

- PS 1 Demonstrate understanding of the implications of knowledge claims and underlying assumptions in oral response.
- PS 2 Generate questions, explanations, conjectures, hypotheses, alternative ideas, and possible solutions in response to knowledge issues concerning ways of knowing.
- PS 3 Generate questions, explanations, conjectures, hypotheses, alternative ideas, and possible solutions in response to knowledge issues concerning areas of knowledge.
- PS 4 Recommend a conclusion to knowledge issues based on an assessment of generated questions, explanations, conjectures, hypotheses, alternative ideas, and/or solutions with reference to student's own experience as a learner.
- PS 5 Demonstrate an understanding of different perspectives of knowledge issues through comparison and analysis of the potential ramifications of maintaining one perspective of a knowledge issue as opposed to another.
- PS 6 Draw links and make effective comparisons between different approaches to knowledge issues that derive from areas of knowledge, ways of knowing, theoretical positions, and cultural values.
- PS 7 Demonstrate ability to analyze a response to a knowledge issue as the product of one's own experience as a learner.
- PS 8 Formulate and communicate ideas clearly with due regard for accuracy and academic honesty.
- PS 9 Create well organized explanations in accordance with standardized rules of syntax and grammar.
- PS 10 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- PS 11 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- PS 12 11-12.RH.7 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.
- PS 13 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- PS 14 11-12.WHST.1 Write arguments focused on discipline-specific content.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- PS 15 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.