

Leading the New Literacies: Digital, Media, Global

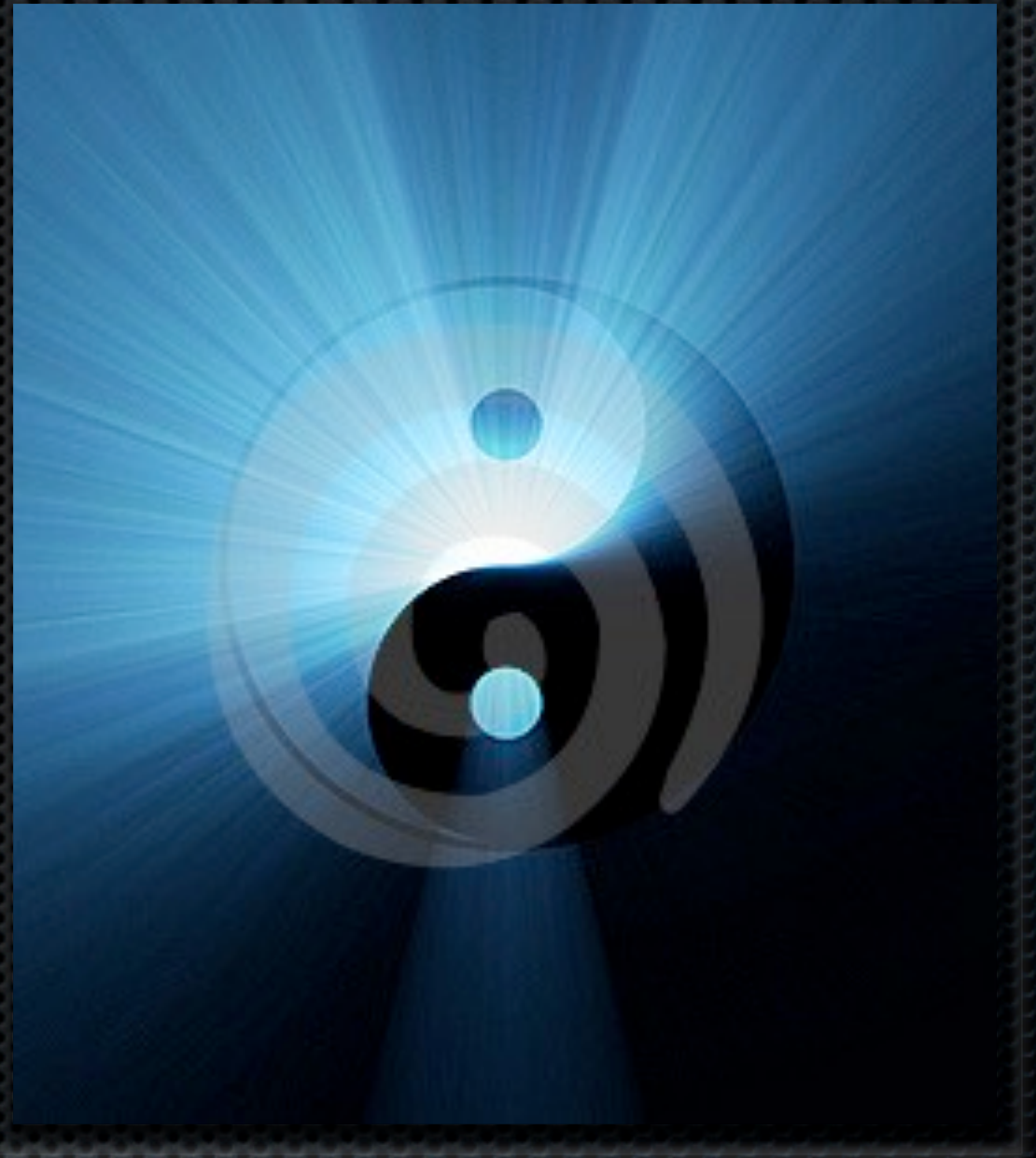


Dr. Heidi Hayes Jacobs

www.curriculum21.com

Our Essential Question

How do we prepare our
learners for their future?

