



Goal Clarity: Transfer Goals and Associated Competencies

Transfer Goals <i>Students will be able to independently...</i>	Associated Competencies <i>Students demonstrate the ability to ...</i>
Disciplinary	
Career and Technical Education: Compete in the marketplace through training, experience, and certification.	<ul style="list-style-type: none"> • Obtain industry certification
Career and Technical Education: Develop a career pathway by exploring and pursuing viable options based on interests, talents, and aspirations.	<ul style="list-style-type: none"> • Research career fields of interest • Set employment/career goals • Plan and take action to gain necessary expertise • Assemble a resume/portfolio to demonstrate accomplishment(s)
Career and Technical Education: Demonstrate professionalism in the work place.	<ul style="list-style-type: none"> • Be punctual • Attend to detail • Seek and use feedback • Collaborate with others • Respond to customer needs • Communicate with clarity and precision • Adhere to industry standards
Health and Physical Education: Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one’s life.	<ul style="list-style-type: none"> • Seek information on health-related topics • Analyze influence(s) on health-related behaviors • Set health related goals • Evaluate effect of one’s actions • Monitor and adjust behaviors
Physical Education: Play a chosen game/sport skillfully and with good sportsmanship.	<ul style="list-style-type: none"> • Assess individual performance to set goals to develop/enhance skills • Conduct oneself in a sportsmanlike manner • Work toward achievement of group goals (in team sports or group activities)



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Math: Address complex (messy) problems using mathematical reasoning and perseverance	<ul style="list-style-type: none"> • Clarify the nature of the problem • Apply appropriate tools/strategies • Evaluate reasonableness of solution • Communicate solution/process using mathematical language
Math: Evaluate claims based on mathematical/statistical reasoning	Evaluate: <ul style="list-style-type: none"> • credibility of source • accuracy of information/data • soundness of reasoning
Engineering: Define a need/problem and develop a solution	<ul style="list-style-type: none"> • Identify and clarify problem and constraints • Create and test model(s) • Use feedback for redesign
Reading: Comprehend “any” text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.	<ul style="list-style-type: none"> • Determine main idea • Apply reasoning to make interpretations • Provide text support for interpretations • Evaluate the effectiveness of the writing based on purpose and target audience • (INFORMATIVE) Evaluate credibility of source, accuracy of content, lack of bias • (LITERARY) Evaluate author’s craft and techniques • Identify personal experiences to help make sense of texts • Extract ideas/examples from a text that relate to me
Reading: Enjoy reading as a chosen leisure time pursuit.	N/A – you can model this but there is no related competencies
Science: Conduct a sound investigation to answer an empirical question.	<ul style="list-style-type: none"> • Identify and refine a research question • Formulate a tentative hypothesis • Establish experimental design <ul style="list-style-type: none"> ○ Isolate/control variables ○ Use tools/technologies • Collect, organize, and analyze data



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Science: Evaluate scientific claims and analyze current issues involving science or technology.	<ul style="list-style-type: none"> • Draw conclusions to verify or reject the hypothesis Evaluate: <ul style="list-style-type: none"> • credibility of source • accuracy of information • evidence of bias • thoroughness/completeness of claim and support for it • recognize the paradigm from which the claim emerges
History/Social Studies: Use knowledge of historical, geographical, and economic patterns to better understand the present and prepare for the future.	<ul style="list-style-type: none"> • Find a pattern from past events • Apply a pattern to different situations/eras • Evaluate appropriateness of the pattern as a basis for making predictions/drawing conclusions
History/Social Studies: Evaluate the credibility of a historical or contemporary claim.	Evaluate: <ul style="list-style-type: none"> • credibility of source • accuracy of information • evidence of bias • recognition of frame of reference from which the claim emerges • thoroughness/completeness of claim and support for it
History/Social Studies: Conduct historical inquiry for some past event for which an explanation is not readily available or accepted.	<ul style="list-style-type: none"> • Identify what is already known or agreed upon about the past event • Identify and explain confusions, uncertainties, or contradictions about the past event • Develops and defends a logical and plausible resolution to the confusions, uncertainties, or contradictions about the past event
Civics: Participate as an active and civil citizen in a democratic society.	<ul style="list-style-type: none"> • Become informed on current problems/issues • Deliberate with others about how to define and address issues • Come up with a position and respectfully advocate for it • Take action and reflect on impact
Speaking/Writing (Narrative) Speak/write in various genres for various audiences in order to	<ul style="list-style-type: none"> • Convey ideas and emotions • Align techniques (e.g., content and style) to purpose and audience



