

TRANSFER GOALS



Definition

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve “real world” problems on their own. For example, a long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

In every case, the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new contexts on your own. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there: transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own. The goal of transfer thus requires that an instructional plan (in Stage 3) help the student to become increasingly autonomous, and the assessments (in Stage 2) need to determine the degree of student autonomy.

Transfer goals can be identified within subject areas as well as for Mission-related, cross-disciplinary outcomes (e.g., 21st century skills and habits of mind).

Transfer goals have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply “plugging in” skill and facts).
- The learners must apply their learning autonomously on their own, without coaching or excessive hand-holding by a teacher.
- Transfer calls for the use of habits of mind; i.e., good judgment, self regulation, persistence along with academic understanding, knowledge and skill.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Examples within Subject Areas

Economics

- make economically sound and ethical financial decisions.

History

- Use knowledge of patterns of history to better understand the present and prepare for the future.
- Critically appraise historical claims and analyze contemporary issues.
- Participate as an active and civil citizen in a democratic society.

Health and Physical Education

- Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one's life.
- Play a chosen game skillfully and with good sportsmanship.

Mathematics

- Make sense of never-before-seen, “messy” problems and persevere in solving them.
- Construct viable arguments involving mathematics and statistics and critique the reasoning of others.

Performing & Fine Arts

- Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Respond by analyzing and interpreting the artistic communications of others.

Reading

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.
- Enjoy reading as a chosen leisure time pursuit.

Long Term Transfer Goals

Students will be able to independently use their learning to:

Research

- Locate pertinent information from varied sources (print, on-line; primary, secondary).
- Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).

Science

- Evaluate scientific claims and analyze current issues involving science or technology.
- Conduct a sound investigation to answer an empirical question.

World Language

- Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.

Writing

- Write in various genres for various audiences in order to explain (expository), entertain (narrative/poem), argue (persuasive), guide (technical), and challenge (satirical).
- Carefully draft, write, edit, and polish one's own and others' writing to make it publishable.

Examples beyond Subject Areas

Critical Thinking

- Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.

Communication

- Effectively communicate for different purposes and varied audiences using appropriate media.

Collaboration

- Work effectively with, and learn from, others in a variety of situations, in school and beyond.

Taking Responsible Risks

- Try something new and different without a paralyzing fear of making mistakes.

Transfer Goals – Massachusetts

English/Language Arts Transfer Goals

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 Transfer Goals

Students will be able to independently use their learning to:

- Understand how recurring patterns in history can inform judgments about current events and other issues.
- Analyze and resolve conflicts in order to work and live cooperatively with others.
- 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 global economy.

Mathematics Transfer Goals

Students will be able to independently use their learning to:

1. Interpret and persevere in solving complex mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
2. Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
3. 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.

Source: Massachusetts Department of Education, March 2012

Transfer Goals – Pennsylvania

Science Transfer Goals

Students will be able to independently use their learning to:

- Approach science as a reliable and tentative way of knowing and explaining the natural world and apply this understanding to a variety of situations.
- Weigh evidence and use scientific approaches to ask questions, investigate, make informed decisions about how they live their daily lives, and engage in their vocations and communities.
- Make and use observations to identify and analyze relationships and patterns in order to explain phenomena, develop models, and make predictions.
- Evaluate systems, including their components and subsystems, in order to connect how form determines function and how any change to one component affects the entire system.
- Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences.

English Language Arts Transfer Goals

Students will be able to independently use their learning to:

- Comprehend and evaluate complex texts across a range of types and disciplines to apply or convey intricate or multifaceted information.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Expand vocabulary and adapt language for audience and purpose in order to understand and communicate ideas clearly and coherently.
- Communicate effectively when writing or speaking by applying the conventions of language.
- Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.

Business, Computer and Information Technology (BCIT) Transfer Goals

Students will be able to independently use their learning to:

- Implement critical thinking, reasoning and ethical decision-making skills to allocate financial resources for career, business and life.
- Effectively employ communication, interpersonal and leadership skills in diverse personal and business situations.
- Analyze and synthesize current events and their impact on local and global business.
- Interpret and apply business processes to become fiscally and socially responsible citizens.
- Integrate technical knowledge, skills and understanding in a constantly evolving environment for professional/personal growth in a competitive society.

