## Cultural Diversity

### Course
Law Enforcement I

### Unit VIII
Interview and Interrogation

### Essential Question
What is cultural diversity and what role does it play in law enforcement?

### Rationale
Police officers encounter people from many different cultures in a wide variety of circumstances. In order to truly protect and serve everyone, officers must be well-trained to communicate effectively with people from all cultures without being driven by their own biases.

### Objectives
The students will be able to:
1. Analyze diversity in culture.
2. Distinguish between cultures and subcultures.
3. Identify theories of prejudice and discrimination.
4. Write a research paper about an aspect of their own culture.
5. Analyze race-related issues in law enforcement

### Engage
Give each student the handouts Cultural Biases Reflection and Acknowledging Your Cultural Heritage to fill out as a self-assessment. Do not use it for a grade. Instead, use it as a discussion or a journal-writing tool to assess the impact cultural diversity has had on the students. Use the Individual Work Rubric for assessment.

### Key Points
I. Cultural Diversity – differences in age, ethnic heritage, gender, physical abilities/qualities, and sexual orientation
   A. Key Terms
   1. **Culture**: an integrated pattern of learned human behavior traits including thoughts, communication, actions, beliefs, values; the institutions of an ethnic, religious, or social group; a body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group
   2. **Ethnicity**: sharing a strong sense of identity with a particular religious, racial, or social group
   3. **Race**: is not biological, but it is a powerful social idea that oppresses some groups while benefiting others
   4. **Cultural sensitivity**: the ability to be open to learning about and to be accepting of different cultural groups
   5. **Racism**: a belief that racial differences produce an inherent superiority in a particular race
   6. **Stereotype**: a generalization of characteristics that is applied to all members of a cultural group
   7. **Internalized oppression**: a subconscious belief in negative stereotypes about a group that results in an attempt to fulfill those stereotypes and a projection of those stereotypes onto members of that group

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8. **Heterosexism**: a belief in the inherent superiority of heterosexuality over all other patterns, and thereby the right to dominance
9. **Discrimination**: to make a difference in treatment on a basis other than individual character
10. **Prejudice**: an attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason
11. **Multiculturalism**: the recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class
12. **Sexism**: the belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance
13. **Ethnocentrism**: to judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true, universal way and the other cultures in a negative way

II. Dimensions of Culture
A. Primary Dimensions – cannot be changed
   1. Age
   2. Gender
   3. Physical abilities/qualities
   4. Race
   5. Sexual orientation
B. Secondary Dimensions – can be altered
   1. Educational background
   2. Geographic location
   3. Income
   4. Marital status
   5. Parental status
   6. Religious beliefs
   7. Work experience

III. Theories of Prejudice
A. Cultural Transmission Theory
   1. Stereotypes and social distance
      a. Children are taught stereotypes
      b. Social distance: the desired distance that a group sets on contact with other groups. Social distance begins when certain traits are identified as “good” or “bad” and then are linked with stereotypes or particular groups
B. Personality Theory
   1. Frustration and aggression
      a. Asserts that social frustration caused by struggles for power within society causes aggression by members of one social group against members of another group
b. **Cognitive dissonance**: thoughts (social/moral) that sharply conflict with each other

C. **Group Identification Theory**
   1. Ethnocentrism causes people to gather in groups that view outside groups as different and inferior
      a. Strong communities through familial and social ties based on intimacy
      b. Ethnocentrism causes prejudice

IV. **Theories of Discrimination**
   A. How can discrimination cause prejudice?
      1. Children learn to discriminate before they learn to be prejudiced
      2. Preexisting discrimination can create a “vicious circle” of discrimination
   B. **Situational Pressure Theory**
      1. People’s actions under pressure in particular situations do not always match their professed beliefs and attitudes
      2. The gap between belief and action is called *creed/deed discrepancy*
   C. **Group Gains Theory**
      1. Dominant social groups discriminate against subordinate groups because the individual members of the dominant groups enjoy concrete gain as a result
   D. **Institutional Structure Theory**
      1. A steady decline in the living standards for racial and ethnic minorities
      2. Shame combined with prejudice results in discrimination
      3. Segregated schools and/or neighborhoods emerge
      4. Built into the structure of society

