

21st Century Skills and ePortfolio

An Experiential Curriculum



The Center for Experiential Learning,
Leadership, and Technology (CELLT)

cellt.org

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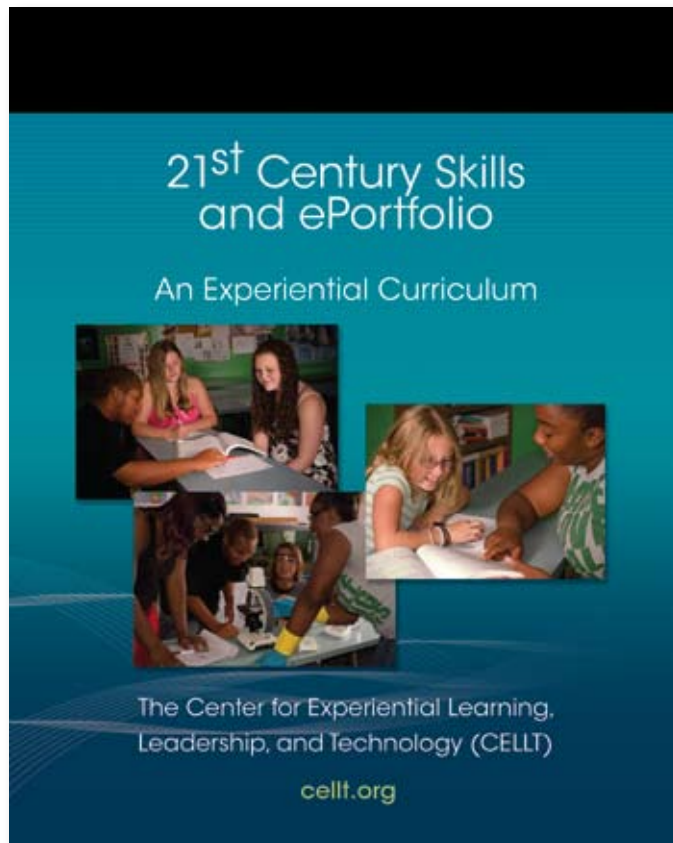
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CELLT

Center for Experiential Learning, Leadership and Technology, Columbus, Ohio is a nonprofit organization formed to advance experiential learning and skills for the 21st century.

In 2007, The Graham School was awarded an Ohio Department of Education, Office of Community Schools Dissemination Grant funded by the U.S. Department of Education for the purpose of sharing significant educational programs and processes with other educators that have been developed by community schools. Cellt.org

For more information about participating in this innovative program, contact Project Director, Thomas A. McCain, PhD thommccain@gmail.com or Project Manager, Sue Haefner shaefner@main.thegrahamschool.org

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The Center for Experiential Learning, Leadership and Technology (CELLT) at The Graham Family of Schools.

► 21st Century Skills

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Program Overview

Our ability to compete as a nation—and for states, regions and communities to attract growth industries and create jobs—demands a fresh approach to public education. We need to recognize that a 21st century education is the bedrock of competitiveness—the engine, not simply an input, of the economy.

Partnership for 21st Century Skills (2008) http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf, p 3.

The future belongs to a very different kind of person with a very different kind of mindcreators and empathizers, pattern recognizers, and meaning makers. These people – artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers – will now reap society’s richest rewards and share its greatest joy.

(Pink, D., *A Whole New Mind: Moving from the Information Age to the Conceptual Age*, New York, Riverhead Books, 2005, p. 1).

21st Century Skills and ePortfolio is a unique four-year high school program that can be integrated into any existing high school curriculum. **21st Century Skills and ePortfolio** is designed to prepare students for the current and future world of work, learning, and living and simultaneously prepares students for success with the Ohio Graduation Test (OGT). This innovative experiential program recognizes that the talents students need to be successful in the future are not the same as they were at the beginning of the 20th century. Communication, creativity, using technology, taking responsibility, and working collaboratively are essential components for success in the contemporary world.

The curriculum is meant to enrich the student experience and assist students as they learn to become

- effective team members
- citizens of the community
- self-directed life-long learners
- effective researchers
- proficient with communication processes and technology
- adaptable to change in an ever-expanding world

The program delivers lessons and learning based on key research in

- 21st Century Skills
- Experiential Learning
- Understanding by Design

21st Century Skills use technology to deliver the curriculum and envelop students in a new learning environment.

