

Transfer Goals



How would you complete this sentence?

By the end of the year, learners should be (better) able, on their own, to effectively use all the 'content' learned this year, to...



2

How would you complete this sentence?

By the end their formal schooling, learners should be able, on their own, to use all the 'content' learned, to...



3

i.e. Content is a 'tool'...



4

Toward what end?



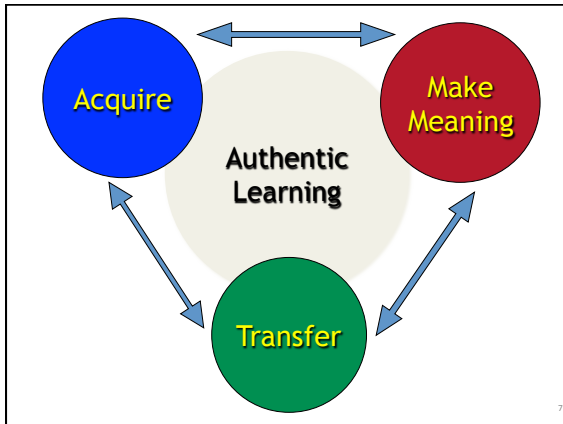
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From Dale Carnegie

- "Learning is an active process. We learn by doing. Only knowledge that is used sticks in your mind."



6



Transfer Goals Transfer

- Adapt your knowledge, skill, and understanding to specific and realistic situations and contexts
- AIM: efficient, effective solutions for real-world challenges, audiences, purposes, settings

Stage 1 – Desired Results	
Transfer	
<i>Students will be able to independently use their learning to...</i>	
T1 drive courteously and defensively without accidents or needless risk.	
T2 anticipate and adapt their knowledge of safe and defensive driving to various traffic, road and weather conditions.	
Meaning	
UNDERSTANDINGS <i>Students will understand that...</i> U1 Defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves. U2 The time needed to stop or react is deceptively small, thus requiring constant anticipation & attention. U3 Effective drivers constantly adapt to the various traffic, road, & weather conditions.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Q1 What must I anticipate and do to minimize risk and accidents when I drive? Q2 What makes a courteous and defensive driver?

Transfer Goals

- Identifies the effective uses of understanding, knowledge, and skill we seek in the long run
 - Independent performance in context
 - Small number in each subject area
 - May be contained in the Standards themselves (i.e. Common Core, newly revised AP, Provincial Standards)

Sample Transfer Goals *History*

- Apply the lessons of the past (patterns of history) to:
 - better understand other historical/ current events and issues
 - anticipate and prepare for the future.
- Critically appraise historical and contemporary claims/decisions.
- Participate actively as an informed citizen of a democracy.

Sample Transfer Goals *Reading*

- Read, respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by getting the main idea (the “gist”), interpreting (“between the lines”), critically appraising, and making personal connections.

Sample Transfer Goals

Science

- Evaluate scientific claims (e.g., XX brand of paper towels absorbs the most liquid of all the leading brand), and analyze current issues involving science or technology (e.g., Ethanol is the most cost-effective alternative fuel source.)
- Conduct an effective scientific inquiry to explain a phenomena, answer a question, test or confirm a hypothesis.

Sample Transfer Goals

Visual and Performing Arts

- Find meaning in works of art.
- Create and perform an original work in a selected medium to express ideas and/or to evoke mood and emotion.
- Seek out and appreciate the arts throughout life.

How it functions in a unit (or course)

Students will be able to independently use their learning to...

- Recognize and solve practical or theoretical problems involving mathematics, including those for which the solution approach is not obvious, by using mathematical reasoning and strategic thinking.

In this unit...

- Students will solve real-world problems involving ratio and proportion.

How it functions in a unit (or course)

Students will be able to independently use their learning to...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

In this unit...

- Students will write a persuasive letter using relevant evidence to support their position on a school or community issue.

Transfer Goals *Take it for a test drive...*

- Select a subject area and a course/grade level
- Identify both a **CONTENT** and a **PROCESS** transfer goal
- Must be significant enough that is worth the effort and emphasis



More in your materials

- “Long Term Transfer Goals (examples)”
- “From Transfer Goals to Cornerstone Tasks”