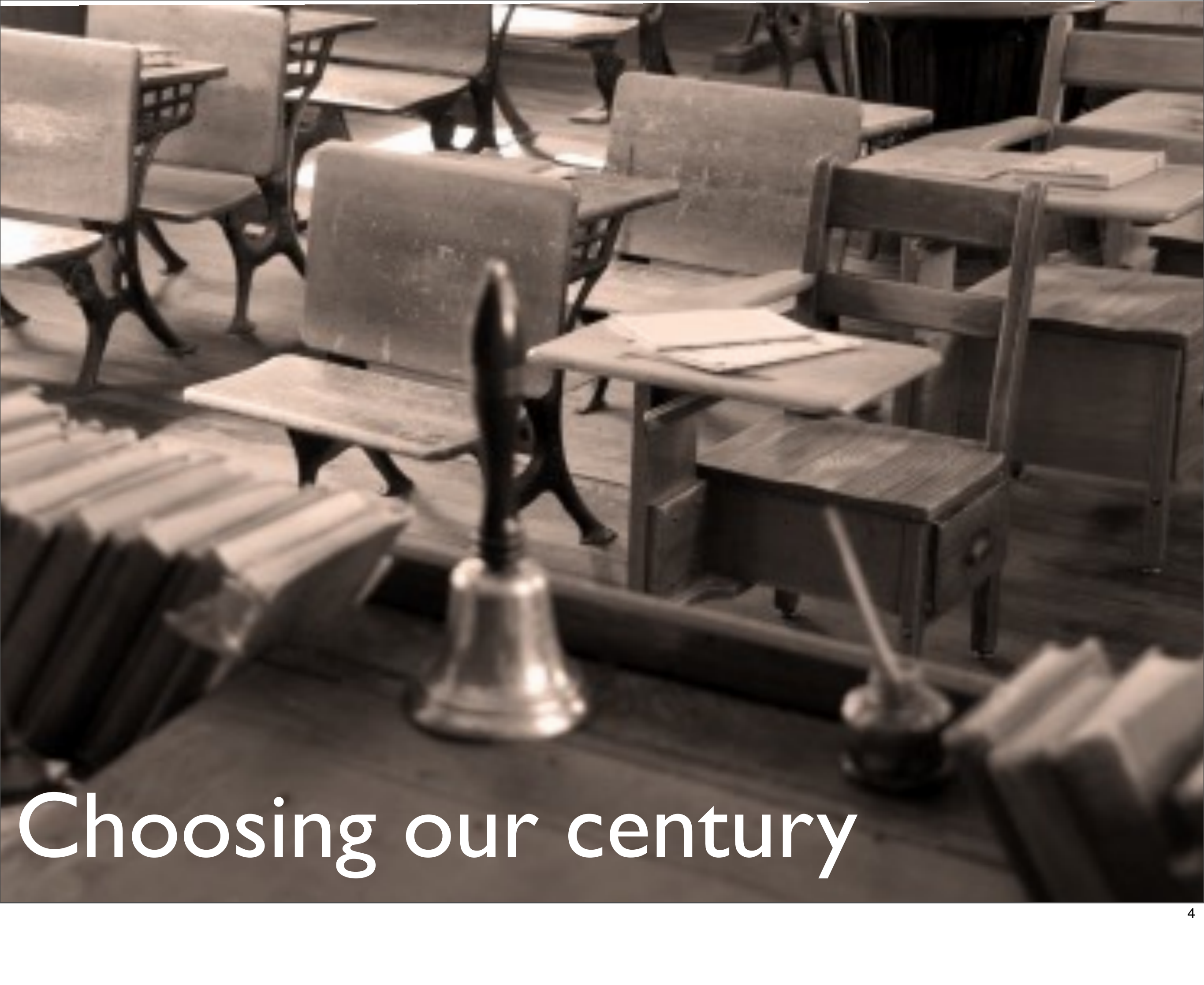




What year are
you preparing
your learners
for?

Amend your Mission Statement





Choosing our century



Class of 2031 -
This Year's Preschool

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Home About us Curriculum Assessment Reporting News & Media Tenders

Curriculum

ACARA is responsible for the development of the Australian Curriculum from Foundation to Year 12. The development of the Australian Curriculum will occur over three broad timeframes and is guided by two key documents: the Melbourne Declaration on Educational Excellence for Young Australians and the Shape of the Australian Curriculum.

Progress of the Australian Curriculum

Click on the learning area links for more information.

SHAPING	WRITING	IMPLEMENTATION	Learning area
██████████	██████████	██████████	Arts F-10
██████████	██████████	██████████	English F-10
██████████	██████████	██████████	English 11-12
██████████	██████████	██████████	Health and Physical Education F-10
██████████	██████████	██████████	Civics and Citizenship 3-10
██████████	██████████	██████████	Economics and Business 5-10
██████████	██████████	██████████	Geography F-12

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Get Involved FAQ The Standards

CCSSO GOVERNORS

Adoption by State

See which states have adopted the Common Core State Standards.

