**Sample Interface between Transferable Skills and Graduation Proficiencies**

***This resource provides an optional approach to representing content area and transferable skills proficiencies in the curriculum planning process. The proficiencies in the table were taken from the AOE’s sample proficiencies, but could be replaced with locally-developed proficiencies for schools not following the AOE model.***

As teachers plan curriculum, instruction and assessment, this document is provided as a sample of how the transferable skills might correspond with content graduation proficiency indicators. There are many possibly ways that transferable skills correspond with different content performance indicators. Content area teachers will find that there are multiple combinations of performance indicators which correspond to transferable skill graduation proficiencies. A student must demonstrate evidence of proficiency across both transferable skills and content that serve as benchmarks of learning progression or graduation requirements. The corresponding examples of assessment prompts may be used in development of performance tasks to assess the content performance indicators and transferable skills.

**Graduation Proficiency: Performance Indicators for Health Education, High School School**

**Transferable Skills Graduation Proficiency: Indicators of Proficiency for K-12**

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|  | **Graduation Proficiencies: Health Education** | | | |
| **Transferable Skills** | 1.Comprehend concepts related to health promotion and disease prevention and practice behaviors that enhance health and reduce risk. | 3. Demonstrate the ability to access valid information, products and services to enhance health. | 4. Use interpersonal communication skills to enhance health and reduce health risks. | 5. Use decision making and goal setting skills to enhance health. |
| 1. Clear and Effective Communicator. |  |  |  | 5d. Defend the healthy choice when making decisions  TS1a. Demonstrates organized and purposeful communication |
| 2. A Self-Directed Learner who: |  |  |  | 5f. Develop a plan to attain a personal health goal that addresses strengths, needs and risks  TS2b. Integrates knowledge from a variety of sources to set goals and make informed decisions. |
| 3. A Creative and Practical Problem Solver who: | 1c.Propose ways to reduce or prevent injuries and health problems  TS3e. Generates a variety of solutions, uses evidence to build a case for best responses, critically evaluates the effectiveness of responses and repeats the process to generate solutions. |  |  |  |
| 4. An Integrative and Informed Thinker who: |  |  |  |  |
| 5. A Responsible and Involved Citizen who: | 1b.Analyze how environment and personal health are interrelated  TS5a. Takes responsibility for personal decisions and actions |  | 4h. Work cooperatively as an advocate for improving personal family and community health.  TS5d. Demonstrates a commitment to personal and community health and wellness. |  |

**Below are examples of prompts that may be used in the development of performance tasks to assess the performance indicators and transferrable skills.**

**1c)** Develop a poster/pamphlet/media blitz/social media campaign to be distributed throughout the school or displayed at the playground/community, that identifies ways to keep you safe – to reduce injury and health problems.

**1b and 4h)** Sabine and Joe have been asked by their mayor to assess the environmental health concerns/issues in their community. They will conduct a community health assessment in their neighborhood and identify the potential environmental problems that exist. Identify at least THREE problems that may be noticed in the community and describe how these may affect the health of the community. Because these environmental health issues are important, Sabine and Joe want to see a change. Choose ONE of the issues and write a persuasive letter to the mayor urging that the mayor act to solve the problem on behalf of the community's health.

**5d)** Write a story book that focuses on how to use decision making skills to make healthy choices which includes reasons to make healthy choices. Your book may be a picture book, comic, chapter book or any other format. Think about your audience.

**5f)** After completing an analysis of your strengths, needs and risks, set a personal health goal that you will work on over the duration of the course and develop a plan to address that goal.