

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Lanelle Brouard*

### Scenario 1

#### Topic “Bullying in the Hallways”

#### **Key Question:**

Should students expect to be safe in the hallways?

#### **Scenario:**

Jim, a 4’6” shy sixth grader, has just enrolled in a new school because of his father’s new job. Since he’s a late enrollee, he learns that there are no lockers available except in the 8<sup>th</sup> grade hallway. He finds his top locker and because of his small stature, he has trouble even reading the combination dial. As he struggles to open his locker, George, a 5’9” eighth grader comes to get his books from the locker below Jim’s. George takes one look at the small boy who has the locker and laughs. He yells to the other students in the hallway, “Hey, look at the midget!” Then he continued, “What are you doing in our hallway, shrimp?” Other eighth graders stop and gather around. Jim is so startled he doesn’t know what to say. George talks louder, “Hey, mouse, don’t you know to answer when I’m talking to you?” Other boys chime in, “What grade are you in?”, “You’re too little to be an eighth grader.”, “What are you doing in this hall anyway?” By now, Jim is shaking and trying not to cry. Another eighth grader, Carlos, comes up and says, “Hey guys! Back off a little. You’re scaring the kid.” George says, “We don’t need your hero act here, Carlos. And we don’t need this scared little mouse in our hallway. I think that’s what I’m gonna call him. Mouse. Then George turns to Jim, “Hey, Mouse, get out of my way so I can get my book.” Jim finally manages to stammer, “My name is J-Jim.” George replies, “No, your name is now officially Mouse. Run away little mouse, before I break your little mouse neck.” Jim grabs his backpack and hurries away. Now, every time he tries to go to his locker, George is around, taunting, him and not allowing Jim to open his locker. The other boys have joined in the harassment, and even Carlos has made a few intimidating remarks to Jim.

Today, one of Jim’s teachers reprimanded him about carrying around his backpack. “Don’t you know you’re supposed to leave your books in your locker?” she asks.

#### **Discussion questions:**

1. What should Jim do?
2. Would this incident have happened if teachers had been patrolling the hallways between classes?
3. Do you think Carlos is a victim too? Why or why not?
4. How does peer pressure influence adolescent behavior?
5. What should students do in a case like this?

#### **CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

*This lesson was contributed by the following teacher: Brandi Kelly*

# Do the Write Thing

## 2022 Scenarios

Scenario 2

Topic “Student Teacher Bullying

**Key Question:**

At what point does the teacher become the bully?

**Scenario:**

A student, who is seen as annoying by most students and teachers is being made fun of by a group of students. The teacher doesn't stop the insults, however, begins throwing in his own insults about the student. The student begins crying which only leads to more insults. To remove himself from the situation, he walks out of the classroom, which results in a write-up from the teacher and one day of ISS.

**Discussion questions:**

1. How can administration monitor for situations like this?
2. How could the student have handled it?
3. Who is responsible?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Cathy Kimbrow

Stevie Wilson

Brandi Kelly

Scenario 3

Topic “Picture Sharing”

### **Key Question:**

Is sending unflattering pictures of a classmate via text message wrong?

### **Scenario:**

Someone took an unflattering picture of another student in the locker-room. Most students find the kid in the picture annoying and rude to others. Most of your friends have had the picture sent to their phones. Some still have it. The parents of this student are demanding action be taken to stop the picture from circulating and for the students responsible to be punished. You have seen the picture and know many of those involved. You know you will be one of those interviewed by the principal as having knowledge and possession of this image. What should you say?

### **Discussion questions:**

1. Is there a difference between receiving the picture and keeping it to show others on your phone and sending it via text?
2. What if you received it, showed it to one other person and then deleted it?
3. What about the kids who received it, deleted it, verbally told others about the photo, but didn't report it?
4. What is a person's responsibility to stop the persecution of others?

### **CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Yvonne Martinez

Jessica Olivares

Dalia Camero

Scenario 4

**Topic “Sexting”**

***Key Question:***

What are the dangers of sexting?

***Scenario:***

Laura is at a party with friends when she meets Frank, a popular basketball player at her school. At the party, they begin flirting and having a fun conversation. When Laura gets home, Frank calls her and they begin talking for a long time in the middle of the night. Frank asks Laura for an inappropriate picture and she agrees. She takes one with her phone and sends it to him once he promises not to show anyone. The next Monday, Laura’s picture had circulated to everyone on the basketball team and their friends. They start calling her names and laughing at her. Eventually her teachers and parents find out.

***Discussion questions:***

1. What should Laura, her teachers, and her parents do next?
2. Why did Laura believe it was okay to send the picture?
3. Why did Frank believe it was okay to ask for and share Laura’s picture?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Wynett Rideaux

Linda Vaughn

Christopher Orr

### Scenario 5

#### Topic “High Achiever Falls Victim to Violence”

#### **Key Question:**

How do you dispel jealousy and embrace success?

#### **Scenario:**

Kathy, who is an eighth grade honor student and volleyball captain, begins to be harassed online by Monique and Kim who had recently been dismissed from the volleyball team because of failing grades. Kathy tells her mother who contacts and meets with the principal who promises and assures the mother that the situation will be handled. Yet, after the mother leaves the school, Kathy confronts Kim and Monique which prompted them to attack her in the restroom. Kathy was suspended for one day and lost her opportunity to participate in ½ of the 8<sup>th</sup> Grade Activities Day. Monique and Kim were suspended for four days and were prohibited from participating in all 8<sup>th</sup> grade activities.

#### **Discussion questions:**

1. Why do Monique and Kim feel jealous and possibly threatened by Kathy’s success?
2. How should Monique and Kim have accepted Kathy’s success and their own failures?
3. Should Kathy have directly confronted Monique and Kim or allow the administration to handle the situation?

#### **CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Jennifer D'Orazio*

### Scenario 6

#### Topic "Relationships"

**Key Question:**

*What actions would you take to help all members of this family?*

**Scenario:**

Stacy's father returned from Iraq. He is suffering from PTSD (post traumatic stress disorder) and is having a difficult time adjusting to life at home. He often loses his temper and is verbally abusive to his family. He is on medication, but it takes time to find the proper dosage. Stacy's mother wants to go to family counseling, but he doesn't want anyone to know their business.

**Discussion questions:**

1. How would you help Stacy's father?
2. What advice would you give the other family members?
3. How would you help Stacy trust her father again?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Carmen Crawford

Bobbie Trejo

Rosa Zamarripa

Susan Ludka

Scenario 7

### Topic “Bullying”

**Key Question:**

What constitutes bullying?

**Scenario:**

The class is asked to complete projects in small groups. One student, a bright but socially awkward girl, is rejected by all groups even with teacher intervention. She gets into a verbal fight with several other students. The student fails to be accepted in any group situation.

**Discussion questions:**

1. Would counseling be effective for this student?
2. How could the teacher/students help this student fit into a group?
3. What means could be used to get the rejected student to reflect on and modify her own behavior?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Dalia Camero

Jessica Olivares

Yvonne Martines

Scenario 8

### Topic “Gang Membership”

**Key Question:**

What is the importance of family?

**Scenario:**

Jerry, an eighth grader, has not spoken to his father since the age of seven. Though his mother tries to keep track of his actions, she is preoccupied with her three younger children. Jerry, desperate for a male role model and the feeling of being part of a group, begins to notice the friendship and loyalty among a neighborhood gang. He wonders what it would be like to become a member.....

**Discussion questions:**

1. Why do people join gangs?
2. What do you think Jerry will do next?
3. If Jerry’s father was still around, do you think he would be in this situation? Why or why not?
4. Do you know a “Jerry”? How can you help him/her?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Deidra Lee*

### Scenario 9

#### Topic “Healthy Behaviors”

**Key Question:**

How can you recognize when a friend is in emotional trouble?

**Scenario:**

Beth tells her best friend, Mary, that she had a bad weekend dealing with everything. She had contemplated ending the emotional pain that she’s dealt with for the last few years. Mary finds out that Beth may be in danger of killing herself. Mary knows that Beth struggles with depression and refuses to tell her parents about it.