The **Sakai** collaboration and learning environment provides teachers a course management system to plan, assign, and assess lessons, as well as to communicate and manage student work.

The **ePortfolio** provides a repository for the best of student work and their reflections in each of the five 21st century themes.

The Graham School

21st Century Skills and ePortfolio has been developed at the Graham School in Columbus, Ohio, a high-achieving charter high school established in 2000. The Graham School enrolls 220 students and is recognized by the state as one of the top charter schools in Ohio. Its demographic characteristics mirror those of urban Columbus and Central Ohio.

The Graham School's experiential learning curriculum was developed as a new, dynamic approach to:

- Integrate academic courses with internships to give students real-world experience and make learning a hands on experience;
- Build learning communities to develop students' collaborative learning competence that is critical for 21st century living;
- Develop student responsibility for learning by integrating 21st century skills as a critical part of the curriculum.

The Graham Family of Schools includes The Graham School, The Charles School @ Ohio Dominican University, and The Center for Experiential Learning, Leadership and Technology (CELLT).

The Graham Family of Schools model

- an innovative, effective experiential teaching and learning within a thriving community of student achievement and faculty enrichment
- offers an incubator for professional development and leadership training based on the experiential curriculum of The Graham School
- and is built on a center for research and study that supports the visions of the schools and the goals for professional development—all supported and enhanced by a broad range of technology.



Themes

The *21st Century Skills* curriculum builds a foundation for student learning and success. The program hones the skills that will enable students to be successful at work, in life, and in school. Students

- Learn to become effective team members, self-directed life-long learners;
- Demonstrate their research abilities;
- Become proficient with communication processes and technology.

English, mathematics, science, social science, fine arts, and foreign languages remain central to the curriculum and students develop a solid grounding of content knowledge within the *21st Century Skills* learning environment. State content standards are addressed and tagged to each lesson. This curriculum is distinguished by thoroughly integrating and applying the 21st Century Skills essential for the workplace and by its emphasis on continuous learning. Curricular strands include:

Self Knowledge

- self assessment
- multiple intelligences
- emotional intelligence
- goal setting
- planning
- motivation
- assuming responsibility
- reflection
- finding your passion

Collaboration and Community

- workplace expectations, skills and abilities
- problem solving
- creativity
- decision making
- collaboration & teamwork
- workplace resources
- navigating the community

Communication Processes

- public presentation of self
- interpersonal relationships
- peers
- family
- teachers
- mentors
- supervisors
- public speaking

Research and Assessment Tools

- library skills and information literacy
- web search
- reflection
- methods
- rubrics

Technology Tools

- media (text, audio, and video production tools)
- productivity tools (presentation, statistical, database)
- communication tools
- email
- chat
- discussions
- telephone
- texting
- networking tools
- web
- social networking

These strands provide the framework for the *21st Century Skills* curriculum and for developing student expertise.

Experiential Learning

The emphasis on experiential learning in *21st Century Skills and ePortfolio* provides real-world, hands on learning that

- leads students through community internships and service learning projects and documents their learning;
- provides students with real-world experiences that directly translate into workplace, school and life success;
- builds community and serves communities.

Content knowledge and 21st century skills are presented within an experiential learning model that has its roots in the philosophy of John Dewey, and has been advanced by Kurt Hahn, David Kolb, Maurice Gibbons and James T. Neill.

What Is Experiential Learning

Experiential learning involves immersion in structured primary experiences designed by educators that lead to genuine, meaningful, and long-lasting learning. *Preparation* and *reflection* are critical elements of these experiences. Students are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning involves a *direct encounter* with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it. The curriculum has been informed by the work of George Siemens, James Paul Gee, Malcolm Gladwell, Daniel Pink, Howard Gardner, Rexford Brown, Don Tapscott, and Allan Bloom, among others.

Teacher's Role

The teacher's role in experiential learning is to organize and facilitate student experiences and to engage students in learning and reflection.

Because experiential learning focuses on students recording their experiences, a student portfolio is a critical part of the curriculum. Student Portfolios organize student progress and provide a forum for teacher-student interaction and student reflection on their learning.

Portfolio

Electronic forums are provided for students to discuss their work experience with other students, their teachers, mentors, advisors and site supervisors.