V. **Differentiate between Culture and Subculture**
   A. **Culture**: the sum total of the learned behavioral traits, values, beliefs, language, laws, and technology characteristics of the members of a particular society
   B. **Cultural relativity**: belief that no culture can be judged by the standards of another and that every culture must be approached on its own terms
   C. **Subcultures**: small groups of people within a society whose values differ from those of the majority
   D. **Counterculture**: made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture
   E. **Contracultures**: social groups that have developed values and models of behaviors that are in continual conflict with the prevailing culture

VI. **Implicit Bias and Law Enforcement**
A. **Implicit Biases:** are unconscious biases that affect our decision-making; everyone has them
   1. Are shaped by personal history and cultural influences
   2. General research findings include: (Gove, 2003)
      a) Implicit biases are pervasive
      b) People are often unaware of their implicit biases
      c) Implicit biases predict behavior
      d) People have different levels of implicit bias
   3. Well-intentioned officers might act on their implicit biases, but this does not excuse unethical police behavior

B. **Equity in Law Enforcement**
   1. Police officers should acknowledge scenarios with the highest risk of manifesting bias, such as
      a) Traffic stops
      b) Consent searches
      c) Reasonable suspicion to frisk
   2. Police agencies should
      a) Hire a diverse workforce and people who can police without bias
      b) Utilize community policing because it
         (1) Facilitates positive interactions between community members and the police
         (2) Can promote fair and impartial policing
      c) Have clear policies that inform officers
      d) Have supervisors who are trained in implicit bias
      e) Address biased behavior in police officers or squads
   3. **Resources**
      a) [http://trustandjustice.org/resources/intervention/implicit-bias](http://trustandjustice.org/resources/intervention/implicit-bias)
      b) [http://cpe.psych.ucla.edu/](http://cpe.psych.ucla.edu/)

**Activities**

1. **Myth of race video.** Ask the students to write their own definitions of race. Then show them the video, *The myth of race, debunked in 3 minutes* (available online via a web search). Then discuss as a class how the video changed their definitions. Use the Discussion Rubric for assessment.

2. **“What is race?” Activity.** Have the students spend a minimum of thirty minutes exploring the PBS site: *What is Race?* ([http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm](http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm)). Then have the students write a one-page reflection about what they learned. (Note: This activity may be modified to a homework assignment or extended into a discussion.) Use the Individual Work Rubric and the Discussion Rubric for assessment.

3. **Video discussion.** Use some or all of the following videos for a class
discussion about equity in law enforcement.

- How can Ferguson law enforcement break a pattern of bias
  http://video.pbs.org/video/2365437095/
- Law Enforcement Response to Ferguson Protests
  http://video.pbs.org/video/2365332025/
- Center for Policing Equity Pres. Phillip Atiba Goff, Ph.D.
  http://video.pbs.org/video/2365446025/

Assessments
Cultural Diversity Exam and Key
Cultural Diversity Key Terms Quiz and Key
Discussion Rubric
Individual Work Rubric
Role Play Rubric
Research Rubric
Writing Rubric

Materials
Cultural Diversity computer-based presentation
Acknowledging Your Cultural Heritage worksheet
Cultural Diversity Key Terms handout
Cultural Biases Reflection worksheet
White board, large sheets of paper, or chalk board
Computer with projector, Internet access, and screen
Computers with Internet access

Resources
North Texas Council of Governments (Cultural Sensitivity Course)
http://www.nctcog.org/
Texas Commission on Law Enforcement Officer Standards and Education
(TCLEOSE) http://www.tcleose.state.tx.us/
Arlington Police Academy
0887441858, Nature of Communication Disorders in Culturally and
Linguistically Diverse Populations, O.L. Taylor, San Diego, CA:
College-Hill Press, 1986
PBS: Race the Power of an Illusion
http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm
Gove, T. G. (2011, October). Implicit bias and law enforcement. The
Police Chief, 78, 44-56.
How can Ferguson law enforcement break a pattern of bias
http://video.pbs.org/video/2365437095/
Law Enforcement Response to Ferguson Protests
http://video.pbs.org/video/2365332025/
Center for Policing Equity Pres. Phillip Atiba Goff, Ph.D.
http://video.pbs.org/video/2365446025/
The myth of race, debunked in 3 minutes video (available online via a web search)

Accommodations for Learning Differences
For reinforcement, the students will select an aspect of their identity (e.g. race, sexual orientation, religion, gender, etc.), and write an essay (2-page minimum) about its importance to their selves and/or the impact it has on their lives. Use the Writing Rubric for assessment.

