



Priority Standards

D.S. Cross Cultural Expedition – Grade 9

Distinguished Scholars Academy

Below is a table of the priority standards.

Priority Standards	Description
LT 1.1.1	Use inquiry to discover topics and/or <i>issues</i> of personal interest to develop a sense of intellectual curiosity.
LT 1.1.2	Begin to contextualize and develop the skills necessary to identify the complexities of a question, problem, <i>issue</i> , or topic.
LT 1.1.3	Understand how to properly pose questions and seek answers that reflect multiple, divergent, or contradictory <i>perspectives</i> .
LT 1.2.1	Determine and establish how prior knowledge and a wide array of current curricular knowledge establish strong connections and base of understanding when questioning and evaluating.
LT 1.2.2	Understand how to retrieve, question, organize, and use prior knowledge about a topic.
LT 1.3.1	Display, practice and familiarize students with various appropriate strategies and technologies.
LT 1.3.2	Access and manage information from a diverse range of strategies and technologies.
LT 1.4.1	Establish the tools to identify appropriate methods of <i>research</i> for a given <i>inquiry</i> .
LT 2.1.1	Introduce diverse <i>perspectives</i> and <i>arguments</i> through a spectrum of non-fiction readings, works and authors.
LT 2.1.2	Introduce various and diverse <i>reading</i> strategies to help read critically for a specific purpose.
LT 2.1.3	Introduce multiple strategies that help to summarize and explain a <i>text's</i> main idea or aim.
LT 2.2.1	Explain and analyze a <i>perspective</i> and <i>argument</i> in a <i>text</i> .
LT 2.2.2	Begin the process of evaluating the validity of an <i>argument</i> in order to understand the value of differing perspectives.
LT 2.3.1	Explore broader <i>issues</i> and examine the <i>implications</i> of an <i>author's claim</i> .
LT 2.3.2	Evaluate potential resolutions, <i>conclusions</i> , or <i>solutions</i> to problems or <i>issues</i> raised by an <i>argument</i> or perspective.
LT 3.1.1	Provide access to multiple <i>perspectives</i> or <i>arguments</i> about an <i>issue</i> .

Priority Standards	Description
LT 3.1.2	Develop tools and strategies to present differing <i>perspective</i> in order to broaden the understanding of an <i>issue</i> and/or <i>argument</i> .
LT 3.2.1	Introduce the importance of objections, <i>implications</i> , and <i>limitations</i> within alternate, opposing, or competing <i>perspectives</i> or <i>arguments</i> .
LT 4.1.1	Model and practice strategies in order to understand the value of a well-reasoned <i>argument</i> , that takes the complexities of the problem or <i>issue</i> into consideration.
LT 4.2.1	Interpret, use, and synthesize data to develop and support an <i>argument</i> .
LT 4.2.2	Model and practice effective <i>commentary</i> that links <i>evidence</i> with <i>claims</i> .
LT 4.3.1	Attribute knowledge and ideas accurately and ethically using an appropriate citation style.
LT 4.4.1	Extend an idea, question, process, or product to innovate or create new understandings.
LT 4.5.1	Develop an understanding of the <i>limitations</i> and <i>implications</i> of offered resolutions, <i>conclusions</i> , and/or <i>solutions</i> .
LT 5.1.1	Plan, produce, and present a cohesive <i>argument</i> , considering audience, <i>context</i> , and purpose.
LT 5.1.2	Understand the importance of established <i>conventions</i> of grammar, usage, style, and mechanics in regard to presenting a <i>perspective</i> or <i>argument</i> .
LT 5.1.3	Communicate information through appropriate media using effective techniques of design.
LT 5.1.4	Adapt <i>arguments</i> for <i>context</i> and purpose in order to engage an audience by employing effective techniques of delivery or performance.
LT 5.2.1	Provide multiple collaborative tasks in order to highlight and utilize diverse <i>perspectives</i> and <i>skills</i> .
LT 5.2.2	Provide individual contributions to overall collaborative effort to accomplish a task or goal.
LT 5.2.3	Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members.
LT 5.3.1	Demonstrate the value of reflection in increasing learning and growth.
LT 5.3.2	Reflect on and revise their own output and creative processes including collaborative efforts.