



TEXAS PERFORMANCE STANDARDS PROJECT

High School Science Unit

What's the Diagnosis?: Historical and Physical Impacts of Disease

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 TEKS address. They will also understand connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th 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 Texas Assessment of Knowledge and Skills (TAKS). 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.

Texas Essential Knowledge and Skills

This unit may address the following TEKS:

Science:

Biology

- BIO.3 Uses critical thinking and scientific problem solving to make informed decisions
- BIO.4 Knows that cells are the basic structures of all living things and have specialized parts that perform specific functions, and that viruses are different from cells and have different properties and functions* (Testable on the Grades 10 and 11 Science TAKS, Objective 2)
- BIO.9 Knows metabolic processes and energy transfers that occur in living organisms
- BIO.10 Knows that, at all levels of nature, living systems are found within other living systems, each with its own boundary and limits
- BIO.11. Knows that organisms maintain homeostasis

Environmental Systems

- ENV.7 Knows the relationship between carrying capacity and changes in populations and ecosystems
- ENV.8 Knows that environments change

English Language Arts:

English I

- I.1 Understands new vocabulary and uses it when reading and writing
- 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
- 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
- I.11 Understands how to glean and uses information in procedural texts and documents
- I.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- I.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- I.16 Writes persuasive texts to influence the attitudes or actions of a specific audience on specific issues
- I.17 Understands the function of and uses the conventions of academic language when speaking and writing
- I.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- I.19 Spells correctly
- 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
- 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
- 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
- II.9 Analyzes, makes inferences, and draws conclusions about expository text and provide evidence from text to support their understanding
- II.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- II.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 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
- II.18 Writes legibly and use appropriate capitalization and punctuation conventions in their compositions
- 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
- II.25 Speaks clearly and to the point, using the conventions of language

English III

- III.1 Understands new vocabulary and use it when reading and writing
- 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
- 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
- III.13 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 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
- III.18 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 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 use 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
- 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 Studies Since Reconstruction

- US.8 Uses geographic tools to collect, analyze, and interpret data
- US9 Understands the impact of geographic factors on major events* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 1)
- US10. Understands the effects of migration and immigration on American society
- US.24 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5)
- US.25 Communicates in written, oral, and visual forms* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- US.26 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

World History Studies

- WH.1 Understands traditional historical points of reference in world history
- WH.2 Understands how the present relates to the past
- WH.11 Uses geographic skills and tools to collect, analyze, and interpret data
- WH.12 Understands the impact of geographic factors on major historic events* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 1)
- WH.22 Understands how the development of ideas has influenced institutions and societies
- WH.23 Understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history
- WH.24 Understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries
- WH.25 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- WH.26 Communicates in written, oral, and visual forms* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- WH.27 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

World Geography Studies

- WG.1 Understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 2)
- WG.2 Understands how people, places, and environments have changed over time and the effects of these changes on history
- WG.5 Understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions* (Testable on the Grades 10 and 11 Social

- Studies TAKS, Objectives 3 and 4)
- WG.6 Understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time
 - 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.17 Understands the distribution, patterns, and characteristics of different cultures
 - WG.19 Understands the impact of technology and human modifications on the physical environment
 - WG.21 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
 - WG.22 Communicates in written, oral, and visual forms* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
 - WG.23 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Psychology

- PSY.5 Understands the relationship between biology and behavior
- PSY.9 Understands the dynamic relationships between self and one's environment
- PSY.11 Understands the role of culture in forming the foundation and orienting framework for individuals and social behavior
- PSY.13 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- PSY.14 Communicates in written, oral, and visual forms* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- PSY.15 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Sociology

- SOC.2. Analyzes groups in terms of membership roles, status, values, and socioeconomic stratification
- SOC.3. Understands how socioeconomic stratification affects human motivation
- SOC.4. Understands the relationship between socioeconomic stratification and cultural values
- SOC.5 Uses geographic tools to collect, analyze, and interpret sociological data
- SOC.6 Understands that socialization, cultural values, and norms vary in different geographic places and regions
- SOC.7 Understands how governments promote cultural values and provide for social controls
- SOC.10 Understands the causes and effects of social and institutional changes
- SOC.11 Understands basic sociological principles related to change within a group and across groups
- SOC.12 Understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups
- SOC.13 Understands how people develop social institutions to meet basic needs in a society
- SOC.14 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- SOC.15 Communicates in written, oral, and visual forms* (Testable on the Grades 10 and 11 Social Studies TAKS, Objective 5, and Exit Level Social Studies TAKS, Objective 5)
- SOC.16 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

SOC.17 Understands the impact of scientific discoveries and technological innovations on individuals and societies

SOC.18 Understands the impact of changes in science and technology on moral and ethical issues

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
- 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://turnerlearning.com/fyi/virusencounters/>

http://www.cdc.gov/ncidod/teachers_tools/virus_encounters.htm

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

<http://www.prb.org/template.cfm?Section=LessonPlans&Template=/LessonPlans.cfm>

THECB College Readiness Standards

This unit may address the following THECB College 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.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
 - 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
- 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