**Discussion questions:**

1. What should Mary do to help Beth?
2. Describe the signs of depression. What may a person do or say if they are at risk of hurting themselves?
3. How can you relate the dangers of weapons and/or drugs to an altered emotional state and the finality of the situation. (permanent solution to a temporary problem)

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher(s):*

Stevie Wilson  
Cathy Kimbrow  
Brandi Kelly

### Scenario 10

#### Topic “Sexting”

**Key Question:**

Should student’s pictures be private property and off limits to the school?

**Scenario:**

At a recent football game, the cheer sponsor confiscated the phone of one of the cheerleaders after learning that the girl had sent an inappropriate picture of herself to some of the football players. The cheerleader’s mother found an inappropriate picture of the school quarterback on her daughter’s phone that was sent to her daughter during the summer. What should happen to these students?

**Discussion questions:**

1. Is there a difference between possession of a provocative picture whether or not body parts are exposed.
2. Should the school take action about these pictures since they were not taken on school property?
3. Should the cheer coach/football coach suspend these students since they represent the school?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Jessica Olivares*

### Scenario 11

#### Topic “Bullying”

**Key Question:**

Why do people treat people who are not like themselves differently?

**Scenario:**

Melissa’s family moved to a new city when she was eight years old. She had never been a part of such a diverse community so everyone noticed right away that she was “different” in many ways. As the years went by, Melissa was left out of social circles and didn’t make many friends. Students would even make fun of her in class or show outward frustration whenever she would speak or ask questions. Eventually Melissa gave up on trying to fit in and started dressing in all black and developed different hairstyles, which increased the taunting. Despite this, she kept a positive attitude and her peers did not appreciate that either.

**Discussion questions:**

1. Why do you think Melissa was able to keep a positive attitude?
2. Why do people become frustrated or uncomfortable with others who are different from themselves?
3. How could her peers have responded to Melissa instead of taunting her? What difference would it make?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Janet Hutcheson*

### Scenario 12

#### Topic “Bullying”

**Key Question:**

How can bullying be detected when the halls are full of people?

**Scenario:**

Nick has complained to his teachers that he is being picked on and bullied by Scotty and Andre. He alleges they call him names and they jab him with their elbows when teachers are not watching. As teachers monitor the locker area closely, they now see Nick doing to others what he alleges was done to him.

**Discussion questions:**

1. What actions should the teacher take, if any?
2. What can be done about this situation?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Lana Shadwick*

### Scenario 13

#### Topic “Communication/Relationships/Violence”

#### **Key Question:**

Can words be used in such a way as to be a violent act?

#### **Scenario:**

Katelyn and her girlfriends were standing in the school hallway when Jennifer walks towards them. Jennifer is very different from everyone in the school. She is extremely shy, dresses in Goth clothing and makeup and says awkward and weird things and cuts herself. Katelyn “goes off” on Jennifer. She calls her a freak and tells her that no one wants to be around her because she cuts herself. The girls then turn their backs to Jennifer and they walk away.

#### **Discussion questions:**

1. Is it ever appropriate to talk to another person in this way?
2. What if they make you uncomfortable and you just want to make them go away?
3. Why do people say cruel or unpleasant things to others? Is it ever appropriate to do so?
4. Is it appropriate to tell a counselor that Jennifer has been cutting herself? Or just let it go?
5. How do these words equal rudeness? Would you want to be talked to in this way?

#### **CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Janet Hutcheson*

### Scenario 14

#### Topic “Drug Abuse”

**Key Question:**

What should be done if drug use seems to be glamorized by some students?

**Scenario:**

Andy has just returned from the alternative school. He was suspended for drug possession. Some students seem afraid of him, while others high-five him and treat him like a celebrity. He is enjoying the attention.

**Discussion questions:**

1. What kind of discussion could the class have about drugs?
2. Why is criminal behavior sometimes seen as exciting to some students?

**CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

# Do the Write Thing

## 2022 Scenarios

*This lesson was contributed by the following teacher: Dalia Carnero*

### Scenario 15

#### Topic "Date Rape"

#### **Key Question:**

When you meet someone for the first time, does the evening become a joyful memory or does it become a nightmare?

