

How do the South Carolina's
academic standards and the
PSCG competencies work
together?



Profile of the South Carolina Graduate

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts
and math for career and college
readiness

Multiple languages, science, technology,
engineering, mathematics (STEM), arts and
social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and
problem solving

Collaboration and teamwork

Communication, information,
media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts



Standards and PSCG Competencies in Action

TEACHER PROCESS FLOW

- 1.) **Standard:** What is my target standard? Which transferrable skills are implied or stated? *Unpack it!*
- 2.) **Competency:** Which competency best aligns to these transferable skills or processes? *Match it!*
- 3.) **Assessment:** Is my assessment designed to create an opportunity to practice and demonstrate the competency? *Align it!*

1: Unpacking the Standards

Locate nouns and verbs. Use verbs to identify the transferable skills that are explicitly mentioned, or implied, by the standard.

Transferable Skills

Disciplinary Skills

Disciplinary Content

LIFE SCIENCE EXAMPLE

LS1-4-1 **Construct an argument** that **plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.**

SOCIAL STUDIES EXAMPLE

HG.1.2.PR **Explain** the **cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.**

ELA EXAMPLE

K.5.1 With guidance and support, **ask and answer who, what, when, where, why, and how questions about a text**; refer to key details **to make inferences and draw conclusions in texts** heard or read.

MATHEMATICS EXAMPLE

8.F.4.C **Apply the concepts of linear functions to real-world and mathematical situations:** *Construct a function in slope-intercept form that models a linear relationship between two quantities.*

2: Find A Best-fit Competency

Use the [Gist Statement tool](#) to identify which competency best aligns to the transferable skills described by the standard.

Transferable Skills

Disciplinary Skills

Disciplinary Content

LIFE SCIENCE EXAMPLE

LS1-4-1 **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Best-Fit Competency: EXPRESSING IDEAS

SOCIAL STUDIES EXAMPLE

HG.1.2.PR **Explain** the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.

Best-Fit Competency: USING SOURCES

ELA EXAMPLE

K.5.1 With guidance and support, **ask and answer who, what, when, where, why, and how questions about a text**; refer to key details **to make inferences and draw conclusions in texts** heard or read.

Best-Fit Competency: READING CRITICALLY

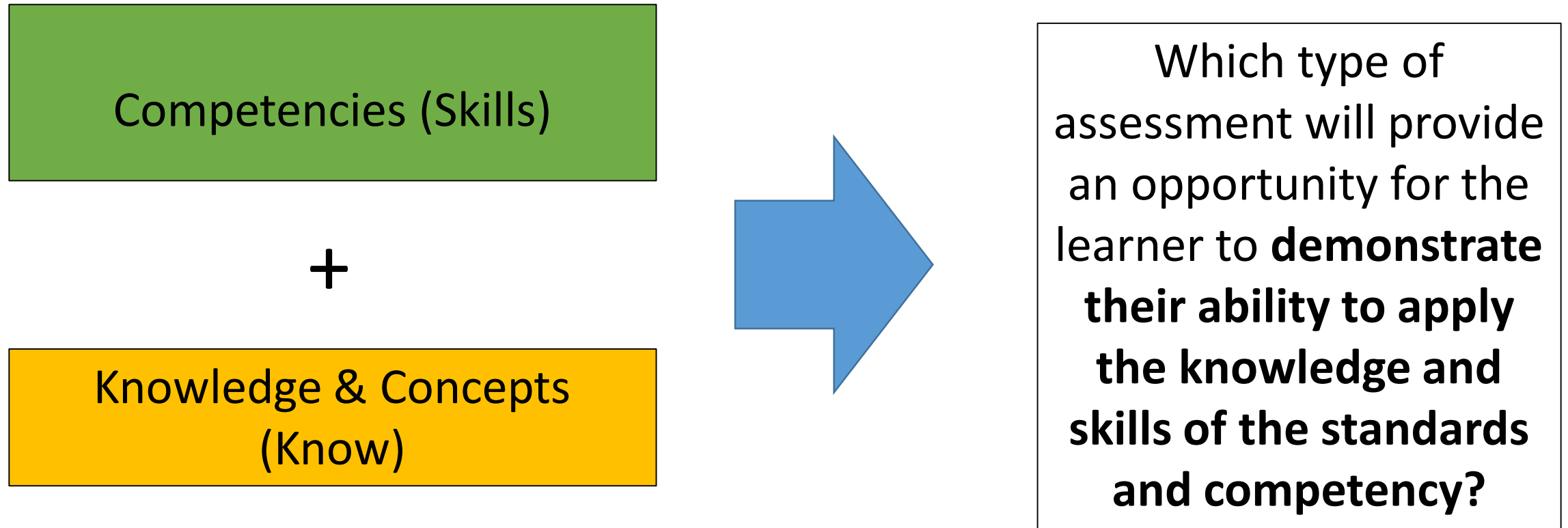
MATHEMATICS EXAMPLE

8.F.4.C **Apply the concepts of linear functions to real-world and mathematical situations**: *Construct a function in slope-intercept form that models a linear relationship between two quantities.*

Best-Fit Competency: REASONING QUANTITATIVELY

3: ALIGN THE ASSESSMENT

Identify an assessment that provides learners with the opportunity to demonstrate the skills and knowledge of the standard.



Let's See What This Looks Like!



SC Science Academic Standards and Performance Indicators for Science:

Standard H.E.3: The student will demonstrate an understanding of the internal and external dynamics of Earth's geosphere.

- H.E.3A.7 Plan and conduct controlled scientific investigations to determine the factors that affect the rate of weathering.

What specific **skills** and **knowledge** are addressed by this standard?

H.E.3A.7 Plan and conduct controlled scientific investigations to determine the factors that affect the rate of weathering.

Skills	Knowledge
• Design an investigation • Carry out an investigation • Analyze data • Communicate findings	• Weathering • Possible factors that affect weathering

Which PSCG competency best aligns to the **skills**?

Skills	Knowledge
• Design an investigation • Carry out an investigation • Analyze data • Communicate findings	• Weathering • Possible factors that affect weathering

Use the [Gist Statement tool](#) to identify which competency best aligns to the transferable skills described by the standard.

Which PSCG competency best aligns to the **skills**?

(See Below)

Skills	Knowledge
• Design an investigation • Carry out an investigation • Analyze data • Communicate findings	• Weathering • Possible factors that affect weathering



INVESTIGATE THROUGH INQUIRY

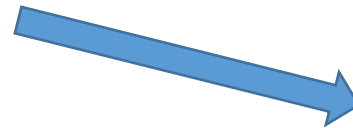
Use the [Gist Statement tool](#) to identify which competency best aligns to the transferable skills described by the standard.

Which assessment addresses both skills and knowledge?

Skills	Knowledge
• Design an investigation • Carry out an investigation • Analyze data • Communicate findings	• Weathering • Possible factors that affect weathering



INVESTITGATE THROUGH INQUIRY



Assessment Type?

How would you assess the **skills** and **knowledge** addressed by this standard?

Skills	Knowledge
• Design an investigation • Carry out an investigation • Analyze data • Communicate findings	• Weathering • Possible factors that affect weathering
	
• Experimental Design • Lab Report	• Multiple choice test • Short essay