

# 21st Century Skills Map

# ENGLISH

DESIGNED IN COOPERATION WITH THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

*This 21st Century Skills Map is the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued this map for the core subject of English. This tool is available at [www.21stcenturyskills.org](http://www.21stcenturyskills.org).*

**The Partnership advocates for the integration of 21st Century Skills into K-12 education so that students can advance their learning in core academic subjects.**

The Partnership has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science and Geography. As a result of these collaborations, the Partnership has developed this map to illustrate the intersection between 21st Century Skills and English. The maps will enable educators, administrators and policymakers to gain concrete examples of how 21st Century Skills can be integrated into core subjects.

**A 21st Century Skills**

**B Skill Definition**

**C Interdisciplinary Theme**

**D Sample Student Outcome/Examples**

An example from the English 21st Century Skills Map illustrates sample outcomes for teaching Critical Thinking and Problem Solving.

# Creativity and Innovation

Harlem Renaissance  
1. Talented Tenth  
2.

# ENGLISH



## 4th Grade

- *Demonstrating originality and inventiveness in work*
- *Developing, implementing and communicating new ideas to others*
- *Being open and responsive to new and diverse perspectives*
- *Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs*

**OUTCOME:** Demonstrate originality and inventiveness in work.

**EXAMPLE:** After reading several trickster folktales, such as Coyote Stories or High John tales, and viewing two or three cartoons, students write their own contemporary version of a trickster story and present them as stop-motion or claymation films.

**EXAMPLE:** Students collect a variety of newspaper and magazine articles on a social or environmental issue. In small groups, they decide on an issue and a theme and style for a poem. They use words and phrases cut from the articles to create a “found poem” on their topic.

**OUTCOME:** Communicate new ideas to others.

**EXAMPLE:** Students select several photographs or pictures found on the internet that represent their individual personalities. They each write an autobiographical poem or series of poems and, using presentation software, make a slideshow of the pictures and poems that may include appropriate background music. As a class, students discuss how the pictures and music change their understanding of the poem.



## 8th Grade

**OUTCOME:** Demonstrate originality and inventiveness in work.

**EXAMPLE:** As the culmination of a unit of fantasy or investigative journalism reading, students write fanfic (stories set in the worlds of the books they read). Each story will introduce a contemporary realistic concern or issue, such as water shortage, vigilantism, or genetic engineering. Students may publish these works on the school website or on fanfic sites approved by the teacher.

**EXAMPLE:** Using the poem “Where I’m From” by George Ella Lyons and portions of the contemporary song of that same title by Digable Planets, students write poems based on their own backgrounds. Students make web pages of the poem, hyperlinking key words in the poem to photographs, illustrations, explanations, or other texts that enhance or explain the meaning. Students select three of their classmates’ websites to link to on their site. Each link has a brief review of the page explaining why it was linked to.

**OUTCOME:** Be open and responsive to new and diverse perspectives.

**EXAMPLE:** Working in groups, students select concepts such as prosperity, justice, integrity, peace, or security. Each student in the group contributes one image to an online slideshow, such as ed.voicethread.com, that illustrates the concept or that show the absence of the quality.



## 12th Grade

**OUTCOME:** Develop and communicate new ideas to others.

**EXAMPLE:** After reading a dystopian novel such as *The Giver*, *The Lord of the Flies*, *The Handmaid’s Tale*, or *Fahrenheit 451*, students will create a movie trailer that highlights universal questions raised by the novel. Students will view each others’ trailers, write up notes critiquing them, and present their feedback in a “Siskel and Ebert” remake.

**OUTCOME:** Demonstrate originality and inventiveness in work.

**EXAMPLE:** Each student records a dramatic reading of a meaningful poem using appropriate inflection and expression. The meaning of the poem is enhanced with selection of appropriate music and video or still images. The student also records a commentary discussing the intentions of the work and a rationale for the creative decisions.

**OUTCOME:** Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

**EXAMPLE:** Working in teams, students research a global social issue, develop a problem scenario, and create an online game to teach younger students about this issue. For an example, see Hurricane Katrina: Tempest in Crescent City [www.tempestincrescentcity.org](http://www.tempestincrescentcity.org).



