<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade Level Standard</th>
<th>Strand &amp; Topic</th>
<th>Standard (blue)</th>
</tr>
</thead>
</table>
| Social Studies | Grade 7 CS 1         | History-Historical Thinking & Skills | Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.  
1.2: Defining History  
Demonstrate an understanding of historical perspectives by identifying the multiple perspectives present in the creation of the George Washington cherry tree myth.  
1.3: Different Perspectives  
Demonstrate an understanding of historical perspectives by discussing the *Lenses* video and the ways to use primary and secondary sources to see an event through multiple points of view. |
| Government-Civics Participation & Skills | Grade 7 CS 16 | Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.  
1.2: Defining History  
Demonstrate an understanding of multiple perspectives by connecting the “Magpie Lesson” to personal and group stories told about issues and events.  
1.3: Different Perspectives  
Demonstrate an understanding of multiple perspectives by describing and analyzing a disagreement between peers. |
| Grade 8 CS 1 | History-Historical Thinking & Skills | Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.  
1.3: Different Perspectives  
Demonstrate an understanding of multiple perspectives by discussing perspectives using the *Lenses* video and applying ideas to primary and secondary sources. |
| Grade 8 CS 21 | Government-Civics Participation & Skills | Informed citizens understand how media and communication technology influence public opinion.  
1.2: Defining History  
Demonstrate an understanding of historicity by discussing how “facts” are spread through social media.  
1.3: Different Perspectives  
Demonstrate an understanding of the media influence on public opinion by analyzing the “Blue & Black / White}
## Ohio Standards Alignment

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Historical Thinking &amp; Skills</th>
<th>History-Historical Thinking &amp; Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>CS1</td>
<td>American History</td>
<td>The use of primary and secondary sources of information includes an examination of the credibility of each source.</td>
<td>Demonstrate an understanding of credibility by examining famous stories of George Washington and the cherry tree, King Arthur and the Knights of the Round Table, the Trojan War, Robin Hood, and Area 51 and other conspiracy theories.</td>
</tr>
<tr>
<td>9-12</td>
<td>CS2</td>
<td>Modern World History</td>
<td>The use of primary and secondary sources of information includes an examination of the credibility of each source.</td>
<td>Demonstrate an understanding of credibility by examining famous stories of George Washington and the cherry tree, King Arthur and the Knights of the Round Table, the Trojan War, Robin Hood, and Area 51 and other conspiracy theories.</td>
</tr>
<tr>
<td>9-12</td>
<td>CS3</td>
<td>Modern World History</td>
<td>The use of primary and secondary sources of information includes an examination of the credibility of each source.</td>
<td>Demonstrate an understanding of credibility by examining famous stories of George Washington and the cherry tree, King Arthur and the Knights of the Round Table, the Trojan War, Robin Hood, and Area 51 and other conspiracy theories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern World History</td>
<td>Historians develop theses and use evidence to support or refute positions.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Modern World History</td>
<td>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</td>
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<td>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</td>
</tr>
</tbody>
</table>

### American History

#### 1.2: Defining History

Demonstrate an understanding of source credibility after watching the *Lenses* video and completing the Primary vs Secondary Source Quiz Game.

#### 1.3: Different Perspectives

Demonstrate an understanding of source credibility after watching the *Lenses* video and completing the Primary vs Secondary Source Quiz Game.

### Modern World History

#### 2.4: Developing Historical Arguments

Develop a thesis by using a historical argument/thesis checklist as a guide to refine a historical argument based on research and analysis of primary and secondary sources.

#### 1.2: Defining History

Demonstrate an understanding of cause, effect, sequence, and correlation by identifying the impact of Mason Locke Weems on the “history” of George Washington.
## English Language Arts for Social Studies

<table>
<thead>
<tr>
<th>Grade Level &amp; Standard</th>
<th>Domain</th>
<th>Standard (purple) Essential Skill and Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
</tbody>
</table>
| RH. 6-8.1              | Key Ideas and Details     | 2.2: Citations & Bibliographies  
Produce a citation using the [Chicago Manual of Style (17th ed.)](https://www.chicagomanualofstyle.org/) for all student found sources by exploring incorrect citations using Citation Quest!  
2.3: Making the Most of Researching  
Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).                                                                                                                                                                                                                                                     |
| RH. 6-8.2              |                           | Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate summary that includes the central ideas of the source.  
2.2 (b only): Citations & Bibliographies  
Demonstrate understanding of texts by creating annotations for all student researched sources.  
2.3: Making the Most of Researching  
Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source.                                                                                                                                                                                    |
|                        |                           | 3.1: Project Overview  
Build an annotated bibliography by creating annotations that analyze the value of source to the individual research.                                                                                                                                                                                                                                                                                                                                                                                                 |
| RH. 6-8.4              | Craft and Structure       | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  
2.3: Making the Most of Researching  
Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources.                                                                                                                                                                                                                                                                                                                                                                                                 |
| RH. 6-8.6              |                           | Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  
1.2 Defining History  
Demonstrate an understanding of an author’s purpose and perspective by examining Mason Locke Weems’ additions to the biography of George Washington.  
2.3: Making the Most of Researching  
Display an understanding of an author’s purpose and perspective by reading and analyzing a variety of primary and secondary sources from multiple perspectives on the same topic.                                                                                                                                                                                                 |

*For more details, please refer to the [Ohio History Connection](https://www.ohiohistoryconnection.org/).*
# Ohio Standards Alignment

| RH. 6-8.7 | Integration of Knowledge and Ideas | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  
1.3: Thinking about History  
Demonstrate an ability to read and understand visual information by analyzing multiple perspectives in *The Elephants and Numbers Activity*.  
2.3: Making the Most of Researching  
Display an understanding of the importance of visual information by incorporating searches for primary and secondary visual information into student research as seen in *All the World’s a Source*.  
| RH. 6-8.8 |  | Distinction among fact, opinion, and reasoned judgment in a text.  
2.3: Making the Most of Researching  
Differentiate between fact and opinion by evaluating a variety of primary and secondary sources from multiple perspectives.  
| RH. 6-8.9 |  | Analyze the relationship between a primary and secondary source on the same topic.  
2.3: Making the Most of Researching  
Apply an understanding of the relationship between primary and secondary sources by using research methods to find appropriate sources related to students’ research questions.  
| RH. 6-8.10 | Range of Reading and Level of Text Complexity | By the end of grade 8, read, comprehend, and respond to history/social studies texts in the grades 6–8 text complexity band independently and proficiently.  
2.3: Making the Most of Researching  
Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic.  
| RH. 9-10.1 | Key Ideas and Details | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  
2.2: Citations & Bibliographies  
Produce a citation using the *Chicago Manual of Style (17th ed.)* for all student found sources by exploring incorrect citations using *Citation Quest!*.  
2.3: Making the Most of Researching  
Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).  
| RH. 9-10.2 |  | Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary of how key events or ideas develop over the course of the text.  
2.2 (b only): Citations & Bibliographies  
Demonstrate understanding of texts by creating annotations for all student researched sources.  

