# Information and Media Literacy

ENGLISH

*Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media. Understanding the role of media in society.*

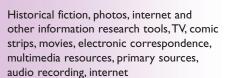| | 4th Grade | 8th Grade | 12th Grade |
|---|---|---|---|
| **21st Century Tools for: Communication, Information Processing, and Research** | Historical fiction, photos, internet and other information research tools, TV | Historical fiction, photos, internet and other information research tools, TV, popular movies, electronic correspondence, TV, magazine ads | Historical fiction, photos, internet and other information research tools, TV, comic strips, movies, electronic correspondence, multimedia resources, primary sources, audio recording, internet |
| **SAMPLE Student Outcomes for: Accessing, Processing, Managing, Integrating and Communicating Information** | • After reading a piece of historical fiction, view related historic or family photos. Make inferences about the people portrayed and their lifestyle, analyze what is not in the photo as well as what is, or evaluate how these photographs help students understand this period in history.<br><br>• Using an internet bibliography (bookmarks) on an endangered animal, locate and select interesting and accurate information and create a scavenger hunt for classmates to follow.<br><br>• Make a record of commercials aired during Saturday morning cartoon programming. Categorize and tally such details as the kinds of products advertised, the method(s) the ad uses to attract younger viewers, the gender the ad seems to address, and estimated ages of children appearing in the ads. Select several of the ads and survey schoolmates about which ads are favorites. Analyze the survey for patterns of popular appeal. What are "patterns of popular appeal?" | • Survey and compare movie viewing habits and popular types of movies and titles with a partner class in another region or country. Include a well-formatted bibliography of the most popular movies. Analyze the results for trends or conclusions. Compare the results with national surveys.<br><br>• Search information from a variety of print, online, and non-print sources for a report on a topic of personal interest related to the Holocaust. Evaluate the information using criteria for validity and reliability. Give rationale for any sources suspected to be unreliable.<br><br>• From a favorite magazine, choose a variety of advertisements of products that are personally appealing. Analyze the techniques used by each advertisement to attract teen buyers. | • Analyze the portrayal of bosses in popular media (comic strips, TV comedies, TV dramas, movies), identifying stereotypes found and identifying the kinds of "real life" bosses that are not included.<br><br>• Choose a social issue or controversy that has been a subject of protest songs. Using primary sources (print, digital, or community resources), research an aspect of the issue to use as background in writing an original protest song or lyrics.<br><br>• Identify characteristics of suspect information that may indicate it is an internet hoax, fraudulent activity or an unreliable source.<br><br>• Distinguish satire and parody from other non-ironic forms of expression. |

PARTNERSHIP FOR 21st CENTURY SKILLS

# Communication Skills

*Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.*

ENGLISH

## 4th Grade

**21st Century Tools for: Communication, Information Processing, and Research**

### READING

Internet and other information research tools, Library of Congress American Memory database, print media, video games, novels, newspaper, email, science textbook

### WRITING

Chat rooms/discussion forums, cameras/recording equipment, multimedia resources, video camera/editing, book production tools

## 8th Grade

### READING

Internet and other information research tools, Library of Congress American Memory database, print media, video games, novels, newspaper, email, science textbook, multi-media, collaborative telecommunications, novels

### WRITING

Chat rooms/discussion forums, cameras/recording equipment, multimedia resources, video camera/editing, book production tools, novels, multimedia resources, presentation tools (slideshow, video), audio recording equipment

## 12th Grade

### READING

Internet and other information research tools, Library of Congress American Memory database, print media, video games, novels, newspaper, email, science textbook , electronic communications, non-linear texts/movies, multimedia

### WRITING

Chat rooms/discussion forums, cameras/recording equipment, multimedia resources, video camera/editing, book production tools, novels, multimedia resources, presentation tools, print publication tools, audio/video production tools

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**SAMPLE Student Outcomes for: Accessing, Processing, Managing, Integrating and Communicating Information**

### READING (4th Grade)

- Read and skim pre-selected print and online materials on pre-civil war occupations. Search the American Memory database (or a similar sponsored digital archive) for relevant and interesting images, textual explanations, and sound files.

- Use pre-selected magazines, books, and newspapers for information on local or regional authors. Create a keyword list for online searches on the author and his or her famous works.

- As a group, select a class reading and contact the author for an online or face-

### READING (8th Grade)

- Describe one's own process for reading and evaluating a website or other text containing a variety of embedded links

- Using a topic of interest (based on units covered in the class science, social studies, history, or math classes), create an annotated bibliography of important resource materials (books, newspapers, magazines, online sources, video, music, etc,). Include a working bibliography of sources consulted or skimmed but not selected.

- Interact with peers, authors, and others using collaborative telecommunications

### (12th Grade)

- Identify, read, and navigate multiple resources and information venues for a chosen interest area or occupation. These resources should include collections of books, print and online magazines and journals, websites, email lists, professional blogs, and other forms of professional interactions between members of the chosen field. Create a chart of the personal responses (both positive and negative) of this occupation.

- Interpret the status of the materials they read, collect, transfer, and use based on the current conventions governing intellectual property, trademark, copyright, Fair Use and plagiarism.

PARTNERSHIP FOR 21ST CENTURY SKILLS

# Communication Skills (continued)

*Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.*

ENGLISH

**SAMPLE Student Outcomes for: Accessing, Processing, Managing, Integrating and Communicating Information (continued)**

### 4th Grade

to-face class discussion of that work.

- Collect information on appropriate gaming systems that require students to read (and write) and navigate complicated online spaces. If technically possible, demonstrate the navigation and reading skills required to use these games.

- Compare reading skills used in reading a novel with the skills used in reading a newspaper article, an email, a chat format, a note from a friend, or a chapter in the class science textbook.

### 8th Grade

tools (i.e., email, threaded discussion, audio and video conferencing) to conduct literature circles on a novel read in common.

WRITING

- Conduct research on an award-winning adolescent literature book they have read. After researching the author and award, students write a review for the children's section of the local newspaper, or for school newspaper.

- Compose a team short-story presentation that includes a script, text, sound, images, and video clips. Create it around this question: "What would it be like to stand beside Martin Luther King, Jr. as he looks over thousands of Americans, their faces full of hope, and begins his famous speech, ' I Have a Dream'?"

- Create an audio history presentation (suitable for school broadcast if possible) by producing audio profiles of students' parental occupations.

### 12th Grade

- Navigate a non-linear text (such as tutorials written in individualized, hyperlinked power-point presentations, or a non-linear film) to access relevant information or to follow the sequence cues of non-linear narratives.

- Select and organize abundant materials (digital and print) according to the basic principles of information management. Read and understand the organizational efforts of others. Students can demonstrate this by creating a substantial web site of personal portfolio materials that is not only easy to navigate and read at the interface level, but also organized and understandable at the file-management level.

- Write and illustrate a brochure introducing a classmate to a classic book, film, web site, musical, etc. Then, combining audio and video formats, create a persuasive presentation for classmates about it. Describe the advantages of brochures and audio/video presentations for a particular audience member in a specific situation.

PARTNERSHIP FOR 21ST CENTURY SKILLS

# Critical Thinking and Systems Thinking

*Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.*

|  | **4th Grade** | **8th Grade** | **12th Grade** |
|---|---|---|---|
| **21st Century Tools for: Thinking and Problem-Solving Skills** | Internet and other information research tools, multi-media production tools | Internet and other information research tools, novels | Internet and other information research tools, multi-media/digital production tools, novels |
| **SAMPLE Student Outcomes for: Thinking and Problem-Solving Skills** | • Complete an inquiry-based WebQuest (http://www.webquest.org/) or other information portal, asking students to complete activities that exercise content area reading strategies.<br><br>• Research a great thinker or writer; locating, evaluating and collecting information from a variety of sources; and presenting findings through a multi-media presentation in the form of a piece of art, an original song, a news review, or a slideshow.<br><br>• Present a survey of the digital and non-digital technologies fellow students use in the course of a typical week, explaining how these technologies affected their abilities to learn and communicate. | • Complete a collaborative research project that utilizes online research methods.<br><br>• In the novel The Last Book in the Universe, by Rodman Philbrick, the main character poses the question: "Why bother to read any more if you can just probe [experience the world exclusively through virtual "reality"]?" Participate in a panel discussion, giving a reaction to this question from one of these viewpoints: William Shakespeare, a Sony executive in charge of the PlayStation division, a science fiction author, a student of 1990, a student of 2050. | • Construct a virtual museum exhibit depicting the role of the American Dream in classic texts.<br><br>• Maintain a generative self-reflective journal (either print or online) that is utilized and referenced throughout the development of a project or unit. |

# Problem Identification, Formulation and Solution

ENGLISH

*Ability to frame, analyze and solve problems.*

| | **4th Grade** | **8th Grade** | **12th Grade** |
|---|---|---|---|
| **21st Century Tools for: Thinking and Problem-Solving Skills** | Internet and other information research tools, email, online collaboration tools | Internet and other information research tools, email, online collaboration tools | Internet and other information research tools, email, interactive communication tools, digital camera/production tools, online collaboration tools |
| **SAMPLE Student Outcomes for: Thinking and Problem-Solving Skills** | • Conduct a research project using print, multimedia, CD-Rom, and online resources.<br><br>• Correspond with email pals or mentors from other cultures or geographic areas, comparing homework policies, looking for ways to improve one's own classroom's homework procedures.<br><br>• Ask for and give writing and editing suggestions in an online collaborative writer's workshop. | • Collaborate with mentors or peer groups to generate shared questions and lines of inquiry.<br><br>• Participate in class discussions of peer reviewed writing to select pieces for a class anthology.<br><br>• Develop and publish a collaborative essay (a multiple-authored work). | • For a selected topic, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.<br><br>• Participate in an online interactive debate with student panels and evaluator-experts.<br><br>• As an analysis of the work of an influential film director, annotate video sources to identify key scenes and/or information, react and respond to content, and communicate interpretations and understanding to a select audience.<br><br>• Create digital videos that present a persuasive argument that calls for social action or community change. |

PARTNERSHIP FOR
21st CENTURY SKILLS

# Creativity and Intellectual Curiosity

*Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.*

ENGLISH

| | 4th Grade | 8th Grade | 12th Grade |
|---|---|---|---|
| **21st Century Tools for: Thinking and Problem-Solving Skills** | Digital video/presentation tools, multi-media production tools | Audio & video recording & production equipment, multimedia production tools | Audio & video recording & production equipment, multimedia production tools, print publication tools |
| **SAMPLE Student Outcomes for: Thinking and Problem-Solving Skills** | • Use digital video or presentation software to create narratives, communicate oral histories, or to present a visual read aloud.<br><br>• Contribute multi-media, multi-genre artifacts or displays to a community historical society that provide information about a community group (e.g., new immigrants, community occupations, children's activities) not represented in the society's exhibits. | • Create and record a parody of a familiar song, echoing the original rhyme scheme and rhythm, and creating a humorous or satiric effect.<br><br>• Compile a digital classroom anthology (e.g., on CD, DVD, or web published) of student work in a variety of genres on the theme "Where I'm From."<br><br>• Using a video camera, record a montage of scenes from a classroom or the school as a whole, creating special effects with shooting angles, range, lighting, composition, camera features. Describe the impact of these effects. | • Create multimedia presentations to communicate multiple levels of understanding on a specified topic.<br><br>• Use productivity tools to publish a class anthology of book reviews of novels read during a unit on international authors. |

# Interpersonal and Collaborative Skills

*Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.*

ENGLISH

| | **4th Grade** | **8th Grade** | **12th Grade** |
|---|---|---|---|
| **21st Century Tools for: Interpersonal and Self-Directional Skills** | Presentation tools, online message board, print publication tools | Presentation tools, online message board, print publication tools, email, collaborative writing tools | Presentation tools, online message board, print publication tools, collaborative writing tools chat rooms, email, video camera/editing tools |
| **SAMPLE Student Outcomes for: Interpersonal and Self-Directional Skills** | • Complete a presentation using commonly available presentation tools as a class with each student assuming responsibility for one or two slides.<br><br>• Respond to an online message board responding to questions concerning literary texts.<br><br>• Create a class literary magazine.<br><br>• Contribute to a storytelling website in conjunction with a local civic organization. | • Fulfill individual roles in a Webquest (http://www.webquest.org/) researching a topic of local interest and creating an informative newscast using the findings.<br><br>• Analyze the effectiveness of the interaction in a group problem solving task such as solving a mini-mystery with each group member having only a small piece of the information.<br><br>• Create a class survey on the various communication methods class members have used outside school in the last month.<br><br>• Collaborate with email pals and online mentors from other cultures and geographical areas in order to write a collaborative essay or create an interactive, interpretive project (i.e., on Mark Twain's America).<br><br>• Use a wiki (a web-based collaboration tool) or other discussion tool like a weblog to create and maintain a dialogue journal discussing the reading of a shared text with a partner or group.<br><br>• Participate in the class interpretive community through class opinion bulletin boards or interactive graphs, class response walls featuring marginal notes captured on sticky notes, or posting graphic representations of understanding such as timelines, picture maps or storyboards. | • Interact thoughtfully with class members in a class-created chat room for responses to novels.<br><br>• Assume the persona of a character from multicultural literature in collaboration with e-pals from across the world and research the culture and ideologies of that character.<br><br>• Use video cameras and editing software to create a DVD of a collaboratively written play. |

**PARTNERSHIP FOR 21ST CENTURY SKILLS**

# Self-Direction

*Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.*

**21st Century Tools for: Interpersonal and Self-Directional Skills**

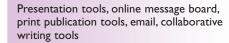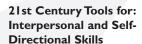**SAMPLE Student Outcomes for: Interpersonal and Self-Directional Skills**

## 4th Grade

Internet and other information research tools

- Search the Internet for reliable and trustworthy websites to enhance classroom research.

- Use Internet information in oral storytelling activities.

## 8th Grade

Internet and other information research tools, multimedia production tools,

- Develop a reflective online journal or weblog detailing new understandings, connections, and ideas developing in the course of creating an individual project.

- Debate opposing viewpoints found on the Internet.

## 12th Grade

Internet and other information research tools, web authoring

- Evaluate information found on the internet to distinguish between information and propaganda, satire, or commercialism on the Internet.

- Compare and contrast information on same topic found in a variety of media, such as newspapers, journals, magazines, and websites, for authenticity and voice.

- Develop a "Frequently Asked Questions" type research paper (that explains a topic thoroughly, based on likely questions about the subject) as a webpage.

PARTNERSHIP FOR 21st CENTURY SKILLS

# Accountability and Adaptability

*Exercising personal responsibility and flexibility in personal; workplace and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity.*

| | 4th Grade | 8th Grade | 12th Grade |
|---|---|---|---|
| **21st Century Tools for: Interpersonal and Self-Directional Skills** | Internet and other information research tools, computer software | Internet and other information research tools, word processing and revision tools | Internet and other information research tools, word processing and revision tools, multimedia production tools, presentation tools |
| **SAMPLE Student Outcomes for: Interpersonal and Self-Directional Skills** | • Complete a research task on the computer within the assigned timeline.<br><br>• Use a variety of keyword research strategies when faced with difficulties in finding information.<br><br>• Understand the importance of doing one's own work and not plagiarizing other's work. | • Work independently utilizing a variety of information resources.<br><br>• Respond to writing of classmates with appropriate feedback and reflective critiques, using computer programs or online formats that have commenting features and other interactive revision and collaboration tools.<br><br>• Collaboratively explore information and process that information in a variety of forms – poetry, websites, storytelling, video, photography. | • Complete complex, higher-level projects utilizing a diverse range of resources including media, personal interviews, and group presentations.<br><br>• Create and produce a DVD or website promoting personal responsibility. |

# Social Responsibility

*Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts.*

**SAMPLE Student Outcomes for: Interpersonal and Self-Directional Skills**

## 4th Grade

- Understand when technology will enhance their learning.

- Make practical decisions in selecting the use of a technology to enhance learning in a particular situation.

- Illustrate respect for all when sending communication via the Internet.

- Act with respect for others when using PDAs, cellular phones, text messaging, and digital cameras.

- Acquire a spirit of global understanding through virtual field trips, conferencing, and distance learning opportunities.

## 8th Grade

- Apply responsible research practices to avoid plagiarism.

- Understand the global nature of technology and understand the sensitivity of information posted electronically.

- Access real-time global news through technology to stay informed of current events.

## 12th Grade

- Make responsible decisions about use of material based on the rules governing intellectual property, trademark, copyright, fair use and plagiarism.

- Understand that critical literacy reaches beyond print materials.

- Take responsibility for personal communications, websites, and other information products.

- Be aware of fraudulent practices, Internet theft, threats to personal information.

- Reach out to those who have no access to technology.

- Understand the value of information technology for their future careers.

**PARTNERSHIP FOR 21ST CENTURY SKILLS**