Elements of Experiential Learning

Experiences involve problem-solving activities, outdoor experiences, arts, and service learning in the following ways:

- The curriculum provides substantive instruction in key areas of adolescent growth and development with reading, observing, researching, and writing.
- Presentations of student findings in both public and private forums offer critical experience in organizing, presenting, and communicating to different groups of people.
- Students learn *WHY* they must ultimately be responsible for their own learning.
- Students learn *HOW* to direct their own learning through specific experiences in the community.
- The curriculum is performance based. Students earn points and progress in the curriculum by demonstrating what they can do with information and skill that they acquire through curriculum assignments.
- The curriculum is practical. It encourages students to have meaningful relationships with adults who are not their parents. The curriculum informs students how to dress and act appropriately in a variety of contexts.



Understanding by Design

The *21st Century Skills and ePortfolio* course content knowledge including subject knowledge and 21st century skills is developed through experiential learning based on the *Understanding by Design* model described by Wiggins and McTighe. In this model, students build deep understanding through

- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-knowledge

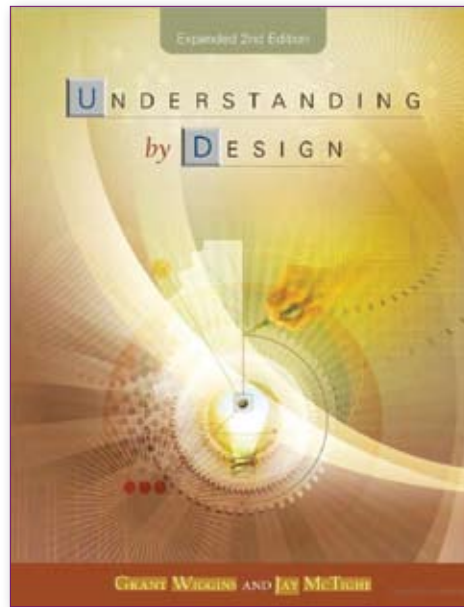
The *Understanding by Design* model focuses on essential ideas and emphasizes authentic assessment to ensure that understanding is developed and evaluated.

Reflection is a critical part of this process. Reflection rubrics and assessment rubrics for all assignments are included in every lesson.

Students become proficient by demonstrating growth and competence in each of the following areas.

- **Self Knowledge** (goal setting, self direction, breadth of experiences, depth of understanding, progress in reaching goals, etc.)
- Quality of **Collaborative Group Work** and understanding of **Civic Engagement** (leadership, social skill, politeness, task skill, helpfulness, diversity, clarity, success of outcomes, etc.)
- **Communicating Self Knowledge** and Collaborative Group Work effectively to others (interpersonal, relational communication, writing, public presentations, groups, decision making, social networking, etc.)
- **Research and Assessment** (evaluating sources, mathematical reasoning, scientific method, data presentation and interpretation, search strategies, assessment, etc.)
- **Technology Tools** (productivity, learning, creativity, network, security, communication, integration of platforms and applications).

Wiggins, Grant and Jay McTighe (1998). *Understanding by Design*. Alexandria, VA: ASCD.



Student ePortfolio

A critical element of the student work in the *21st Century Skills* curriculum is the *Student Portfolio*. Students record, present, and share their work and reflections in the student portfolio. These portfolios serve the needs of the school as well as the needs of the student. *ePortfolios* are flexible and powerful tools for learning and for documenting learning.

Although student portfolios can be developed in print, ePortfolios are more easily shared, discussed, and maintained over time. Electronic portfolios can hold student-created videos, audio productions, and interactive graphic work, as well as print documents.

Levels

There are currently two levels in the *21st Century Skills* Curriculum with 36 lessons developed for each level. These lessons can be adapted to any school structure. Levels 3 and 4 are under development.

Level 1 Community	Focuses on the foundations for building and maintaining communities.
Level 2 Civic Engagement	Addresses community responsibility through service learning.
Level 3 Leadership and College Preparation	Builds leadership skills as students prepare for college-level responsibility.
Level 4 Risk and Responsibility	Develops responsible approaches to taking initiative.

Print and Online

The entire *21st Century Skills* curriculum is available in three formats:

- **Print** designed for schools without access to online instructional tools.
- **Digital** available on Cellt.org in a downloadable print-friendly form.
- **Online** available within the Sakai collaboration and learning electronic environment.