For enrichment, the students will select a person wrongly killed by police during a stop. Then the students will research the officer, the victim, and the situation and write a paper summarizing their research. Their paper must include a section analyzing and describing how the officer could/should have acted differently in order to save the victim’s life. Use the Research Rubric and/or the Writing Rubric for assessment.

State Education Standards
Texas Essential Knowledge and Skills for Career and Technical Education
§130.293. Law Enforcement I (One to Two Credits).
(2) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:
(D) recognize diversity in culture;

College and Career Readiness Standards
Social Studies Standards
I. Interrelated Disciplines and Skills
E. Change and continuity of social groups, civic organizations, institutions, and their interaction
1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.
4. Identify and evaluate the sources and consequences of social conflict.
Cultural Diversity Key Terms

Cognitive dissonance: thoughts (social/moral) that sharply conflict with each other

Contracultures: social groups that have developed values and models of behaviors that are in continual conflict with the prevailing culture

Counterculture: made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture

Cultural relativity: a belief that no culture can be judged by the standards of another and that every culture must be approached on its own terms

Cultural sensitivity: the ability to be open to learning about and accepting different cultural groups

Culture: an integrated pattern of learned human behavior traits including thoughts, communication, actions, beliefs, values; the institutions of an ethnic, religious, or social group; a body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group

Discrimination: to make a difference in treatment on a basis other than individual character

Ethnicity: sharing a strong sense of identity with a particular religious, racial, or social group

Ethnocentrism: to judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true, universal way and the other culture’s in a negative way

Heterosexism: a belief in the inherent superiority of heterosexuality over all other patterns, and thereby the right to dominance

Implicit Biases: unconscious biases that affect our decision-making; everyone has them

Internalized oppression: a subconscious belief in negative stereotypes about a group that results in an attempt to fulfill those stereotypes, and a projection of those stereotypes onto the members of that group

Multiculturalism: the recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class

Prejudice: an attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason

Race: is not biological, but it is a powerful social idea that oppresses some groups while benefiting others

Racism: a belief that racial differences produce an inherent superiority in a particular race

Sexism: the belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance

Social distance: the desired distance that a group sets on contact with other groups. Social distance begins when certain traits are identified as “good” or “bad” and then are linked with stereotypes or particular groups

Stereotypes: a generalization of characteristics that is applied to all members of a cultural group

Subcultures: small groups of people within a society whose values differ from those of the majority
Acknowledging Your Cultural Heritage

1. What ethnic group do you belong to?

2. What socioeconomic class do you belong to and why?

3. Do you associate yourself with a religion or a belief system? If so, which one?

4. What communities do you belong to?

5. What experiences have you had with people from your own ethnic group, socioeconomic class, religion, age group, or community?

6. When you were growing up, what did your parents and significant others say about people who were different from your family?
Cultural Biases Reflection

1. Things I think/feel about or ways I react to someone who is disfigured or disabled or ill:

2. How I react to people who speak a different language:

3. My reaction to ethnic groups other than my own:

4. When I walk into a room and notice that there are people that appear to have a race other than my own, I think/feel:

5. I think/feel that people from the LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) community are generally:

6. When I see a woman alone out with a group of men, I think:

7. If a blind person asked me out on a date, I would:

8. If I was attracted to a person of a different race, I think I would:
Cultural Diversity Exam

1. _____Which is not one of the words commonly used interchangeably?
   A  Stereotype
   B  Race
   C  Culture
   D  Ethnicity

2. _____Sharon is interested in learning about the people of Kenya. She begins a research paper and sends off for information from the Kenyan government. Sharon is exhibiting which of the following terms?
   A  Multiculturalism
   B  Cultural sensitivity
   C  Ethnocentrism
   D  Counterculture