[Discover More »](#)

PERÚ Ministerio de Educación

Inicio Boletín de contacto Agenda Libro de Reclamaciones Transparencia

Lunes, 14 de Octubre de 2013

"Año de la Inversión para el Desarrollo Rural y la Seguridad Alimentaria"
"Decenio de las Personas con Discapacidad en el Perú 2007 - 2016"

Noticias

EVALUACIÓN LATINOAMERICANA APLICARÁ MAÑANA EL MINEDU EN 300 ESCUELAS
Mañana martes 15 y el miércoles 16 de octubre, el Perú participará del Tercer Estudio Regional Comparativo y Explicativo...
(14 Oct. 13) [nota completa](#)

LIMA SERÁ SEDE DE LA V CONFERENCIA INTERNACIONAL DE EDUCACIÓN INCLUSIVA Y DISCAPACIDAD
Expertos y profesionales de Finlandia, Estados Unidos, Argentina y otros países, participarán, el 15 y 16 de octubre, ...
(13 Oct. 13) [nota completa](#)

imágenes videos +noticias

OBRAS DE INFRAESTRUCTURA EDUCATIVA
Calendario a la fecha 8:838

CONCURSO de directores y subdirectores 2013
Preguntas Frecuentes

LEY DE REFORMA MAGISTERIAL
LEY N° 29944

RUTAS DEL APRENDIZAJE

DIRECTIVA DEL AÑO ESCOLAR 2013

EBR DISEÑO CURRICULAR NACIONAL

PROYECTO EDUCATIVO NACIONAL AL 2025

education.gouv.fr

Entrez votre recherche ici OK

sur education.gouv.fr sur tous les sites de l'éducation nationale

LE SYSTÈME ÉDUCATIF | ÉCOLE | COLLÈGE | LYCÉE | POLITIQUE ÉDUCATIVE | CONCOURS, EMPLOIS, CARRIÈRES | BULLETIN OFFICIEL

EN CE MOMENT Rythmes scolaires École numérique Recrutement La refondation de l'École Réussite éducative

Charte de la laïcité à l'École

Vincent Peillon, ministre de l'éducation nationale, a présenté la Charte de la laïcité à l'École. La vocation de la charte est de rappeler les règles qui permettent de vivre ensemble dans l'espace scolaire et d'aider chacun à comprendre le sens de ces règles, à se les approprier et à les respecter.

CHARTÉ DE LA LAÏCITÉ À L'ÉCOLE

La Nation confie à l'École la mission de faire partager aux élèves les valeurs de la République.

CHARTÉ DE LA LAÏCITÉ À L'ÉCOLE

GLOBAL MOVEMENT FOR STANDARDS
an opportunity to modernize



Great Classical Teaching



Learners Create and Share Knowledge
Differently from Previous Generations

A New Kind of Learner Needs:

A new kind of school

- keeping the best of the classical
- responsive to modern learning

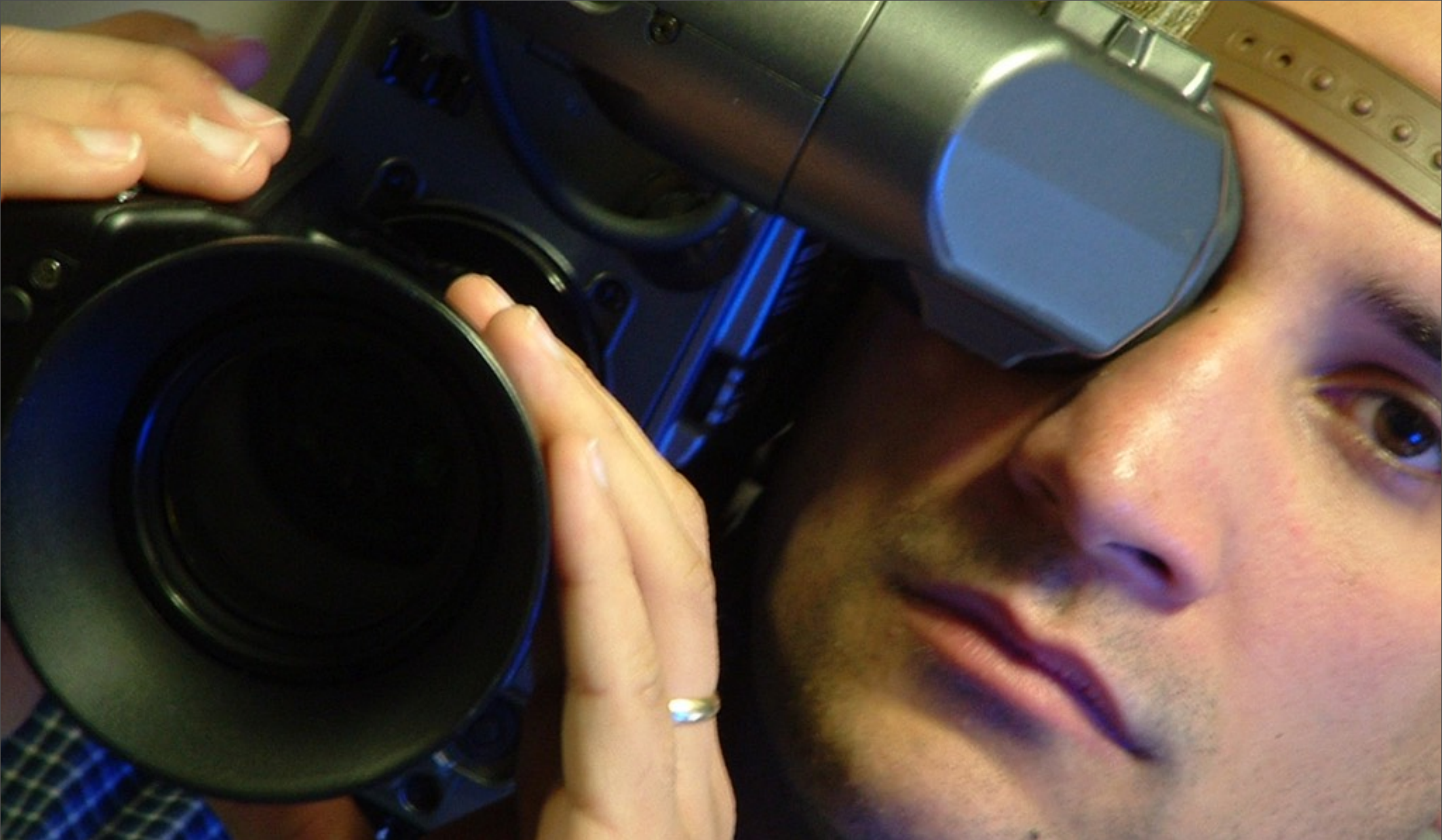
A new kind of teacher displaying the new literacies:

- digitally literate
- media savvy
- globally connected





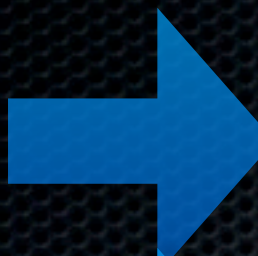
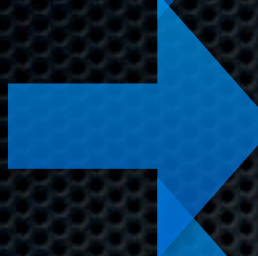


Literacy is communication. Literacy is accessing language and making meaning.



The new literacies :

DIGITAL
MEDIA
GLOBAL

Digital Literacy

-  Accessing Capability
-  Selection Capability
-  Curation Capability
-  Creation Capability

ACCESSING CAPABILITY

To develop
proficiency:

keyboarding fluency

touch and effect

voice activated





Selection Capability:

The strategic selection and TAGGING of web 2.0 digital tools, applications, social media and repository sites to match research and development tasks.

TAGS

Presentation

Social Communities

Role-based

Subject Area

Writing

Media Making

Vocabulary

Event-based

Timelines

Research Archives

Visual Graphics

containing

title or description

CD 2012

Assessment

Audio

is

Content Resources

Curriculum

is

Early Childhood

eCoaching

Government

Grades 3-5

Health

ohics

Interdisciplinary Issues

iPa

Math

Media Arts

Media Sharing

Professional Development

Provocations

gy

The Arts

Theatre

Theology

Curation Capability



To tag sites, create a clearinghouse and website .

TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING

The screenshot shows a teacher's website for Ms. Parker's 5th Grade Class at Orchard Park Elementary School. The header features a Halloween-themed banner with a ghost and a witch. A left sidebar lists navigation links such as 'My Home Page', 'My Resources', 'Classroom News', and 'Meet Ms. Parker'. The main content area, titled 'My Resources' and 'Helpful Links', contains a grid of resource boxes. Each box includes a logo and a description of the resource.

