

- PS 1 Students will respond to Document-Based Questions with a historically defensible thesis/claim that establishes a line of reasoning. ([AP WS](#))
- PS 2 Students will describe a broader historical context relevant to the Document-Based Question prompt. ([AP WS](#))
- PS 3 Students will provide evidence from historical documents to support arguments. ([AP WS](#))
- PS 4 Students will use pieces of historical evidence (beyond the evidence that is provided) to support arguments. ([AP WS](#))
- PS 5 Students will explain how or why a document's point of view, purpose, historical situation, and/or audience is relevant to an argument. ([AP WS](#))
- PS 6 Students will demonstrate a complex understanding of the historical development that is the focus of writing prompts, using evidence to corroborate, qualify, or modify an argument that addresses a question. ([AP WS](#))
- PS 7 Students will use historical reasoning (comparison, causation, continuity and change over time) to frame or structure an argument. ([AP WS](#))
- PS 8 Students will explain how different types of societies have adapted to and affected their environments. ([AP CS](#))
- PS 9 Students will explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time. ([AP CS](#))
- PS 10 Students will explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks. ([AP CS](#))
- PS 11 Students will explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge. ([AP CS](#))
- PS 12 Students will explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time. ([AP CS](#))
- PS 13 Students will explain how economic systems and the development of ideologies, values, and institutions have influenced each other. ([AP CS](#))