

Immigration and Crime

Vocabulary Worksheet

Below are a list of terms and phrases that you will encounter while reading the article and listening to the interview. Using a dictionary, provide definitions for each term or phrase. If you cannot find a formal definition, write down what you *think* the term or phrase might mean. Keep in mind that the meanings of these terms *in statistics* may be different from the way we used them in common speech.

Meta-analysis

Null Effect

Negative Relationship

Positive Effect

Synthesize/Synthesis

Aggregate

Narrative review

Reading Guide and Worksheet

Use this worksheet to guide your reading of the primary article. As you read, answer the questions in your own words. Whenever possible, make notes as to where in the text you found your answer (e.g., in the Methods section, in the fifth paragraph on page 112).

1. Who are the authors of the article? What information can you find about them in the article directly?
2. What specific problem is this research attempting to address? (Another way to think of this: What reasons do the authors give for conducting this research?)
3. What group(s) of people does the research focus on?
4. What were the specific research questions the study attempted to answer? (Another way to think of this is: What were the researchers' hypotheses? What were they trying to find out?)
5. List the methods the researchers used to collect data.
6. What did the researchers find? Summarize the key points.
7. What questions were raised in your reading of the article?

Targeted NGSS, Cross-Cutting Concepts, and Science and Engineering Practices

The activities in this guide can be used to address the following standards, concepts, and practices.

Next Generation Science Standards	
LS1.A: Structure and Function	<ul style="list-style-type: none"> • Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3)
LS2.D: Social Interactions and Group Behaviors	<ul style="list-style-type: none"> • Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HLS2-8)
LS4.C: Adaptation	<ul style="list-style-type: none"> • Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (HS-LS4-3),(HS-LS4-4)
Science and Engineering Practices	
Developing and Using Models	<ul style="list-style-type: none"> • Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system. • Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
Obtaining, Evaluating, and Communicating Information	<ul style="list-style-type: none"> • Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.
Analyzing and Interpreting Data	<ul style="list-style-type: none"> • Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. • Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. • Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
Cross-Cutting Concepts	
Cause and Effect: Mechanism and Prediction: Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.	<ul style="list-style-type: none"> • Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. • Changes in systems may have various causes that may not have equal effects.
Patterns: Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them	<ul style="list-style-type: none"> • Empirical evidence is needed to identify patterns. • Graphs, charts, and images can be used to identify patterns in data. (6-8) • Patterns can be used to identify cause and effect relationships. (6-8)