3. _____All except which one of the following is included in the definition for culture?
   A  Beliefs
   B  Values
   C  Communications
   D  Genetic characteristics

4. _____The primary dimensions of culture include all except which of the following?
   A  Physical abilities/qualities
   B  Race
   C  Sexual orientation
   D  All are primary dimensions of culture

5. _____Secondary Dimensions of culture include factors that can be altered. Which factor cannot be altered?
   A  Work experience
   B  Educational background
   C  Age
   D  Marital status

6. _____Which dimension of culture cannot be changed?
   A  Primary
   B  Secondary

7. _____Which dimensions of culture can be altered?
   A  Primary
   B  Secondary
8. _____ Ethnicity is based on a strong sense of identity with which of the following?
   A Geographic location
   B Religious group
   C Values
   D Culture

9. _____ Ethnicity is defined by all but which one of the following?
   A Assumes genetic differences
   B Refers to groups of people that are socially defined based on cultural criterion
   C It is usually self-labeling; implies a sense of belonging, a positive evaluation
   D Contributes to self-esteem

10. _____ Race is defined as ____________________.
    A The ability to be open to learning about and accepting of different cultural groups
    B A belief that racial differences produce inherent superiority of a particular race
    C A generalization of characteristics that is applied to all members of a cultural group
    D A powerful social idea that oppresses some groups while benefiting others

11. _____ Racism is defined as ____________________.
    A The ability to be open to learning about and to be accepting of different cultural groups
    B A generalization of characteristics that is applied to all members of a cultural group
    C A belief that racial differences produce an inherent superiority of a particular race
    D Biological concept that defines groups of human beings based on a set of genetic characteristics

12. _____ A subconscious belief in negative stereotypes about one’s own group that results in an attempt to fulfill those stereotypes, and a projection of those stereotypes onto other members of that group, is the definition of which key term?
    A Internalized oppression
    B Cultural sensitivity
    C Discrimination
    D Ethnocentrism

13. _____ A belief in the inherent superiority of one pattern of loving over all other patterns, and thereby the right to dominance, is the definition of which key term?
    A Racism
    B Stereotype
    C Race
    D Heterosexism
14. _____ An unfavorable action toward people because they are members of a particular racial or ethnic group defines which key term?
   A  Racism
   B  Discrimination
   C  Ethnocentrism
   D  Multiculturalism

15. _____ An unfavorable attitude toward people because they are members of a particular group defines which key term?
   A  Racism
   B  Sexism
   C  Prejudice
   D  Discrimination

16. ____ Which key term fits the following definition? The recognition and the acknowledgement that society is pluralistic:
   A  Cultural sensitivity
   B  Ethnocentrism
   C  Multiculturalism
   D  Ethnicity

17. _____ Which key term fits the following definition and is commonly practiced in law enforcement? The belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance:
   A  Sexism
   B  Racism
   C  Heterosexism
   D  Prejudice

18. _____ To judge other cultures by the standards of one’s own and beyond that, to see one’s own standards as the true, universal and the other culture in a negative way, defines which key term?
   A  Culture
   B  Ethnicity
   C  Ethnocentrism
   D  Racism

19. _____ Which Theory of Prejudice teaches stereotypes and social dissonance?
   A  Group Identification Theory
   B  Personality Theory
   C  Cultural Transmission Theory
   D  Situational Pressures Theory
20. _____ Which Theory of Prejudice includes cognitive dissonance?
   A  Personality Theory  
   B  Cultural Transmission Theory  
   C  Group Identification Theory  
   D  Group Gains Theory

21. _____ Which Theory of Prejudice focuses on ethnocentrism?
   A  Cultural Transmission Theory  
   B  Group Identification Theory  
   C  Personality Theory  
   D  Situational Pressures Theory

22. _____ Which Theory of Discrimination is based on the principle that people’s actions do not always match their professed beliefs and attitudes?
   A  Group Gains Theory  
   B  Institutional Structure Theory  
   C  Situational Pressures Theory  
   D  Group Identification Theory