| RH. 9-10.3 | 2.3: Making the Most of Researching  
Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source. |
| RH. 9-10.3 | 3.1: Project Overview  
Build an annotated bibliography by creating annotations that analyze the value of source to the individual research. |
| RH. 9-10.4 | 1.4: Additional Resources  
Display and understanding of cause and effect by reading and discussing primary and secondary versions of *The Fall of Icarus*. |
| RH. 9-10.4 | 2.3: Making the Most of Researching  
Display an understanding of cause and effect related to a series of events by selecting and analyzing primary and secondary sources that describe multiple perspectives on a topic. |
| RH. 9-10.6 | 2.3: Making the Most of Researching  
Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources. |
| RH. 9-10.6 | 2.3: Making the Most of Researching  
Display an understanding of an author’s purpose and perspective by reading and analyzing a variety of primary and secondary sources from multiple perspectives on the same topic. |
| RH. 9-10.7 | 2.3: Making the Most of Researching  
Analyze data by interpreting quantitative and qualitative data found in a variety of primary and secondary sources as it relates to a research topic. |
| RH. 9-10.8 | 2.3: Making the Most of Researching  
Evaluate an author’s claim by compiling evidence and examining reasoning from a variety of primary and secondary sources on a research topic. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH. 9-10.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>RH. 9-10.10</td>
<td>By the end of grade 10, read, comprehend, and respond to history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>RH. 11-12.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>RH. 11-12.2:</td>
<td>Analyze content-area-specific text development. b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH. 11-12.3:</td>
<td>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
</tbody>
</table>