Source: Pennsylvania Department of Education, June 2012

Transfer Goals

examples from schools and districts

Science Transfer Goals

Students will be able to independently use their learning to:

- Apply knowledge of science and engineering to engage in public discussions on relevant issues in a changing world.
- Conduct investigations, individually and collaboratively, to answer questions.
- Evaluate scientific claims for validity.
- Think systemically.

Source: North Slope Borough School District, Barrow, Alaska (July 2012)

Visual Arts Transfer Goals

Students will be able to independently use their learning to:

- Create engaging and purposeful artistic expressions in forms that vary in terms of media and style.
- Communicate ideas, experiences, and stories through art.
- Respond to the artistic expression of others through global understanding, critical stance, personal connection, and interpretation.
- Respond to technical and conceptual challenges of his/her own.
- Develop an independent artistic vision.

Source: Sheridan School, Washington, DC (June 2011)

World Languages Transfer Goals

Students will be able to independently use their learning to:

- Communicate effectively in the target language(s) in realistic situations while displaying a sensitivity to culture and context.
- Emulate native speakers.
- Willingly taking risks with language, both within and outside of the classroom.

Source: The Dalton School, New York, NY (March 2012)

Special Education

Students will be able to independently use their learning to:

- Function in the community while respecting social/cultural norms.
- Advocate for their personal needs – academic, behavioral, emotional, and physical.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary.
- Explore and pursue viable options based on aspirations, interests, and experience.

Source: Prosper ISD, TX (April 2013)

Long-Term Transfer Goals

Boulder Valley School District

Science

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. plan and carry out a systematic investigation, which requires the formulation of a testable question, identification of what is to be recorded, and, if applicable, what are to be treated as the dependent and independent variables (control of variables).
2. use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify, represent and analyze the significant features and patterns in data.
3. construct, communicate and defend logically coherent explanations of phenomena that incorporate the student’s current understanding of science (or a model that represents it) and are consistent with the available evidence. (Claims and evidence)
4. critically evaluate scientific claims based on understanding of general scientific principles, evidence presented by the author, and logic used to connect the evidence with the claim.
5. compare different engineering solutions and determine how well each one meets specific design criteria—that is, which design best solves the problem within the given constraints.

-- Adapted from the Next Generation Science Standards

Mathematics

Students, through perseverance, will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. reason quantitatively and abstractly and construct precise, viable arguments communicating their understanding and critiquing their own reasoning and the reasoning of others.
2. identify and strategically use appropriate models and tools to solve novel problem situations.
3. identify patterns, make sense of problems and create a plan for solving them.

-- Adapted from Common Core State Standards Standards for Mathematical Practice

Long-Term Transfer Goals

Boulder Valley School District

Social Studies

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument.
2. read, interpret and analyze the reliability of historical sources to draw logical conclusions from that evidence.
3. explain the human experience through events of the past to gain perspective and develop better judgment, empowering students to become good citizens in a global society.
4. employ spatial perspective and technologies to understand physical geography.
5. become aware of the interdependence of world regions and resources and understand the complexity and interrelatedness of people, places and environments.
6. consider how society manages scarce resources in the context of forces and trends affecting the economy as a whole.
7. manage scarce personal resources by prioritizing decisions based on analysis of the costs and benefits of every choice (PFL).
8. process the complexity of the origins, structure and functions of governments; the rights, roles and responsibilities of citizenship; and the importance of law and the skills necessary to participate in all levels of government.

