Massachusetts Transfer Goals

*Massachusetts transfer goals were written to provide an explicit connection between the standards-based Model Curriculum Units and College and Career Readiness. These are long range goals that a student will work towards over the course of their PK-12 academic experience.\**

**ELA**

***Students will be able to independently use their learning to:***

* Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
* Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
* Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
* Communicate ideas effectively in writing to suit a particular audience and purpose.
* Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
* Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
* Develop the habit of reading for enjoyment.

**History & Social Science**

***Students will be able to independently use their learning to:***

* Understand how recurring patterns in historycan inform judgments about current events and other issues.
* Analyze and resolve conflicts in order to work and live in an inter-connected world society.
* Understand how physical and human geography can inform responsible interactions with environment.
* Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
* Critically appraise historical and contemporary claims/decisions.
* Apply concepts and systems of economics to participate productively in a world economy.
* Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question, form an opinion, or to solve a problem
* Write to inform and explain a topic, concept, or process to a variety of audiences.
* Research and evaluate the credibility of sources and develop and/or defend an argument, or claim.

**Mathematics**

***Students will be able to independently use their learning to:***

* Interpret and persevere in solving complex mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
* Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
* Apply mathematical knowledge to analyze and model mathematical relationships in the context of a situation in order to make decisions, draw conclusions, and solve problems.

**Science, Technology & Engineering**

***Students will independently be able to use their learning to:***

* Engage in sustained, complex and successful scientific inquiry.
* Engage in public discourse of scientific and technical issues in the news or the community.
* Use principles of the physical world and genetic programming to analyze living systems. (ls)
* Analyze mechanisms of cause and effect in natural and designed systems based on physical and chemical principles. (ps)
* Analyze the implications of earth as a set of interconnected systems -- atmosphere, hydrosphere, geosphere, and biosphere -- when making personal and civic decisions. (ess)
* Use principles of the physical world to assess designed products and systems based on social needs and wants. (t/e)
* Argue for and act on the importance of energy to life. (ls)
* Assess the energy use of biological and physical systems. (ls)
* Make personal and civic decisions that respect how living systems maintain balance and stability, minimizing impact on factors that disturb stability. (ls)
* Make informed decisions about personal and societal use of energy. (ps)
* Interpret and critique claims about the use of energy from public and private sources. (ps)

*These refer to the 5 different science disciplines - Life science/Biology lLS), Physical science (Chemistry and Physics)(ps), Earth & Space Science(ess), and Technology/Engineering(t/e).*

*It is not recommend that educators use these goals as a checklist, evaluation tool, or as an assessment tool. We encourage use of these goals as a connection reminder to educators of the “big picture” of preparing students for college, careers, and citizenship.*