# Creativity and Innovation (continued)

# ENGLISH



## 4th Grade

**OUTCOME:** Develop, implement and communicate new ideas to others.

**EXAMPLE:** Using an open-ended inspiration for writing such as Chris Van Allsburg's *Mysteries of Harris Burdick*, each student writes the beginning of a story and records it as a podcast. Students in other classes listen to the story, create the ensuing episodes, and record them as podcasts, until a final group writes and records the conclusions.



## 8th Grade

Group members and other classmates add audio or written responses commenting on the significance of the image to the concept.

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**OUTCOME:** Develop and communicate new ideas to others.

**EXAMPLE:** Students write an audio commercial for a favorite short story using the conventions of movie trailers. They also add appropriate sound effects and background music. (Example movie trailers can be found at [www.apple.com/trailers](http://www.apple.com/trailers)).



## 12th Grade

**EXAMPLE:** Students read works of digital fiction at <http://wetellstories.co.uk>. Students use one of the pieces as inspiration for a short work of their own.





# Critical Thinking & Problem Solving

# ENGLISH



## 4th Grade

- *Exercising sound reasoning in understanding*
- *Making complex choices and decisions*
- *Understanding the interconnections among systems*
- *Identifying and asking significant questions that clarify various points of view and lead to better solutions*
- *Framing, analyzing and synthesizing information in order to solve problems and answer questions*

**OUTCOME:** Identify and ask significant questions that clarify various points of view.

**EXAMPLE:** Students participate in literature circle discussions of a short story they read and for which they prepared an open-ended discussion question. They use a voice recorder to record their discussion. They then listen to the recording, evaluating the effectiveness of points raised in response to the questions, insights shared, and balance of participation. The recording may be published as a podcast.

**OUTCOME:** Frame, analyze and synthesize information in order to solve problems and answer questions.

**EXAMPLE:** After reviewing profiles at an entrepreneurial microfinancing site such as [www.kiva.org](http://www.kiva.org), students research the economic and social impact of several proposals. Each student selects one proposal and writes an essay to persuade classmates to choose this proposal. The class creates an appropriate activity to raise the money to support the chosen proposal.



**EXAMPLE:** Using picture books and short nonfiction selected by the teacher, students will examine social injustices present in our society and multiple ways in which individuals take social action. Throughout the unit, students keep a reflective journal of the injustices people faced and the actions that overcame or



## 8th Grade

**OUTCOME:** Frame, analyze and synthesize information in order to solve problems and answer questions.

**EXAMPLE:** After writing an informative or persuasive piece, the student creates a “word cloud” of the writing using a tool such as [wordle.com](http://wordle.com) which represents the frequency of word use: the more frequent the word, the larger it is displayed. Students read their selection aloud with the word cloud projected on a screen. In groups, students analyze the visual representation and evaluate the match between the prominent words and the intention of the writer.

**OUTCOME:** Make complex choices and decisions.

**EXAMPLE:** Students conduct research to answer the question: How much schooling do you need to get the kind of job you would like to have? After researching salaries, employment outlook, and education/training requirements of a variety of possible careers, students create a chart comparing their top three to five choices and write short personal essays explaining how these choices fit their goals.



## 12th Grade

**OUTCOME:** Frame, analyze and synthesize information in order to solve problems and answer questions.

**EXAMPLE:** In small groups, students create a plan for involving students in making technology decisions in the school. The process may include gathering student input from surveys, establishing a student advisory committee, using students to help provide tech support or other services to the school, evaluating cost/value ratios, and fundraising proposals to support their recommended strategies. These plans should be used in a presentation to the principal or the school board.

**EXAMPLE:** Students choose an article from the satirical website [www.theonion.com](http://www.theonion.com) to analyze. In addition to identifying the elements of satire (exaggeration, incongruity, reversal, and parody) used in the article, students write a critique evaluating the effectiveness of the piece as commentary on current events.

**OUTCOME:** Identify and ask significant questions that clarify various points of view.

**EXAMPLE:** Working in groups, students follow the Twitter logs of a variety of newspapers for several days. Students compare these logs for the differences and similarities in the events posted and speculate on the significance, if any, of these comparisons.



# Critical Thinking & Problem Solving (continued)



## 4th Grade

diminished the injustice. As a class, students identify injustices, big and small, in their own world and brainstorm ways a young person could take action for change, even in a small way. One resource for this is, *How to Solve the Social Problems You Choose - And Turn Creative Thinking into Positive Action*, by Barbara A. Lewis.



## 8th Grade

**OUTCOME:** Identify and ask significant questions that clarify various points of view.

**EXAMPLE:** At the end of a short story unit, students brainstorm elements of effective short stories. Using a visual ranking tool (such as the Intel online visual ranking thinking tool), each student considers the short stories read in the unit and ranks them, using the comment feature of the tool to add explanations. The comparison function of the tool may be used to contrast ratings between students. Students can then discuss the reasons for the differences in rankings.



## 12th Grade

**OUTCOME:** Exercise sound reasoning in understanding.

**EXAMPLE:** Using an online visual search tool such as Many Eye's Word Tree, or <http://services.alphaworks.ibm.com/manyeyes/home>, students paste in a piece of text such as a poem or speech that contains rhetorical devices such as repetition. Select a word or phrase. All of the contexts for the word or phrase will be displayed in a tree-like branching. Use the visual as a basis for writing an analysis of recurrent themes and variations in the piece of text.



# Communication

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- *Articulating thoughts and ideas clearly and effectively through speaking and writing*



### 4th Grade

**OUTCOME:** Articulate thoughts clearly and effectively through writing, speaking, and visuals.

**EXAMPLE:** Each student chooses a class photograph or creates a piece of artwork that illustrates a favorite memory of the year. The student writes a narrative of the memory. The illustration and auditory recording of the essay are published on a secure educational site such as [ed.voicethread.com](http://ed.voicethread.com). Classmates can record comments responding to the essay or to the illustration.

**OUTCOME:** Articulate thoughts clearly and effectively through writing and visuals.

**EXAMPLE:** Using an online comic strip generator such as Pixton for School, students create a graphic novel version of a short story or novel.

**OUTCOME:** Articulate thoughts clearly and effectively through writing and speaking.

**EXAMPLE:** Students pose a question about a local issue on a secure collaborative space such as [ed.voicethread.com](http://ed.voicethread.com) or [writingmatters.org](http://writingmatters.org). Each student gives a short written or recorded response to the issue. Invite community leaders to add their responses.



### 8th Grade

**OUTCOME:** Articulate thoughts and ideas clearly and effectively.

**EXAMPLE:** After viewing clips of Charlie Chaplin movies, students discuss the conventions of silent film such as brief captions and exaggerated facial expressions that communicate the story. They then create a silent movie version of a suspenseful short story such as an Edgar Allen Poe or Ray Bradbury story.

**EXAMPLE:** Students brainstorm topics that they were worried about when they started middle school/junior high school. They write a survival guide with tips on these topics. The survival guide may be published as a booklet or as a series of podcasts or videos to be shared with incoming students. Students could celebrate their collective accomplishments with a “publication party” to which parents and school leaders are invited.

**OUTCOME:** Articulate thoughts and ideas clearly and effectively through writing.

**EXAMPLE:** Students post short writings about class activities in a class journal or on a secure class bulletin board or wiki. Classmates ask and answer questions, clarify information, or share insights in their postings.



### 12th Grade

**OUTCOME:** Articulate thoughts clearly and effectively through writing, speaking, and multimedia.

**EXAMPLE:** As a culminating event after a poetry unit, students sponsor a coffeehouse night or a poetry slam. Themes or elements from each poem may be amplified with appropriate visuals or music.

**OUTCOME:** Articulate thoughts clearly and effectively through writing.

**EXAMPLE:** Students follow a variety of blogs written on topics of personal interest, posting their own comments as appropriate. After following these blogs for a period of time, students write a reflection on their online experience, how they found the blogs they were following, the differences in tone, content, and expertise between these blogs, the insights gained from these blogs, and their own role in the community.