World Languages

Students will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. communicate in the three modes (interpersonal, interpretive, and presentational) in novel situations. (Communication)
2. apply their understanding of the products, practices and perspectives of the target culture in authentic situations. (Culture)
3. enhance their understanding of other disciplines through world language study. (Conecs.)
4. use their language skills to make connections throughout the world, past, present and future. (Connections)
5. exercise intercultural awareness to gain a deeper understanding and appreciation of their own views in addition to alternative views. (Comparisons)
6. apply the habit of linguistic comparison, improving accuracy in communication in their native and other languages. (Comparisons)

Long-Term Transfer Goals

Boulder Valley School District

English Language Arts

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

Reading

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.(Anchor Standard Reading #1)
- Read and comprehend complex literary and informational texts independently and proficiently. (Anchor Standard Reading #10)

Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Anchor Standard Writing #4) - Expected types of writing include: Argument, Informative/Explanatory, Narrative
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and capitalization, punctuation, and spelling when writing. (Anchor Standard Language #6)

Speaking & Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively. (Anchor Standard Speaking & Listening #1)
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Anchor Standard Speaking & Listening #4)

Long-Term Transfer Goals

Boulder Valley School District

Physical Education

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. demonstrate motor skills and movement patterns accuracy in a variety of activities that combine skills with movement.
2. identify practices that promote lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood.
3. demonstrate an understanding of safe physical and social behaviors at home, in school and in the community.

Art

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. use the visual arts to express, communicate, and make meaning of the world around them.
2. articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
3. generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression.
4. recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience.

Source: Colorado Academic Standards 2009

Music

Students will be able to independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. demonstrate the expression of human thought and emotion through the medium of musical performance.
2. create music through composition, improvisation, and arranging.
3. demonstrate understanding of the distinctive language, conventions, mechanics, and structure of organized sound.
4. make an informed evaluation and provide a well-thought-out critique about a musical piece.

Source: Colorado Academic Standards 2009

Long-Term Transfer Goals

Boulder Valley School District

Drama and Theatre Arts

Students will independently use critical thinking, information literacy, collaboration, self-direction, and invention to...

1. use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy.
2. create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research.
3. employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles.
4. express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking.
5. demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process.
6. demonstrate an understanding and appreciation of theatre history, dramatic structure dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application.
7. discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer.
8. make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices.

Source: Colorado Academic Standards 2009

16 Habits of Mind

The understanding and application of these 16 Habits of Mind serve to provide an individual with skills to work through real life situations and equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

1. Persisting: Sticking to task at hand; Follow through to completion; Can and do remain focused.

2. Managing Impulsivity: Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.

3. Listening with Understanding and Empathy: Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.

4. Thinking Flexibly: Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.

5. Thinking about Thinking (Metacognition): Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.

6. Striving for Accuracy: Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.

7. Questioning and Posing Problems: Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.

8. Applying Past Knowledge to New Situations: Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.

16 Habits of Mind

(continued)

9. Thinking and Communicating with Clarity and Precision: Strive to be clear when speaking and writing; Strive to be accurate when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.

10. Gathering Data through All Senses: Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.

11. Creating, Imagining, Innovating: Think about how something might be done differently from the “norm”; Propose new ideas; Strive for originality; Consider novel suggestions others might make.

12. Responding with Wonderment and Awe: Intrigued by the world’s beauty, nature’s power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.

13. Taking Responsible Risks: Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don’t let this stop me.

14. Finding Humor: Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.

15. Thinking Interdependently: Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.

16. Remaining Open to Continuous Learning: Open to new experiences to learn from; Proud and humble enough to admit when don’t know; Welcome new information on all subjects.

Source: Arthur L. Costa and Bena Kallick, *Habits of Mind: A Developmental Series*, ©2000

Visual Art Program – Sheridan School

Philosophy

Sheridan School believes that all our students are artists. Our program supports students as they develop an individual artistic vision that is informed by their own experiences, ideas, and understandings, as well as being grounded in the fundamental elements and principles of Art. Each step of the process, from conception to creation, is valued and encouraged. In collaboration with the teachers and their classmates, students seek to comprehend and communicate visual ideas in their own unique manner through a process of observation, discussion, exploration, revision, and reflection. Students consider the role of Art and of the artist in a variety of cultures, from ancient to contemporary, as part of their investigation into artistic techniques and media. The Art classroom is rich with opportunities for exploration, innovation, and reflection, encouraging a respect for the materials, tools, and ideas the community shares. This learning environment facilitates students' inquisitive and open journey through the world of Art.

Mission

Our mission is to develop students will be able to independently use their learning to:

- Create engaging and purposeful artistic expressions in forms that vary in terms of media and style.
- Communicate ideas, experiences, and stories through art.
- Respond to the artistic expression of others through global understanding, critical stance, personal connection, and interpretation.
- Respond to technical and conceptual challenges of his/her own.
- Develop an independent artistic vision.

Beliefs about Learning

To support our mission, we are committed to:

- Creating a community of artists
- Building a classroom environment that inspires independence, imagination and innovation
- Making connections between students' art, their personal lives and the larger world
- Inspiring each child's development as an artist by exposing them to a variety of cultural and historical artwork
- Encouraging experimentation, the development of ideas and revision
- Supporting students' self-reflection
- Assisting students in the act of connecting, critiquing, and responding to the work of others
- Providing multiple avenues for students to represent their artistic thinking

Science Program – North Slope Borough School District

Mission

Our mission is to develop students will be able to independently use their learning to:

- Apply knowledge of science and engineering to engage in public discussions on relevant issues in a changing world.
- Conduct investigations, individually and collaboratively, to answer questions.
- Evaluate scientific claims for validity.
- Think systemically.

Learning Principles

1. Learning with understanding is facilitated when new and existing knowledge is structured around the major concepts and principles of the discipline.
2. Learners use what they already know to construct new understandings.
3. Learning is facilitated through the use of metacognitive strategies that identify, monitor, and regulate cognitive processes.
4. Learners have different strategies, approaches, patterns of abilities, and learning styles that are a function of the interaction between their heredity and prior experiences.
5. Learners' motivation to learn and sense of self affects what is learned, how much is learned, and how much effort will be put into the learning process.
6. The practices and activities in which people engage while learning shape what is learned.
7. Learning is enhanced through socially supported interactions.

Source: Committee on Programs for Advanced Study of Mathematics and Science in American High Schools

Social Studies Program – Grand Island School District

Philosophy

The goal of social studies education is to prepare students to be responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies disciplines, students will acquire necessary knowledge, skills, and attitudes as they become lifelong learners. Social Studies provides content that students will use to understand political, social, and economic issues and apply their knowledge and skills to make effective personal and public decisions. A standards based social studies curriculum builds knowledge of specific discipline content, thinking skills, commitment to democratic values, and citizen participation, all essential to maintaining a democratic way of life.

Mission

Our mission is to develop students will be able to independently use their learning to:

- Understand how recurring patterns in history can inform judgments about current events and other issues.
- Analyze and resolve conflicts in order to work and live cooperatively with others.
- 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.

Beliefs about Learning

- **Students learn best through a variety of relevant experiences.**
Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- **Active learning is essential.**
Therefore, we will provide students with a variety of active, student centered, multi-sensory learning opportunities.
- **Instruction should be relevant, meaningful, and based on students' experiences.**
Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- **The world is constantly changing.**
Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- **We live in a culturally diverse society.**
Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- **Assessment should be ongoing, diagnostic, and aligned with instruction.**
Therefore, we will provide multiple authentic assessment tools.
- **The use of community resources is essential for effective instruction.**
Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.

Philosophy Program – The American School of Paris

A. AIM, PHILOSOPHY & BELIEFS:

1. AIM: The aim of the Philosophy Program is for students to leave ASP having learned how to question, think, and argue in critical and open-minded ways about the great issues of our time and about their own personal affairs.

2. PHILOSOPHY: Why study Philosophy in a pre-collegiate schooling? Because young learners are natural philosophers: they question, they ask why, they struggle with ethical issues, they wonder about justice and beauty - just as the professionals do. Philosophy also is centered on logical argument, a cornerstone of collegiate and professional work and achievement. Philosophy thus strongly supports the ASP Mission (with its emphasis on a “challenging and innovative program”), and the Common Core Standards in English with their emphasis on intellectual argument.

What is fair? How should life be lived? What can be known? Our approach to philosophy is to ask students to philosophize in increasingly careful and precise ways (rather than to become merely expert in the thinking of others through difficult texts, as in many college courses).