2.3: Making the Most of Researching
- Compare and contrast points of view on one topic by finding appropriate primary and secondary sources from a variety of research locations including libraries, websites, and personal interviews.
- Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic.
- Produce a citation using the Chicago Manual of Style (17th ed.) for all student found sources by exploring incorrect citations using Citation Quest!
- Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).
- Demonstrate understanding of texts by creating annotations for all primary and secondary sources.
- Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source.
- Build an annotated bibliography by creating annotations that analyze the value of source to the individual research.
- Display an understanding of correlation and causation related to a series of events by selecting and analyzing primary and secondary sources that describe multiple perspectives on a topic.
| RH. 11-12.4 | **Craft and Structure** | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. |
| RH. 11-12.6 |  | 2.3: Making the Most of Researching<br>Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources. |
| RH. 11-12.6 |  | Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| RH. 11-12.7 | **Integration of Knowledge and Ideas** | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH. 11-12.8 |  | 2.3: Making the Most of Researching<br>Integrate and evaluate a variety of diverse formats and media by using All the World’s a Source to guide discovery of objects, photos, and other media as primary sources to answer a research question. |
| RH. 11-12.8 |  | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| RH. 11-12.9 |  | 2.3: Making the Most of Researching<br>Evaluate an author’s claim by compiling evidence and examining reasoning from a variety of primary and secondary sources on a research topic. |
| RH. 11-12.9 |  | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| RH. 11-12.9 |  | 2.3: Making the Most of Researching<br>Evaluate multiple points of view on one topic by finding appropriate primary and secondary sources from a variety of research locations including libraries, websites, and personal interviews. |
| RH. 11-12.10 | **Range of Reading and Level of Text Complexity** | By the end of grade 12, read, comprehend, and respond to history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |
| RH. 11-12.10 |  | 2.3: Making the Most of Researching<br>Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic. |
| Writing | **WHST. 6-8.1a** | Write arguments focused on discipline specific content. a. Establish a clear thesis statement to present an argument. |
| Writing |  | 2.4: Developing Historical Arguments<br>Develop a thesis that reflects the students' historical argument about specific topics based on research.
## Ohio Standards Alignment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5: Additional Materials and Resources</strong></td>
<td>Create a well-supported thesis by using the Thesis Mad Libs Activity to assist in preliminary thesis development as well as refinement of thesis.</td>
</tr>
<tr>
<td><strong>WHST. 6-8.2a</strong></td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Establish a thesis statement to present information.</td>
</tr>
<tr>
<td><strong>2.4: Developing Historical Arguments</strong></td>
<td>Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6).</td>
</tr>
<tr>
<td><strong>WHST.6-8.7</strong></td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td><strong>2.3: Making the Most of Researching</strong></td>
<td>Apply an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources.</td>
</tr>
<tr>
<td><strong>WHST.6-8.8</strong></td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td><strong>WHST.6-8.9</strong></td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>2.3: Making the Most of Researching</strong></td>
<td>Support a research question by identifying evidence from multiple primary and secondary sources.</td>
</tr>
<tr>
<td><strong>WHST. 9-10.1a</strong></td>
<td>Write arguments focused on discipline specific content. a. Establish a clear and thorough thesis to present an argument.</td>
</tr>
<tr>
<td><strong>2.4: Developing Historical Arguments</strong></td>
<td>Develop a thesis that reflects the students' historical argument about specific topics based on research.</td>
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<td><strong>2.5: Additional Materials and Resources</strong></td>
<td>Create a well-supported thesis by using the Thesis Mad Libs Activity to assist in preliminary thesis development as well as refinement of thesis.</td>
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<td><strong>WHST. 9-10.2a</strong></td>
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</table>
| **WHST. 9-10.7** | 2.4: Developing Historical Arguments
Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6). |
| **Research to Build and Present Knowledge** | Conduct short as well as more sustained research projects to answer a question (including a self-generated 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. |
| **WHST. 9-10.8** | 2.3: Making the Most of Researching
Applied an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources. |
| **WHST. 9-10.9** | 3.2-3.6: Exhibits, Documentary, Paper, Performance, Website
Display and share the results of a short research project by selecting and constructing a project in a specific medium including exhibits, documentaries, papers, performances, or websites. |
| **WHST. 11-12.1a** | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **Text Types and Purposes** | 1.1: Introduction
Apply an understanding of research practices by creating a project journal to record sources, annotations and project notes. |
| **Text Types and Purposes** | 2.3: Making the Most of Researching
Apply an understanding of research practices by using multiple library classification systems to locate primary and secondary sources to answer research questions. |
| **Text Types and Purposes** | Draw evidence from informational texts to support analysis, reflection, and research. |
| **Text Types and Purposes** | 2.3: Making the Most of Researching
Support a research question by identifying evidence from multiple primary and secondary sources. |
| **Text Types and Purposes** | Write arguments focused on discipline-specific content. a. Establish a clear and thorough thesis to present a complex argument. |
| **Text Types and Purposes** | 2.4: Developing Historical Arguments
Develop a thesis that reflects the students’ historical argument about specific topics based on research. |
| **Text Types and Purposes** | 2.5: Additional Materials and Resources
Create a well-supported thesis by using the Thesis Mad Libs Activity to assist in preliminary thesis development as well as refinement of thesis. |
## Ohio Standards Alignment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| WHST. 11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
2.4: Developing Historical Arguments  
Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6). |
| WHST. 11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.  
2.3: Making the Most of Researching  
Apply an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources. |
| WHST. 11-12.8 | Research to Build and Present Knowledge  
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  
2.3: Making the Most of Researching  
Apply an understanding of research practices by using multiple library classification systems to locate primary and secondary sources to answer research questions. |
| WHST. 11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research.  
2.3: Making the Most of Researching  
Support a research question by identifying evidence from multiple primary and secondary sources. |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Grade Level &amp; Standard</th>
<th>Topic</th>
<th>Social Emotional Learning Standards</th>
</tr>
</thead>
</table>
| A: Self Awareness | Middle Grades: A1. 1.c | Identify, recognize and name personal complex emotions | 1.1: Introduction  
Demonstrate an awareness of personal emotions by evaluating the research process and deciding to work alone or in a group.  
1.3: Different Perspectives  
Demonstrate an awareness of personal emotions by reflecting on multiple perspectives using Elephants & Dresses activities. |
| | Middle Grades: A1. 2.c | Explain that emotions may vary based on the situation, including people and places | 1.1: Introduction  
Demonstrate an awareness of varying emotions when evaluating the research process and deciding to work alone or in a group.  
1.3: Different Perspectives  
Demonstrate an awareness of personal emotions by reflecting on multiple perspectives using Elephants & Dresses activities. |
Demonstrate an awareness of personal emotions by evaluating the research process and deciding to work alone or in a group.  
1.3: Different Perspectives  
Demonstrate an awareness of complex personal emotions by reflecting on multiple perspectives using Elephants & Dresses activities. |
| High School: A1. 2.d | | Analyze ways emotions impact the social environment | 1.1: Introduction  
Demonstrate an awareness of how emotions impact social awareness when making decisions about how to complete the project (independently, or in groups) and by delegation of jobs within the group.  
1.3: Different Perspectives  
Demonstrate an awareness of how emotions impact social awareness by reflecting on multiple perspectives using Elephants & Dresses activities. |
## Ohio Standards Alignment

