You may need to adjust the wording suggested here (it was pulled from the “Pathways” proposal) to fit your specific circumstances; these formulations are meant to help you remember all the goals that need addressing.

**B. U.S. Experience in its Diversity** (address all goals 1,2,3)

Students will learn to:

1. Gather, interpret, and assess information from a variety of sources and points of view by ................... [name/describe class activity/ies]

2. Evaluate evidence and arguments critically or analytically by .............. [name/describe class activity/ies]

3. Produce well-reasoned written or oral arguments using evidence to support conclusions by ...................... [name/describe class activity/ies]

In addition, students will learn to: (address three goals of the group a-f)

a. Identify and apply the fundamental concepts and methods of ............ [name: your discipline or interdisciplinary field] to explore the U.S. experience in its diversity,

b. Analyze and explain the following major theme/s of U.S. history from more than one informed perspective: ...................... [name: the theme/s]

c. Evaluate how ............. [specify: indigenous populations, slavery, or immigration] has/ve shaped the development of the United States.

d. Explain and evaluate the role of the United States in its international relations with ............... [name: non-US country or organization]

e. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy by ................. [specify: area of study]

f. Analyze and discuss ..................[name: common institutions or patterns of life in contemporary U.S. society] and how it/they influence/s, or is / are influenced by .............. [specify: race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation].