

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 history-can 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)



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- 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 (LS), 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.



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