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.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 record the information they gather

### **English III**

- III.1 Understands new vocabulary and uses it when reading and writing\* (Testable on the English III STAAR, Reporting Category 1)
- III.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 III STAAR, Reporting Category 2)
- III.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 III STAAR, Reporting Category 3)
- III.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text\* (Testable on the English III STAAR, Reporting Category 4, Reporting Category 5, Reporting Category 6)
- III.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions\* (Testable on the English III STAAR, Reporting Category 6)
- III.20 Asks open-ended research questions and develops a plan for answering them
- III.21 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather

**Mathematics:*****Mathematical Models with Applications***

- M.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- M.8 Applies mathematical processes to determine the number of elements in a finite sample space and compute the probability of an event
- M.9 Applies mathematical processes and mathematical models to analyze data as it applies to social sciences
- M.10 Applies mathematical processes to design a study and use graphical, numerical, and analytical techniques to communicate the results of the study

**Science:*****Integrated Physics and Chemistry***

- C.2 Uses scientific methods during laboratory and field investigations
- C.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions\* (Testable on the Chemistry STAAR and Physics STAAR)

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

- US.11 Understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century\* (Testable on the U.S. History STAAR, Reporting Category 1)
- US.12 Understands the impact of geographic factors on major events\* (Testable on the U.S. History STAAR, Reporting Category 2)
- US.13 Understands the causes and effects of migration and immigration on American society\* (Testable on the U.S. History STAAR, Reporting Category 2)
- US.14 Understands the relationship between population growth and modernization on the physical environment\* (Testable on the U.S. History STAAR, Reporting Category 2)
- US.19 Understands changes over time in the role of government\* (Testable on the U.S. History STAAR, Reporting Category 3)
- US.21 Understands the impact of constitutional issues on American society\* (Testable on the U.S. History STAAR, Reporting Category 3)
- US.24 Understands the importance of effective leadership in a constitutional republic\* (Testable on the U.S. History STAAR, Reporting Category 3)
- US.26 Understands how people from various groups contribute to our national identity\* (Testable on the U.S. History STAAR, Reporting Category 2)
- US.27 Understands the impact of science, technology, and the free enterprise system on the economic development of the United States\* (Testable on the U.S. History STAAR, Reporting Category 4)
- US.28 Understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States\* (Testable on the U.S. History STAAR, Reporting Category 4)

- US.29 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology\* (Testable on the U.S. History STAAR)
- US.30 Communicates in written, oral, and visual forms\* (Testable on the U.S. History STAAR)
- US.31 Uses geographic tools to collect, analyze, and interpret data\* (Testable on the U.S. History STAAR)
- US.32 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

### ***World History Studies***

- 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.23 Understands the history and relevance of major religious and philosophical tradition\* (Testable on the World History STAAR, Reporting Category 3)
- WH.25 Understands how the development of ideas has influenced institutions and societies\* (Testable on the World History STAAR, Reporting Category 3)
- 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 Studies***

- 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.8 Understands how people, places, and environments are connected and interdependent\* (Testable on the World Geography STAAR, Reporting Category 2)
- 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 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)

### ***United States Government***

- USG.1 Understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents
- USG.2 Understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present
- USG.4 Understands why certain places or regions are important to the United States
- USG.5 Understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system
- USG.6 Understands the relationship between U.S. government policies and the economy
- USG.8 Understands the structure and functions of the government created by the U.S. Constitution
- USG.10 Understands the processes for filling public offices in the U.S. system of government
- USG.11 Understands the role of political parties in the U.S. system of government
- USG.12 Understands the similarities and differences that exist among the U.S. system of government and other political systems
- USG.14 Understands the difference between personal and civic responsibilities
- USG.15 Understands the importance of voluntary individual participation in the U.S. constitutional republic
- USG.16 Understands the importance of the expression of different points of view in a constitutional republic
- USG.18 Understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations
- USG.19 Understands the impact of advances in science and technology on government and society
- USG.20 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology

- USG.21 Communicates in written, oral, and visual forms
- USG.22 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

### ***Psychology***

- PSY.3 Understands the relationship between biology and behavior
- PSY.4 Understands how sensations and perceptions influence cognition and behavior
- PSY.5 Understands that development is a life-long process
- PSY.6 Understands behavioral and social learning theories
- PSY.7 Understands the principles of motivation and emotion
- PSY.13 Understands the influence of society and culture on behavior and cognition
- PSY.14 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- PSY.15 Communicates in written, oral, and visual forms
- PSY.16 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
- PSY.17 Develops long-term and short-term goal-setting skills for individual and community problem solving
- PSY.18 Understands the relationship of changes in technology to personal growth and development

### ***Sociology***

- SOC.1 Understands the theoretical perspectives of the historical interpretations of human social development
- SOC.2 Understands how society evolves and cause and effect of social and institutional change
- SOC.3 Examines world cultures
- SOC.4 Understands types of groups and their functions
- SOC.7 Understands the concept of adolescence and its characteristics
- SOC.8 Understands the life stage of adulthood and its characteristics
- SOC.10 Understands the nature of social stratification in society
- SOC.12 Understands changing societal views on gender, age, and health
- SOC.14 Identifies the basic social institutions of economics and politics and explains their influence on society
- SOC.17 Understands how population and urbanization contribute to a changing social world
- SOC.18 Understands how collective behavior, social movements, and modernization contribute to a changing social world
- SOC.19 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- SOC.20 Communicates in written, oral, and visual forms

SOC.21 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

## Texas College and Career Readiness Standards

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

### English Language Arts:

- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- 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.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 judges 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 percepts of readers
- 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
- 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 a 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.B.4 Uses source material ethically
- V.C.1 Designs and presents an effective product

### Mathematics:

- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- V.B.1 Computes and interprets the probability of an event and its complement
- V.B.2 Computes and interprets the probability of conditional and compound events
- 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.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.2 Use various types of reasoning

### Science:

- I.A.4 Relies on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes
- I.B.1 Designs and conducts scientific investigations in which hypotheses are formulated and tested.
- I.C.1 Collaborates on joint projects
- I.E.1 Use several modes of expression to describe or characterize natural patterns and phenomena  
These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic
- II.E.1 Understands descriptive statistics
- II.F.1 Selects appropriate Standard International (SI) units and prefixes to express measurements for real-world problems
- 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

### Social Studies:

- 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.B.2 Identifies and evaluate 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.D.1 Identifies and evaluates the strengths and weaknesses of different economic systems
- I.D.2 Analyzes the basic functions and structures of international economics
- 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.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 solving a problem
- I.C.3 Collect evidence and data systematically and directly relate 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 prereading 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 devise 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
- 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