

# **SOUTH PORTLAND SCHOOL DEPARTMENT**

## **Graduation Standards for 21<sup>st</sup> Century Skills**

### **Grades K-12**

**Essential Learning Targets (ELTs)** articulated as Proficiency Points  
aligned to **Maine Learning Results Guiding Principles**

Winter 2014-15

## 21<sup>st</sup> Century Essential Learning Targets

21<sup>st</sup> Century Skills are a set of intellectual behaviors that lead to productive actions required of successful individuals in the world today. According to Costa and Kallick, when individuals encounter dichotomies, are confronted by dilemmas, or face uncertainties, the most effective response requires using 21<sup>st</sup> century skills. “When we draw upon these intellectual resources, the results are more powerful, of higher quality, and of greater significance than if we fail to employ such patterns of intellectual behavior,” (Costa & Kallick) Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>.

21<sup>st</sup> Century skills are the skills that allow students to exhibit the dispositions (“ways of acting”) that are described in the Maine Learning Results Guiding Principals. In addition, 21<sup>st</sup> Century skills incorporate the ways of thinking articulated in the NGSS as effective practices in science learning, as well as the math practices and E/LA student competencies that are articulated in the CCSS. Consequently, these skills are applicable in all subjects.

Students are not naturally clear and effective communicators, collaborative and creative problem-solvers, responsible citizens, and integrated thinkers. Students need to learn and develop the skills that allow them to act in these ways. Therefore, 21<sup>st</sup> Century Skills are modeled, taught and supported by all teachers as appropriate for the content and task.

**All** 21<sup>st</sup> century skills are taught and reviewed in **all** content areas at **all** times. However, it is necessary to formally assess and document student progress toward acquiring these skills. The following Essential Learning Targets (ELTs) for 21<sup>st</sup> Century Skills represent the assessment targets for which all students need to demonstrate proficiency for graduation. The matrices below outline the points at which 21<sup>st</sup> Century Skills are assessed summatively, which means scores are documented for proficiency and reported. The matrices also document points at which 21<sup>st</sup> century skills are informally assessed and students receive direct feedback (a.k.a. formatively assessed).

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Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of [ell.stanford.edu](http://ell.stanford.edu), and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

### HIGH SCHOOL

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English - summative - formative	Communication Creativity	Initiative Communication	Global Awareness Collaboration	Critical Thinking Problem-Solving
	Initiative	Global Awareness Collaboration	Critical Thinking Problem-solving	
Math - summative - formative	Problem-Solving Initiative	Problem-Solving Collaboration	Communication Critical Thinking	Creativity Global Awareness
	Collaboration	Communication Critical Thinking	Creativity Global Awareness	
Science - summative - formative	Critical Thinking Initiative	Critical Thinking Communication	Creativity Problem-Solving	Global Awareness Collaboration
	Communication	Problem-Solving Creativity	Global Awareness Collaboration	
History - summative - formative	Global Awareness Collaboration	Global Awareness Creativity	Initiative Critical Thinking	Problem-Solving Communication
	Creativity	Initiative Critical Thinking	Creativity Problem-solving	
World Languages - summative - formative	Communication Global Awareness			
	Critical Thinking Creativity			
Music - summative - formative	Collaboration Creativity			
	Initiative Problem-solving			
Art - summative - formative	Creativity Critical Thinking			
	Global Awareness Problem-solving			
Health/Phys. Ed - summative - formative	Initiative Collaboration			
	Problem-solving Communication			
Career & College Expl. - summative - formative		Communication Problem-solving		
		Critical Thinking Collaboration		

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## 21<sup>st</sup> Century Essential Learning Targets

### MIDDLE SCHOOL

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
E/LA - summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	- formative Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
STEM - summative	Problem-Solving Collaboration	Creativity Critical Thinking	Collaboration Problem-Solving
	- formative Creativity Critical Thinking	Collaboration Problem-Solving	Creativity Critical Thinking
Science - summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	- formative Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies - summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music - summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative Initiative Problem-solving	Critical thinking Creativity	Communication
Art - summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed - summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving
World Languages - summative	Communication Global Awareness		Critical Thinking Creativity
	- formative Critical Thinking Creativity		Initiative Communication

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## 21<sup>st</sup> Century Essential Learning Targets

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INTERMEDIATE

		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
E/LA	- summative	Communication	Global Awareness	Collaboration
	- formative	Global Awareness	Collaboration	Communication
Math	- summative	Problem-Solving	Critical Thinking	Initiative
	- formative	Critical Thinking	Initiative	Problem-Solving
Science	- summative	Collaboration	Communication	Critical Thinking
	- formative	Communication	Critical Thinking	Initiative
Soc. Studies	- summative	Global Awareness	Collaboration	Communication
	- formative	Collaboration	Communication	Problem-solving
Music	- summative	Creativity	Initiative	Global Awareness
	- formative	Initiative	Global Awareness	Communication
Art	- summative	Creativity	Global Awareness	Initiative
	- formative	Global Awareness	Initiative	Communication
Health/PE	- summative	Initiative	Collaboration	Critical Thinking
	- formative	Collaboration	Critical Thinking	Problem-solving

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## 21<sup>st</sup> Century Essential Learning Targets

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**PRIMARY**

		K	1 <sup>st</sup>	2 <sup>nd</sup>
E/LA	- summative	Communication	Initiative	Collaboration
	- formative	Initiative	Collaboration	Problem-Solving
Math	- summative	Problem-Solving	Collaboration	Communication
	- formative	Collaboration	Communication	Initiative
Science	- summative	Collaboration	Communication	Creativity
	- formative	Communication	Critical Thinking	Global Awareness
Soc. Studies	- summative	Global Awareness	Collaboration	Problem-Solving
	- formative	Collaboration	Problem-Solving	Critical Thinking
Music	- summative	Creativity	Initiative	Global Awareness
	- formative	Initiative	Global Awareness	Communication
Art	- summative	Creativity	Global Awareness	Communication
	- formative	Global Awareness	Communication	Collaboration
Health/PE	- summative	Problem solving	Collaboration	Initiative
	- formative	Collaboration	Initiative	Problem-solving

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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Collaboration</b> – Uses interpersonal skills to learn and work with individuals from diverse background and understands the interdependence within and across systems as seen by bringing to each situation the appropriate actions.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>COLLABORATION: Working to a Team Goal</b>	Identifies and responds to the needs of others in a learning group or social context. * Offers help or ideas to a partner or team member. *Listens and contributes appropriately in a group situation. * Listens and speaks in small groups/partner discussions.  <i>(As measured by gr. K-2 rubric categories—3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> “I can” statement)</i>	Thinks and behaves with a respect for the collective. * Offers ideas but also encourages others to offer their thoughts and ideas. • Speaks in terms of the ideas/solutions that the team created and not what the individuals did.  <i>(As measured by gr. 3-5 rubric categories—Works as a Whole Team, Respects Others)</i>	Supports group goals and efforts; suspends one's personal biases for the good of the team's goals. * Knows the group's plan and steps to be taken even if they are not the one's the individual suggested. * Knows and carries out his/her role/jobs in the plan.  <i>(As measured by gr. 6-8 rubric categories—Organizes Work, Makes and Follows Agreements)</i>	Optimizes the strengths of team members to advance the goals of the team. * Identifies why certain people have a role or should have a role in terms of the intended or desired outcome of the group and the different members' strengths, interests, and ambitions  <i>(As measured by gr. 9-12 rubric categories—Works as a Whole Team, Organizes Work, Makes and Follows Agreements)</i>
<b>COLLABORATION: Maintaining Focus</b>	Remains physically with partner or group for duration of task. <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> “I can” statement)</i>	Conversations and actions are relevant to the task. <i>(As measured by gr. 3-5 rubric categories—Organizes Work, Takes Responsibility, Makes and Follows Agreements)</i>	Relates all comments and suggestions to the group's goal and plan. <i>(As measured by gr. 6-8 rubric categories—Takes Responsibility for Oneself)</i>	Seeks and manages resources that are the most applicable and beneficial to the group's task/goal/plan. <i>(As measured by gr. 9-12 rubric categories—Takes Responsibility for Oneself)</i>
<b>COLLABORATION: Negotiation</b>	Accepts that one's idea(s) may not be chosen by the group. <i>(As measured by gr. K-2 rubric categories—2<sup>nd</sup> and 6<sup>th</sup> “I can” statement)</i>	Offers alternative ideas/suggestions that incorporate elements or aspects of others' ideas/suggestions. <i>(As measured by gr. 3-5 rubric categories—Helps the Team, Makes and Follows Agreements)</i>	Advocates for an idea or solution by offering logical and appropriate reasons why the group should adopt the idea. <i>(As measured by gr. 6-8 rubric categories—Helps the Team, Respects Others, Makes and Follows Agreements)</i>	Reflects on and critiques multiple ideas and solutions in terms of appropriateness to the team's goal/plan.  <i>(As measured by gr. 9-12 rubric categories—Helps the Team, Respects Others)</i>

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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Creativity &amp; Innovation</b> – In the 21 <sup>st</sup> century we want students who participate positively in the design of creative solutions to meet human needs and wants.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>CREATIVITY &amp; INNOVATION: Cultivating Curiosity</b>	Exhibits curiosity about how why things are the way they are. <i>(As measured by gr. K-2 rubric categories – 1<sup>st</sup> “I can” statement)</i>	Exhibits interest in how things might be substantively improved or reinvented and understand why something should be improved or created (i.e., benefit to others). <i>(As measured by gr. 3-5 rubric categories – value; define creative challenge)</i>	Develops insight about the particular needs and interests of the target audience <i>(As measured by gr. 6-8 rubric categories – value; define creative challenge)</i>	Seeks resources (i.e., feedback, additional materials, research, etc.) to revise product to better meet the needs of the intended audience. <i>(As measured by gr. 9-12 rubric categories – Value; Define Creative Challenge)</i>
<b>CREATIVITY &amp; INNOVATION: Seek inspiration</b>	Emulates/adapts existing models. <i>(As measured by gr. K-2 rubric categories – 4<sup>th</sup> “I can” statement)</i>	Seeks information/feedback. <i>(As measured by gr. 3-5 rubric categories – ID sources; select ideas)</i>	In addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) <i>(As measured by gr. 6-8 rubric categories – ID sources; Select ideas)</i>	Promotes divergent and creative perspectives during discussions. <i>(As measured by gr. 9-12 rubric categories – Identify Sources of Information; Generate and Select Ideas)</i>
<b>CREATIVITY &amp; INNOVATION: Originality</b>	Creates a totally new way to do something or represent something. <i>(As measured by gr. K-2 rubric categories – 2<sup>nd</sup> and 6<sup>th</sup> “I can” statement)</i>	Recognizes and encourages novel ideas and solutions of others; generates several novel ideas and solutions. <i>(As measured by gr. 3-5 rubric categories – originality)</i>	Uses idea-generating techniques to develop several original ideas for product(s) <i>(As measured by gr. 6-8 rubric categories – originality)</i>	Looks beyond rules and conventions, or use common materials or ideas in new, clever and surprising way <i>(As measured by gr. 9-12 rubric categories – Originality)</i>
<b>CREATIVITY &amp; INNOVATION: Implementation</b>	Articulates the steps and/or materials needed (even if not feasible). <i>(As measured by gr. K-2 rubric categories – 3<sup>rd</sup> “I can” statement)</i>	Creates a plan that is well thought out and feasible. <i>(As measured by gr. 3-5 rubric categories - style)</i>	Selects an approach and creates a plan or design that is thorough, well-integrated and considers the purpose and the feasibility. <i>(As measured by gr. 6-8 rubric categories - style; value; select)</i>	Creates a plan or design that is thorough, well-integrated and considers the purpose and feasibility including acknowledgement of barriers/related complexities. <i>(As measured by gr. 9-12 rubric)</i>

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## 21<sup>st</sup> Century Essential Learning Targets

			<i>ideas)</i>	<i>categories – Style, Value)</i>
<b>CREATIVITY &amp; INNOVATION: Risk-taking</b>	Uses trial and error strategies in unknown/unfamiliar situations. <i>(As measured by gr. K-2 rubric categories – 5<sup>th</sup> “I can” statement)</i>	Accepts error/failure as valuable information about next steps. <i>(As measured by gr. 3-5 rubric categories – Select ideas)</i>	Participates in or embraces new activities, strategies, interactions, etc. <i>(As measured by gr. 6-8 rubric categories – Select ideas)</i>	Seeks out opportunities to engage in new activities, strategies, interactions, etc. <i>(As measured by gr. 9-12 rubric categories – Generate and Select ideas)</i>

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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Communication</b> – In the 21 <sup>st</sup> century we want students that understand the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>COMMUNICATION: Listening with Understanding and Empathy</b>	<p>Listens with respect (quietly, attentively). <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> "I Can" statement)</i></p>	<p>Suspends one's own opinions while listening to the ideas of others. *Does not follow-up another's expression with one of his or her own. *Does not comment on the value or relevance of what was said. <i>(As measured by gr. 3-5 rubric categories—Audience Behavior)</i></p>	<p>Clarifies what is heard and responds appropriately. *Ask a question to expand on what was heard or to clarify. *Repeats what was said as a question to confirm it was heard accurately. *Addresses what is heard. <i>(As measured by gr. 6-8 rubric categories--Response to Audience)</i></p>	<p>Shows understanding of others thinking by re-phrasing and paraphrasing while pointing out similarities and differences in peoples thinking/expressions. <i>(As measured by gr. 9-12 rubric categories—Response to Audience Questions)</i></p>
<b>COMMUNICATION: Seeking to be Understood</b>	<p>Communicates ideas and feelings and respects and considers the point of view of others. <i>(As measured by gr. K-2 rubric categories—2<sup>nd</sup> "I Can" statement)</i></p> <p><b>Gr. 1- Tools of Communication: Can share information orally, in pictures, or text</b></p>	<p>Uses precise, descriptive language to communicate ideas and feelings appropriate to context and task <i>(As measured by gr. 3-5 rubric categories—Explanation of Ideas &amp; Information)</i></p> <p><b>Gr 4 - Online Communication: Uses various strategies to be understood online. Ex. all caps means shouting, emoticons clarify feelings.</b></p>	<p>Uses explanations and evidence to communicate ideas and feelings <i>(As measured by gr. 6-8 rubric categories--Presentation Aids)</i></p>	<p>Expresses one's thought with respect and consideration of the point of view of others. *Articulates thoughts in terms of commonalities and difference in others' expressions or in terms of the agreement with or opposition of his/her viewpoint to the context at hand (i.e., political view, stated theory, etc.). <i>(As measured by gr. 9-12 rubric categories—Response to Audience Questions)</i></p>
<b>COMMUNICATION: Constructing Arguments</b>	<p>Makes a prediction, states an opinion or conclusion and offers logical and appropriate reasons. <i>(As measured by gr. K-2 rubric categories—3<sup>rd</sup> and 4<sup>th</sup> "I Can" statements)</i></p>	<p>Makes a prediction, states an opinion or conclusion and offers specific facts or examples to support the statement. <i>(As measured by gr. 3-5 rubric categories—Organization)</i></p> <p><b>Gr 3 - Ethical Use: Credits the</b></p>	<p>Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement. <i>(As measured by gr. 6-8 rubric categories--Explanation of Ideas &amp; Information)</i></p>	<p>Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement and has included where others disagree and why that is not valid. <i>(As measured by gr. 9-12 rubric categories—Explanation of Ideas &amp;</i></p>

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## 21<sup>st</sup> Century Essential Learning Targets

		<p>owner of information.</p> <p>Gr 5- Citing Sources: Can make basic citations for various media formats</p>	<p>Gr. 6 - Ethical Use: Understands that rules, laws and consequences exist around intellectual property (i.e. copyright)</p> <p>Gr. 8 - Citing Sources: Creates bibliographies and works cited lists using online citation tools</p>	<p><i>Information, Organization)</i></p> <p>Gr 10 - Citing Sources: Uses established citation format appropriately</p>
<p><b>COMMUNICATION: Awareness of Audience</b></p>	<p>Regulates voice (volume and tone – no baby talk, no whining) between home and school and outside vs. inside.</p>	<p>Uses tone of voice, volume, and word choice appropriate to home/friends vs. school/classroom.</p> <p>Gr 4 - Internet Safety and Digital Footprint: Identifies information that should be kept private (Last name, phone #, passwords, email, parent names, school name, etc.)</p>	<p>Monitors and uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.).</p> <p>Gr. 7 - Online Communication: Identifies when users engage in bullying behavior online</p> <p>Gr. 8 - Online Communication: Uses online communication safely, respectfully, and effectively</p>	<p>Selects and uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.).</p>
<p><b>COMMUNICATION: Awareness of Purpose and Mode</b></p>	<p>Identifies the message in voice/conversation, song, books, pictures, plays, etc. (As measured by gr. K-2 rubric categories—6<sup>th</sup> "I Can" statement)</p>	<p>Understands that certain modes are meant for certain audiences. (As measured by gr. 3-5 rubric categories—Presentation Aids)</p> <p>Gr 5 - Tools of Communication: Can effectively share information using a variety of modalities and presentation tools (traditional and electronic)</p>	<p>Selects a mode of communication to match intended audience and purpose of expression. (As measured by gr. 6-8 rubric categories—Voice, Presentation of Info)</p> <p>Gr 6 - Internet Safety and Digital Footprint: Crafts digital content that will represent them positively in the future</p> <p>Gr 7 - Internet Safety and</p>	<p>Uses a variety of modes of communication as appropriate to the message and audience. (As measured by gr. 9-12 rubric categories—Presentation Aids)</p> <p>Gr 10 - Internet Safety and Digital Footprint: Self-assesses the impact their online profile can have on their future.</p>

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			<p>Digital Footprint: Recognizes online risks and dangers to private identity</p> <p>Gr 8 - Tools of Communication: Effectively analyzes types of information to be shared and selects most appropriate tool to use</p>	
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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Problem-solving</b> – In the 21 <sup>st</sup> century we want students who select and apply a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>PROBLEM SOLVING: Deconstructing</b>	Articulates what s/he is trying to find or do. *States the problem in his/her own words. *Describes the issue/concern or barrier. <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> "I Can" statement)</i>	Identifies what information is known about the problem or situation and what information, if any, is missing or not needed. <i>(As measured by gr. 3-5 rubric categories—Identifying the Problem)</i>	Identifies a subgoal or smaller pieces to work through first. <i>(As measured by gr. 6-8 rubric categories—Identifying the Problem)</i>	Identifies other related or more general problems or situations for which the techniques will work. *Apply or create a model or apply or write a rule. <i>(As measured by gr. 9-12 rubric categories—Identifying the Problem)</i>
<b>PROBLEM SOLVING: Reconstructing</b>	Check the results in the original problem or the solution. <i>(As measured by gr. K-2 rubric categories—5<sup>th</sup> "I Can" statement)</i>	Interpret the solution in terms of the original problem for its reasonableness. <i>(As measured by gr. 3-5 rubric categories—Analyzing the Solution)</i>	Determine if the solution is the best or only solution. <i>(As measured by gr. 6-8 rubric categories—Analyzing the Solution)</i>	Consider/identify other related or more general problems for which the techniques will work. <i>(As measured by gr. 9-12 rubric categories—Analyzing the Solution)</i>
<b>PROBLEM SOLVING: Persevering</b>	Keeps trying and seeks help until the task is completed. <i>(As measured by gr. K-2 rubric categories—2<sup>nd</sup> and 3<sup>rd</sup> "I Can" statements)</i>	Stays focused on a task adjusting the steps when they are not working <i>(As measured by gr. 3-5 rubric categories—Selecting and Using Strategies)</i>	Uses alternative strategies or approaches when initial strategies or approaches are not working <i>(As measured by gr. 6-8 rubric categories—Selecting and Using Strategies)</i>	Draws on previous experiences and a variety of resources to solve current problems <i>(As measured by gr. 9-12 rubric categories—Selecting and Using Strategies)</i>
<b>PROBLEM SOLVING: Employing resources</b>	Uses taught methods, strategies, tools and processes, and provided sources, to further the task, find solutions and/or surmount obstacles. <i>(As measured by gr. K-2 rubric categories—4<sup>th</sup> "I Can" statement)</i>  <b>Gr 1 - Input and Output</b>	Selects and uses appropriate methods, strategies, tools and processes, and sources, to further the task, find solutions and/or surmount obstacles. <i>(As measured by gr. 3-5 rubric categories—Selecting and Using Strategies)</i>	Uses appropriate methods, strategies, tools and processes, and sources, to further the task, find solutions and/or surmount obstacles independently.  AND/OR  Seeks out additional or new	Evaluates or critiques new and already known methods, strategies, tools and processes, and sources, to further the task, find solutions and/or surmount obstacles. <i>(As measured by gr. 9-12 rubric categories—Selecting and Using Strategies)</i>

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## 21<sup>st</sup> Century Essential Learning Targets

	<p>Devices: Uses basic input and output devices with help</p> <p>Gr. 2 - Sources of Information: Utilizes assigned sources to find answers to questions.</p> <p>Gr -2 Libraries: Cares for the physical property of the library</p> <p>Gr. 2 - Keyboarding: Effectively applies basic familiarity with keyboard in the composition and editing of published documents.</p>	<p>GR 3 - Keyword Search Strategies: Uses keywords to search for information within a search engine or database</p> <p>Gr 3 - Input and Output Devices: Uses input and output devices independently</p> <p>Gr. 4 - Managing Digital Information: Copies, moves, imports, exports, downloads files as needed</p> <p>Gr. 4 - Keyboarding: Uses keyboarding with facility to compose and edit longer published documents</p> <p>Gr. 4 -Library Resources: Identifies areas of library where different types of resources are located. Can use signage.</p> <p>Gr 4 - Library Resources: Uses the catalog to search by keyword, subject, title and author and finds the call number in multiple library</p> <p>Gr.5 - Keyword Search Strategies: Uses research questions to generate basic search terms</p>	<p>appropriate methods, strategies, tools and processes, and provided sources, to further the task, find solutions and/or surmount obstacles. <i>(As measured by gr. 6-8 rubric categories—Selecting and Using Strategies)</i></p> <p>Gr 6 - Keyword Search Strategies: Uses limiters to retrieve different forms of media within various search engines &amp; databases; images, file types</p> <p>Gr. 7 - Library Resources: Uses the system of organization within an area to locate an item (i.e. audiobooks, etc)</p> <p>Gr 7 - Sources of Information: Evaluates and selects most relevant resources from potential information sources (i.e. media, organizational, human) to answer a complex research question.</p>	<p>Gr 9 - Libraries: Can assess the basic organization of an library, such as finding the information expert, the online access system, and media formats</p> <p>Gr 10 - Sources of Information: Judges the strengths and limitations of a source based on relevance, bias, accuracy, authority, currency</p>
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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Critical-thinking</b> – In the 21 <sup>st</sup> century we want students who are skilled at using complex reasoning processes to make meaning.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>CRITICAL THINKING: Ask questions</b>	<p>Question how and why things are the way they are. <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> “I Can” statement.)</i></p> <p><b>Gr 1 - Questioning &amp; Topic Definition: Identifies a question related to a research topic.</b></p>	<p>Expand and/or refine topic (i.e., pose “what if” questions to broaden an exploration.) <i>(As measured by gr. 3-5 rubric categories—Analyze Contextualizing Question and Begin Inquiry)</i></p>	<p>Identify an overarching question for exploration with sub-questions. <i>(As measured by gr. 6-8 rubric categories—Analyze Contextualizing Question and Begin Inquiry)</i></p> <p><b>Gr 6 - Sources of Information: While conducting research, writes sub-questions about a topic.</b></p> <p><b>Gr 7 - Questioning &amp; Topic Definition: Creates broad and narrow research topics or questions.</b></p> <p><b>Gr 8 - Questioning &amp; Topic Definition: Organizes inquiry process using broad and narrow research questions</b></p>	<p>Identify an overarching question for exploration with sub-questions and revise and adjusts as new information is gained. <i>(As measured by gr. 9-12 rubric categories—Analyze Contextualizing Question and Begin Inquiry)</i></p>
<b>CRITICAL THINKING: Observe, Research, Collect Data &amp; Organize Info</b>	<p>Identify things seen, felt, heard related to object of question (a.k.a. observe) <i>(As measured by gr. K-2 rubric categories—2<sup>nd</sup> “I Can” statement.)</i></p> <p><b>Gr 2 - Notetaking: using keywords and phrases in a text to collect basic information relevant to research questions.</b></p>	<p>Examine resources and/or make observations and record info/notes. <i>(As measured by gr. 3-5 rubric categories—Gather and Evaluate Information)</i></p> <p><b>Gr 3 - Questioning &amp; Topic Definition: Seeks relevant information based on a research question.</b></p> <p><b>Gr 5 - Notetaking: Collects information (takes notes) in</b></p>	<p>Collect data or info and record it in a systematic manner. <i>(As measured by gr. 6-8 rubric categories—Gather Information)</i></p> <p><b>Gr. 6 - Charts, Forms and Tables: Organizes and analyzes numerical data using spreadsheets</b></p> <p><b>Gr. 7- Notetaking: Systematically keeps track of source(s) of information as part of the notetaking process</b></p>	<p>Identify data or info to be collected and the system best suited for its recording/display/dissemination/archiving. <i>(As measured by gr. 9-12 rubric categories—Gather Information)</i></p> <p><b>Gr 9 - Notetaking: Creates graphic organizers to effectively take notes from multiple sources</b></p> <p><b>Gr. 9 - Managing Digital Information: Stores and manages digital files effectively (ie; saving and retrieving,</b></p>

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## 21<sup>st</sup> Century Essential Learning Targets

		<p>an effective manner</p> <p>Gr 5 - Charts, Forms and Tables: Creates charts using data</p>	<p>Gr 8 - Managing Digital Information: Collects organizes and shares digital resources using bookmarking and other digital curation tools</p> <p>Gr 8-Research Process: Completes a research assignment where the research process [Big 6] is evident</p>	<p>sharing, transferring)</p> <p>Gr 10 - Research Process: Understands how to use the research process to solve information problems.</p>
<p><b>CRITICAL THINKING: Seek Explanations</b></p>	<p>Predict based on observation what may be happening. <i>(As measured by gr. K-2 rubric categories—3<sup>rd</sup> "I Can" statement.)</i></p>	<p>Generates additional or more refined thoughts/reasons based on observation. <i>(As measured by gr. 3-5 rubric categories—Analyze Contextualizing Question and Begin Inquiry, Use Evidence and Criteria)</i></p>	<p>Identifies patterns, trends, and relationships that apply to reasoning/findings. <i>(As measured by gr. 6-8 rubric categories—Analyze Contextualizing Question and Begin Inquiry)</i></p>	<p>Consult a variety of sources to support, refine, refute, and/or elaborate findings or reasoning. <i>(As measured by gr. 9-12 rubric categories—Gather Information)</i></p>
<p><b>CRITICAL THINKING: Analyze arguments</b></p>	<p>Identifying statements or claims that seem inappropriate or in error. <i>Identifying statements or claims that seem inappropriate or in error.</i> <i>(As measured by gr. K-2 rubric categories—4<sup>th</sup> "I Can" statement.)</i></p>	<p>Looking for and then explaining weak references, personal attacks, biases, and/or questionable sources used in statement of a claim. <i>(As measured by gr. 3-5 rubric categories—Gather and Evaluate Information)</i></p>	<p>Looking for and then explaining fallacies like ad hominem, appeal through fear, poisoning the well, and/or misinformation underlying a statement of a claim. <i>(As measured by gr. 6-8 rubric categories—Use Evidence)</i></p>	<p>Reflecting to insure that you are being objective in detecting and explaining errors in reasoning. <i>(As measured by gr. 9-12 rubric categories—Use Evidence and Criteria)</i></p>
<p><b>CRITICAL THINKING: Seeks or Makes Connections</b></p>	<p>See the relationship between or similarities between current information/situation and previous knowledge or experience. <i>(As measured by gr. K-2 rubric categories—5<sup>th</sup> "I Can" statement.)</i></p>	<p>Draws on info, skills or understanding from earlier learning to integrate into current learning and/or draws on info, skills and understanding in one context to use in another situation. <i>(As measured by gr. 3-5 rubric categories—Justify Choices)</i></p>	<p>Identifies how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another and/or identifies how earlier learning, information or skills fit. <i>(As measured by gr. 6-8 rubric categories—Justify Choices, Consider Alternatives &amp; Implications)</i></p>	<p>Uses understanding of how different things (i.e., gears, nations, organisms, skills, info., etc.) in a context work together and influence one another in order to consider different outcomes or predict outcomes. <i>(As measured by gr. 9-12 rubric categories Justify Choices, Consider Alternatives and Implications)</i></p>

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## 21<sup>st</sup> Century Essential Learning Targets

<p><b>CRITICAL THINKING: Generalizing</b></p>	<p>Generating a more general form of a specific term.</p> <p>Identifying other specifics that could be an example of that general term. <i>(As measured by gr. K-2 rubric categories—6<sup>th</sup> "I Can" statement)</i></p>	<p>Replacing specific terms with more general terms to generate a general pattern and using symbols, diagrams or models to represent the general pattern, thought, or idea. <i>(As measured by gr. 3-5 rubric categories—Justify Choices)</i></p>	<p>Applying generalizations (pattern, model, diagram) to different specifics and explain how the generalization fits the new specific and/or not. <i>(As measured by gr. 6-8 rubric categories—Justify Choices, Consider Alternatives &amp; Implications)</i></p>	<p>Use generalizations (pattern, model, diagram) to explain different specifics both how it fits and how it does not and revise the generalization in light of the new information.</p> <p>AND/OR</p> <p>Use generalizations (pattern, model, diagram) from previous learning and apply it in a new context or situation to complete a task or solve a problem. <i>(As measured by gr. 9-12 rubric categories Justify Choices, Consider Alternatives and Implications)</i></p>
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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Initiative &amp; Responsibility</b> – In the 21 <sup>st</sup> century we want students who understand the importance of embracing and nurturing a growth mindset and who produce quality work.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>INITIATIVE &amp; RESPONSIBILITY: Maintaining a Growth Mindset</b>	Uses effort as a path to success. <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> “I Can” statement.)</i>	Embraces challenges. <i>(As measured by gr. 3-5 rubric categories—Response to Challenges)</i>	Uses multiple resources to respond to obstacles. <i>(As measured by gr. 6-8 rubric categories—Response to Challenges)</i>	Embraces and learns from criticism/feedback. <i>(As measured by gr. 9-12 rubric categories—Response to Challenges)</i>
<b>INITIATIVE &amp; RESPONSIBILITY: Setting &amp; Monitoring Goals</b>	Knows the goal on which focus to complete a task or improve and the necessary steps to accomplish the goal.  Tracks progress on the goal. <i>(As measured by gr. K-2 rubric categories—2<sup>nd</sup> and 3<sup>rd</sup> “I Can” statements.)</i>	Identifies a goal on which to focus or improve and the strategies to accomplish the goal.  Tracks progress on the goal. <i>(As measured by gr. 3-5 rubric categories—Goal Setting &amp; Monitoring Progress Toward Goals)</i>	Identifies a goal, possible sub-goals and strategies to accomplish the goal.  Tracks progress on the goal and adjusts strategies as needed. <i>(As measured by gr. 6-8 rubric categories—Goal Setting &amp; Monitoring Progress Toward Goals)</i>	Identifies multiple goals and possible sub-goals and strategies to accomplish the goal  Tracks progress on the goal and adjusts strategies as needed. <i>(As measured by gr. 9-12 rubric categories—Goal Setting &amp; Monitoring Progress Toward Goals)</i>
<b>INITIATIVE &amp; RESPONSIBILITY: Accepting &amp; Responding to Feedback</b>	Knows one's strengths and areas to improve. <i>(As measured by gr. K-2 rubric categories—6<sup>th</sup> “I Can” statement.)</i>	Embraces feedback and adjusts strategies. <i>(As measured by gr. 3-5 rubric categories—Response to Feedback)</i>  <b>Gr 5 - Sources for Recommendations: Seeks out peer and expert recommendations for personal reading and other media</b>	Evaluates feedback, experiences and learning to inform future progress. <i>(As measured by gr. 6-8 rubric categories—Response to Feedback)</i>  <b>Gr. 7 - Sources for Recommendations: Seeks out community and professional reviews of media</b>	Searches for new and better opportunities for growth and improvement, including seeking feedback to improve or grow. <i>(As measured by gr. 9-12 rubric categories—Response to Feedback)</i>  <b>Gr 9 - Sources for Recommendations: Uses a variety of recommendation sources to help in selection of reading material and other media</b>
<b>INITIATIVE &amp; RESPONSIBILITY: Meeting Quality</b>	Follows directions to accomplish a task.	Takes pride in and responsibility for learning tasks, process and/or	Organizes time and resources to accomplish a task.	Seeks feedback and correction to attain standards for excellence.

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## 21<sup>st</sup> Century Essential Learning Targets

<b>Standards</b>	Double checks work for completion and adherence to expectations. <i>(As measured by gr. K-2 rubric categories—4<sup>th</sup> and 5<sup>th</sup> “I Can” statements.)</i>	environment.  Double checks work for accuracy and adherence to criteria. <i>(As measured by gr. 3-5 rubric categories—High Quality Work)</i>	Double checks work for accuracy and craftsmanship (i.e., precision, adherence to criteria). <i>(As measured by gr. 6-8 rubric categories—High Quality Work)</i>	Seeks opportunities to improve products/work. <i>(As measured by gr. 9-12 rubric categories—High Quality Work)</i>
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## 21<sup>st</sup> Century Essential Learning Targets

<b>21<sup>ST</sup> CENTURY SKILL: Global Awareness</b> – In the 21 <sup>st</sup> century we want students understand the interdependence within and across the world and community.				
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>GLOBAL AWARENESS: Appreciates differences</b>	Knows and accepts that each person is different with unique skills, abilities, interests. <i>(As measured by gr. K-2 rubric categories—1<sup>st</sup> and 2<sup>nd</sup> “I Can” statements.)</i>	Knows that U.S. citizens are just one of the many different groups of people who speak different languages, have different traditions, etc. in the world. <i>(As measured by gr. 3-5 rubric categories—Global Understanding, Global Perspective)</i>	Recognizes the influence of beliefs and practices of other cultures on American society and vice versa. <i>(As measured by gr. 6-8 rubric categories—Global Understanding, Global Perspective)</i>	Seeks information and examples about how activities & practices from other cultural groups could impact current thought, practice, etc. <i>(As measured by gr. 9-12 rubric categories—Global Understanding, Global Perspective)</i>
<b>GLOBAL AWARENESS: Contributes to global well-being</b>	Knows that people and organizations engage in helping others or in protecting the world’s resources. <i>(As measured by gr. K-2 rubric categories—3<sup>rd</sup> and 4<sup>th</sup> “I Can” statements.)</i>	Raises awareness of ways to help others or to protect the world’s resources. <i>(As measured by gr. 3-5 rubric categories—Global Care-Taking)</i>	Participates in a service project designed to help others or to protect the world’s resources. <i>(As measured by gr. 6-8 rubric categories—Global Care-Taking)</i>	Seeks or initiates opportunities to help others or to protect the world’s resources. <i>(As measured by gr. 9-12 rubric categories—Global Care-Taking)</i>