<table>
<thead>
<tr>
<th>C: Social Awareness</th>
<th>D: Relationship Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1. 3.c</strong></td>
<td><strong>D1. 1.c</strong></td>
</tr>
<tr>
<td><strong>C1:</strong> Recognize, identify and empathize with the feelings and perspective of others</td>
<td><strong>D1:</strong> Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.</td>
</tr>
<tr>
<td><strong>C3. 1.c</strong></td>
<td><strong>D3. 1.c</strong></td>
</tr>
<tr>
<td><strong>C3:</strong> Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures</td>
<td><strong>D3:</strong> Demonstrate the ability to actively listen and understand multiple perspectives.</td>
</tr>
</tbody>
</table>

**1.1: Introduction**
Demonstrate empathy through understanding of others’ feelings and acknowledgement of their perspective.

**1.3: Different Perspectives**
Demonstrate empathy toward others when making decisions about how to complete the project (independently, or in groups) and by delegation of jobs within the group.

**C3. 1.d**
Examine and address explicit or implicit personal biases toward an individual or group.

**1.1: Introduction**
Demonstrate an understanding of bias by making thoughtful decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.

**1.3: Different Perspectives**
Demonstrate an understanding of bias by discussing how primary and secondary sources can reflect the biases of individuals or groups.

**D1:** Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.

**D3:** Demonstrate the ability to actively listen and understand multiple perspectives.

**D3:** Demonstrate the ability to prevent, manage and resolve different perspectives of others to prevent conflict.

**1.1: Introduction**
Demonstrate the ability to understand different perspectives when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.

**D3:** Demonstrate the ability to prevent, manage and resolve different perspectives of others to prevent conflict.

**1.1: Introduction**
Demonstrate the ability to understand different perspectives when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.
| E: Responsible Decision-Making | interperson conflicts in constructive ways | 1.3: Different Perspectives  
Demonstrate the ability to understand different perspectives by considering how multiple perspectives impact an event when using the *Elephants & Dresses* activities. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>E1. 1.c</td>
<td></td>
<td>Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective</td>
</tr>
</tbody>
</table>
|  | 1.1: Introduction  
Demonstrate critical thinking skills when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group. | 1.3: Different Perspectives  
Demonstrate critical thinking skills by considering how multiple perspectives impact an event when using the *Elephants & Dresses* activities. |
|  | 1.1: Introduction  
Demonstrate critical thinking skills when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group. | Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives |
| E1. 1.d | E1: Develop, implement and model effective decision and critical thinking skills | 1.1: Introduction  
Demonstrate critical thinking skills when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group. |
|  | Gather evidence to support and solve academic and social challenges | 1.3: Different Perspectives  
Demonstrate critical thinking skills by considering how multiple perspectives impact an event when using the *Elephants & Dresses* activities. |
| E1. 2.c | 3.2-3.6: Exhibits, Documentary, Paper, Performance, Website  
Demonstrate an ability to solve academic challenges by selecting and creating a presentation most appropriate to display and share knowledge gathered by research. | Implement a decision-making process to solve complex situations including academic and social challenges |
| E1. 2.d | 3.2-3.6: Exhibits, Documentary, Paper, Performance, Website  
Demonstrate an ability to solve academic challenges by selecting and creating a presentation most appropriate to display and share knowledge gathered by research. |  |