The online curriculum has distinct advantages that facilitate lesson planning, assessment, collaboration, communication, elaboration, and multimedia presentation.



Lesson Overview

Each lesson includes the following elements:

Estimated Time approximates how long the lesson might take

Prerequisites identifies preparations needed before the lesson begins

Resources Available lists materials provided with the curriculum

Online ADVANTAGE Resources are available in downloadable PDF or Template formats

Across the Curriculum demonstrates how the skills developed in the lesson are used in other subject areas

Procedures What To Do outlines step-by-step procedures for each lesson with suggested grouping

Online ADVANTAGE Print the lesson plan for convenience or distribution. Students record observations online

Assessment Informal behavioral objectives for lesson steps are boxed to provide student expectations

Reflection offers specific strategies for inspiring students to reflect on lesson experiences

Online ADVANTAGE Students reflect online in both lessons and their ePortfolio.

Differentiating Instruction offers ideas for adapting the lesson for different student populations

Additional Resources includes references to enrich lessons

Lesson Goal summarizes the lesson

Essential Question poses the key question

Student Expectations lists the student assignments and highlights those assignments that can be accomplished using electronic tools

Online ADVANTAGE Electronic tools and resources are available for each lesson

Lesson Objectives lists the key student expectations

Rationale provides big picture information about the lesson

21st Century Skills Communication Processes **LESSON 34**

Public Presentations

LESSON PLANNING

LESSON GOAL
Demonstrate good public speaking skills through a self-designed multimedia presentation.

LESSON OBJECTIVES

1. Prepare a presentation according to the guidelines.
2. Give and use feedback from small group informal presentations.
3. Construct a multimedia presentation with information gathered.
4. Deliver the presentation to the class.
5. Complete a reflection about the lesson.

ESSENTIAL QUESTION
How can I use effective communication to publicly present my experiences?

STUDENT EXPECTATIONS

1. Prepare a presentation according to the guidelines.
2. Give and use feedback from small group informal presentations.
3. Construct a multimedia presentation with information gathered.
4. Deliver the presentation to the class.
5. Complete a reflection about the lesson.

RATIONALE
It has been widely known for some time that public speaking is the #1 fear of most Americans, even over death. Therefore, start preparing students for the expectation of speaking in front of their peers. This should include reflecting on prior public speaking experiences, reviewing the topics from the research list, and discussing what makes a good presentation. It might be advisable to watch videos of famous speeches (i.e. Dr. Martin Luther King, Jr. "I have a dream" speech or President John F. Kennedy's Inaugural Address. "Ask not what your country can do for you...").

LESSON 34

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out *Public Presentations Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students are to develop a 5-4 minute multimedia presentation of their work over the past year in the experiential learning curriculum. Make a list of the types of information students could include in their presentations. These may include the following.
 - a. Apprehensions about experiential learning
 - b. Initial impressions of experiential learning
 - c. Overview of the different lessons and activities completed
 - d. What I learned from experiential learning
 - e. How experiential learning compares to other types of learning
 - f. What I want to do next year

ASSESSMENT
Brainstorming Brainstorm ideas for information to include in the presentation.

2. **INDIVIDUAL** Allow time for students to plan their presentations. Have them create an outline that shows what information and in what order they will present. Then have students prepare an informal presentation that conveys their plan. The focus of the informal presentation is to summarize their experience and effectively convey that information to peers.

ASSESSMENT
Assignment 1 Create a presentation outline of a review of the experiential curriculum experiences.
3. **SMALL GROUP** Have students prepare an informal presentation to a small group of peers. Have peers fill out the *Peer Feedback Form* after the informal presentation. After reviewing the forms, have students use the *Sakai Assignments Tool* to submit the presentation outline and *Peer Feedback forms* for evaluation.

ASSESSMENT
Peer Feedback Complete a *Peer Feedback Form* for each informal presentation.

LESSON 34

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedules.

SCHEDULE

- Add Assignments to the Schedule
- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Cancel/Hide a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Mailbox
- Chat Rooms
- Roaster
- Drop box

Ohio Academic Content Standards
Grade 9 English Language Arts
Communications: Oral and Visual
6. Deliver informational presentations (e.g., expository, research) that:
a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
b. support the central idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
e. draw from multiple sources, including both primary and secondary sources, and identify sources used.

Grade 9 Technology
Use of Communications
2. Identify and use the appropriate communication tool to collaborate with others (e.g., presentation, Web site, digital video).

160 Public Presentations

Public Presentations

students using the *Public Speaking Presentation Rubric*. Have peers evaluate the presentations as well using the same rubric or the *Peer Evaluation Forms*. At the end of the presentations, have students use the *Sakai Assignments Tool* to submit their presentations for evaluation.

ASSESSMENT
Presentation Present a multimedia presentation that incorporates parameters of good public speaking skills.

REFLECTION
Have students reflect in writing on their experience during the lesson using the following questions. Have them use the *Sakai Assignments Tool* to submit their reflections for evaluation.

- During what part did you have the greatest success?
- During which part did you have the most challenges?
- Public speaking is a fear of many Americans. Would you say that this is a fear of yours?
- What new skill have you learned from this lesson that you think will help you during your next presentation?

ASSESSMENT
Reflection Write a reflection about the public speaking presentation.

ASSESSMENT
Use the *Public Presentations Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

Assessment provides specific rubrics for every lesson based on behavioral objectives

Online ADVANTAGE Assessment is recorded and tracked in online gradebook. ePortfolio provides cutting edge alternative assessments

State Standards identifies grade level standards addressed in the lesson

Sakai is an open-source collaboration and learning environment (an extension of a traditional course management system) that supports the integration of 21st century technology with 21st Century learning in meaningful ways. The entire **21st Century Skills** curriculum can be delivered within this open source online teaching, collaboration, and learning environment.

Sakai was developed by a consortium of colleges and universities to allow high schools and colleges to develop and offer online teaching and to support traditional classroom teaching with new and innovative electronic tools for learning and collaboration. As a result, many educators find it ideally suited for teaching and learning; moreso than those systems developed by commercial vendors.

There are no licensing costs for downloading and using **Sakai** and **Sakai** users are permitted to customize **Sakai** to best serve their specific needs. Indeed, because **Sakai** has a large community of users, many contribute enhancements that improve the product for all. **Sakai's** development model is called *Community Source* because the developers freely share their work and programming efforts with the community for the benefit of all. Community source and open source projects such as **Sakai** have become extremely

important in many software environments that serve both education and business.



Sakai Features for Teachers

- Plan lessons
- Communicate Assignments
- Upload Program resources
- Create online discussions through blogging, email, and chat rooms
- Evaluate students and use an electronic grade book
- Develop multi-format tests and quizzes

Sakai Features for Students

- Preserve their work in personal Workspace
- Construct portfolios of learning progress and reflection
- Become proficient in blogging, email, and social networking
- Use discussion and collaboration tools
- Apply research tools
- Develop resume and portfolio showcase of work for future work or education

Sakai provides

- *My Workspace*, a personal digital locker, where students can build their individual written, visual, or interactive work.
- *Community Resources*, a library where members of the community or class can contribute materials for all students and faculty to share.
- ePortfolio where students can demonstrate their learning and also present their developing and finished work for sharing and evaluation.

- Multiple communication and instructional tools to provide a multi-function teaching and learning environment.

<http://www.SAKAIproject.org/media2/2006/overview/overview.html>

Customizing 21st Century Skills

The *21st Century Skills* Curriculum successfully interweaves key elements to build expertise for the 21st century.

- Content Standards
- Experiential Learning
- 21st Century Skills
- Understanding By Design

Any school can use these same elements to develop a curriculum customized to its specific structure, demographics, and curriculum. The Graham School model serves as only one example of how the curriculum can be used. The curriculum can easily be adapted for different school structures including:

- Schools with work-study or internship programs
- Schools limited experiential learning exposure
- Traditional high school curriculum
- Alternative high school curriculum
- Block scheduling
- All school expeditions

The program can be used as a full-year, 36-week curriculum; condensed into quarter, semester, or summer school schedules; or sampled for special learning opportunities.

Except for a small number of lessons with specific prerequisites, lessons can be presented in any order or adapted to suit particular school or teacher needs.