3. BELIEFS: We believe that sustained student engagement and successful learning in Philosophy occur when students philosophize. Our emphasis is on strengthening student questioning and reasoning faculties. We believe that even the youngest of children can wonder, consider, discuss, and reach thoughtful conclusions on deep questions, if the issues are presented via developmentally appropriate media, problems, puzzles, and texts.

B. GOALS:

To achieve these aims and honor these beliefs, our program is designed to achieve the following goals at all levels of schooling:

- ABILITIES: Successful students of Philosophy at ASP are able to –
 - Make sound arguments, on academic as well as everyday topics
 - Analyze arguments read and heard, and accurately discern both strengths and weaknesses flaws in them
 - Determine when conceptual language is used in unclear or confusing ways, and effectively clarify meanings, to advance communication
 - Develop their own ideas about truth, ethics, justice; and defend those ideas while also open-mindedly listening to those who have other ideas
 - Question unexamined assumptions and work to make implicit beliefs and ideas explicit

- Develop refined and defensible theories about the meaning of facts, feelings, and phenomena
- UNDERSTANDINGS: it is our goal that learners at all ages understand that –
 - Opinions and beliefs require arguments based on evidence if they are to be effective
 - A thinker is above all else a persistent questioner – especially in situations where others merely accept what is said
 - Powerful thinking requires empathy and open-mindedness, not just analytical and critical skill
- HABITS OF MIND: it is our goal that students leave with the following mature habits of mind: Students are –
 - Respectful of the ideas and arguments of others
 - Not satisfied with an answer that lacks evidence or reasoning behind it
 - Open to changing their minds
 - Cautious about jumping to conclusions
 - Mindful of the temptation to rationalize prejudices and beliefs

Specific knowledge and skill objectives can be found in the syllabus for each course of study in our Program

A. AIM, PHILOSOPHY & BELIEFS: Physical Education

1. AIM:

The goal of the **Physical Education Department of the American School of Paris** is to ensure that students have the necessary skills and passion for lifelong fitness, physical activity and personal development to establish healthy choices and lifestyles.

2. Philosophy:

Every activity has equal value regardless of level or popularity or rigor.

3. Belief:

We believe that learning occurs best when all students can play, be creative and have a positive experience in games and activities.

B. Goals:

Students will:

1. Understand how to improve their fitness and how to facilitate their progress.
 - a. Know the components of physical fitness and how to measure and record their progress.
 - b. Be able to improve their fitness and how to facilitate their progress.
 - c. Be physically fit in order to participate in various activities.
2. Benefit from participating in a wide-range of sports and activities.
 - a. Acquires all the motor skills to participate in a variety of physical activities.
 - b. Demonstrates understanding of movement concepts, rules, strategies and tactics as they apply to the learning and performance of physical activities.
 - c. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
 - d. Seeks out extra-curricular opportunities to increase their physical activity and develop their interests.
3. Appreciate and implement in their daily lives the varied skills they have acquired.
 - a. Develop sportsmanship, interpersonal, problem-solving, and leadership skills.

- b. Use fundamental movement skills and patterns in a variety of activities.
 - c. Apply their skills in school and within the local community.
4. Understand the components of a healthy lifestyle and acquire the tools and self-discipline to make sensible choices.
- a. Possess the self-awareness and problem-solving skills to address situations where there are pressures to act counter to a healthy lifestyle.
 - b. Have a full understanding of the components of a healthy lifestyle based on achieving the goals of the health curriculum and advisory program (in addition to the goals of the Physical Education Program).

Visual Art Program – Sheridan School

Philosophy

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Students consider the role of Art and of the artist in a variety of cultures, from ancient to contemporary, as part of their investigation into artistic techniques and media. The Art classroom is rich with opportunities for exploration, innovation, and reflection, encouraging a respect for the materials, tools, and ideas the community shares. This learning environment facilitates students' inquisitive and open journey through the world of Art.

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- Inspiring each child's development as an artist by exposing them to a variety of cultural and historical artwork
- Encouraging experimentation, the development of ideas and revision
- Supporting students' self-reflection
- Assisting students in the act of connecting, critiquing, and responding to the work of others
- Providing multiple avenues for students to represent their artistic thinking