My Resources	
Helpful Links	
	Order Books Online
	Funny Poems for kids
	Scholastic Story Starters
	KABOOSE™

Orchard Park Elementary School
600 Toccoa Highway
Westminster, SC 29693
Principal: Kathy Whitmire
864-886-4515
fax 864-886-4516



wix.com



<http://new-21.yolasite.com/> [Get a custom domain!](#)

[new-education21.com \(Silver\)](#) | [Logout](#) | [My Yola](#) | [Help](#)

Site

Page

Widgets

Style

SEO

Online Store

Save

Preview

Publish

Upgrade

Search Widgets

☒ Show widget borders

Popular

Media

Ecommerce

More...



Text



Picture



Picture Gallery



Column Divider



HTML Code



Horizontal Line



Custom

Physics 101



[Home](#) | [Homework](#) | [Clearinghouse](#) | [Innovate](#) | [Physics Issues Blog](#) | [Contact us](#)

Instant Help

Type a question...

yola.com

WELCOME TO OUR VIRTUAL CLASSROOM



weebly.com



The days of the binder are over
replaced by the Clearinghouse

CREATION CAPABILITY

To render
new solutions and forms
as seen in generating an
original APP design or
new software platform.



INICIO

ACERCA DE

COMPETENCIAS

GALERÍA

CONTACTO



BIENVENIDO!

Este portafolio contiene evidencias de aprendizaje a lo largo de mis estudios de Educación en UPC.

Student Design
webpages as a portfolio

New modern and dynamic
assessment



Make Free Apps for Your School.

- Connect with parents, teachers, & students
- Real-time updates, reports, and more
- Fast & simple — try it free!

Create App



Start free!
No credit card required!



Conduit App Maker

Make APPS for your school



Create your own mobile app.
For free.

Get Started Now!

Watch the Video

Download a Sample Yapp





CSI Twitter

Creating Social
Networks

cbrannon, [+] Thu 03 Dec 11:50 via web in reply to...



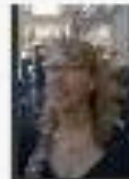
@langwitches I have veterinarians on the case :)

zcontreras, [+] Thu 03 Dec 11:59 via web



@langwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?

CriticalSkills1, [+] Thu 03 Dec 11:52 via web



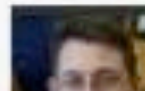
@langwitches- here with some biologists from the MN DNR- our guess is a opossum

mateslk, [+] Thu 03 Dec 12:48 via web



@langwitches <http://twitpic.com/rzcen> - King.Kristin@brevardschools.org - might be someone to try - has herpetology website and is a HS teac

hdtlouhouse, [+] Thu 03 Dec 13:00 via TwitPic



@langwitches That was just a guess. Sent link

...

Expanding Research and POV

Kidblog

Safe and Simple Blogs for Your Students

Over 4 million K-12 students have a voice at Kidblog. We're trusted by teachers around the world. Set up your class **for free** in 20 seconds - no student email addresses, no ads.

Teachers

Free teacher signup.

Students

Enter "secret code"

Parents

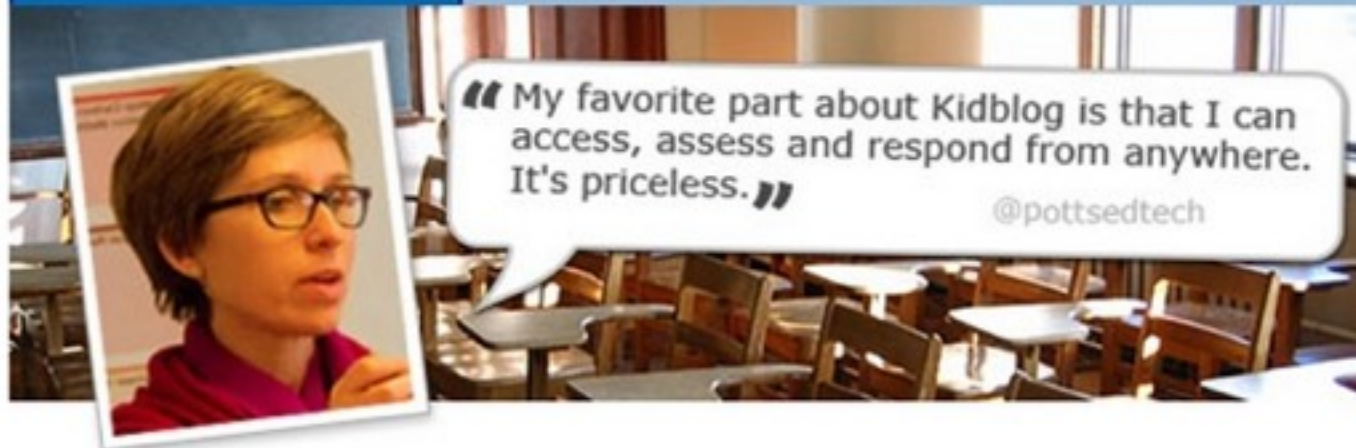
Connect [here!](#)

