

The proposed outcomes fit within the Framework of the LEAP Essential Learning Outcomes as follows:

## The Essential Learning Outcomes

### **Knowledge of Human Cultures and the Physical and Natural World**

- Recognize and explain scientific theories, concepts, and data about non-living systems.(B1)
- Recognize and explain scientific theories, concepts, and data about living systems. (B2)
- Describe the historical role which the mathematical approach has played in development of human knowledge and of our understanding of the world. (B4)
- Respond orally and in writing to aesthetic experiences, both subjectively and objectively, validating the integrity of both emotional and intellectual responses. (C1)
- Recognize, describe, and interpret works of art and performance; students may engage in skill development and/or participate in artistic creation. (C1)
- Objectively review and explain important philosophical, historical or linguistic findings and developments. (C2) **or**
  - Recognize, describe, and interpret works of the human imagination or intellect in their cultural context, either subjectively or objectively. (C2) **or**
  - Demonstrate basic competence with a language (not English) and interpret texts or speech produced in that language from a relevant cultural perspective. (C2)
- Trace the historical development of American documents, institutions, and ideals, including the Constitution of the United States and the operation of representative democratic government. (D1)
- Describe the origins of American social, political, cultural, and economic institutions and how they have changed over time. (D1)
- Analyze and synthesize historical sources, including primary and secondary documents, and place them in their historical context. (D1)
- Explain the structure of the governments of the United States of America and the State of California. (D2)
- Recognize the major political philosophies regarding the role of government articulated in current political discourse. (D2)
- Discuss issues in the social sciences in their contemporary as well as historical settings and in a variety of cultural contexts. (D3)
- Explain the principles, methodologies, value systems, and ethics employed in social scientific inquiry. (D3)
- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions. (D3)

## **Intellectual and Practical Skills**

- Demonstrate effective communication by analyzing, creating, and presenting extemporaneous informative and persuasive messages with clear lines of reasoning, development of ideas and documentation of external sources. (A1)
- Create and criticize public arguments and reasoning, decision making processes and rhetorical messages through oral and written reports. (A1)
- Develop complete sentence outlines that exhibit clear lines of reasoning and sequencing of ideas. (A2)
- Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.(A2)
- Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work..(A2)
- Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.(A2)
- Recognize, analyze, evaluate and construct arguments in ordinary language (A3)
- Distinguish between inductive and deductive reasoning. (A3)
- Identify common fallacies of reasoning. (A3)
- Analyze and evaluate the various types of evidence for various types of claims. (A3)
- Use data and observations from a specific scientific field to elucidate scientific hypotheses and theories. (B1)
- Recognize scientific principles and apply the scientific method. (B2)
- Represent and explain mathematical information beyond the level of intermediate algebra symbolically, graphically, numerically and verbally. (B4)
- Use mathematical models to find optimal results, make predictions, draw conclusions, and check whether the results are reasonable. (B4)

## **Personal and Social Responsibility**

- Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences. (A1)
- Discuss the tentative nature of scientific knowledge, and how scientific uncertainty is reflected in the value systems and ethics associated with human inquiry and public policy. (B1)
- Discuss the distinctive strengths and scope of scientific endeavors and the ethics associated with intellectual inquiry. (B2)
- Recognize and explain the relationship between the self and the arts in a given cultural context. (C1)
- Assess the meaning of representation in a democratic system of government and the pathways through which citizens may seek representation. (D2)

- Explain how, during the course of a lifetime, humans are physiologically, socially, and psychologically integrated. (E)
- Explain, model, or practice activities, skills, and behavior that promote lifelong learning and development. (E)
- Explain and interpret aspects of race, gender, culture, class, ethnicity or the relations among nations in a multicultural world. (MI)
- Identify systems of oppression, inequality, or discrimination within and among groups, cultures, subcultures or nations. (MI)

### **Integrative Learning**

- Apply mathematical models of real-world situations and explain the assumptions and limitations of those models. (B4)
- Describe the inextricable connections among the physical universe, the life forms which inhabit it, and the mathematical models used to describe it. (IB)
- From the perspective of a particular scientific discipline, explain the ways in which science shapes our lives. (IB)
- From the perspective of a particular scientific discipline, assess scientific issues including the value systems and ethics associated with them. (IB)
- Recognize and explain, subjectively or objectively, the content and interpretation of creative works of culture (artistic, literary, and intellectual). (IC)
- Explain relationships among the humanities, arts, and the self. (IC)
- Describe the inextricable connections among human social, political, cultural and economic institutions and behavior and employ the diverse methodologies used to examine them. (ID)
- Discuss social science issues, human institutions and their interconnections from both a contemporary and historical perspective. (ID)