

# WHAT'S THE DIAGNOSIS?



This guide links the *What's the Diagnosis?* unit to the Texas Essential Knowledge and Skills (TEKS) for high school students. *What's the Diagnosis?* is a science unit that allows students to explore the physical and historical effects of viruses and diseases. Though a science unit, *What's the Diagnosis?* also helps students practice skills in the other subject areas of English language arts and social studies. For example, students will prepare, organize, and present informative and persuasive oral messages, which the English Language Arts and Reading TEKS address. They will also understand connections between major developments in science and technology and the growth of industrial economies and societies in the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries, which the Social Studies TEKS cover. The following document includes the applicable TEKS and the details of *What's the Diagnosis?* 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

In this task, students will explore the physical and historical impacts of disease. Students will begin by researching cells, bacteria, and viruses and the role of each in the body. They will then study different diseases (e.g., common cold, HIV/AIDS, bubonic plague) and their impacts on the body. Students will then choose one disease and track its history through time. They will determine the impact on the populations (including future populations) affected, as well as the impact on lifestyles of affected populations (including future populations) throughout the world.

## Goals

Students will meet these goals in their explorations:

- Ask questions and explore theories

### *What's the Diagnosis?* (High School)

- Have opportunities to generate new ideas
- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating
- Become familiar with the biology and sociology of various diseases
- Understand how awareness of disease has changed over time and how people from various cultures have responded to this knowledge

## Phase I. Learning Experiences

1. Break up into groups. Have one group research cells, another research viruses, and a third research bacteria. Each group should present to the class their findings on what cells, viruses, and bacteria do to the body, what they are, and why they are present.
2. Individually, or in small groups, assign each student a cellular or pathological disease. Students will research their disease and create a checklist for that disease as if they were a doctor examining a patient. Include symptoms/signs of the disease, drawings/pictures, and the body's reaction to each stage of the disease (from onset until the end).
3. Students will then have a class discussion about the diseases they studied and determine any similarities/differences that are significant, as well as any patterns that doctors, researchers, etc. would need to know to help distinguish the differences between cellular and pathological diseases.

## Phase II. Independent Research

### A. Research process

1. Selecting a topic. Each student chooses one disease to determine the effects on the body, from onset to the end, as well as tracking the disease historically.
2. Asking guiding questions. Once students have selected a topic, each student should think of three to five guiding questions, such as:
  - How does this disease affect the body during each stage of its progression?
  - How have understanding and treatments of this disease evolved throughout history?
  - How has this disease impacted the affected populations and their lifestyles? Has it changed the lifestyles of unaffected populations?
  - How might this disease affect future populations and their lifestyles? What about the lifestyles of unaffected populations?
3. Creating a research proposal. Students should identify their topic, guiding questions, and possible resources.

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.

### B. The product

1. Students will make a formal presentation as if they are experts on the disease they researched and discuss its history, ways to fight the disease, what could hinder this progress, ethical issues in researching and fighting the disease, and economic impacts of the disease.
2. Students will be given X amount of money in order to research the disease they have been studying. They will then discuss how they will spend the money and the details of their plans.

### C. Communication (aligned with 1-2 above)

1. Formal presentation, as if at a conference, which includes audience questions.
2. Grant proposal that would be made to the agencies giving the money—should be persuasive. Include time for questions from the audience.

### D. A completed project consists of:

1. Research proposal
2. Research log, note cards, and/or resource process sheets
3. The product, including references or works cited
4. A videotape or audiotape of the class presentation, including the Q&A session

### Resources:

[http://evolution.berkeley.edu/evolibrary/news/070301\\_hiv](http://evolution.berkeley.edu/evolibrary/news/070301_hiv)

[http://www.cdc.gov/ncidod/teachers\\_tools/virus\\_encounters.htm](http://www.cdc.gov/ncidod/teachers_tools/virus_encounters.htm)

<http://www.sdnhm.org/exhibits/epidemic/resources.html>

## Texas Essential Knowledge and Skills

The unit may address the following TEKS:

### Science:

#### *Biology*

- |     |  |
|-----|--|
| B.3 | Uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom  |
| B.4 | Knows that cells are the basic structures of all living things with specialized parts that perform specific functions and that viruses are different from cells* (Testable on the Biology STAAR, Reporting Category 1) |

### *What's the Diagnosis? (High School)*

- B.7 Knows evolutionary theory is a scientific explanation for the unity and diversity of life\* (Testable on the Biology STAAR, Reporting Category 3)
- B.9 Knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms\* (Testable on the Biology STAAR, Reporting Category 1, Reporting Category 4)
- B.10 Knows that biological systems are composed of multiple levels\* (Testable on the Biology STAAR, Reporting Category 4)
- B.11 Knows that biological systems work to achieve and maintain balance\* (Testable on the Biology STAAR, Reporting Category 4, Reporting Category 5)

