



# Central Vermont Big Picture Academy of Rochester High School

## **Big Picture Learning Goals**

Big Picture Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at real-world concepts and abilities necessary to being a successful, well-rounded person. The Learning Goals are not content-oriented curricula, nor are they completely distinct categories. Good project work incorporates many overlapping elements of the Learning Goals.

### ***Empirical Reasoning: How do I prove it?***

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- ❖ What idea do I want to test? (essential question)
- ❖ What has other research shown?
- ❖ What is my hypothesis? How can I test it?
- ❖ What information (data) do I need to collect?
- ❖ How do I collect the information?
- ❖ What will I use as a control in my research?
- ❖ How good is my information?
- ❖ What are the results of my research?
- ❖ What error do I have? How good is my information?
- ❖ What conclusions can I draw from my research?
- ❖ How will I present my results?

### ***Quantitative Reasoning: How do I measure, compare, or represent it?***

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- ❖ How can I use numbers to evaluate my hypothesis?
- ❖ What numerical information can I collect about this?
- ❖ Can I estimate this quantity?
- ❖ How can I represent this information as a formula or diagram?

- ❖ How can I interpret this formula or graph?
- ❖ How can I measure its shape or structure?
- ❖ What trends do I see? How does this change over time?
- ❖ What predictions can I make?
- ❖ Can I show a correlation?

***Communication: How do I take in and express ideas?***

This goal is to be a great communicator: to understand your audience, to write, read, speak, and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- ❖ How can I write about it?
- ❖ What is the main idea I want to get across (thesis)?
- ❖ Who is my audience?
- ❖ What can I read about it?
- ❖ Who can I listen to about it?
- ❖ How can I speak about it?
- ❖ How can technology help me to express it?
- ❖ How can I express it creatively?
- ❖ How can I express it in another language?

***Social Reasoning: What are other people’s perspectives on this?***

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- ❖ How do diverse communities view this?
- ❖ How does this issue affect different communities?
- ❖ Who cares about this? To whom is it important?
- ❖ What is the history of this? How has this issue changed over time?
- ❖ Who benefits and who is harmed through this issue?
- ❖ What do people believe about this?
- ❖ What social systems are in place around this?
- ❖ What are the ethical questions behind this?
- ❖ What do I think should be done about this?
- ❖ What can I do?

### ***Personal Qualities: What do I bring to this process?***

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- ❖ How can I demonstrate respect?
- ❖ How can I empathize more with others?
- ❖ How can I strengthen my health and well-being?
- ❖ How can I communicate honestly about this?
- ❖ How can I be responsible for this?
- ❖ How can I persevere at this?
- ❖ How can I better organize my work?
- ❖ How can I better manage my time?
- ❖ How can I be more self-aware?
- ❖ How can I take on more of a leadership role?
- ❖ How can I work cooperatively with others?
- ❖ How can I enhance my community through this?