

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>A. Investigate and create professional codes of ethics and conduct</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Investigate ethical responsibilities of working with children (e.g., law abiding, appropriate language, trustworthiness, reporting abuse, etc.)</li> <li>Demonstrate how to project a positive image to students, parents and colleagues</li> <li>Create a personal philosophy of education</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.WHST.2e; 11-12.WHST.9            Performance: 1.6, 1.10, 4.3, 4.4            Knowledge: (CA) 6            NSFACS: 12.3.1, 12.3.2, 13.2.5            NETS: N/A            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>View JCPS Teacher of the Year videos to evaluate and reflect on positive image and conduct</li> <li>Cooperative learning activities to study Missouri State Statutes in education</li> <li>Case studies, in pairs, of ethical situations and then discussion with the class</li> <li>Investigate philosophy examples online and interview teachers to formulate and create a personal philosophy</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created using a scoring guide:               <ul style="list-style-type: none"> <li>Personal reflection essay on teacher video observations</li> <li>Case study group discussion and participation</li> <li>Philosophy</li> </ul> </li> </ul> <p>Mastery: 80%</p>	

**Sample Assessment Questions**

- Consider 2 teachers you have had that you particularly enjoyed and considered good teachers. What common traits, skills, and characteristics did they possess?

**Instructional Resources/Tools**

- Teacher of the Year videos
- Missouri State Statutes handout/online research
- Case studies
- Philosophy of education examples/online research

**Literacy Connections**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)
- Draw evidence from informational texts to support analysis, reflection, and research

**Literacy Connections**

- 

**Cross Curricular Connections**

- Social Studies:
  - Relationships of Individuals and Groups to Institutions and Traditions:
    - ethics
    - community responsibility
  - Principles and Processes of Governance Systems
    - Missouri State Statutes
- Child Development
- Health: Child wellness

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>B. Examine child development theories and their applications for educational and child practices</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Examine theorists such as Erikson, Piaget, Kohlberg, and Vygotsky</li> <li>Apply theorist concepts to enhance education in the classroom</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.1a-d; 11-12.RST.2; 11-12.WHST.2b            Performance: 1.4, 1.5, 1.8, 2.4, 3.5            Knowledge: (CA) 6 (SC) 7 (SS) 6            NSFACS: 4.2.1, 4.2.5            NETS: N/A            DOK: 3</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Cooperative learning activity to compare/contrast theorists and complete a graphic organizer</li> <li>Students will research in-depth on assigned theorist to present to the class</li> <li>Case studies to incorporate theories into classroom use</li> <li>Complete a graphic organizer for guided reading of the textbook</li> <li>Notes/lecture with teacher created PowerPoint: Child Theorists               <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	

**Assessments/Evaluations**

- Teacher created using a scoring guide:
  - Graphic organizer
  - Case study reflection
  - Guided reading organizer
  - Theorist research assignment
- District resource using a scoring guide:
  - Theorists assessment
  - Psychoanalytic and Cognitive quiz
  - Behavioral and Ecological Theory quiz

Mastery: 80%

**Sample Assessment Questions**

- Compare and contrast the theories of Erikson and Piaget

**Instructional Resources/Tools**

- *Children* Textbook
- Child Theorist DVD
- Case studies
- Theorists note guide

### **Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

### **Cross Curricular Connections**

- Child Development
- Psychology: Theorists
- ELA:
  - Reading
  - Research
  - Graphic organizers

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>C. Investigate the physical, social, emotional, and cognitive developmental stages of children ages 4-6 and connect to possible teaching methods</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Investigate and apply knowledge of development stages of children to differentiate education in the classroom</li> <li>Apply knowledge when designing the final lesson plan</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.1a-d; 11-12.RST.2; 11-12.WHST.2b            Performance: 1.5, 1.8, 1.10, 3.5            Knowledge: (CA) 6            NSFACS: 12.1.1, 12.2.2            NETS: N/A            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Complete a graphic organizer for guided reading of textbook</li> <li>Use various methods such as jigsaw/expert to review material in-depth</li> <li>Cooperative learning case studies for classroom application</li> <li>Group presentations on effective teacher strategies for stages of 4-6 development</li> <li>Notes/lecture with teacher created PowerPoint: Child Development, Age 4-6               <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created using a scoring guide:               <ul style="list-style-type: none"> <li>Guided reading organizer</li> <li>Case studies reflection</li> <li>Student presentations assignment</li> </ul> </li> <li>District resource using a scoring guide: Child Development Ages 4-6 assessment</li> </ul> <p>Mastery: 80%</p>	

**Sample Assessment Questions**

- Compare/contrast teaching methods for a 4 year old and 6 year old

**Instructional Resources/Tools**

- Reading guides
- *Children* Textbook
- Case studies

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

**Cross Curricular Connections**

- Child Development
- Psychology
- ELA:
  - Reading
  - Presentations



Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>D. Investigate the physical, social, emotional and cognitive developmental stages of children ages 7-12 and connect to possible teaching methods</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Investigate and apply knowledge of development stages of children to differentiate education in the classroom</li> <li>Apply information when designing the final lesson plan</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.1a-d; 11-12.RST.2; 11-12.WHST.2b            Performance: 1.5, 1.8, 1.10, 3.5            Knowledge: (CA) 6            NSFACS: 12.1.1, 12.1.2            NETS: N/A            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Complete graphic organizer for guided reading of the textbook</li> <li>Use various methods such as jigsaw/expert to review material in-depth</li> <li>Cooperative learning case studies for classroom application</li> <li>Student-produced mini-lesson plan applying the Piaget theory</li> <li>Notes/lecture with teacher created PowerPoint: Child Development, Age 7-12               <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher-created using a scoring guide:               <ul style="list-style-type: none"> <li>Guided reading organizer</li> <li>Case studies reflection</li> <li>Piaget lesson plan</li> </ul> </li> <li>District resource using a scoring guide: Child Development Ages 7-12 assessment</li> </ul> <p>Mastery: 80%</p>	

**Sample Assessment Questions**

- Contrast the direct instruction approach with the constructivist approach

**Instructional Resources/Tools**

- Reading guides
- Case studies
- *Children* textbook

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

**Cross Curricular Connections**

- Child Development
- ELA:
  - Reading
  - Writing

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>E. Investigate the physical, social, emotional and cognitive developmental stages of adolescents and connect to possible teaching methods</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Investigate and apply knowledge of development stages of children to differentiate education in the classroom</li> <li>Apply information when designing the final lesson plan</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.1a-d; 11-12.RST.2; 11-12.WHST.2b            Performance: 1.5, 1.8, 1.10, 3.5            Knowledge: (CA) 6            NSFACS: 12.1.1, 12.1.2            NETS: N/A            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Complete a graphic organizer for guided reading of the textbook</li> <li>Research project on adolescent issues/class presentation</li> <li>Cooperative learning case studies for classroom application</li> <li>Notes/lecture with teacher created PowerPoint: Child Development, Adolescents               <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created using a scoring guide:               <ul style="list-style-type: none"> <li>Guided reading organizer</li> <li>Case studies reflection</li> <li>Adolescent Issues project</li> </ul> </li> <li>District resource using a scoring guide – Child Development Adolescents assessment</li> </ul> <p>Mastery: 80%</p>	

### **Sample Assessment Questions**

- What are some changes in the way we teach adolescents in middle/high school as opposed to children in elementary school?

### **Instructional Resources/Tools**

- Reading guides
- Case studies
- Computers/Internet
- *Children* textbook

### **Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

**Cross Curricular Connections**

- Child Development
- ELA:
  - Reading
  - Writing

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>F. Explore careers in the educational field</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Explore teaching pathways</li> <li>• Identify specific requirements to become a certified teacher</li> <li>• Generate a plan for personal career development</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 11-12.RST.1; 11-12.RST.7; 11-12.WHST.7  Performance: 1.4, 1.10, 4.8  Knowledge: (CA) 4  NSFACS: 1.1.6  NETS: 3b; 4b  DOK: 3</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Student-conducted internet research on teaching career of choice</li> <li>• Brainstorm inquiry topics related to possible pathways</li> <li>• Shared Reading of example career plans provided by teacher</li> <li>• One-on-one instruction for additional development</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher created using a scoring guide: <ul style="list-style-type: none"> <li>• Career project</li> <li>• Personal career plan</li> </ul> </li> </ul> <p>Mastery: 80%</p>	
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• What are the requirements for acceptance into the teacher education program of your chosen college?</li> </ul>	

**Instructional Resources/Tools**

- Computers/Internet
- Career plan examples

**Literacy Connections**

- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Cross Curricular Connections**

- ELA:
  - Research
  - Reading



Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>G. Plan and implement an age and developmentally appropriate lesson plan to teach a specific grade level and subject area</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Plan a lesson based on specific objectives from district curriculum in desired teaching area</li> <li>• Implement a lesson plan including all required resources; intro, worksheets, learning activities, notes, assessments, modifications, etc.</li> <li>• Apply developmental stages information when designing the final lesson plan</li> <li>• Modify lesson plan to accommodate special needs</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.2; 11-12.WHST.2a            Knowledge: (CA) 6            Performance: 1.8, 2.1, 3.5            NSFACS: 4.3.1-4.3.4            NETS: 1a            DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher demonstration to locate district objectives and provide examples of lesson plan format</li> <li>• Cooperative learning to research:               <ul style="list-style-type: none"> <li>• and develop lesson plan</li> <li>• possible accommodations for special needs</li> </ul> </li> <li>• One-on-one instruction on applying developmental information to use in the lesson plan</li> <li>• Peer review of rough draft</li> <li>• Practice presentation</li> </ul>	

**Assessments/Evaluations**

- Teacher created:
  - lesson plan project using a scoring guide
  - peer review using a checklist

Mastery: 80%

**Sample Assessment Questions**

- What will you do to get and maintain the students' attention? How will you vary activities?

**Instructional Resources/Tools**

- Computers/Internet
- Lesson plan format examples
- District objectives
- Accommodations examples

**Literacy Connections**

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

**Cross Curricular Connections**

- ELA:
  - Writing
  - Presentations
- Child Development

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>H. Deliver formal and informal presentations that demonstrate organization and delivery skill</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Prepare and present presentations from 1-5 minutes throughout the term</li> <li>• Practice communication and organizational skills needed for presentations</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.4; 11-12.SL.6            Knowledge: (CA) 6            Performance: 1.10, 2.1, 2.2            NSFACS: 13.3.2            NETS: N/A            DOK: 2</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Peer evaluations</li> <li>• Student reflections</li> <li>• These will be used throughout term for practice in public speaking and presentations on various subject matter</li> <li>• Class will construct a peer evaluation checklist to be used for positive feedback and improvement</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher-created:               <ul style="list-style-type: none"> <li>• presentation using a scoring guide</li> <li>• peer evaluation using a checklist</li> </ul> </li> </ul> <p>Mastery: 80%</p>	
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Name one thing that went well in this presentation and one thing you could improve for next time</li> </ul>	

**Instructional Resources/Tools**

- Evaluation checklist
- Reflection sheets

**Literacy Connections**

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations)

**Cross Curricular Connections**

- ELA:
  - Research
  - Writing
  - Presentations

Strand	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>I. Investigate and use existing and emerging technologies to enhance instruction and learner achievement</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Research free educational resources and instructional activities available online</li> <li>• Create resource list specific to preferred subject/grade level of teaching</li> <li>• Prepare a presentation of an instructional activity that could be used to enhance learner achievement</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.SL.2; 11-12.RST.7; 11-12.WHST.7            Performance: 1.4, 1.10, 2.1            Knowledge: (CA) 6            NSFACS: 1.2.2            NETS: 5a,b; 3b,c            DOK: 3</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher demonstration of resource examples</li> <li>• Brainstorm possible inquiry topics related to educational resources</li> <li>• Shared reading of example instructional activities</li> <li>• Student research on the Internet</li> <li>• Cooperative learning to share and evaluate presentations</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher-created using a scoring guide:               <ul style="list-style-type: none"> <li>• resource list</li> <li>• class presentation</li> </ul> </li> </ul> <p>Mastery: 80%</p>	

**Sample Assessment Questions**

- Find 3 free websites related to your subject area/grade. List the site address and name, then give a short summary of how you could use each to improve teaching strategies

**Instructional Resources/Tools**

- Computers/Internet
- Educational:
  - websites
  - blogs
  - pinterest
  - articles

**Literacy Connections**

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Cross Curricular Connections**

- ELA:
  - Reading – research
  - Writing
  - Presentation