**EXAMPLE:** Students translate a piece of dialog from a Shakespearean play into a text message exchange and analyze the effect of the writing mode on the tone or meaning of the dialogue. Students then discuss audience and purpose in relation to communication media.





# Collaboration

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## 4th Grade

- *Demonstrating the ability to work effectively with diverse teams*
- *Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal*
- *Assuming shared responsibility for collaborative work*

**OUTCOME:** Demonstrate the ability to work effectively with diverse teams.

**EXAMPLE:** Through a reputable program such as epals, the class is connected to a class in another country. With teacher supervision, students exchange emails and digital photos of a specific geographic or architectural treasure in or near their community. Students use this information to create picture books for children in a classroom in a third community unrelated to the first two classes.

**OUTCOME:** Assume shared responsibility for collaborative work.

**EXAMPLE:** Pairs of students write, revise, and publish a mystery short story using Google Docs or a class wiki. Each partner reviews the history and writes a short reflection on his or her role in completing the piece.

**EXAMPLE:** Students collaborate on writing book reviews in a class wiki or blog site such as blurb.com or www.writingmatters.org. At the end of the year, students use the reviews and discussions to select a Book of the Year.



## 8th Grade

**OUTCOME:** Assume shared responsibility for collaborative work.

**EXAMPLE:** Using a collaborative research annotation tool such as Trailfire [www.trailfire.com](http://www.trailfire.com), Google Notebook or Diigo [www.diigo.com](http://www.diigo.com), teams of students collect and comment on relevant websites on a topic related to a historical fiction novel read by the group. Each group collates the research findings in a group wiki to make a nonfiction textbook that is a companion to the novel.

**OUTCOME:** Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

**EXAMPLE:** As an interdisciplinary team project, students research a significant environmental issue such as water conservation, energy consumption, global warming, or deforestation. They then create a video that presents the information along with actions students can take regarding this problem. Students should select powerful visual images and an appropriate soundtrack to enhance their message. In the video the team also reflects on their collaboration and compromises they made.

**OUTCOME:** Demonstrate ability to work effectively with diverse teams.

**EXAMPLE:** Students are paired in male-female groups to write a weekly summary of the class activities to distribute to their parents. The writing is shared and delivered to both students' parents.



## 12th Grade

**OUTCOME:** Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

**EXAMPLE:** In a virtual world such as Teen Second Life, students working in teams design an amphitheater in which to conduct virtual workshops on writing poetry and to host virtual poetry readings.

**OUTCOME:** Assume shared responsibility for collaborative work.

**EXAMPLE:** As a team, students create a virtual fieldtrip for elementary students. In addition to creating a video and narration detailing the site, the team also includes background information from research as well as interviews with appropriate experts. Use a project management tool such as [www.teamness.com](http://www.teamness.com) to organize the tasks, assignments, and deadlines.

**OUTCOME:** Demonstrate ability to work effectively with diverse teams.

**EXAMPLE:** Students collaborate with senior citizens in a digital storytelling workshop. The teams bring to life a story from a senior's history as they collaborate on writing and creating the video, including recording the narration and selecting images and music. The finished videos are presented in a community film festival. Each team designs criteria for evaluating their video in advance, and grades their work accordingly.



# Information Literacy

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## 4th Grade

- *Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand*
- *Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information*



**OUTCOME:** Access and critically evaluate information and use information accurately to solve problems.

**EXAMPLE:** Students research the carbon footprint impact of “food miles” — the distance food travels between where it is produced and where it is consumed. Using this information, they calculate the food miles of a typical dinner for their families. Create a class graph of the results. Investigate what locally-grown changes could be made to the menu. Write a letter to the editor sharing suggestions for reducing the number of “food miles” in the local community.



**OUTCOME:** Access and critically evaluate information and use information creatively.

**EXAMPLE:** After researching a topic such as global warming, students present information on their findings and recommendations as spoken-word style poems. They present their poems to younger students, and/or create a multimedia project, which is posted in a blog in order to receive comments for feedback.



