

# 21st Century Skills Map

CREATED IN COOPERATION WITH THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

*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 Social Studies. 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 Social Studies. 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

**LEARNING AND INNOVATION**

### Critical Thinking and Problem Solving

| 4th Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8th Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 12th Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>OUTCOME:</b> Use technology to graphically display data about a community or state public issue and ask questions about and pose possible solutions to the issue.</p> <p><b>EXAMPLE:</b> Students make a spreadsheet of the per pupil funding provided to several school districts within their state and the state math and reading scores for those districts. They display the information by district and then by largest to smallest dollar amount. They discuss their observations about this data as they seek to answer such questions as: Which districts have the highest and lowest funding and scores? What might the differences be in the schools in the lowest funded areas compared with the highest funded areas?</p> <p><b>ADDITIONAL NOTES:</b> Given the importance of an inquiry approach to social studies, what follows is a four-step approach that includes a description of each step and its alignment with the relevant 21st Century skill. ("Understanding the Interconnections among systems" is an outgrowth of using an inquiry approach.)</p> <p><b>STEP 1:</b> Identify a problem/issue and collect information so as to define and better understand the problem/issue. (Exercising sound reasoning in understanding.)</p> <p><b>STEP 2:</b> Pose questions related to the problem/issue and recognize how one's perspective affects the problem/issue. (Identifying and asking significant questions that clarify various points of view and lead to better solutions.)</p> | <p><b>OUTCOME:</b> Use digitized resources to investigate and define political or social issues in the past and then illustrate through a multimedia presentation, how one such issue relates to their community.</p> <p><b>EXAMPLE:</b> Students use online databases, such as <a href="http://www.census.gov">www.census.gov</a> to determine patterns of immigration and compare these patterns with changes in the demographics of their community and school district.</p> <p><b>OUTCOME:</b> Working in online research groups, students research a contemporary or historic issue, pose significant questions about alternative courses of action, analyze the information they have gathered to generate options for responding to the issue.</p> <p><b>EXAMPLE:</b> Students brainstorm a list of recent and historic natural disasters. Working in cooperative groups students research online the government's response to a natural disaster; develop questions, and evaluate the government's response. Each group creates a well reasoned summary of their findings, posts the results in a school approved podcast and debates alternative responses in a school approved blog.</p> | <p><b>OUTCOME:</b> Using sound reasoning and relevant examples, students analyze the historical evolution of a contemporary public policy issue, place it within a historical context, and use a digital publishing tool to report their work.</p> <p><b>EXAMPLE:</b> In groups, students explore how select societies of the past used their natural resources for fuel (e.g., England's use of its forests at the beginning of the Industrial Revolution) and the economic impact of that use. Students use videoconferencing (e.g., <a href="http://www.skype.com">www.skype.com</a>) to collect information from relevant government officials about the use of corn for biofuel instead of as food, analyze the environmental and economic implications of this use. Compare with what occurred in England. Students use district-approved wikis to publish the results of their research.</p> <p><b>OUTCOME:</b> Use technology to research and graphically display a reasonable analysis of and prediction about a public issue. Working through a student-safe social networking site, groups of students post a podcast that presents their analysis of a current public issue and prediction about a preferred outcome.</p> <p><b>EXAMPLE:</b> Student use voting patterns, demographic data, and socio-economic data from the U.S. Census bureau for the counties in their state to predict the outcomes of an upcoming election. Students display their election projection with supporting information, on a digital map.</p> |

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## C Interdisciplinary Theme

## D Sample Student Outcome/Examples

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

# Creativity and Innovation

## 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:** Students develop creative solutions to a class or school problem.

**EXAMPLE:** Students interview students and/or teachers to identify a problem (e.g., bullying on the playground) and as a group brainstorm creative ways to address the problem (producing a play that examines the issue, hosting a contest for best ideas).



## 8th Grade



**OUTCOME:** Students evidence original thought and inventiveness in response to an assignment, issue or problem.

**EXAMPLE:** Students choose an historical figure (e.g., Abraham Lincoln, Sojourner Truth) and create an original story, play, poem or piece of art that captures/conveys a key aspect of that person's life history.



## 12th Grade



**OUTCOME:** Students invent an original piece of work that can be published or presented online.

**EXAMPLE:** Working in teams, students create a simulation, role play, or webquest that covers a current social or political issue being covered in the news (e.g., global warming, poverty, global economy) or an historic event (American Revolution, Civil War, WWII). The finished products can be packaged, presented and/or donated to a local school, with an accompanying group analysis and reflection on the most innovative and creative elements in each of the products.





# Critical Thinking and Problem Solving

## 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*
- *Utilizing time efficiently and managing workload*
- *Defining, prioritizing and completing tasks without direct oversight*
- *Demonstrating initiative to advance skill levels towards a professional level*
- *Demonstrating commitment to learning as a lifelong process*

**OUTCOME:** Use technology to graphically display data about a community or state public issue and ask questions about and pose possible solutions to the issue.

**EXAMPLE:** Students make a spreadsheet of the per pupil funding provided to several school districts within their state and the state math and reading scores for those districts. They display the information by district and then by largest to smallest dollar amount. They discuss their observations about this data as they seek to answer such questions as: Which districts have the highest and lowest funding and scores? What might the differences be in the schools in the lowest funded areas compared with the highest funded areas?

### ADDITIONAL NOTES:

Given the importance of an inquiry approach to social studies, what follows is a four-step approach that includes a description of each step and its alignment with the relevant 21st century skill. ("Understanding the interconnections among systems" is an outgrowth of using an inquiry approach/21st century skills to address social studies content.)

**STEP 1:** Identify a problem/issue and collect information so as to define and better understand the problem/issue. (Exercising sound reasoning in understanding.)

**STEP 2:** Pose questions related to the problem/issue and recognize how one's perspective affects the problem/issue. (Identifying and asking significant questions that clarify various points of view and lead to better solutions.)

## 8th Grade



**OUTCOME:** Use digitized resources to investigate and define political or social issues in the past and then illustrate, through a multimedia presentation, how one such issue relates to their community.

**EXAMPLE:** Students use online databases, such as [www.census.gov](http://www.census.gov) to determine patterns of immigration and compare these patterns with changes in the demographics of their community and school district.



**OUTCOME:** Working in online research groups, students research a contemporary or historic issue, post significant questions about alternative courses of action, and/or analyze the information they have gathered to generate options for responding to the issue.

**EXAMPLE:** Students brainstorm a list of recent and historic natural disasters. Working in cooperative groups, students research online the government's response to a natural disaster, develop questions, and evaluate the government's response. Each group creates a well-reasoned summary of their findings, posts the results in a school-approved podcast, and debates alternative responses in a school-approved blog.

## 12th Grade



**OUTCOME:** Using sound reasoning and relevant examples, students analyze the historical evolution of a contemporary public policy issue, place it within an historical context, and use a digital publishing tool to report their work.

**EXAMPLE:** In groups, students explore how select societies of the past used their natural resources for fuel (e.g., England's use of its forests at the beginning of the Industrial Revolution) and the economic impact of that use. Students use videoconferencing (e.g., [www.skype.com](http://www.skype.com)) to collect information from relevant government officials about the use of corn for biofuel instead of as food and analyze the environmental and economic implications of this use. Students use district-approved wikis to publish the results of their research.



**OUTCOME:** Use technology to research and graphically display a reasonable analysis of and prediction about a public issue. Working through a student-safe social networking site, groups of students post a podcast that presents their analysis of a current public issue and prediction about a preferred outcome.

**EXAMPLE:** Students use voting patterns, demographic data and socio-economic data from the U.S. Census bureau for the counties in their state to predict the outcomes of an upcoming election. Students display their election projection, with supporting information, on a digital map. Based on their predictions, students



# SOCIAL STUDIES

## Critical Thinking and Problem Solving (continued)

### 4th Grade



**STEP 3:** Analyze a problem and determine possible solutions to the problem/issue. (Framing, analyzing and synthesizing information in order to solve problems and answer questions.)

**STEP 4:** Evaluate solutions to a problem/issue and then select/justify/act upon a solution to a problem/issue. (Making complex choices and decisions.)



**OUTCOME:** Access information to discover the interconnections between government services and their location in the community.

**EXAMPLE:** All fourth graders in a school take an online survey about their sports and hobby interests, and results are reported in graphs on the school Web site. Students use GIS and GPS to find the location of areas in which these sports can be played throughout their community and post the results online.

### 8th Grade



**OUTCOME:** Students use a variety of electronic media to research and present an historic event that impacted the community (e.g., National History Day).



**EXAMPLE:** Using electronic reference material, students investigate how an historic event (e.g., Civil Rights Movement or Vietnam War) affected the local community. Students use clip art, video and other multimedia products to demonstrate an interpretation of the event. The students' presentation should address the key themes of their analysis.

### 12th Grade



create a podcast that suggests election strategies the political parties might utilize for their candidates.

**OUTCOME:** Students demonstrate an understanding through the use of technology about how the relationship among social, economic and governmental systems affects change in a community over time.



**EXAMPLE:** Students analyze the relationship between changes in population in communities and zoning decisions made by local governments over a 20-year period by using census data, digitized zoning maps (Google Earth), population distribution maps, and transcripts of local government meetings. Based on this analysis, the students generate graphic depictions of potential/predicted growth patterns for a community.





**4th Grade**

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

**OUTCOME:** Research, organize and present historical information in clear, complete and effective formats.

**EXAMPLE:** Working in small groups, students will choose an area from their state's history, organize a storyboard on the person/place/event, and use digital tools to create a presentation that teaches their topic to the remainder of the class.

**8th Grade**

**OUTCOME:** Research, organize and present information in clear, complete and effective formats.



**EXAMPLE:** Research information on the local implications of a global issue of concern (e.g., child poverty, hunger, homelessness). Students organize their information and a possible solution and write a persuasive letter that is to be proof-read, peer edited, and finally sent via e-mail to a local public official.

**OUTCOME:** Interpret, organize and present information from American history in clear, complete and effective formats to other students/adults.

**EXAMPLE:** Research information on an issue relevant to an historical period (e.g., a determining factor in the outcome of the American Revolution or the inevitability of the Civil War) and organize it into a persuasive essay that is to be proof-read, peer edited, and finally written and summarized in a class blog and/or audio podcast.

**12th Grade**

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

**EXAMPLE:** Research and use concept-mapping software to create a graphic display (i.e., Venn diagram) that compares and contrasts various major world religions in terms of foundations, beliefs, and relationship to historical and current issues.

**OUTCOME:** Access and evaluate information from various sources dealing with elected officials' effectiveness while in office.

**EXAMPLE:** Over an extended period of time, students efficiently access the voting records of different state and local officials on issues that impact their community (i.e., education and taxes) and create a digital report card of the selected official(s) using creative presentation methods such as a podcast, slideshow, Web site or district-approved blog.



# Collaboration

# SOCIAL STUDIES



## 4th Grade

- *Demonstrating 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:** As a group, work together to reach a decision and to explain the reasons for it.

**EXAMPLE:** Working in small groups, encourage and engage other classmates to assist with a group service-learning project. Using digital media, students demonstrate the need to raise the awareness of their classmates on an issue within their community, (e.g., students create a digital poster that persuades classmates to participate in a school fundraising project).

**OUTCOME:** Work as a team to assess individual and/or group work.

**EXAMPLE:** Using a teacher-constructed online rubric, students work in teams to review their personal performance and contributions to their team, as well as overall group performance.



## 8th Grade

**OUTCOME:** As a group, work together to reach a decision and to explain the reasons for it.

**EXAMPLE:** Using an open source asynchronous discussion forum such as Moodle, students discuss how to respond to a proposed state law requiring bicycle helmets and develop consensus about what the team will do. Using a word processing program, students work in pairs to author a persuasive letter either for or against the proposed law, providing sound reasons to support their position. Send the letter to the appropriate legislative official.

**OUTCOME:** Recognize and communicate diverse perspectives on an historical issue and demonstrate how diverse perspectives might lead to different interpretations of an issue. (Articulating thoughts and ideas clearly and effectively through speaking and writing.)

**EXAMPLE:** After watching videos of an historical event, students read online first-hand accounts (e.g., WWII, Korean War, Vietnam War). Students then use a collaboration listserv such as Videoconferencing for Learning to find students in other parts of the country with whom they can discuss and compare interpretations of the events. Students then summarize and reflect on their experiences in small group discussions.

**OUTCOME:** Seek reasonable and ethical solutions to problems that arise when scientific advancement and social norms or values come into conflict.



## 12th Grade

**OUTCOME:** Working in small groups, students will research a current issue and analyze it in terms of historical, political and economic components, various viewpoints, and potential solutions, and create a digital presentation that clearly describes all sides of the issue.



**EXAMPLE:** Working in small groups, students will survey favorite forms of recreation among local teens and research the local history of recreational youth facilities for teens and the potential sources of political and economic support. The information will be graphed and analyzed, and each group will create a business plan for developing a local recreation center/club for teens. The survey results, need and plan will be presented to a community group or civic association using technology tools.

**OUTCOME:** Working online with groups of students from other districts and/or states, students develop plans to enhance high school students' ability to use emerging technologies.

**EXAMPLE:** Using online surveys, virtual conferences or videoconferences, students gather information from peers who participate in virtual schooling. Students then present the results and make recommendations about how virtual schooling might be used in their own setting.

**OUTCOME:** Work in groups, taking various roles to plan, investigate and report the results of their study on a national or global historic and/or social issue.





# SOCIAL STUDIES

## Collaboration (continued)

### 4th Grade



### 8th Grade



### 12th Grade



**EXAMPLE:** Working in teams of two to four, students explore the impacts and effects of an invention or technological innovation of the 19th century and create a position paper that analyzes the pros and cons of the invention (e.g., impact of the cotton gin on Southern plantations and slavery).

**OUTCOME:** Communicate to school or community members about opportunities to assist with a group project.

**EXAMPLE:** Working in small groups, students will choose an area of community service to research (e.g., United Way, Kids Who Care, hospital volunteer opportunities, food and clothing drives, Red Cross). Each group will then organize, produce and distribute a video or audio podcast, public service announcement, or a digital brochure or poster that promotes student and community collaboration in that effort.

**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.

**EXAMPLE:** Working in pairs, conduct online research and create a report on a historic or social issue (e.g., HIV/AIDS in the U.S. and in an African nation), and compare the economic, health and social implications of HIV/AIDS in various settings.

**OUTCOME:** Reach consensus on a viable action that could be taken relative to a political and/or social issue and then act accordingly.

**EXAMPLE:** Working in student teams and using online decision-tree tools, research an issue that is a challenge for the local community and develop consensus around three specific actions the group will take to address the issue (e.g., writing letters to elected representatives or local paper, organizing an e-mail campaign or other activity). Prepare a summary report evaluating the group's decision-making process and what action steps were taken.

**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.



# Information Literacy

# SOCIAL STUDIES

- *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*

## 4th Grade



**OUTCOME:** Access information about communities around the world from a variety of information sources.



**EXAMPLE:** Working in small groups, students select a nation from each continent and use online encyclopedias, electronic databases and other Web sites to study several examples of daily life in regions in those nations. They present findings to the class using presentation software. Students create a Venn diagram to compare and contrast two communities from around the world using illustrations or information to demonstrate understanding.

**OUTCOME:** Access information from the expertise of people inside and/or outside their own community.

**EXAMPLE:** Students participate in an online discussion or interactive videoconference with a museum educator in order to discuss and analyze an artifact found in the student's local community, drawing conclusions about the item's purpose and probable owner.

**OUTCOME:** Gather original data from various information sources and create graphs or charts to display the information. (Using information accurately and creatively.)

**EXAMPLE:** Students use an online survey tool to create a survey that collects data about the local attractions their family likes to visit. Students store the data in a spreadsheet, evaluate and display their findings using the spreadsheet's

## 8th Grade



**OUTCOME:** Create and organize original information data sets about key issues in the community, state or nation using a variety of tools.



**EXAMPLE:** Students use digital databases to gather data regarding gas prices, home heating oil prices, wages, etc. in their city over the past 12 months and construct a graph illustrating how these resources have been used.

**OUTCOME:** Access and analyze visual digital primary information sources and digital maps.

**EXAMPLE:** Students access and analyze sources of information about how transportation systems have been used over time and/or are being used today using online sources of current and historical digital images (e.g., digital photograph libraries, aerial photographs, satellite imagery), and then draw conclusions about how they are related to changes in population distribution.

**OUTCOME:** Access and critique sources of information from various types of media, which discuss an historic event. Students analyze the difference between public and private sources of information.

**EXAMPLE:** Students access information about the Civil War from multiple media sources, including public (e.g., Mathew Brady photo

## 12th Grade



**OUTCOME:** Access, reference and present information using multiple sources that offer diverse perspectives about economic issues.



**EXAMPLE:** Students will examine information about federal tax policy from various sources. Focusing on the federal income tax, excise tax, and other forms of federal taxation, students will compare opinions as presented through several information outlets including popular digital and print media, online communities (e.g., district-approved blogs, online interest groups), and community resources, and articulate why some opinions are more compelling or effective than others.

**OUTCOME:** Develop and use a customized information gathering strategy to access multimedia information about a public policy issue of local, national and/or global significance and produce an Internet Web page, digital video, or podcast of the findings.

**EXAMPLE:** Students create strategies for locating and using information from digital and non-digital resources, which includes a selection of search engines, search parameters, methods of organizing information once identified, and a plan for using information for specific purposes. Students use information they have gathered from their customized search to develop a multimedia presentation advocating for a position on the issue (e.g., improving migrant laborers' working conditions, ending





# SOCIAL STUDIES

## Information Literacy (continued)

### 4th Grade



graphing tools, and use digital images to demonstrate their family's preferences of their favorite places to visit within in their community and state.

**OUTCOME:** Conduct an interview related to an important issue in a student's life or in their community, evaluate the information, and create a slide show that describes the main points of the discussion.

**EXAMPLE:** Interview a family member about the changes in how people work or play over time in their community. Present the main points that result from the interview in a multimedia slide show that integrates video images.

**OUTCOME:** Evaluate various sources of information for use in solving a problem or addressing an issue.

**EXAMPLE:** Students will access information about an important issue in their community (e.g., building a new school) from their local print newspaper, a Web site, and a person in their family or community and then evaluate the similarities and differences in the information.

**OUTCOME:** Understand how to use and appropriately cite information created by others.

**EXAMPLE:** Students will access information about their state (e.g., images from places in the state, historical narratives, maps) from digital and non-digital sources. Students will determine who created the information and appropriately cite the source.



### 8th Grade



collection from the Library of Congress) and private sources (e.g., Ken Burn's The Civil War). Students critique these sources given any possible bias or political perspective as well as determining what is factual and what is not. Compare and contrast the sources with regard to the information that may be used, and the restrictions or lack of restrictions on access to the information (e.g., did the private source require a source for access). Students will then make appropriate use of the information in a short report related to the content of the information.

### 12th Grade



homelessness in the local community, eradicating polio or malaria) and produce a podcast for other students to use in order to better understand this problem.

**OUTCOME:** Access and use relevant information from the Internet about how the United States and other nations around the world address an economic issue.



**EXAMPLE:** Students consult the U.S. Dept. of Energy Web site to create a spreadsheet and construct a line graph of crude oil prices since the crisis of the early 1970s. They then examine data on selected oil producing and consuming countries from the CIA World Facts database and develop possible explanations for the fluctuations in price.

**OUTCOME:** Evaluate the nature of information ownership and the related accessibility of various forms of information. Examine issues of copyright and the proper way to cite various sources.

**EXAMPLE:** Students examine court cases, such as John Doe v. Alberto Gonzales, and others related to information access. Students prepare a summary description of restrictions to information access imposed on minors and government access to private information. Students demonstrate proper citation and ethical use of sources.



## Media Literacy

## SOCIAL STUDIES



## 4th Grade

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

**OUTCOME:** Identify specific purposes for which media messages are constructed.

**EXAMPLE:** Using the Internet and software that plays audio and/or video clips, students analyze various advertisements aimed at children their age and identify the purpose(s) of each ad.

**OUTCOME:** Identify different interpretations of the same message.

**EXAMPLE:** Using a video news clip from the Internet about an event associated with a local or state issue, students identify how many different interpretations were recorded and suggest possible reasons for the differences.

**OUTCOME:** Identify legal uses of information.

**EXAMPLE:** Using an online scavenger hunt (such as <http://www.geocities.com/stvdlnrds/etp/scav/>), explain what the meaning of "Copyright" and "Fair Use."



## 8th Grade

**OUTCOME:** Analyze how media format influences media messages (e.g., "The medium is the message." McLuhan). Analyze how the meaning of a message is influenced by the specific media and the historic context in which the message is conveyed.

**EXAMPLE:** Using history Web sites and primary sources, students compare and contrast 19th century and contemporary presidential election campaigns and hypothesize about the ways in which media forms of the 19th and 21st century have similar and different influences on political campaigns.

**OUTCOME:** Explain and demonstrate the importance of copyright law regarding the access and use of information.

**EXAMPLE:** Students research and explain the issues and laws related to the copyright of digital music. Students demonstrate their understanding of the ethical issues when they access and use digital music in presentations.



## 12th Grade

**OUTCOME:** Identify and analyze different ways that electronic news sources define and present an issue and raise significant questions about how the different points of view in the news sources might affect how people define and act upon the issue.

**EXAMPLE:** Students access online global news media sources (e.g., BBC and others) to analyze how each describes the relations between Israel and Palestine and the reasons for the conflicts in that region. They then compare these portrayals with digitized primary news reports from the Israeli founding period and articulate how and why the reasons for the conflict differ.

**OUTCOME:** Describe how various forms of visual media (e.g., graphics, color, layout, pamphlet design, advertisement composition) are designed to influence beliefs and behaviors. Evaluate specific visual media with the following criteria: source, objectivity and technical accuracy.

**EXAMPLE:** Research a variety of media types and formats on the same issue (e.g., AIDS prevention). Create a visual presentation that describes how information delivered through various forms of visual media has the potential to influence people's behaviors. Evaluate the source, objectivity and technical accuracy of the visual media.

**OUTCOME:** Demonstrate a clear understanding of the many ethical and legal issues related to the access and use of information.

**EXAMPLE:** Using the Internet to research U.S. copyright and plagiarism laws, create a list of acceptable practices for students and present them using video, audio and text. Share the presentation with students at a local middle school or the public library.







## 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 digital technology and/or networks appropriately to access information.



**EXAMPLE:** Access simulation software to experience running a business (e.g., a lemonade stand). Discuss factors that influence business decisions (e.g., supplies, resources, location, potential customers, price, capital equipment).

**OUTCOME:** Use digital technology appropriately to manage and integrate information from various sources.

**EXAMPLE:** After accessing digital and print archives, use a presentation tool to depict a timeline of an historical event in community or state history. Incorporate images, text, sound, animation and/or graphics to enhance the timeline.

**OUTCOME:** Use digital technology appropriately to evaluate information in order to function in a knowledge economy.

**EXAMPLE:** Use technology tools to examine the interaction of human beings and their physical environment: the use of land, building of cities, and ecosystem changes in selected locales and regions. Compare a dated aerial photo of one's own community and a more recent aerial photo captured online. Identify the changes that have taken place and evaluate the changes that have occurred.



## 8th Grade

**OUTCOME:** Use digital technology and/or networks appropriately to access information.



**EXAMPLE:** Conduct research using the Internet and electronic library databases to identify and describe the roles of international and multinational humanitarian organizations. Formulate a list of questions about each agency's role in helping children. E-mail the questions to the proper contact person at one of the identified organizations.

**OUTCOME:** Use digital technology appropriately to manage and integrate information from various sources.

**EXAMPLE:** Create a database of information about international and humanitarian organizations and include the data provided by the agencies about their work with children.

**OUTCOME:** Use digital technology to evaluate information.

**EXAMPLE:** Evaluate the extent to which existing aid for children provided by humanitarian organizations is sufficient to meet the needs globally and locally.



## 12th Grade

**OUTCOME:** Use digital technology and/or networks appropriately to access information.

**EXAMPLE:** Use search engines, online databases, or identify and join a list serve to access national and international media to examine an international conflict. Focus on the interactions of ethnic, national or cultural influences on the conflict.

**OUTCOME:** Use digital technology appropriately to manage and integrate information from various sources.

**EXAMPLE:** Create an online document with hyperlinks to help middle school students understand an international conflict. Use the hyperlinks to provide background information and context for past and current events in the conflict.

**OUTCOME:** Use digital technology to evaluate information.

**EXAMPLE:** Embed evaluation questions in the online document to encourage students' critical thinking about an international conflict as they encounter hyperlinks within the document.



# SOCIAL STUDIES

## ICT Literacy (continued)

### 4th Grade



**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.

**EXAMPLE:** Invite a business member of the local Chamber of Commerce to the class to listen to the students' presentations about their business simulation and comment on their conclusions, or use videoconferencing for students' presentations and discussions with the business representative.

### 8th Grade



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

**EXAMPLE:** Write a letter to the editor, sharing data about the existing aid for children from humanitarian organizations and the unmet needs in the local community. Suggest ways that young people can become involved.

### 12th Grade



**OUTCOME:** Using digital technology, communication tools and/or networks appropriately to create and share information.

**EXAMPLE:** Create an online document that summarizes what students have learned about an international conflict and post to a district or school Web site for other students.





# Flexibility and Adaptability

# SOCIAL STUDIES



## 4th Grade

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

**OUTCOME:** Students recognize that citizens must “give and take” so that a democratic system both guarantees rights and assigns responsibilities fairly.

**EXAMPLE:** Members of the class contact or visit a local court to find out how citizens are called to jury duty. By creating a calendar or weekly wheel, students use their own blind selection process to divide tasks in their own classroom. Hold a class meeting to discuss how to handle responsibilities when a student is absent.



## 8th Grade

**OUTCOME:** Students understand how compromise is embedded in the legislative process of the House of Representatives (e.g., writing and proposing bills, committee hearings and amendments, bringing a bill to the floor for full House vote).

**EXAMPLE:** Students research two different bills in Congress dealing with immigration issues, learning how to navigate the government’s complex online presence by using [www.house.gov](http://www.house.gov). They then construct a sample compromise bill that includes compatible parts of each of the bills. Respond to presidential veto.



## 12th Grade

**OUTCOME:** Students analyze the needs and wants of co-existing community constituencies and enact a situation in which they must work together.

**EXAMPLE:** In a jigsaw activity, students study the Web sites of local agencies (e.g., fire department or city planning department) and organizations (e.g., Chamber of Commerce) and role play the concerns and roles of each in a situation such as population growth, revenue needs, a community event (parade, fair, sporting event) or a crisis (flood, fire, evacuation). Include a scenario in which agencies must suddenly change plans to deal with the situation beyond their control.



## Initiative and Self Direction

## 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*
- *Utilizing time efficiently and managing workload*
- *Defining, prioritizing and completing tasks without direct oversight*
- *Demonstrating initiative to advance skill levels towards a professional level*
- *Demonstrating commitment to learning as a lifelong process*

**OUTCOME:** Students participate in writers' workshop and, with the teacher's help, evaluate their writing skills and set goals for improvement.

**EXAMPLE:** Students write a draft article for the class newsletter about a field trip or community event they attended, share their letter with peers in a writers' workshop, and with the teacher's help, set a goal to improve their writing, (e.g., creating a clear topic sentence for each paragraph).

## 8th Grade



**OUTCOME:** Students choose a research topic and seek additional resources to become "experts" on their topic. Students set short- and long-term goals to complete their research on time.

**EXAMPLE:** Students choose an historic figure to research, plan their online and offline research strategy to seek additional resources beyond those available in the classroom and become "experts" on their topic in preparation for a History Fair or History Hall of Fame. Each time students work on the project, they evaluate and record their progress and set the next steps on a project management log.

## 12th Grade





# SOCIAL STUDIES

## Social and Cross-Cultural Skills



### 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:** Students value their fellow classmates and work with them to complete inquiries about problems of common interest.

**EXAMPLE:** Students work in small groups to discuss problems that they have observed or heard about in their school such as bullying or graffiti. Convening as a whole class, students should come to some common agreement about the problems that are most meaningful. After the problem has been selected by consensus, students take responsibility for specific elements of an inquiry into the causes of and possible solutions to the problem.

**OUTCOME:** Students produce a class skit or play depicting some episode in their state's history.

**EXAMPLE:** Students work together as a whole class to identify an historical episode in their state's history. Then, in smaller groups, students construct a skit or play that includes a script, costumes, a set, and some direction and production. The groups would also perform the skit or play. All or some parts of the skit or play could also be recorded and possibly produced, given the ability of the teacher to support such work, for viewing by audiences outside the classroom.



### 8th Grade

**OUTCOME:** Students simulate political organizations based on compromise and cooperation.

**EXAMPLE:** As part of a simulation of Congressional debate over extension of slavery into the "western" territories in the 1850's, students form political parties that are engaged in debate. Students in each political party would be required to work together to craft their message and deliver it to another group of students by producing a two to three minute presentation in support of their position.

**OUTCOME:** Students produce representations of an historical figure using multiple presentation genres.

**EXAMPLE:** Students work in pairs or groups, determined by their interest and abilities, in various presentational genres including audio, video, still imagery, creative text, narrative, expository writing, music, etc. Each pair or group researches an historical figure from their state (possibly a common person as opposed to a political, military, business figure) and creates a representation, using the genre selected, of this person's life story or some event(s) from their life. A montage of these projects could be presented for a wider school or community audience.



### 12th Grade

**OUTCOME:** Students organize around a topic of local interest and engage in community-based work directed at some positive action.

**EXAMPLE:** Students identify a public policy issue in their community, preferably related to school policy, and work as a whole class or in small groups. Students create a wiki for mobilizing others who are interested in the issue. This would require agreement on the primary positions taken by the group and coordination among students for the purpose of articulating a persuasive message.

**OUTCOME:** Students create an economic venture that requires the application of economic principles such as supply and demand.

**EXAMPLE:** Students work together as a class or in groups to execute a simple business task such as selling a certain amount of a popular snack by a certain date. The activity could be structured competitively or in such a way that various groups are attempting to reach group-based specific sales goals. Students use a range of sales techniques that incorporate forms of technology such as video and web-based promotion. Students could also create a new product or packaging of an existing product and make a competitive pitch to fellow students who decide which product or packaging should be awarded with a "venture capital" type of investment. The activity could be incorporated into a co-curricular school-based venture that has access to some start-up funds.



# SOCIAL STUDIES

## Social and Cross-Cultural Skills (continued)

### 4th Grade



**OUTCOME:** Students work with partners in other school settings to explore daily life in different cultural contexts.



**EXAMPLE:** Students use an educationally oriented global network such as the non-profit iEARN (International Education and Resource Network) or the United Nations' UNICEF Voices of Youth project. Students engage children or children's stories in vastly different cultural contexts and develop an understanding of the similarities between the life experiences in these two places. This should be clearly focused on similarities in the children's lives and may or may not involve actual communication with children from another country. Children represent their knowledge in some format, such as oral reports or poster presentations.

### 8th Grade



**OUTCOME:** Students explore characteristics of dialect within their community or state, including vocabulary, word use, grammar and cultural distinctions that reflect historical trends and events.

**EXAMPLE:** Students and/or teachers identify specific dialect groups in their community or state and study that group in the context of its history and cultural traditions. Students record the stories of people in these communities who speak with recognizable forms of the dialect and construct reports on the historical and cultural significance of the groups.

### 12th Grade



**OUTCOME:** Students organize a cultural exhibit for their community.

**EXAMPLE:** Students identify cultural groups in their community and engage these groups for the purpose of showcasing the groups' creativity or productivity. Students plan and host a cultural fair that showcases the actions and activities of real people in real parts of the community. The cultural fair is held after school hours and includes people from the community who are first generation immigrants or who represent strong cultural traditions sharing some aspect of their work in the community.





# Productivity and Accountability

## 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:** Through a service-learning project that requires the sharing of work activities, students develop awareness of our responsibility to help others in society who experience a crisis.

**EXAMPLE:** The class chooses a fundraising project with direct significance to its current social studies curriculum (e.g., hurricane relief, UNICEF aid to Africa, United Way, Red Cross). Students read about the situation and about groups that are trying to help, and then split up responsibilities for sales, donations, record keeping and other tasks. Students set individual and team goals and assess their progress and modify as needed.

## 8th Grade



**OUTCOME:** Students develop entrepreneurial skills by undertaking a business project.



**EXAMPLE:** JA World Wide (Junior Achievement) provides a semester project for middle school students, in which business leaders from the community teach a weekly class, and each student group in the class develops and markets a product.

Students are responsible for setting goals, developing and implementing their plans, monitoring their progress in developing and marketing their product, and modifying as needed.

## 12th Grade



**OUTCOME:** Students complete a project which incorporates problem identification, research, a written and oral presentation, and a related service project. Students evaluate their own work with project criteria, set goals for improvement, and strive to meet project deadlines.

**EXAMPLE:** Students participate in National History Day, Mock Trial competition, or other social studies related long-term, multi-step projects.



# SOCIAL STUDIES

## Leadership and Responsibility



### 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:** Develop problem-solving and leadership skills while seeking to leverage and guide the skills of others toward a common goal. Demonstrate responsibility and ethical behavior.

**EXAMPLE:** Students develop interpersonal and problem solving skills as they participate in a school-wide service project (e.g., beautify the school grounds or help plant a neighborhood garden). Students in each fourth grade class discuss what each class can contribute to the group effort. Student leaders from each fourth grade class meet together with their teachers to plan the responsibilities of each class. Class leaders post on the class Web site or wiki the responsibilities of each class. Parents are encouraged to log onto the class or school Web site to find out how they and their students can support the project.

Students develop a list of qualities of helpful leaders and followers. During the project, class leaders and group members assess their own actions according to these qualities. (Note: class leaders should rotate during the year so every student has the opportunity to experience leadership responsibilities.)



### 8th Grade

**OUTCOME:** Develop problem-solving and leadership skills while seeking to leverage and guide the skills of others toward a common goal. Use electronic tools to gain community support. Demonstrate responsibility and ethical behavior.

**EXAMPLE:** After investigating children's needs in the local community, students participate in a service project to collect clothing, books and toys for children at a local homeless shelter. They solicit community support through posting on the school Web site, creating public service announcements for local media, and collaborating with other groups in the school or community social service organizations. Class members provide input regarding their strengths and interests, which the group leader uses to assign tasks for the service project.

The group leader posts the responsibilities of each member on the class Web site with a timeline for completion.

After using offline and online means to interact with community officials about the local homeless shelter, students prepare recommendations in the form of an electronic presentation for relevant community leaders to gain additional funding or resources for the shelter.



### 12th Grade

**OUTCOME:** Develop problem-solving and leadership skills while seeking to leverage and guide the skills of others toward a common goal. Use electronic tools to gain community support. Demonstrate responsibility and ethical behavior.

**EXAMPLE:** Students investigate online social actions sites (e.g., Free the Children, iEARN, Mercy Corps, or Taking It Global,) and select the group most attuned to what the students want to achieve. Students choose one of the issues (e.g., support women's micro-business project in Africa). Then students research and analyze the potential contributions of other student groups, local organizations and/or policy leaders and devise a strategy to secure and leverage their support. Via a district-approved social networking site, students engage in an ongoing online discussion with representatives from each of the participating groups (public or private, local, national or international). Throughout the project, students evaluate their progress toward accomplishing their goal as they demonstrate responsibility and ethical behavior.

**OUTCOME:** Students select individuals that best represent ethical leaders in the local, state, national or international community and illustrate ways that they can emulate them by acting upon a social concern.

**EXAMPLE:** Students develop an "ethical leader hall of fame" Web site and post examples of how they might act in a similar manner on a social concern of their choice. For example, students might choose Nobel Peace Prize winner Yunus and provide examples of student action in support of the Micro-Banking Project in Bangladesh. The Web site could include a blog so that other students could rank their favorite leaders in real time and post their comments.





# Supporting Structures

# SOCIAL STUDIES

THE FOLLOWING ITEMS ARE SUGGESTED AS TOOLS THAT CAN BE INTEGRATED INTO THE PRECEDING EXAMPLES:

- Access to the Web and personal computing
- Brainstorming, concept mapping software
- CAI and simulation software
- Digital images
- Digital production tools (digital photography and video)
- GIS and GPS tools
- Graphics software (drawing, painting, image editing)
- Interactive online sites
- Multimedia resources (clip art, video, sound, animations)
- Ongoing professional development on the promotion of an inquiry approach through the use of technology
- Online authoring, brainstorming, graphics, spreadsheet and presentation software
- Online collaboration, conferencing, communication tools
- Online sources
- Presentation tools
- Print resources including books, newspapers, magazines and maps
- Productivity/publishing tools (ex. word processing, page layout, etc.)
- Resources in the local community including people, places and information
- Search engines and online search strategies
- Social networking sites
- Software applications for creating information content including Web authoring, podcasting, video and other audio tools
- Spreadsheet and graphing software
- TV, Video and DVD
- Videoconferencing and interactive TV
- Video editing software
- Web publishing software
- Word processing software

