Tri-District
21st Century Learning Strategies Curriculum
2011
Grade 7

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Course Overview
The rapid pace of change in communications and information technology, in the classroom, and in the workplace places unprecedented demands on today's young learners. Bridging the gap between elementary and secondary education, this course addresses critical literacies needed by our students now and in the future. Knowing how to learn, how to find and use information and information technologies, and how to present knowledge and understanding have become as important as the learning of content. Reflecting *A Framework for 21st Century Learning*[^1], 21st Century Learning Strategies recognizes that the learning process skills overlying the core content areas are indispensable life skills that must be taught. This course goes beyond the traditional study skills of time management, test-taking, note-taking, organization, and reading, writing and communication, to encompass competencies that will serve our students for the rest of their lives as learners, workers, family members and citizens. Becoming self-aware as a learner, assessing one's own learning style, working well in groups, applying digital learning and communication tools, communicating new learning effectively, and using information effectively and ethically are critical skills needed by each and every one of our students.

This is a 1.5 credit (half year) graded course equally divided into 12 week instructional segments. This course, 21st Century Learning Strategies, has been drafted in accordance with state and national standards which have been included in this document.

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BIG IDEAS/COMMON THREADS
21st Century learners are readers, writers, speakers, and listeners who communicate effectively using traditional and 21st Century tools. Middle School students develop these independent learning skills that enable them to be successful learners through high school, college and the global world.

ENDURING UNDERSTANDINGS
Exposure to learning styles and basic skills techniques such as note taking, paraphrasing, and summarizing is necessary to support learning styles, and the 21st Century learner.

ESSENTIAL QUESTIONS
PRIMARY: Who are you as a learner?
SECONDARY: How does understanding your learning style increase your success as a learner?
What basic language arts, career and technology literacy skills can support your learning style?

MODULE ASSESSMENT
Students will create a variety of written, oral, and artistic products that support student learning objectives. These may include but are not limited to:
• Do-now response journals
• Oral presentations
• Cornell notes
• Graphic organizers
• Alternative written assessments
• Creative arts projects

LESSON OBJECTIVES
Students will be able to…
• differentiate between learning styles.
• understand their learning style/preference.
• understand proper application of reading strategies.
• comprehend the importance of being an active reader.
• differentiate between strong and poor oral presentation.
• understand how visuals aid in presentations.
• understand the importance of being technologically literate.
• differentiate between various technology tools and their purpose.
• differentiate between reading strategies.
• understand the purpose of developing study partner relationships.
• identify “do-nows” and the articulate the purpose of the do-now question.
• identify ways to organize information.
• understand the importance of creating concept maps and identify situations where concept maps apply.
• understand the basics of time management.

MODULE SKILLS
Students will be able to…
• identify their personal learning style.
• take and organize notes in a way that benefits their learning style.
• participate in group-oriented activities.
• follow written, oral, and demonstrated directions.
• identify and apply reading strategies.
• respond to “do-now” tasks/questions.
• develop study buddy relationships.
• create outlines.
• formulate notes.
• exercise time management to effectively complete tasks.
• organize notes, materials, and information.
• speak to an audience for a purpose.
• participate in class discussions.
• choose the appropriate technology based tool for a task.
• apply reading strategies when reading for content.
• create outlines and diagrams when organizing information.
• utilize applications (i.e. inspiration) when creating concept maps.
• use a variety of techniques to connect with audiences.
• utilize a variety of techniques to open and conclude every speech.
• speak with fluency, expression and appropriate volume.
• demonstrate confidence speaking to a group.
• use a planner, calendar.
• prioritize multiple tasks.
• complete assignments within a given time period.
• set personal and academic goals.
• organize academic materials.
• organize lockers and personal belongings.
BIG IDEAS/COMMON THREADS
21st Century learners are readers, writers, speakers, and listeners who communicate effectively using traditional and 21st Century tools. Middle School students develop these independent learning skills that enable them to be successful learners through high school, college and the global world.

ENDURING UNDERSTANDINGS
Exposure to collaboration, problem solving and decision making, anxiety and stress management skills, test taking strategies, living in a diverse community and tolerance creates life-long successful habits and an emotionally intelligent adolescent.

ESSENTIAL QUESTIONS
PRIMARY: What essential skills are necessary for a successful career and life?
SECONDARY: How can we actively participate in group-oriented tasks?
What steps can we take to be more prepared for tests?
What are stressful situations and how can we reduce stress?
How can we incorporate and apply the “7 habits” into our life?

MODULE ASSESSMENT
Students will create skits, radio announcements, children’s books and other written and oral assignments to support social-emotional learning.
Students will create and maintain a reader’s response journal.
Students will participate in collaborative activities and fulfill a designated role within the group.
Students will self-assess how they apply test-taking strategies in their journal.
Students will conference with the teacher.

LESSON OBJECTIVES
Students will be able to…
• reduce anxiety and stress in their daily lives.
• learn test-taking strategies.
• be culturally respectful and tolerant of differences.
• develop effective habits that will carry them through life.
• learn what it means to be a positive role model.
• identify different approaches to problem solving.
• prepare for standardized tests through the application of test-taking strategy.
• identifying stressful situations.
• identify test anxiety.
• build communication skills.
• understanding non-verbal cues
• understand tolerance, diversity and acceptance.
• understand how to apply the “7 habits” as written by author S. Covey.

MODULE SKILLS
Students will be able to...
• work cooperatively and communicate effectively in groups.
• problem solve and make decisions in social situations.
• delegate tasks.
• prioritize agenda items.
• exercise time management skills.
• create group harmony.
• develop consensus building skills.
• work with a partner or small group accomplish common goals.
• model positive behaviors.
• select and utilize appropriate strategy to reduce stress and anxiety, (i.e., deep breathing, positive self-talk, being prepared, visualization).
• exercise test taking strategies.
• practice listening, speaking, writing and reading skills.
• identify situations where the 7 habits apply.
• identify the “7 habits” by author S. Covey.
• apply the “7 habits” in social and school situations.
21ST CENTURY MEDIA AND INFORMATION LITERACY SKILLS

BIG IDEAS/COMMON THREADS
21st Century learners are readers, writers, speakers, and listeners who communicate effectively using traditional and 21st Century tools. Middle School students develop these independent learning skills that enable them to be successful learners through high school, college and the global world.

ENDURING UNDERSTANDINGS
Exposure to multiple information sources in print and electronic formats, website evaluation, academic integrity, digital learning tools, and writing abstracts is necessary to support life and career skills in the 21st Century learner.

ESSENTIAL QUESTIONS
PRIMARY: How do we determine which print and online resources are appropriate for research?
What is plagiarism and how do we avoid plagiarizing?
How can we use technology to manage numerous aspects of a research project, such as notes, citations, presentations, and writing?
SECONDARY: What are the criteria for evaluating the credibility of a website?

MODULE ASSESSMENT
Students will create a multi-media and/or oral presentation to demonstrate understanding of how to evaluate a website.
Students will complete written assignments identifying scenarios considered plagiarism, proper application of web-evaluation, and online search strategies.

LESSON OBJECTIVES
Students will be able to…
• understand the importance of critically evaluating online resources.
• determine what is plagiarism.
• understand how to locate a book at school and public libraries.
• understand how to use subscription research databases.
• identify plagiarism.
• find print and online materials provided by the district library and BCCLS.
• differentiate between poor and good presentations, oral and visual.
• understand the steps involved in research projects.
• understand how internet search words provide search results.
• identify MLA citations and the components of citations.
• understand and identify the purpose of an abstract.
MODULE SKILLS
Students will be able to...

- navigate the district Library and online databases.
- evaluate a website on the following criteria: author, content, purpose, and design.
- utilize NoodleTools.
- work as members of a group toward a common goal.
- write passages and presentations that avoid plagiarism.
- discuss/debate why it is integral to practice academic honesty and avoid plagiarizing the work of others.
- employ techniques that assist writers in avoiding plagiarism.
- select appropriate technologies for each assigned task.
- prepare visual and oral presentations.
- manage research projects.
- use online searching methods to gather information from online resources.
- create citations in MLA format.
- create an abstract for a research project.
- assess the value of each learned strategy.
- critically consider their participation as a member of a group.
- evaluate various learned technologies and their effectiveness.
BIG IDEAS/COMMON THREADS
21st Century learners are readers, writers, speakers, and listeners who communicate effectively using traditional and 21st Century tools. Middle School students develop these independent learning skills that enable them to be successful learners through high school, college and the global world.

ENDURING UNDERSTANDINGS
Through the ethical and informed use of media, students are able to locate, evaluate, utilize and assimilate information from a variety of digital and print, primary and secondary sources.

ESSENTIAL QUESTIONS
PRIMARY: Why do we evaluate resources?  
How can I develop a research topic?  
How do we ethically apply obtained information?  
SECONDARY: What is the best way to obtain information for a specified task?  
How do we determine which resources to rely on?  
How can we organize information as it is obtained?  
What are the components of a research project?

MODULE ASSESSMENT
Written, oral and multi-media presentations  
Final, culminating research project  
Student response journals  
Peer evaluations  
Self assessment checklist

LESSON OBJECTIVES
Students will be able to…
• understand research begins with a question.  
• organize research information.  
• differentiate between primary and secondary resources.

MODULE SKILLS
Students will be able to…
• identify a research topic and focus.  
• choose and gather primary and secondary resources.  
• obtain information from a variety of resources.  
• take organized notes from interviews (i.e. Cornell notes).  
• evaluate and organize obtained resources and information.  
• develop research strategies.
• properly manage time.
• cite resources using district supplied digital tools.
• create multi-media projects.
• self assess, critique and evaluate personal work.
• employ note taking skills, i.e. Cornell notes.
2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness
2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3 Create a multimedia presentation including sound and images.
8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2 Summarize the application of fair use and Creative Commons guidelines.
8.1.8.D.3 Demonstrate how information on a controversial issue may be biased.
9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.A.4 Design and implement a project management plan using one or more problem-solving strategies.
9.1.8.B.1 Use multiple points of view to create alternative solutions.
9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

9.1.8.E.1 Explain how technology has strengthened the role of digital media in the global society.

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.

9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.

**NJCCCS Language Arts Literacy**

**Reading Standards for Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.¹

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.
**Writing Standards**

**Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AASL Standards for the 21st Century Learner
Learners use information literacy skills, resources and tools to:
1. Inquire, think critically, and gain knowledge.
1.1 Skills
1.1.2 Use prior and background knowledge as context for new learning.
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.
1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.2.3 Demonstrate creativity by using multiple resources and formats.
1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.3 Responsibilities
1.3.1 Respect copyright/intellectual property rights of creators and producers.
1.3.2 Seek divergent perspectives during information gathering and assessment.
1.3.3 Follow ethical and legal guidelines in gathering and using information.
1.3.4 Contribute to the exchange of ideas within the learning community.
1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies
1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.3 Monitor gathered information and assess for gaps or weaknesses.
1.4.4 Seek appropriate help when needed.

Learners use information literacy skills, resources and tools to:

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills
2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action
2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities
2.3.1 Connect understanding to the real world.
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies
2.4.1 Determine how to act on information (accept, reject, modify).
2.4.2 Reflect on systematic process and assess for completeness of investigation.
2.4.3 Recognize new knowledge and understanding.
2.4.4 Develop directions for future investigation

Learners use information literacy skills, resources and tools to:
3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.1.5 Connect learning to community issues.
3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action
3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. Respect the differing interests and experiences of others and seek a variety of viewpoints.
3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4 Create products that apply to authentic, real-world contexts.
3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
3.3.6 Use information and knowledge in the service of democratic values. Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies
3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.2 Assess the quality and effectiveness of the learning product.
3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Learners use information literacy skills, resources and tools to:

4. Pursue personal and aesthetic growth.

4.1 Skills
4.1.1 Read, view, and listen for pleasure and personal growth.
4.1.5 Connect ideas to own interests and previous knowledge and experience.
4.1.6 Organize personal knowledge in a way that can be called upon easily.
4.1.8 Use creative and artistic formats to express personal learning.

4.3 Responsibilities
4.3.1 Participate in the social exchange of ideas, both electronically and in person.
4.3.2 Recognize that resources are created for a variety of purposes.
4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies
4.4.2 Recognize the limits of own personal knowledge.
4.4.4 Interpret new information based on cultural and social context.
4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

**ISTE NETS – Student Standards**

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   a. use models and simulations to explore complex systems and issues.

2. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   a. contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information.
   Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

6. **Technology Operations and Concepts**: Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.
RESOURCES

BASIC LEARNING STRATEGIES – LANGUAGE ARTS LITERACIES
Supplies:  Student journals and notebooks
  CornellNoteSystem.pdf
  CornellNotesPlain.pdf
  CornellNotesGraph.pdf
Websites:
  www.vark-learn.com/english/page.asp?=questionnaire
  http://web.cortland.edu/andersmd/learning/Gregorc.htm
  cornellnotes[1].pdf
  www.eduplace.com/graphicorganizer/
  http://faculty.mdc.edu/jmcnair/Joe13pages/mind_style_estimator.htm
  http://surfaquarium.com/MI/inventory.htm
  lsc.sas.cornell.edu/Sidebars/Study_Skills.../cornellsystem.pdf
Technology:
  As per lessons
  Promethean Board and Computer/Computer Lab
  Shared unit folders on w:drive
  Professional References:  P21 Framework Definitions
    P21_Framework_Definitions[1].pdf
    JMacKenzie’s Communication Styles Powerpoint

21ST CENTURY LIFE AND CAREER SKILLS
Supplies:
  Student binder with journals and folder
  Plot charts/graphic organizers
Technology:
  Promethean and Computer/Computer Lab
  Shared unit folders on the w:drive
  Applications as provided by district

21ST CENTURY MEDIA AND INFORMATION LITERACY SKILLS
Supplies:  Web evaluation scaffolding worksheets
Websites:
  A Guide to Plagiarism http://www.youtube.com/watch?v=VnTPv9PtOoo
Technology:
  Computer/Computer Lab
  Shared files on the W:drive
  Promethean Board and Computers
  District purchased databases (i.e. EbscoHost Research Databases, Gale Virtual Reference Library, World Book Online, Facts on File)
  District provided project management applications (i.e. Noodle Tools)
21ST CENTURY MEDIA AND INFORMATION LITERACY SKILLS APPLIED

Technology:
- Promethean Board and Computers
- Shared unit folders on the w:drive
- District purchased databases (i.e. EbscoHost Research Databases, Gale Virtual Reference Library, World Book Online, Facts on File)
- District provided project management applications (i.e. Noodle Tools)

Professional References: AASL (American Association of School Librarians)

Professional Resources

Works Cited


Oradell, River Dell, and River Edge Public School Districts

21st Century Learning Strategies

Approved June 22, 2011


