

State Humanistic and Artistic Outcomes

Ethical Thinking

- Recognize and describe humanistic . . . works or problems and patterns of human experience (6.1)
- Analyze and evaluate texts . . . in their cultural, intellectual, or historical contexts (6.3)
- Create, interpret, or reinterpret artistic/humanistic works through performance or criticism (6.5)
- Develop arguments about forms of human agency or expression . . . in an understanding of and respect for spatial, temporal, and cultural contexts (6.6)
- Analyze diverse narrative and evidence in order to explore the complexity of human experience across space and time (6.7)

Critical and Creative Thinking

- Recognize and describe humanistic . . . works or problems and patterns of human experience (6.1)
- Apply disciplinary methods . . . including the ability to distinguish primary and secondary sources (6.2)
- Analyze the concepts and principles of various types of humanistic expression (6.4)
- Create, interpret, or reinterpret artistic/humanistic works through performance or criticism (6.5)
- Develop arguments about forms of human agency or expression . . . in an understanding of and respect for spatial, temporal, and cultural contexts (6.6)
- Analyze diverse narrative and evidence in order to explore the complexity of human experience across space and time (6.7)

Integrative Thinking

- Recognize and describe humanistic . . . works or problems and patterns of human experience (6.1)
- Apply disciplinary methods . . . including the ability to distinguish primary and secondary sources (6.2)
- Analyze and evaluate texts . . . in their cultural, intellectual, or historical contexts (6.3)
- Develop arguments about forms of human agency or expression . . . in an understanding of and respect for spatial, temporal, and cultural contexts (6.6)
- Analyze diverse narrative and evidence in order to explore the complexity of human experience across space and time (6.7)

State Social and Behavioral Outcomes

Ethical Thinking

- Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations. (5.4)
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. (5.5)
- Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities. (5.6)

Critical and Creative Thinking

- Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena. (5.2)
- Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations. (5.4)
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. (5.5)

Integrative Thinking

- Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain. (5.1)
- Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena. (5.2)
- Demonstrate basic literacy in social, behavioral, or historical research methods and analyses. (5.3)
- Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations. (5.4)
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. (5.5)

State Science Outcomes

Ethical Thinking

- Distinguish between scientific and non-scientific evidence and explanations. (4.2)
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (4.3)
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues. (4.6)
- *Explain how scientific explanations are formulated, tested, and modified or validated. (Will use separate rubric) (4.1)

Critical and Creative Thinking

- Distinguish between scientific and non-scientific evidence and explanations. (4.2)
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (4.3)
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions. (4.4)
- Use current models and theories to describe, explain, or predict natural phenomena. (4.5)
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues. (4.6)

Integrative Thinking

- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (4.3)
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions. (4.4)
- Use current models and theories to describe, explain, or predict natural phenomena. (4.5)
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues. (4.6)