23. _____ Which Theory of Discrimination includes discrimination by the dominant group against the subordinate group because the individual members of the dominant group enjoy concrete gains?
   A  Group Gains Theory  
   B  Situational Pressures Theory  
   C  Institutional Structure Theory  
   D  Group Identification Theory

24. _____ Which Theory of Discrimination reveals steady declines in living standards for racial and ethnic minorities, and when shame combines with prejudice to result in discrimination?
   A  Situational Pressures Theory  
   B  Group Gains Theory  
   C  Institutional Structure Theory  
   D  Cultural Transmission Theory

25. _____ A belief that no culture can be judged by the standards of another, and every culture must be approached on its own terms defines which term?
   A  Contraculture  
   B  Cultural relativity  
   C  Subcultures  
   D  Counterculture
26. _____ Small groups of people within a society whose values differ from those of the majority defines which culture term?
   A Subcultures
   B Counterculture
   C Contraculture
   D Cultural relativity

27. _____ Which culture term is made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture?
   A Subcultures
   B Contraculture
   C Counterculture
   D Cultural relativity

28. _____ Social groups that have developed values and modes of behavior that are in continual conflict with the prevailing culture are called what?
   A Subcultures
   B Cultural relativity
   C Countercultures
   D Contraculture

29. _____ The gap between belief and action is called what?
   A Creed/deed discrepancy
   B Social distance
   C Cognitive dissonance
   D Social scapegoat

30. _____ Cultural Diversity includes differences in all but which of the following?
   A Age
   B Gender
   C Religious affiliation
   D Sexual orientation

31. _____ Police officers should acknowledge scenarios with the highest risk of manifesting bias, such as
   A Traffic stops
   B Consent searches
   C Reasonable suspicion to frisk
   D All of the above

32. _____ Police agencies should:
   A Hire a diverse workforce and people who can police without bias
   B Have supervisors who are trained in implicit bias
   C Address biased behavior in police officers or squads
   D All of the above
33. Community Policing does which of the following?
   A. Facilitates positive interactions between community members and the police
   B. Can promote fair and impartial policing
   C. Both A and B
   D. Neither A nor B

34. Which of the following are true statements about implicit biases?
   A. They are unconscious biases that affect our decision-making, but not everyone has them
   B. They are not shaped by personal history and cultural influences
   C. Both A and B
   D. Neither A nor B

35. Well-intentioned officers might act on their implicit biases, but this does not excuse unethical police behavior.
   A. True
   B. False
Cultural Diversity Exam Key

1. A
2. B
3. D
4. D
5. C
6. A
7. B
8. B
9. A
10. D
11. C
12. A
13. D
14. B
15. C
16. C
17. A
18. C
19. C
20. A
21. B
22. C
23. A
24. C
25. B
26. A
27. C
28. D
29. A
30. C
31. D
32. D
33. C
34. D
35. A
Cultural Diversity Key Term Quiz

Directions: Match the following terms with the definitions on the next page by writing the letter of the correct definition in the blank.

1. _____ Cognitive dissonance
2. _____ Contracultures
3. _____ Counterculture
4. _____ Cultural relativity
5. _____ Cultural sensitivity
6. _____ Culture
7. _____ Discrimination
8. _____ Ethnicity
9. _____ Ethnocentrism
10. _____ Heterosexism
11. _____ Implicit Biases
12. _____ Internalized oppression
13. _____ Multiculturalism
14. _____ Prejudice
15. _____ Race
16. _____ Racism
17. _____ Sexism
18. _____ Social distance
19. _____ Stereotypes
20. _____ Subcultures
Definitions:

A  A generalization of characteristics that is applied to all members of a cultural group
B  Social groups that have developed values and models of behaviors that are in continual conflict with the prevailing culture
C  Unconscious biases that affect our decision-making; everyone has them
D  Thoughts (social/moral) that sharply conflict with each other
E  To make a difference in treatment on a basis other than individual character
F  Made of subcultures that sharply challenge and reject some of the norms and expectations of the dominant culture
G  Sharing a strong sense of identity with a particular religious, racial, or social group
H  A belief in the inherent superiority of heterosexuality over all other patterns, and thereby the right to dominance
I  An integrated pattern of learned human behavior traits including thoughts, communication, actions, beliefs, values; the institutions of an ethnic, religious, or social group; a body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group
J  A subconscious belief in negative stereotypes about a group that results in an attempt to fulfill those stereotypes, and a projection of those stereotypes onto the members of that group
K  The recognition and acknowledgement that society is pluralistic. In addition to the majority culture, there are many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class
L  Small groups of people within a society whose values differ from those of the majority
M  A belief that no culture can be judged by the standards of another and that every culture must be approached on its own terms
N  Is not biological, but it is a powerful social idea that oppresses some groups while benefiting others
O  To judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true, universal way and the other culture’s in a negative way
P  Attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason
Q  A belief that racial differences produce an inherent superiority in a particular race
R  The ability to be open to learning about and accepting different cultural groups
S  The belief in the inherent superiority of one sex (gender) over the other, and thereby the right to dominance
T  The desired distance that a group sets on contact with other groups. It begins when certain traits are identified as “good” or “bad” and then linked with stereotypes or particular groups
Cultural Diversity Key Term Quiz Key

1. D
2. B
3. F
4. M
5. R
6. I
7. E
8. G
9. O
10. H
11. C
12. J
13. K
14. P
15. N
16. Q
17. S
18. T
19. A
20. L
## Discussion Rubric

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<td>Participates in group discussion</td>
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<td>Encourages others to join the conversation</td>
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<td>Keeps the discussion progressing to achieve goals</td>
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<td>Shares thoughts actively while offering helpful recommendations to others</td>
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<td>Gives credit to others for their ideas</td>
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<td>Respects the opinions of others</td>
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<td>Involves others by asking questions or requesting input</td>
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<td>Expresses thoughts and ideas clearly and effectively</td>
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**Comments:**
**Individual Work Rubric**

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<td>Follows directions</td>
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<td>Student completed the work as directed, following the directions given, in order and to the level of quality indicated</td>
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<td>Time management</td>
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<td>Student used time wisely and remained on task 100% of the time</td>
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<td>Student kept notes and materials in a neat, legible, and organized manner. Information was readily retrieved</td>
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<td>Evidence of learning</td>
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<td>Student documented information in his or her own words and can accurately answer questions related to the information retrieved</td>
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<tr>
<td><em>Research/Gathering information (if relevant)</em></td>
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<tr>
<td>Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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**Total Points (20 pts.)**

**Comments:**


### Research Rubric

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<tr>
<td>Question/goal</td>
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<td>Student identified and communicated a question or goal of the research</td>
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<tr>
<td>Research/Gathering information (if relevant)</td>
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<tr>
<td>Student used a variety of methods and sources to gather information.</td>
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<tr>
<td>Conclusion/Summary</td>
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<tr>
<td>Student drew insightful conclusions and observations from the information gathered. Information is organized in a logical manner</td>
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<tr>
<td>Communication</td>
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<td>Student communicated the information gathered and summary or conclusions persuasively. Student demonstrated skill in the use of media used to communicate the results of research</td>
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<td>Reflection</td>
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<td>Student reflected on the importance of the research and its potential application</td>
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<td><strong>Total Points (20 pts.)</strong></td>
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**Comments:**
## Role Play Rubric

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<td>Relates to the audience</td>
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<td>Provides fluent rendition of the scenario</td>
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<td>All required content is included</td>
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<td>Acts with feeling and expression</td>
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<td>Varies intonation</td>
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<td>Presents characters appropriately</td>
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<td>Gives the scenario its full range</td>
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<td>Breaches are easily identified</td>
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<td><strong>Total Points (32 pts.)</strong></td>
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Comments:
# Writing Rubric

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<td>The writing has all required parts from introduction to conclusion in smooth transition.</td>
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<td>The writing is interesting, supportive, and complete.</td>
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<td>The writing demonstrates that the writer comprehends the writing process.</td>
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<td>Accurate spelling, grammar, and punctuation</td>
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<td>The content of paragraphs emphasizes appropriate points.</td>
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<td>The writer shows an understanding of sentence structure, paragraphing, and punctuation.</td>
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<td>All sources and references are clearly and accurately documented.</td>
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**Total Points (28 pts.)**

Comments: