

Long Term Transfer Goals

Drafted by Prosper ISD, Texas

Career and Technical Education

- Compete in the marketplace through their training, experience, and certification (as appropriate)
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
- Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations
- Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to industry standards

Fine Arts

- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
- Find meaning and interest in varied works and performances of art
- Create a work or performance to evoke mood and emotion through application of technique and methodology
- Evaluate a work or performance to determine its value
- Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to industry standards
- Create a portfolio of accomplishments through documenting training and experience to promote themselves as an artist
- (Advanced High School Courses ONLY) Develop a career pathway by exploring and pursuing viable options based on interests, experience, and aspirations

Library

- Demonstrate professionalism through functioning like a researcher: crafting and continuing to refine a driving question, seeking out appropriate sources, adhering to policy standards, collaborating with others, and growing from feedback
- Evaluate source(s) for credibility and usefulness and then take applicable notes with appropriate citation(s)
- Make sense of information and ideas based on the task specifications and driving question
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary

Social Studies

- Evaluate claims and analyze issues to verify the credibility of that point of view
- Analyze documents and data to establish generalizations, make predictions, or draw conclusions
- Determine relevance of historical lessons (e.g. ideas, documents, tactical errors, and events) and apply to a given situation, problem, or challenge
- Evaluate the interdependent nature for a given situation or conflict
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary

Mathematics

- Based on an understanding of *any* problem, initiate a plan, execute it, and evaluate the reasonableness of the solution
- Examine and apply a variety of methods to accurately and efficiently solve problems
- Use appropriate tools to deepen understanding of mathematical concepts
- Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary

Special Education

- Function in the community through their training and experience
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary
- Develop a pathway by exploring and pursuing viable options based on interests, experience, and aspirations
- Demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and being mindful of social/cultural norms
- Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine an appropriate solution

English Language Arts, English Language Learners, World Languages

Consumption of text

- Comprehend *any* text by inferring and tracing the main idea, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world)
- Analyze an author's/speaker's/artist's theme(s) through examination of figurative language, sentence structure, and tone
- Analyze textual evidence to make predictions, draw conclusions, or establish generalizations
- Evaluate claims and analyze motivations to verify the credibility of that point of view
- Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Production of text

- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and conventions
- Carefully draft, edit, and polish work to make it publishable

Student-Friendly and Teacher-Friendly Goals for English Language Learners Inspired by Prosper ISD but drafted in Newport News, VA (Gr. 6-12)

Consumption of text

- Student: I can read *any* text on my own with confidence because I have the necessary strategies.
 - Teacher: Comprehend *any* text by inferring and tracing the main idea, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world)
 - Teacher: Analyze an author's/speaker's/artist's theme(s) through examination of figurative language, sentence structure, and tone
 - Teacher: Analyze textual evidence to make predictions, draw conclusions, or establish generalizations
- Student: I can find information that is trustworthy.
 - Teacher: Evaluate claims and analyze motivations to verify the credibility of that point of view
- Student: I can see how culture influences the texts I experience.
 - Teacher: Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Production of text

- Student: I can express information and ideas with confidence.
 - Teacher: Communicate effectively based on purpose, task, and audience using appropriate vocabulary and conventions
- Student: I can create text that is *worth* sharing with others.
 - Teacher: Carefully draft, edit, and polish work to make it publishable