#### **Scenario:**

Sandra was a popular girl in school until she made the wrong choice. She had been dating a guy in school whom all the girls adored and thought was handsome. One night she left home without permission to meet him for what she thought was a night on the town. This was not what happened. He placed drugs in her drink when she was not looking. She became pregnant at 14.

#### **Discussion questions:**

1. Too many young girls are lead to believe that date rape only happens in the movies? Why?
2. Do you ever really get to know a guy before going out with him?
3. Should a girl go out alone with a guy on the first date?

#### **CORRELATED TEKS:**

ELPS: 1A, 2H, 3G, 3H, 5F, 5G

ELAR: 25B, 25A, 18C, 23B

CCRS, E/LAS IV Listening A

Health 2E, 5C, 5K, 7A, 7B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 11F, 12F

Physical Education 7B, 7E

Social Studies (7<sup>th</sup> grade) 17B, 23A, 23B

Social Studies (8<sup>th</sup> grade) 20C, 21B

## Do the Write Thing 2022 Scenarios

### **BACKGROUND INFORMATION on the College and Career Readiness Standards:**

House Bill 1, 79th Texas Legislature, Third Called Session, 2006, amended TEC, Chapter 28, by adding §28.008. This section requires the commissioner of education and the commissioner of higher education to establish vertical teams composed of public school educators and institutions of higher education faculty. The vertical teams are charged with developing or identifying college readiness standards, professional development materials, and online student support materials.

### ATTACHMENT I

#### Statutory Citation Relating to Approval of Selection Criteria for College and Career Readiness Online Student Materials

##### **Texas Education Code, §28.008, Advancement of College Readiness in Curriculum:**

- (a) To ensure that students are able to perform college-level course work at institutions of higher education, the commissioner of education and the commissioner of higher education shall establish vertical teams composed of public school educators and institution of higher education faculty.
- (b) The vertical teams shall:
  - (1) recommend for approval by the commissioner of education and the Texas Higher Education Coordinating Board college readiness standards and expectations that address what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education;
  - (2) evaluate whether the high school curriculum requirements under Section 28.002 and other instructional requirements serve to prepare students to successfully perform college-level course work;
  - (3) recommend how the public school curriculum requirements can be aligned with college readiness standards and expectations;
  - (4) develop instructional strategies for teaching courses to prepare students to successfully perform college-level course work; and
  - (5) develop or establish minimum standards for curricula, professional development materials, and online support materials in English language arts, mathematics, science, and social studies, designed for students who need additional assistance in preparing to successfully perform college-level course work.
- (d) The State Board of Education shall incorporate college readiness standards and expectations approved by the commissioner of education and the Texas Higher Education Coordinating Board under Subsection (b) into the essential knowledge and skills identified by the board under Section 28.002(c).
- (d-1) Beginning with the 2008-2009 school year, the State Board of Education shall incorporate college readiness standards and expectations into the essential knowledge and skills of the foundation curriculum under Section 28.002(a)(1) for courses in which students in grades nine through 12 generally enroll, as determined by board rule. This subsection expires December 1, 2012.

