



Priority Standards

D.S. Symposium – Grades 10-11

Distinguished Scholars Academy

Below is a table of the priority standards.

Priority Standards	Description
LT 1.1.1	Contextualize and identify the complexities of a question, problem, <i>issue</i> , or topic.
LT 1.1.2	Pose questions and seek answers that reflect multiple, divergent, or contradictory <i>perspectives</i> .
LT 1.2.1	Retrieve, question, organize, and use prior knowledge about a topic.
LT 1.3.1	Access and manage information using appropriate and effective strategies and technologies.
LT 1.4.1	Identify appropriate methods of <i>research</i> for a given <i>inquiry</i> .
LT 2.1.1	Employ appropriate <i>reading</i> strategies and read critically for a specific purpose.
LT 2.1.2	Summarize and explain a <i>text's</i> main idea or aim while avoiding faulty generalizations and oversimplifications.
LT 2.2.1	Explain and analyze the logic and <i>line of reasoning</i> of a <i>perspective</i> , <i>argument</i> , or <i>text</i> .
LT 2.2.2	Evaluate the relevance and credibility of details used to support a perspective or <i>argument</i> , taking <i>context</i> into consideration.
LT 2.2.3	Evaluate the validity of an <i>argument</i> .
LT 2.3.1	Connect <i>arguments</i> to broader <i>issues</i> by examining 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	Identify, compare, and interpret multiple <i>perspectives</i> or <i>arguments</i> about an <i>issue</i> .
LT 3.2.1	Evaluate objections, <i>implications</i> , and <i>limitations</i> of alternate, opposing, or competing <i>perspectives</i> or <i>arguments</i> .
LT 4.1.1	Formulate a well-reasoned <i>argument</i> , taking the complexities of the problem or <i>issue</i> into consideration.
LT 4.2.1	Interpret, use, and synthesize qualitative and/or quantitative data or information from various <i>perspectives</i> and sources (e.g., primary, secondary, print, non-print) to develop and support an <i>argument</i> .
LT 4.2.2	Provide insightful and cogent <i>commentary</i> that links <i>evidence</i> with <i>claims</i> .

Priority Standards	Description
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	Consider <i>limitations</i> and <i>implications</i> when offering 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	Adhere to established <i>conventions</i> of grammar, usage, style, and mechanics.
LT 5.1.3	Adhere to established <i>conventions</i> recognized and used by the specific scholarly community.
LT 5.1.4	Communicate information through appropriate media using effective techniques of design.
LT 5.1.5	Adapt <i>arguments</i> for <i>context</i> , purpose, and/or audience.
LT 5.1.6	Engage an audience by employing effective techniques of delivery or performance.
LT 5.2.1	Provide individual contributions to overall collaborative effort to accomplish a task or goal.
LT 5.2.2	Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members.
LT 5.3.1	Reflect on and revise their own processes, including writing, reading, thinking, scientific, mathematical, and/or creative processes.
LT 5.3.2	Reflect on experiences of collaborative effort.