For K-12 Teachers, Students and Schools

Built for Teachers

Easy for Students

Great for Schools



Creating communication
opportunities

Kidblog on Twitter

Tweets



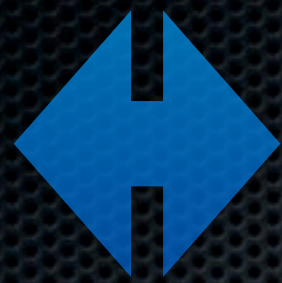
Christina Brennan @christybrenn
@ShawnaFord1 Done :)
kidblog.org/FutureEngineer...

3m

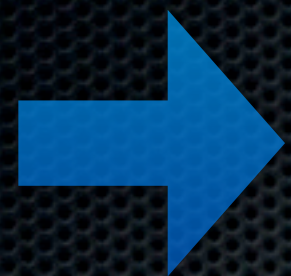


Margaret Simon @MargaretGSimon
@dogtrax The line lifter struck in the wee
hours of the morning. #comments4kids
kidblog.org/SliceofLifeCha...

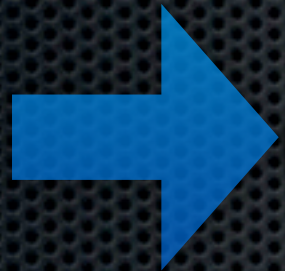
15m



Media Literacy



Receptive Capability



Generative Capability



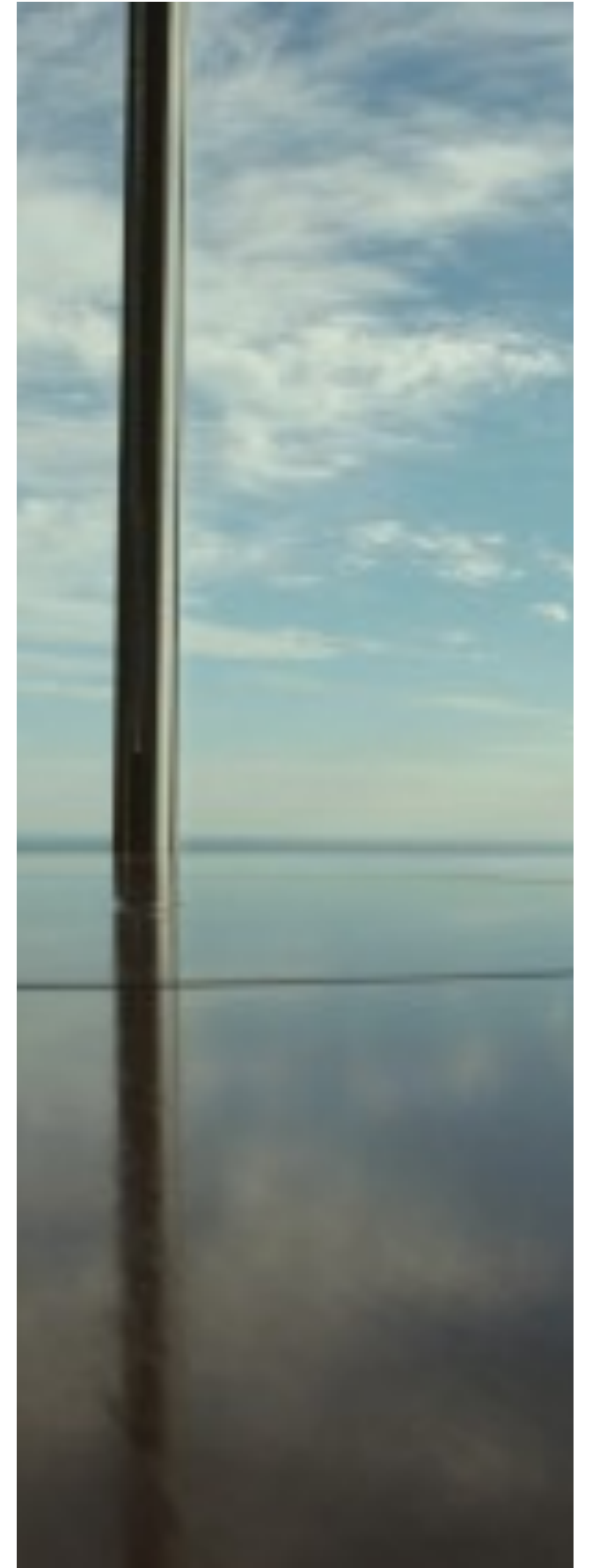
RECEPTIVE CAPABILITY

To make meaning from
media formats.