## Do the Write Thing 2022 Scenarios

| <p style="text-align: center;"><b>English Language Proficiency Standard (ELPS)</b><br/>Texas Administrative Code (TAC)<br/>Title 19 Chapter 74,<br/>Curriculum Requirements</p>  | <p style="text-align: center;"><b>English Language Arts and Reading/Texas Essential Knowledge and Skills Correlations (ELAR/TEKS)</b><br/>Texas Administrative Code (TAC),<br/>Title 19, Part II Chapter 110</p>   | <p style="text-align: center;"><b>College and Career Readiness Standard (CCRS)</b><br/>Texas Education Code (TEC),<br/>§28.008</p>   |
|--|--|--|
| <p><b>§74.4.English Language Proficiency Standards. (a)Introduction.(2)</b> In order for ELLs to be successful, they <b>must acquire both social and academic</b> language proficiency in English. <b>Social language proficiency in English</b> consists of the English needed for daily social interactions. <b>Academic language proficiency</b> consists of the English needed to think critically, understand and learn new concepts, process complex academic material, &amp; <b>interact and communicate in English academic settings.</b></p> <p><b>(1)(A)Learning Strategies/</b> use prior knowledge &amp; experiences to understand meanings in English</p> <p><b>(2)(E) Listening/</b> internalize new basic and academic language by using and reusing it in meaningful ways in speaking &amp; writing activities that build concept and language attainment.</p> <p><b>(2)(H)Listening/</b> Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and</p> <p><b>(2)(I) Listening/</b> demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade level needs.</p> <p><b>(3)(G)Speaking/</b> express opinions, ideas, and feelings ranging from communicating single words &amp; short phrases to participating in extended discussions on a variety of social &amp; grade-appropriate academic topics</p> <p><b>(3)(H)Speaking/</b>narrate, describe, and explain with increasing specificity and detail as more English is required</p> <p><b>(5)(F) Writing/</b> write using a variety of grade-appropriate sentence lengths, patterns, &amp; connecting words to combine phrases, clauses, &amp; sentences in increasingly accurate ways as more</p> | <p style="text-align: center;"><b>WRITING/Writing Process Strand Knowledge and Skill Statement Grades 7-8:</b></p> <p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. <b>Students are expected to:</b></p> <p><b>14(C)</b> revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience and genre have been addressed.</p> <p style="text-align: center;"><b>WRITING STRAND/Vertical Alignment</b></p> <p><b>Persuasive Texts</b></p> <p>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. <b>Students are expected to:</b></p> <p><b>18(B)</b> write a persuasive essay to the appropriate audience that: considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;</p> <p><b>18(C)</b> include evidence that is logically organized to support the author's viewpoint and that differentiates between fact &amp; opinion</p> <p style="text-align: center;"><b>WRITING STRAND/Oral &amp; Written Conventions</b></p> <p>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. <b>Students are expected to:</b></p> <p><b>19(C)</b>use a variety of complete sentences(e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p style="text-align: center;"><b>RESEARCH STRAND Knowledge and Skill Statement</b></p> <p>Students organize and present their ideas and information according to the purpose of the</p> | <p><b>E/LAS: Writing: A.</b><br/>Compose texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p> <p><b>E/LAS Writing A.5.</b><br/>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p><b>E/LAS: V. Research: C.</b><br/>Produce and design a document.</p> <p><b>E/LAS: IV. Listening: A.</b><br/>Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews</p> <p><b>Cross Disciplinary Standards I. Key Cognitive Skills B. Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Consider arguments and conclusions of self and others.</li> <li>2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions</li> </ol> <p><b>Cross Disciplinary Standards I C. Problem Solving.</b></p> <ol style="list-style-type: none"> <li>1. Analyze a situation to identify a problem to be solved.</li> <li>2. Develop and apply multiple strategies to solve a problem</li> </ol> <p>F. Academic Integrity</p> <ol style="list-style-type: none"> <li>3. Include the ideas of others and the complexities of the debate, issue, or</li> </ol> |

## Do the Write Thing 2022 Scenarios

|   |  |   |
|---|--|---|
| <p>English is acquired<br/><b>(5)(G)Writing/</b> narrate, describe, &amp; explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p> | <p>research and their audience. <b>Students are expected to</b> synthesize the research into a written or oral presentation.<br/>23(B) categorize information thematically in order to see the larger constructs inherent in the information<br/>25(A) draw conclusions and summarize or paraphrase the findings in a systematic way<br/>25(B) marshal evidence to explain the topic and give relevant reasons for conclusions<br/>25(C) present the findings in a meaningful format</p> | <p>problem.<br/>4. Understand and adhere to ethical codes of conduct.</p> |
|---|--|---|

## Do the Write Thing 2022 Scenarios

### Texas Essential Knowledge and Skills

#### Health Education

##### §115.23. Health Education, grade 7-8

###### Health Information/ The student is expected to:

- (1)(C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability
- (2)(C) compare and contrast changes in males and females
- (2)(E) examine physical and emotional development during adolescence
- (3)(B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors
- (4)(C) demonstrate ways to use health information to help self and others
- (4)(D) discuss the legal implications regarding sexual activity as it relates to minor persons

