

# Trifold Objectives: Knowledge and Skills

## Knowledge Objectives

Competencies	Definitions	Prompts	How will your learning objectives cover these competencies?
Mastery of core content knowledge	Students develop and draw from a baseline understanding of knowledge in an academic discipline and are able to transfer knowledge to other situations.	<ul style="list-style-type: none"> <li>• Students understand key principles and relationships within a content area and organize information in a conceptual framework.</li> <li>• Students learn, remember, and recall facts relevant to a content area.</li> <li>• Students have procedural knowledge of a content area and know how content knowledge is produced and how experts solve problems.</li> <li>• Students know and are able to use the language specific to a content area.</li> <li>• Students extend core knowledge to novel tasks and situations in a variety of academic subjects.</li> <li>• Students learn and can apply theories relevant to a content area.</li> <li>• Students apply facts, processes, and theories to real-world situations.</li> </ul>	

**Skills Objectives**

Competencies	Definitions	Prompts	How will your learning objectives cover these competencies?
Critical thinking and solving complex problems	Students apply tools and techniques gleaned from core subjects to formulate and solve problems. These tools include data analysis, statistical reasoning, scientific inquiry, creative problem solving, nonlinear thinking, and persistence.	<ul style="list-style-type: none"> <li>• Students are familiar with and effectively use the tools and techniques specific to a content area.</li> <li>• Students formulate problems and generate hypotheses.</li> <li>• Students identify data and information needed to solve a problem.</li> <li>• Students apply tools and techniques specific to a content area to gather necessary data and information.</li> <li>• Students evaluate, integrate, and critically analyze multiple sources of information.</li> <li>• Students monitor and refine the problem-solving process, as needed, based on available data.</li> <li>• Students reason and construct justifiable arguments in support of a hypothesis.</li> <li>• Students persist to solve complex problems.</li> </ul>	

Sources: Adapted from Ark, T. V., & Schneider, C. (2014). Deeper learning for every student every day. Menlo Park, CA: Hewlett Foundation. Accessed at [www.hewlett.org/sites/default/files/Deeper%20Learning%20for%20Every%20Student%20Every%20Day\\_GETTING%20SMART\\_1.2014.pdf](http://www.hewlett.org/sites/default/files/Deeper%20Learning%20for%20Every%20Student%20Every%20Day_GETTING%20SMART_1.2014.pdf) on April 30, 2015; Huberman, M., Bitter, C., Anthony, J., & O'Day, J. (2014, September). The shape of deeper learning: Strategies, structures, and cultures in deeper learning network high schools. Washington, DC: American Institutes for Research.