



Profile of a South Carolina Graduate | Competency Toolkit
Competency Gist Statements

COMPETENCY	SKILL COMPONENTS	THE GIST
Read Critically	<ul style="list-style-type: none"> ★ Choose strategies to making meaning ★ Evaluate main ideas/themes ★ Evaluate context, point of view, and purpose ★ Evaluate craft 	Learners demonstrate their ability to apply comprehension strategies while reading, and evaluate both fiction and nonfiction texts along several dimensions (e.g., main idea, point of view, craft).
Express Ideas	<ul style="list-style-type: none"> ★ Engage in academic discussion with others ★ Determine purpose and audience ★ Choose and develop my message ★ Develop craft ★ Prepare the medium ★ Finalize, practice and/or prepare ★ Engage, respond and reflect 	This competency has two domains: (1) expressing ideas through academic discussion, and (2) expressing ideas through the creation of a final product or performance (e.g., speech, presentation, essay, podcast) which involves coming up with a core (text-based) message, developing the message, preparing the medium, and so forth.
Investigate through Inquiry	<ul style="list-style-type: none"> ★ Frame a research question ★ Form a hypothesis ★ Develop and strengthen the plan ★ Collect and analyze data ★ Share findings 	Learners engage in original primary research (qualitative or quantitative) by framing a research question, developing a research plan, collecting and analyzing data, and communicating findings in a format consistent with the discipline (e.g., Lab Report, Executive Summary, Infographic, PSA, Journal Article).
Reason Quantitatively	<ul style="list-style-type: none"> ★ Analyze and interpret data ★ Model and represent mathematical information ★ Solve problems ★ Construct explanations 	This competency encompasses multiple dimensions of quantitative reasoning, and each skill component can be used as a “stand alone” skill of focus. It is likely that an authentic performance task will best fit one or two of the domains at a time, but not all.
Design Solutions	<ul style="list-style-type: none"> ★ Define and explore a design challenge ★ Generate and select ideas for prototyping ★ Test and iterate 	Learners engage in a design process, identifying their own design challenge, exploring the challenge, generating ideas, and so forth. It provides the opportunity for students to test and iterate on their design.
Build Networks	<ul style="list-style-type: none"> ★ Initiate purposeful connections ★ Nurture and sustain relationships 	This competency could live in any discipline. It involves students initiating new relationships, and caring for existing relationships.



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Use Sources	<ul style="list-style-type: none">★ Select and contextualize sources★ Use systems to organize information gathered★ Synthesize multiple sources	This competency involves engaging in secondary research: selecting, contextualizing, organizing, and synthesizing information from multiple sources. It can easily “hook in” to other competencies, preceding such competencies as Expressing Ideas.
Learn independently	<ul style="list-style-type: none">★ Setting goals and making plans★ Monitoring progress and adjust	This competency could live in any discipline. It involves setting a goal, making a plan, monitoring progress, and making adjustments when necessary.
Lead Teams	<ul style="list-style-type: none">★ Build shared purpose and clarity★ Mobilize the team to work effectively★ Manage challenging issues★ Reflect on learning and leadership	This competency could live in any discipline, and focuses on developing students’ leadership skills. It focuses only on the leader of a team or group.
Navigate Conflict	<ul style="list-style-type: none">★ Recognize and process my feelings★ Recognize the feelings and perspectives of others★ Work toward resolution	This competency could live in any discipline, and focuses on developing students’ social and emotional skills, with a particular focus on navigating conflict.
Sustain Wellness	<ul style="list-style-type: none">★ Understand my identity★ Practice positivity and gratitude★ Advocate for myself★ Build physical health★ Build life practices that foster health and wellness	This competency could live in any discipline, but lends itself well to Health education and mentorship programs. Assessment should focus on student self-reflection and conferencing.
Engage as a Citizen	<ul style="list-style-type: none">★ Participate in community★ Investigate enduring problems★ Take action to improve my community	Learners make observations in their community to identify an existing problem or issue, and then explore the problem, and take formal action to address the problem within their realm of influence.



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The grid below is intended to provide “best-fit” guidance on *which disciplinary standards might be most intuitively aligned to the competencies*, to support ease of implementation for teachers. This is not conclusive, it is suggestive and depends on the curriculum. If the entire row is open, it means the competency could live in any discipline.

	ENGLISH LANGUAGE ARTS	MATH	SCIENCE & ENGINEERING	SOCIAL STUDIES	VISUAL & PERFORM. ARTS	WORLD LANGUAGES	PE AND HEALTH ED
Reading Critically	✓		✓	✓		✓	✓
Expressing Ideas	✓		✓	✓	✓	✓	✓
Investigating through Inquiry	✓		✓	✓			
Reasoning Quantitatively	✓	✓	✓	✓			✓
Designing Solutions		✓	✓				
Building Networks	✓	✓	✓	✓	✓	✓	✓
Using Sources	✓	✓	✓	✓	✓	✓	✓
Learning independently	✓	✓	✓	✓	✓	✓	✓
Leading Teams	✓	✓	✓	✓	✓	✓	✓
Navigating Conflict	✓	✓	✓	✓	✓	✓	✓
Sustaining Wellness	✓						✓
Engaging as a Citizen	✓	✓	✓	✓	✓		