21st Century Skills and ePortfolio

PREPARES STUDENTS WITH 21ST CENTURY SKILLS

Prepares students for the 21st century world of college and work by developing 21st century skills in

- Collaboration and Community
- Communication Processes
- Self Knowledge
- Research and Assessment Tools
- Technology Tools
- Experiential learning strategies
- Aligns to Ohio Academic Content Standards

DEVELOPS THEMES ACROSS FOUR GRADE LEVELS—36 LESSONS PER LEVEL

Level 1. Community

Level 2. Civic Engagement

Level 3. Leadership and College Preparation

Level 4. Risk and Responsibility

AVAILABLE IN 3 FORMATS FOR IMPLEMENTATION IN ANY SCHOOL STRUCTURE

- **Online** using the *Sakai* collaboration and courseware management platform.
- **Digital** in downloadable PDF Lesson Plans, Student Lessons, Resources, and Rubrics
- **Print** classroom ready

CUSTOMIZABLE

Integrates into and adapts easily to

- High school content area classes and
- Internship programs.

PROFESSIONAL DEVELOPMENT AND TRAINING

Available at CELLT, Center for Experiential Learning, Leadership, and Technology

FREE

Opportunities for “free” participation for schools who implement the curriculum during the 2008/09 school year in Ohio.

FOR MORE INFORMATION

Find out more about the *21st Century Skills* curriculum or The Graham Family of Schools.

The Graham School

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Level 1 Community

This level introduces students to experiential learning and reflection with a focus on community building.

Lesson	Lesson Title	Theme	Essential Question
1-01	Introduction to Community	Collaboration and Community	What is a community?
1-02	Introduction to Experiential Learning	Collaboration and Community	What is experiential learning?
1-03	Community Fishbowl	Collaboration and Community	What is my role in the community?
1-04	Introduction to Reflection	Research and Assessment Tools	What is reflection and why is it important?
1-05	Introduction to Sakai	Technology Tools	How can I use SAKAI to manage my work in My Workspace?
1-06	Netiquette	Technology Tools	What is appropriate behavior for online communications?
1-07	Public Versus Private	Communication Processes	How can you tell the difference between appropriate public and private communications?
1-08	Electronic Portfolio--ePortfolio	Technology Tools	How can I build an effective ePortfolio?
1-09	Time Management	Self Knowledge	How can I use time management to be more productive?
1-10	Professionalism: Behavior	Collaboration and Community	How can I demonstrate professionalism at a work or school site?
1-11	Professionalism: Appearance	Self Knowledge	How does my appearance affect what people think of me?
1-12	Team Building	Collaboration and Community	What strategies are effective for building productive teams?
1-13	Reflection	Research and Assessment Tools	What can I learn from reflection?
1-14	Personality and Vocational Inventory	Self Knowledge	What vocations are appropriate for my personality?
1-15	Multiple Intelligence	Self Knowledge	What are my dominant intelligences?
1-16	Learning Styles	Self Knowledge	What are my learning style strengths?
1-17	Interpersonal and Communication Processes	Communication Processes	How can I use technology to develop my interpersonal communication skills?
1-18	Goal Setting: Personal Education Plan (PEP)	Self Knowledge	What strategies can I use to set goals for yourself?
1-19	Comparison of Learning and Work Styles	Self Knowledge	How is my learning and work style similar and different?
1-20	Attitudes, Beliefs, and Values	Self Knowledge	How do my attitudes, beliefs, and values affect my achievement?
1-21	Skills and Abilities	Self Knowledge	How can I develop my individual skills and abilities?
1-22	Preparing to be Interviewed	Self Knowledge	What response techniques are effective in interviews?
1-23	Video and Audio Skills	Technology Tools	How can I use a podcast to communicate?
1-24	Self Reflection Video	Communication Processes	How can I use video to capture self reflection of my experiences?
1-25	Organizational Structures	Collaboration and Community	Why is it important to understand the organizational structures of different environments?
1-26	Question Asking	Research and Assessment Tools	What is the difference between effective and ineffective questions?
1-27	Interviewing Other People	Research and Assessment Tools	What interviewing techniques are effective to get information from another person?
1-28	Note Taking	Research and Assessment Tools	What is the value of effective notetaking?
1-29	Observation	Research and Assessment Tools	What are strategies for effective observation?
1-30	Description	Research and Assessment Tools	What are elements of effective description?
1-31	Graphic Organizers	Research and Assessment Tools	How can I use graphic organizers to help in planning and understanding?
1-32	Research	Research and Assessment Tools	Why should I and how can I use research to build understanding?
1-33	Geographic, School, and Virtual Communities	Collaboration and Community	In which geographic and virtual communities do I participate?
1-34	Public Presentations	Communication Processes	How can I use effective communication to prepare a presentation of my experiences?
1-35	Skills Resume	Self Knowledge	What strategies can I use to build an effective resume of my skills?
1-36	Introduction of Self	Self Knowledge	How can I present myself most effectively to different communities of people?