To be an astute
critique of the media.

To question sources.

To recognize bias in imagery,
text, framing, and audio.



The Film Canon Project

Home

Films

Submit Film Title

About

Contact



Recent Posts

Introducing The Film Canon Project

Categories

Elementary
Middle School
High School
Documentary
Foreign Film
Short Film
Animation

Welcome to the Film Canon Project



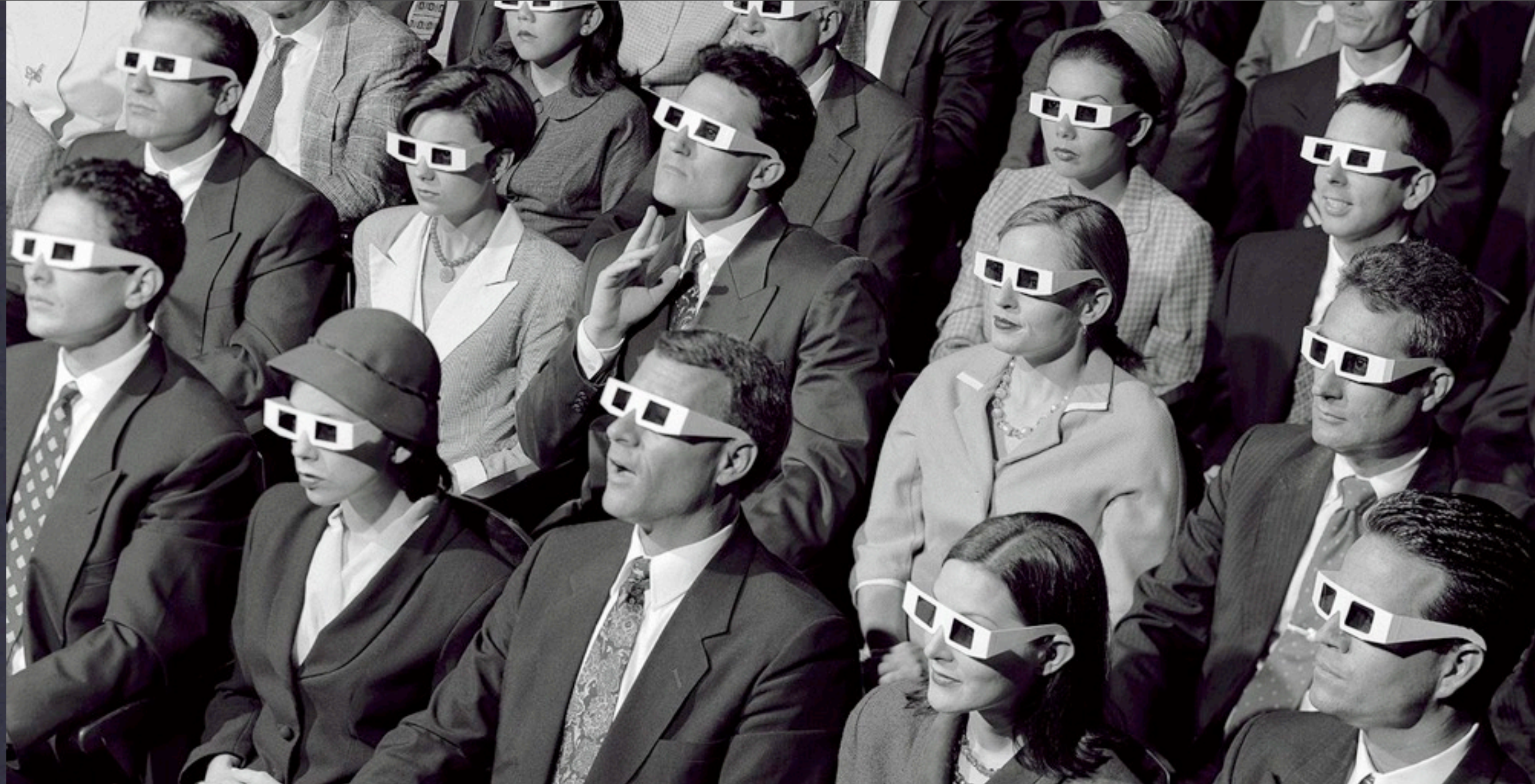
If you share our belief that film should be viewed, critically examined and discussed by learners in our classrooms as an integrated part of the curriculum we encourage you to join the Film Canon Project.