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## 21<sup>st</sup> Century Essential Learning Targets

### alignment to MAINE LEARNING RESULTS – *Guiding Principles*

<b>Standard A:</b> Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. (MLR – Clear & Effective Communicator; 4Cs - Communication)
<b>Performance Indicators 9-12</b>
Demonstrates organized and purposeful communication in English and at least one other language COMMUNICATION: Seeking to be Understood (World Language ELTs)
Uses evidence and logic appropriately in communication COMMUNICATION: Seeking to be Understood COMMUNICATION: Constructing Arguments
Adjusts communication based on the audience COMMUNICATION: Awareness of Audience
Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) COMMUNICATION: Awareness of Purpose and Mode
<b>Standard B:</b> Understands the importance of embracing and nurturing a growth mindset. (MLR – Self-directed, Life long Learner)
<b>Performance Indicators 9-12</b>
Recognizes the need for information and locates and evaluates resources PROBLEM SOLVING: Employing resources
Applies knowledge to set goals and make informed decisions INITIATIVE: Setting & Monitoring Goals
Applies knowledge in new contexts PROBLEM SOLVING: Employing resources
Demonstrates initiative and independence INITIATIVE: Maintaining a Growth Mindset INITIATIVE: Setting & Monitoring Goals INITIATIVE: Accepting & Responding to Feedback INITIATIVE: Meeting Quality Standards
Demonstrates flexibility including the ability to learn, unlearn and relearn INITIATIVE: Accepting & Responding to Feedback
Demonstrates reliability and concern for quality INITIATIVE: Meeting Quality Standards
Uses interpersonal skills to learn and work with individuals from diverse backgrounds COLLABORATION: Working to a Team Goal

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## 21<sup>st</sup> Century Essential Learning Targets

<p><b>Standard C:</b> Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. (MLR – Creative, Practical Problem-solver; 4Cs – Collaboration &amp; Creativity)</p>
<p><b>Performance Indicators 9-12</b></p>
<p>Observes and evaluates situations to define problems  <i>PROBLEM SOLVING: Deconstructing</i>  <i>PROBLEM SOLVING: Reconstructing</i></p>
<p>Frames questions, makes predictions and designs data/information collection and analysis strategies  <i>CRITICAL THINKING: Ask questions</i>  <i>CRITICAL THINKING: Observe and Collect Data</i>  <i>CRITICAL THINKING: Seek explanations</i></p>
<p>Identifies patterns, trends, and relationships that apply to solutions  <i>CRITICAL THINKING: Seek explanations</i>  <i>CRITICAL THINKING: Generalizing</i></p>
<p>Generates a variety of solutions, builds a case for a best response and critically evaluates the response  <i>CRITICAL THINKING: Ask questions</i>  <i>CRITICAL THINKING: Analyzing arguments</i>  <i>PROBLEM SOLVING: Deconstructing</i>  <i>PROBLEM SOLVING: Reconstructing</i></p>
<p>Sees opportunities, finds resources, and seeks results  <i>PROBLEM SOLVING: Employing resources</i></p>
<p>Uses information and technology to solve problems  <i>PROBLEM SOLVING: Employing resources</i></p>
<p>Perseveres in challenging situations  <i>PROBLEM SOLVING: Persevering</i></p>

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## 21<sup>st</sup> Century Essential Learning Targets

<p><b>Standard D:</b> Understands the interdependence within and across systems and brings to each situation the appropriate actions. (MLR – Responsible and Involved Citizen)</p>
<p><b>Performance Indicators 9-12</b></p>
<p>Participates positively in the community and designs creative solutions to meet human needs and wants  <i>COLLABORATION: Working to a Team Goal</i>  <i>CREATIVITY &amp; INNOVATION: Originality</i>  <i>CREATIVITY &amp; INNOVATION: Implementation</i>  <i>GLOBAL AWARENESS: Contributes to global well-being</i></p>
<p>Accepts responsibility for personal decisions and actions</p>
<p>Demonstrates ethical behavior and the moral courage to sustain it</p>
<p>Understands and respects diversity  <i>GLOBAL AWARENESS: Appreciates differences</i></p>
<p>Displays global awareness and economic and civic literacy  <i>GLOBAL AWARENESS: Contributes to global well-being</i>  <i>(Social Studies ELTs)</i></p>
<p>Demonstrates awareness of personal and community health and wellness  <i>GLOBAL AWARENESS: Contributes to global well-being</i>  <i>(Health ELTs)</i></p>
<p><b>Standard E.</b> Is skilled at using complex reasoning processes to make meaning. (MLR – Integrative &amp; Informed Thinker; 4Cs – Critical Thinker)</p>
<p><b>Performance Indicators 9-12</b></p>
<p>Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology  <i>CRITICAL THINKING: Seek Connections</i></p>
<p>Evaluates and synthesizes information from multiple sources  <i>CRITICAL THINKING: Seek Explanations</i>  <i>CRITICAL THINKING: Generalizing</i>  <i>CRITICAL THINKING: Analyzing Arguments</i></p>
<p>Applies ideas across disciplines  <i>CRITICAL THINKING: Seek Connections</i></p>
<p>Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes  <i>CRITICAL THINKING: Seek Connections</i></p>

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