## 8th Grade



**OUTCOME:** Use information accurately and creatively for the issue or problem at hand.

**EXAMPLE:** After completing a literature circle unit of teen problem novels, students brainstorm a list of significant social, emotional, or health issues teens face today. Working in groups, students research one issue and create a public service announcement on a closed Youtube channel (viewable only by students in the class) to persuade their peers about one action they should take regarding this issue.

**OUTCOME:** Use information accurately and creatively to generate new knowledge.

**EXAMPLE:** After gathering biographical information from print and online sources as well as autobiographical information from an author-sponsored website, students create a chart matching biographical information with topics, settings, plots, characters, or other characteristics of the author’s works that may have been influenced by the author’s own life.



## 12th Grade

**OUTCOME:** Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

**EXAMPLE:** Working in groups, using websites such as the International Ecotourism Society, students create a brochure or website to promote sustainable travel in their community.

**OUTCOME:** Use information accurately and creatively for the issue or problem at hand.

**EXAMPLE:** After researching classic children’s authors, students write biographies as illustrated children’s books that include an appropriate bibliography of sources. The books can be published online at a website such as lulu.com or writingmatters.org and shared with local elementary students.

**EXAMPLE:** Students create documentaries of local veterans. Students use print and internet resources to access background information to prepare for the interviews and to gather images to use in the video. As students review footage of the interviews, they select a quote that clarifies the theme of the documentary. Students follow all copyright, Fair Use, and Creative Commons guidelines for images and music used in the documentary. The documentaries could be aired on a local cable access channel.





# Information Literacy (continued)

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## 4th Grade

**OUTCOME:** Evaluate information critically and competently.

**EXAMPLE:** Students are given a teacher-generated list of websites that are a mixture of legitimate and hoax sites. Students apply a website evaluation framework such as RAD CAB ([www.radcab.com](http://www.radcab.com)) to write an explanation for deciding whether each site is credible or not.

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**OUTCOME:** Evaluate information critically and competently and use information accurately and creatively for the problem at hand.

**EXAMPLE:** Students identify historic information from story elements in books, such as *The Time Warp Trio*.

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**OUTCOME:** Access information efficiently and effectively, evaluate information critically and competently and use information accurately and creatively.

**EXAMPLE:** Students research a notable historic figure to create a multi-genre research project that includes a mock interview, a timeline, a piece of creative writing, and a digital product.



## 8th Grade

**OUTCOME:** Evaluate information critically and competently.

**EXAMPLE:** After reading a historical fiction novel, students work in groups to locate and evaluate websites that give relevant historical background information. The group will use social bookmarking tools such as del.icio.us, 2Collab, or Sitemark to compile likely websites and to share notes about the usefulness and credibility of information found at that site. At the end of their research, the group will share a list of the most relevant and credible sites with the class. The presentation might be recorded as screenshots of homepages and audio narrative in presentation software, or shared at a website such as [www.flowgram.com](http://www.flowgram.com).

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**OUTCOME:** Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

**EXAMPLE:** Students create an online handbook in a wiki space explaining the copyright, Fair Use, and Creative Commons guidelines they must follow to include music, images, video, or excerpt from a published text in a multimedia CD version of the school yearbook. The wiki will include an FAQ section, online resources, specific examples, guidelines, etc. that can be easily modified.



## 12th Grade



# Media Literacy

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## 4th Grade

- *Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions*
- *Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors*
- *Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information*

**OUTCOME:** Understand how media messages are constructed, for what purposes and using which characteristics and conventions.

**EXAMPLE:** Cut the titles off a variety of magazines. Students analyze the images and words to guess the magazine's intended audience. They then guess what magazine it is and give their reasoning. Students could also identify their own demographic and design an original magazine that would attract them.

**OUTCOME:** Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors.

**EXAMPLE:** From a collection of a variety of comic books, students will work with a partner to chart number of characters, the number of male vs. female characters, and the activity of the different characters. Students will discuss the various roles assigned to the characters, looking for patterns, surprises, and curiosities.



## 8th Grade



**OUTCOME:** Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors.

**EXAMPLE:** Body image issues of adolescent girls receive much attention, but adolescent boys also have their concerns. Students research issues of body image of each gender and how the media influence perceptions of body image. Using information from the research, groups of students create an original video for an audience of 6th or 7th graders that promotes healthy attitudes toward body image.

**OUTCOME:** Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

**EXAMPLE:** After a teacher-led discussion of target markets and consumerism, students collect examples of print, TV, or internet advertising targeting teens that promote excessive and irresponsible consumption. Students discuss the hidden messages of these advertisements and vote on the one with the most negative message. Students then write letters or emails to the company explaining the students' findings and asking for change in future advertisements.



## 12th Grade

**OUTCOME:** Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions.

**EXAMPLE:** Social networking sites and user-created content have given advertisers new venues and new tools to target their potential market with more precision. Students keep a one-week log of encounters with brands, product placements, branded websites, viral advertising, banner advertisements, as well as traditional print, radio, and TV advertising that are directed toward the teen market, noting the brands and the type of advertising encountered. Students pool the data as a class. Using the compiled data, students write analytical essays drawing conclusions about the intention, ethics, effectiveness, or other topic inferred from the data.

**EXAMPLE:** In addition to reviewing the Academy Award for best foreign film, students research other international film awards. In small groups, they research, select, and preview an award-winning international film. The groups connect via email, a blog, social network, or videoconferencing with students from the film's home country to discuss reactions to the film. The students write a critique of the film that includes a recommendation whether or not to view the film as a whole class.





# ICT Literacy

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# ENGLISH



## 4th Grade

- *Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy*
- *Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information*



**OUTCOME:** Use technology as a tool to research, organize, evaluate and communicate information.

**EXAMPLE:** Students collaborate with a classroom in a different geographic region to research and share the impact of a national current event on local communities. They post findings and comments to a blog or wiki. Students may connect via videoconferencing or internet communication software such as skype to share discoveries on similarities and differences between the two communities.

**OUTCOME:** Use digital technology and communication tools appropriately to access, evaluate, and create information.

**EXAMPLE:** Students brainstorm information they would need to know to decide if students in their school are as tech savvy as peers in other schools. Students examine archives of the NetDay surveys of student technology use ([www.tomorrow.org](http://www.tomorrow.org)) and select several questions relevant to local technology concerns. Using a survey tool such as [surveymonkey.com](http://surveymonkey.com), students collect local data on the selected questions and compare the results to the national averages. Students use the comparisons to suggest to the principal changes in classroom technology use or access.



## 8th Grade

**OUTCOME:** Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

**EXAMPLE:** Using tools in Google Earth students create a digital map of local authors that creates a mash-up integrating information such as author's location, biographical information, literary information, authoritative reviews of works, relevant images, and personal opinion. Students will follow all guidelines for Fair Use, Creative Commons, and crediting sources for information, sound, and images.

**OUTCOME:** Use digital technology and communication tools appropriately to access, evaluate, and create information.

**EXAMPLE:** Using a collaborative online tool such as Shelfari, and following guidelines of safe and responsible online behavior; students post reviews of books they've read, and they read, rate, and comment on reviews written by other student readers.

**OUTCOME:** Demonstrate an understanding of legal, ethical, and safe online behavior.

**EXAMPLE:** Students conduct research, including conducting surveys, about the prevalence, effects, and examples of cyberbullying. Students design a school-wide campaign to raise awareness as well as offering constructive suggestions for handling this problem.



## 12th Grade

**OUTCOME:** Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

**EXAMPLE:** Students create a workshop for teens on safe participation in social networking sites. The workshop should include interactive activities, skits, videos, or simulations on issues of privacy, appropriateness, and reporting.

**OUTCOME:** Use technology as a tool to communicate information.

**EXAMPLE:** Students write personal essays modeled on "This I Believe" essays broadcast on National Public Radio. Students record their essays as podcasts. (Curriculum support material is available at [www.thisibelieve.org](http://www.thisibelieve.org)).

**OUTCOME:** Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information.

**EXAMPLE:** Students participate in videoconferencing about books and reading with students from other schools as a Read Across the Planet activity on Read Across America Day. (Information can be found at [www.twice.cc/read](http://www.twice.cc/read)).





# Flexibility & Adaptability

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# ENGLISH



## 4th Grade

- *Adapting to varied roles and responsibilities*
- *Working effectively in a climate of ambiguity and changing priorities*

**OUTCOME:** Adapt to varied roles and responsibilities.

**EXAMPLE:** Students partner with a classmate to write a "poem in two voices" to depict two sides of an issue (i.e., a historic event, a current event, a science or social issue debate, or the protagonist and antagonist from a class novel).



## 8th Grade

**OUTCOME:** Adapt to varied roles and responsibilities.

**EXAMPLE:** Students interact in an age-appropriate online environment that combines educational activities with social networking. In a site such as Whyville.net, students collaborate to solve learning games, and participate in community life by starting a business, writing for the newspaper, or participating in the government. They also build social relationships with participants from around the globe through supervised chat.



## 12th Grade

**OUTCOME:** Work effectively in a climate of ambiguity and changing priorities.

**EXAMPLE:** In emulation of "movie in a day" competitions that are held across the country, students will work in teams to create a completed video in a 24 hour period. Students will be given a genre for the script and several random components that must be worked into the script, the audio, or the visuals. These components might be an object, a phrase, a name, a product, a sound effect, etc. The writing, filming, and editing are to be completed within a 24 hour period.



# Initiative & Self-Direction

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# ENGLISH



## 4th Grade

- *Monitoring one's own understanding and learning needs*
- *Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise*
- *Demonstrating initiative to advance skill levels towards a professional level*
- *Defining, prioritizing and completing tasks without direct oversight*
- *Utilizing time efficiently and managing workload*
- *Demonstrating commitment to learning as a lifelong process*

**OUTCOME:** Define, prioritize and complete tasks without direct oversight.

**EXAMPLE:** Students post regularly in their own secure, school-approved blogs in response to teacher-initiated writing prompts or on self-selected topics. They comment on classmates' blogs and, in turn, respond to feedback provided through comments.

**OUTCOME:** Monitor one's own understanding and learning needs.

**EXAMPLE:** Following each group project, students complete a self-evaluation. They review these self-evaluations to monitor skills over time.



## 8th Grade

**OUTCOME:** Utilize time efficiently and manage workload.

**EXAMPLE:** Each student creates a project of personal interest that requires significant work in collecting and organizing information, in working responsibly in online environments, and in creating a digital product to share with a specific audience. The student will break the project down into smaller parts and create a schedule of deadlines. (Curriculum support material can be found at [www.genyes.org](http://www.genyes.org)).

**OUTCOME:** Monitor one's own understanding and learning needs.

**EXAMPLE:** As a class students create a rubric for an individual multimedia writing project. Students use the rubric to self-assess their work, including comments reflecting on the quality of their work and their process.



## 12th Grade

**OUTCOME:** Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

**EXAMPLE:** Each student will complete a senior capstone project that includes a paper, a product, a portfolio, and a presentation on a self-selected topic.

**OUTCOME:** Demonstrate commitment to learning as a lifelong process.

**EXAMPLE:** Using an online document sharing tool, the student creates an electronic portfolio to showcase personal goals, projects, writing, multi-media productions, experiences, and reflections on progress and achievements.



# Social & Cross-Cultural Skills

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## 4th Grade

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

**OUTCOME:** Bridge cultural differences and use differing perspectives to increase innovation and the quality of work.



**EXAMPLE:** Students communicate with peers around the globe, or in communities they are not familiar with where students represent significantly different backgrounds from them, in a project such as “Rock Our World”, by investigating climatic, geographic, and cultural similarities and differences. Students also collaborate on movies, songs, stories, and in videoconferencing.



**OUTCOME:** Leverage the collective intelligence of groups when appropriate.

**EXAMPLE:** Students communicate via teacher-supervised email, videoconferencing or through secure collaborative websites (such as think.org) with peers in other countries or in communities they are not familiar with where students represent significantly different backgrounds from them, to compare the significance of a specific environmental issue in each country or community. Students create and share documentary videos synthesizing what they have learned.



## 8th Grade

**OUTCOME:** Bridge cultural differences and use differing perspectives to increase innovation and the quality of work.



**EXAMPLE:** Students conduct research about three or four immigrant communities living in or near their city or town since 1965. The students then publish findings on the Internet and compare their findings with students in other countries through projects such as the International CyberFair.

**EXAMPLE:** Using a shared wiki, blog, or learning management system, students communicate with classes in other regions or countries significantly different from their classroom to share their daily school life, to discuss books they are reading, and to publish their creative writing.



## 12th Grade

**OUTCOME:** Bridge cultural differences and use differing perspectives to increase innovation and the quality of work.



**EXAMPLE:** After reading several issues of an international literary magazine that publishes art, poetry, and prose, students produce and evaluate their own submissions. One example of an international literary magazine is, A Vision ([www.learnonline.org/avision](http://www.learnonline.org/avision)).



**OUTCOME:** Leverage the collective intelligence of groups when appropriate.

**EXAMPLE:** Students conduct interviews with leaders and members of several different religious communities in their city or town. Without making comparisons, students create short videos explaining their personal identity, the process of locating and talking to people of diverse faiths, and what they learned in their interviews.

**EXAMPLE:** In partnership with international peers or students from US communities they are not familiar with who represent significantly different backgrounds from them, students identify and research global trends in communication and the impact of these trends on them locally and personally. Students use online communication tools such as Voice-Over-IP, or webcasting tools such as podcasts, videos, and wikis, as they gather their information, collaborate on the products, and reflect on the project.





# Productivity & Accountability

Harlem Renaissance  
1. Talented Tenth  
2.

# ENGLISH



## 4th Grade

- *Setting and meeting high standards and goals for delivering quality work on time*
- *Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)*

**OUTCOME:** Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable).

**EXAMPLE:** Students complete a WebQuest to research three explorers of the "New World" with the purpose of deciding which one they would choose to sail with into uncharted waters. Each task provides the scaffolding to write a final essay. Upon completing a task, students return to "home port," a checkpoint to help them keep on track.



## 8th Grade

**OUTCOME:** Set and meet high standards and goals for delivering quality work on time.

**EXAMPLE:** After working with the teacher to understand the relevant state language arts standards, students work together to rewrite some of these standards into language that is understandable by other adolescents. With these translated standards in mind, students work throughout the academic year on a set schedule to create electronic portfolios of self-selected work across the curriculum. Artifacts may include audio clips, video clips, digital photographs, samples of writing in a variety of genres, posts from appropriate social networking tools, and other work such as artifacts from multi-user virtual environments. In a culminating piece, the students reflect on progress through the year as well as evaluating their achievement in relation to the translated standards.



## 12th Grade

**OUTCOME:** Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable).

**EXAMPLE:** After reading a book by a local author, the student generates substantive interview questions and schedules a telephone or videoconference interview with the author with the goal of gathering autobiographical information, insights into their work as an author, and quotes to use in a literary analysis of the work.



# Leadership & Responsibility

Harlem Renaissance  
1. Talented Tenth  
2.

# ENGLISH



## 4th Grade

- *Using interpersonal and problem-solving skills to influence and guide others toward a goal*
- *Leveraging strengths of others to accomplish a common goal*
- *Demonstrating integrity and ethical behavior*
- *Acting responsibly with the interests of the larger community in mind*

**OUTCOME:** Leverage strengths of others to accomplish a common goal.

**EXAMPLE:** Students work in teams to complete the task of researching and assembling survival kits for regional severe weather conditions. Students will develop a multimedia advertising campaign for marketing the kits.



## 8th Grade

**OUTCOME:** Demonstrate integrity and ethical behavior.

**EXAMPLE:** Students create a performance, picture book, public service video, or podcast to share with an audience of younger students to illustrate best practices for online safety.



## 12th Grade

**OUTCOME:** Act responsibly with the interests of the larger community in mind.

**EXAMPLE:** Students volunteer to lead an after-school book club, creative writing club, or technology club for younger students.