### ***Environmental Systems***

- C.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom
- C.4 Knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes
- C.5 Knows the interrelationships among the resources within the local environmental system
- C.7 Knows the relationship between carrying capacity and changes in populations and ecosystems
- C.8 Knows that environments change naturally

## **English Language Arts and Reading:**

### ***English I***

- I.1 Understands new vocabulary and uses it when reading and writing\* (Testable on the English I STAAR, Reporting Category 1)
- I.2 Analyzes, make 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)
- 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.11 Understands how to glean and uses information in procedural texts and documents\* (Testable on the English I STAAR, Reporting Category 3)
- 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.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 5)
- I.17 Understands the function of and uses the conventions of academic language when speaking and writing\* (Testable on the English I STAAR, Reporting Category 6)

### ***What's the Diagnosis? (High School)***

- I.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions\* (Testable on the English I STAAR, Reporting Category 6)
- I.19 Spells correctly\* (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 record the information they gather
- 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

### **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.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 provide 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 use 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 Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather
- II.24 Uses comprehension skills to listen attentively to others in formal and informal settings

### **What's the Diagnosis? (High School)**

II.25 Speaks clearly and to the point, using the conventions of language

### **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)

III.14 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas

III.16 Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues\* (Testable on the English III STAAR, Reporting Category 4, Reporting Category 5)

III.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions\* (Testable on the English III STAAR)

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

III.23 Organizes and presents their ideas and information according to the purpose of the research and their audience

III.24 Uses comprehension skills to listen attentively to others in formal and informal settings

III.25 Speaks clearly and to the point, using the conventions of language

### **English IV**

IV.1 Understands new vocabulary and uses it when reading and writing

IV.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

IV.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

IV.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

## **What's the Diagnosis? (High School)**

- IV.9 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding
- IV.11 Understands how to glean and uses information in procedural texts and documents
- IV.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- IV.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- IV.15 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes
- IV.17 Understands the function of and uses the conventions of academic language when speaking and writing
- IV.18 Writes legibly and use appropriate capitalization and punctuation conventions in their compositions
- IV.20 Asks open-ended research questions and develops a plan for answering them
- IV.21 Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather
- IV.23 Organizes and presents their ideas and information according to the purpose of the research and their audience
- IV.24 Uses comprehension skills to listen attentively to others in formal and informal settings
- IV.25 Speaks clearly and to the point, using the conventions of language

### Social Studies:

#### *United States History*

- 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.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 form\* (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*

- WH.1 Understands traditional historical points of reference in world history\* (Testable on the World History STAAR, Reporting Category 1)
- WH.15 Uses geographic skills and tools to collect, analyze, and interpret data\* (Testable on the World History STAAR)

### *What's the Diagnosis? (High School)*

- 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.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***

- 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.3 Understands how physical processes shape patterns in the physical environment\* (Testable on the World Geography STAAR, Reporting Category 2)
- WG.4 Understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them\* (Testable on the World Geography STAAR, Reporting Category 2)
- 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.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)

### ***What's the Diagnosis? (High School)***



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)

### **Psychology**

PSY.3 Understands the relationship between biology and behavior

PSY.13 Understand 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.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

## **What's the Diagnosis? (High School)**

## Texas College and Career Readiness Standards

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

### English Language Arts:

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|---------|---|
| 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   |
| 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.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.11 | Identifies, analyzes, and evaluate 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  |
| 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   |

### What's the Diagnosis? (High School)

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

### Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.A.2 Uses creativity and insight to recognize and describe patterns in natural phenomena
- I.A.3 Formulates appropriate questions to test understanding of natural phenomena
- 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 Uses several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic
- I.E.2 Uses essential vocabulary of the discipline being studied
- III.A.1 Uses correct applications of writing practices in scientific communication
- III.B.1 Reads technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data
- III.B.2 Sets up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions
- III.B.3 Recognizes scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication
- III.B.4 Lists, uses, and gives examples of specific strategies before, during, and after reading to improve comprehension
- III.C.1 Prepares and represents 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.C.2 Recognizes the role of people in important contributions to scientific knowledge
- V.C.1 Recognizes patterns of change
- V.D.1 Understands that scientists categorize things according to similarities and differences
- V.E.1 Uses models to make predictions
- V.E.2 Uses scale to relate models and structures
- VI.A.1 Knows that although cells share basic features, cells differentiate to carry out specialized functions
- VI.A.2 Explains in their own words how cells can be categorized into two major types: prokaryotic and eukaryotic, and describes major features that distinguish one from the other
- VI.A.3 Describes the structure and function of major subcellular organelles
- VI.A.4 Describes the major features of mitosis and relate this process to growth and asexual reproduction
- VI.A.5 Understands the process of cytokinesis in plant and animal cells and how this process is related to growth
- VI.A.6 Knows the structure of membranes and know this related to permeability
- VI.C.1 Knows multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organism
- VI.C.2 Recognizes variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations
- X.C.1 Recognizes variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations

### 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.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.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
- 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

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- 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
- 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 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
- 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