Level 2 Civic Engagement

The *21st Century Skills* Dissemination Project will host the content and provide technical support for pilot participants for the 2008 academic year.

This level introduces students to edit edit edit.

Lesson	Lesson Title	Theme	Essential Question
2-01	Community Building	Collaboration and Community	What is community?
2-02	Introduction to Experiential Learning	Collaboration and Community	What is experiential learning?
2-03	Introduction to Community Service	Collaboration and Community	Understand the meaning of service and reflect on how service is a part of life.
2-04	Sakai Introduction and Review	Technology Tools	How do we use Sakai for work and communication?
2-05	Electronic Portfolio	Technology Tools	How do I use an electronic portfolio to represent my growth?
2-06	Reflection	Research and Assessment Tools	How does reflection impact my growth?
2-07	Goal Setting: Personal Education Plan (PEP)	Self Knowledge	What is my educational plan and how do I achieve my goals?
2-08	Time Management	Self Knowledge	How can I manage my time to meet my goals?
2-09	Professional Behavior	Collaboration and Community	What does it mean to behave professionally? How does my professional behavior affect my role in the organization?
2-10	Professionalism: Appearance	Self Knowledge	How does my appearance affect what people think of me?
2-11	Job Description	Self Knowledge	How does a job description affect the way I perform the tasks for which I am responsible?
2-12	Organizational Structures	Collaboration and Community	What mission/purpose is served by the organization at my site? How are roles and responsibilities distributed across the organization?
2-13	Question Asking	Research and Assessment Tools	What are effective ways to ask questions? How do I ask the right questions and get relevant answers?
2-14	Introduction to Civic Responsibility	Collaboration and Community	What is civic responsibility? How can I be civically responsible?
2-15	Teams and Teamwork	Collaboration and Community	What strategies underlie effective teamwork?
2-16	Civic Responsibility Project Proposal	Collaboration and Community	How do I create an action-centered proposal based on civic responsibility? How do I identify topics and develop action-based questions?
2-17	Threaded Discussion	Communication Processes	What interaction strategies produce effective online threaded discussions?
2-18	Social Networking Tools	Communication Processes	How can I use social networking tools to improve my interactions and my work in my electronic portfolio?
2-19	Interpersonal Relationships	Collaboration and Community	How do interpersonal relationships influence organizational effectiveness? What strategies strengthen interpersonal communication?
2-20	Listening	Communication Processes	How can I promote active listening?
2-21	Conflict Resolution	Communication Processes	What are effective strategies for resolving conflict?
2-22	Verbal Versus Nonverbal Communication	Communication Processes	What are effective verbal and non verbal communication strategies?
2-23	Communication Pragmatics	Communication Processes	How can I recognize and control impulsive decision making?
2-24	Video Skills and Podcast	Technology Tools	How do I use video and podcasting to communicate?
2-25	Midyear Reflection	Research and Assessment Tools	How does reflection impact my growth?
2-26	Giving and Receiving Constructive Criticism	Communication Processes	What are effective strategies for giving and getting constructive criticism?
2-27	Civic Responsibility	Collaboration and Community	How can I develop civic responsibility?
2-28	Graphic Organizers	Research and Assessment Tools	How can I use graphic organizers to help in planning and understanding?
2-29	Critical Observation	Research and Assessment Tools	What are effective strategies for making critical observation?
2-30	Description	Research and Assessment Tools	Identify what makes description effective and to practice creating effective description.
2-31	Family History	Self Knowledge	How does my family history affect my achievement?
2-32	Attitudes, Beliefs and Values	Self Knowledge	How do my attitudes, beliefs and values affect my achievement?
2-33	Self Efficacy	Self Knowledge	What are strategies for growing and changing for the better?
2-34	Skills and Abilities	Self Knowledge	How can I develop my individual skills and abilities?
2-35	Final Reflection/Portfolio	Self Knowledge	What can reflection teach me about myself?
2-36	Public Presentation	Communication Processes	How can I use effective communication to prepare a presentation of my experiences?