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entertain and/or challenge (satirical).	<ul style="list-style-type: none"> • Use conventions effectively
Speaking/Writing (Expository) Speak/write in various genres for various audiences in order to explain (expository), and guide (technical).	<ul style="list-style-type: none"> • Convey information • Align techniques (e.g., content and style) to purpose and audience • Use conventions effectively
Speaking/Writing (Persuasive) Speak/write in various genres for various audiences in order to argue (persuasive).	<ul style="list-style-type: none"> • Articulate a position • Support position • Align persuasive techniques to purpose and audience • Rebut/refute opposing arguments • Use conventions effectively
Visual/Performing Arts (Artistic Response): Respond by analyzing/ interpreting/ critiquing artistic expressions of others.	<ul style="list-style-type: none"> • Interpret theme(s) expressed in the artwork (what it's about) • Evaluate effectiveness of the artwork (how it worked) • Evaluate technical qualities • Make personal connections
Visual/Performing Arts (Artistic Expression): Create/perform for various purposes, audiences and parameters.	<ul style="list-style-type: none"> • Assess individual performance to set goals to develop/enhance skills • Apply a variety of techniques/skills to create/perform for intended purpose and audience • Monitor and adjust • Evaluate own artistic expression against established and personal standards
World Languages: Convey information, ideas, and/or emotions to targeted audiences for a given purpose being responsive to culture and context.	<ul style="list-style-type: none"> • Express ideas clearly • Communicate appropriately to targeted audience • Choose appropriate content, style, and tone suitable to purpose • Use appropriate conventions given culture, context, and purpose
Trans-Disciplinary	



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<p>Research: Recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.</p>	<ul style="list-style-type: none"> • Identify and refine a research question • Use a variety of information-gathering tools and techniques • Examine a variety of sources • Assess quality of information (e.g., accuracy, thoroughness, bias)
<p>Critical Thinking: Determine whether to accept, reject, or suspend a judgment about a claim.</p> <p><i>EQ: How do I know what to believe in what I see, hear, and read?</i></p>	<ul style="list-style-type: none"> • Identify the claim/position • Ask appropriate clarifying questions • Judge credibility of a source • Judge the quality of an argument including the acceptability of its reasons, assumptions, and evidence • Draw conclusions when warranted
<p>Creative Thinking: Perceive the world in new ways, find hidden patterns, make connections between seemingly unrelated phenomena, and generate new and imaginative solutions.</p>	<ul style="list-style-type: none"> • Views a situation outside the boundaries of standard conventions • Generates multiple and alternative statements of a problem • Connect disparate elements or ideas • Generate novel/unorthodox solutions or products • Evaluate possibilities to determine best course of action
<p>Collaboration: Work effectively with others to achieve a desired result.</p>	<ul style="list-style-type: none"> • Works toward achievement of group goals • Demonstrates effective interpersonal skills • Contributes to group maintenance • Self-assesses and monitors own behavior within a group
<p>Communication: Convey information, ideas, and/or emotions using a variety of media to targeted audiences for a given purpose.</p>	<ul style="list-style-type: none"> • Express ideas clearly • Communicate appropriately to targeted audience • Choose appropriate content, style, and tone suitable to purpose • Create quality products in chosen media
<p>Self-Direction: Initiate, plan, act, monitor, assess and reflect on one's actions.</p>	<ul style="list-style-type: none"> • Seek and consider different options/perspectives before acting • Establish clear goals • Develop a plan • Monitor progress • Seek and use feedback (when appropriate)



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	<ul style="list-style-type: none">• Persevere when faced with challenges• Evaluate action(s) and impact(s)
Special Education/Guidance: Self-advocate to address academic, behavioral, emotional, and/or physical needs	<ul style="list-style-type: none">• Identify personal needs• Target appropriate person(s)• Communicate in the right way
Special Education: Function in the community	<ul style="list-style-type: none">• Identify personal needs• Plan for future events/experiences• Follow established conventions• Interact with appropriate person(s)• Communicate in the right way• Reflect on actions and adjust as needed