###### Health Behaviors / The student is expected to:

- (5)(B) describe the dangers associated with a variety of weapons
- (5)(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse
- (5)(D) identify information relating to abstinence
- (5)(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age
- (5)(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity
- (5)(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, and other substances
- (5)(K) apply strategies for avoiding violence, gangs, weapons, and drugs
- (5)(L) explain the importance of complying with rules prohibiting possession of drugs and weapons

###### Influencing Factors/ The student is expected to:

- (6)(A) relate physical and social environmental factors to individual and community health such as climate and gangs
- (7)(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models
- (7)(B) develop strategies for monitoring positive and negative relationships that influence health

###### Personal/Interpersonal Skills/ The student is expected to:

- (10)(A) differentiate between positive and negative peer pressure
- (10)(B) describe the application of effective coping skills
- (10)(D) summarize and relate conflict resolution/mediation skills to personal situations
- (10)(E) appraise the importance of social groups
- (11)(A) describe techniques for responding to criticism
- (11)(B) demonstrate strategies for coping with problems and stress
- (11)(C) describe strategies to show respect for individual differences including age differences
- (11)(D) describe methods of communicating emotions
- (11)(E) describe the effect of stress on personal and family health
- (11)(F) describe the relationships between emotions and stress
- (12)(D) predict the consequences of refusal skills in various situations
- (12)(E) examine the effects of peer pressure on decision making
- (12)(F) develop strategies for setting long-term personal and vocational goals

## Do the Write Thing 2022 Scenarios

### Physical Education

#### §116.23 Physical Education . Grade 7

##### Physical Activity and Health / The student is expected to:

- (4)(G) the student is expected to: describe and predict the effects of fitness-related stress management techniques on the body, and
- (4)(I) recognize the effects of substance abuse on personal health and performance in physical activity

##### Social Development/ The student is expected to:

- (7)(A) solve problems in physical activities by analyzing causes and potential solutions
- (7)(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings
- (7)(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams
- (7)(E) recognize the role of games, sport, and dance in getting to know and understand others.

#### §116.23 Physical Education Grade 8

##### Physical Activity and Health. The student is expected to:

- (4)(A) list long term physiological and psychological benefits that may result from regular participation in physical activity
- (4)(F) describe and predict the effects of stress management techniques on the body
- (4)(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance
- (4)(H) recognize the effects of substance abuse on personal health and performance in physical activity

##### Social Development

- (7)(A) solve problems in physical activities by analyzing causes and potential solutions
- (7)(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings
- (7)(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams

### Texas Essential Knowledge and Skills

### Social Studies

#### §113.23 Social Studies (7<sup>th</sup> grade) Texas History/

##### Citizenship – The student understands the rights and responsibilities of Texas citizens.

###### The student is expected to:

- (16)(A) summarize the rights guaranteed in the Texas Bill of Rights, and(B) identify civic responsibilities of Texas citizens
- (17)(B) describe the importance of free speech and press in a democratic society and (17)(C) express and defend a point of view on an issue of historical or contemporary interest in Texas

##### (19)Culture – The student understands the concept of diversity within unity in Texas. The student is expected to:

- (19)(B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture

##### (21) Social Studies skills. The student applies critical-thinking skills to organize and use information

## Do the Write Thing 2022 Scenarios

**acquired**

**from a variety of sources. The student is expected to:**

- (D)** identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- (E)** support a point of view on a social studies issue or event
- (F)** identify bias in written, oral, and visual material
- (G)** evaluate the validity of a source based on language, corroboration with other sources, and information about the author

**(23) Problem Solving -The student uses problem-solving and decision-making skills, working independently and**

**with others, in a variety of settings. The student is expected to:**

- (A)** use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- (B)** use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### **§113.24 Social Studies (8<sup>th</sup> grade) United States History - Colonialism though Reconstruction**

**(20) Citizenship. The student understands the rights and responsibilities of citizens of the US. The student is**

**expected to:**

- (C)** explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family
- (D)** identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries
- (F)** explain how the rights and responsibilities of US citizens reflect our national identity.

**(21) Citizenship -The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:**

- (B)** evaluate the contributions of the Founding Fathers as models of civic virtue