

What tools and resources will support and enhance these learning activities?

Creativity and Innovation

Elementary

Develop, implement and communicate new ideas to others.

- 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.

Middle School

Be open and responsive to new and diverse perspectives.

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

High School

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

- 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.
- 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 and Problem Solving

Elementary

Access information to discover the interconnections between the role of government and a service it provides to the public.

- All fourth graders in a school will be surveyed for sports and hobby interests, and results will be reported in graphs. Students will use **GIS and GPS** to show the location of areas in which these sports can be played throughout their community.

Middle School

Identify and analyze different ways that electronic news sources define and present a problem.

- Students conduct an **online search** and compile representative news reports about persons of Middle Eastern descent published in major **online news sources** around the country. Working in small groups, students review, analyze and discuss any apparent biases evident in the way news agencies report incidents of ethnic profiling and/or cooperation among various ethnic groups in your country. Groups present their findings to the class in a slide show format and/or podcast.

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

- 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.

High School

Analyze contemporary problems and evaluate the decisions made by individuals and groups involved.

- In groups, students use the **Internet and digital libraries** to identify and analyze the work being done by various organizations to provide alternative, sustainable economic and environmental responses to significant resource depletion in specific regions. Student groups create **wikis** that explain their perspective on the effectiveness of the organizations.

Collaboration

Middle School

Outcome: Assess their performance as a group and develop and implement a plan to work together more productively.

- Example: Students use a **district-approved wiki** or asynchronous discussion board to reflect on a recent group activity, discussing both strengths and weaknesses of their team's interaction and productivity.

High School

Outcome: Recognize, empathize with, and communicate diverse perspectives on an issue and realize how one's perspective influences one's interpretation of an issue and/or work within a group.

- Example: In a group, create and implement an **online survey** for community members (e.g., regarding the effects of the recent influx of immigrants) and compare responses with digitized accounts from other communities. Then divide into two groups and present two opposing viewpoints on the issue, analyzing the merits of each perspective.

Communication

Elementary

Organize, and present information from the social sciences in clear and effective formats.

- Write an e-mail to the local newspaper or a public official, explaining concerns about a community issue.
- Using a **spreadsheet** or charting program, illustrate simple data collected on a social issue (e.g., survey classmates on their opinions about a school or community issue) in graph form.
- Use primary sources to produce a **wiki or website** providing information on the history of the local community.

Middle School

Interpret, organize, and present information from the social sciences in clear and effective formats.

- Write and produce a **video or audio podcast** public service announcement that promotes student involvement in the student government association.
- Identify and join a **listserv** to stay informed about an issue of importance to you and/or your community; email your classmates a description of the listserv, along with an explanation of why you selected it and why others might find it interesting and/or useful.

High School

Analyze, synthesize, organize, and present information from the social sciences in clear and effective formats.

- Create an **online photo album** of housing patterns in the student's community and use these photos to lead a class discussion on potential growth problems in the student's town.

Information and Media Literacy

Elementary

Gather original data and create graphs or charts to display information.

- Students use an **online survey tool** to create a survey that collects data about the likes and dislikes of their own families. Students store the data in a spreadsheet and display their findings using the spreadsheet's graphing tools and use digital images to demonstrate their family's preferences of their favorite places to visit within their community and state.

Middle School

Create original data sets about key issues in the community, state or nation using tools such as an online survey. Create a presentation that displays the data in a spreadsheet or database and analyzes the significance of the data.

- Students use electronic databases and **GIS** to gather data regarding gas prices, home heating oil prices, wages, etc. in their city over the past twelve months. Students create an **electronic presentation** containing the data (in charts, graphs, or maps), and discuss the impact of war in the Middle East on their community.

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.

High School

Develop and use a customized search to locate and select multimedia information about a public policy issue of local, national and/or global significance and produce an Internet web page, digital video, podcast, or web page of the findings.

- Students research multiple viewpoints on possible steps that can be taken to improve working conditions in underdeveloped countries and produce an “**online**” resource (like a **wiki**) for other students to use in order to better understand this problem.

ICT Literacy

Elementary

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: Using digital technology, communication tools and/or networks appropriately to create information and share with the school or local community.

- Example: Participate in a monitored **wiki**, for youngsters by youngsters, or post to a class **Web site** and share the presentation on local or state landforms and geographic features.

Middle School

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.

High School

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.

Source: Partnership for 21st Century Skills - <http://www.21stcenturyskills.org/>