Featured Film Trailer

Film Canon Project

<http://www.filmcanonproject.com>



Creating Quality Media:
Collaboratively Designed Rubrics
Building on our collective experience



RUBRIC:

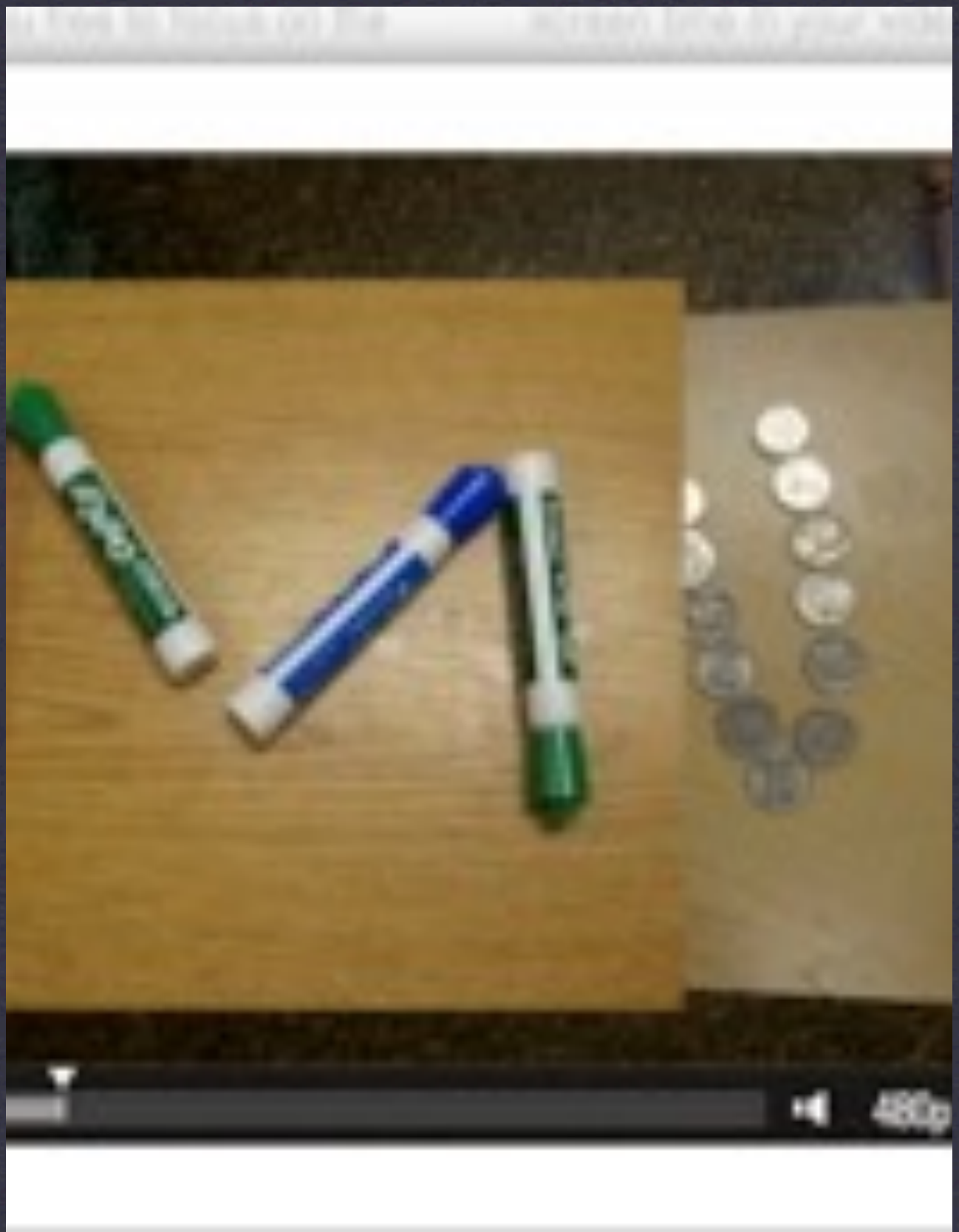
FROM “RUBRICA” - LATIN- *HIGHLIGHT IN RED*

Collaborative Rubric Design

- * Viewing or listening to agreed upon PROFESSIONAL digital media
 - * podcast
 - * film narrative
 - * trailer
 - * documentary

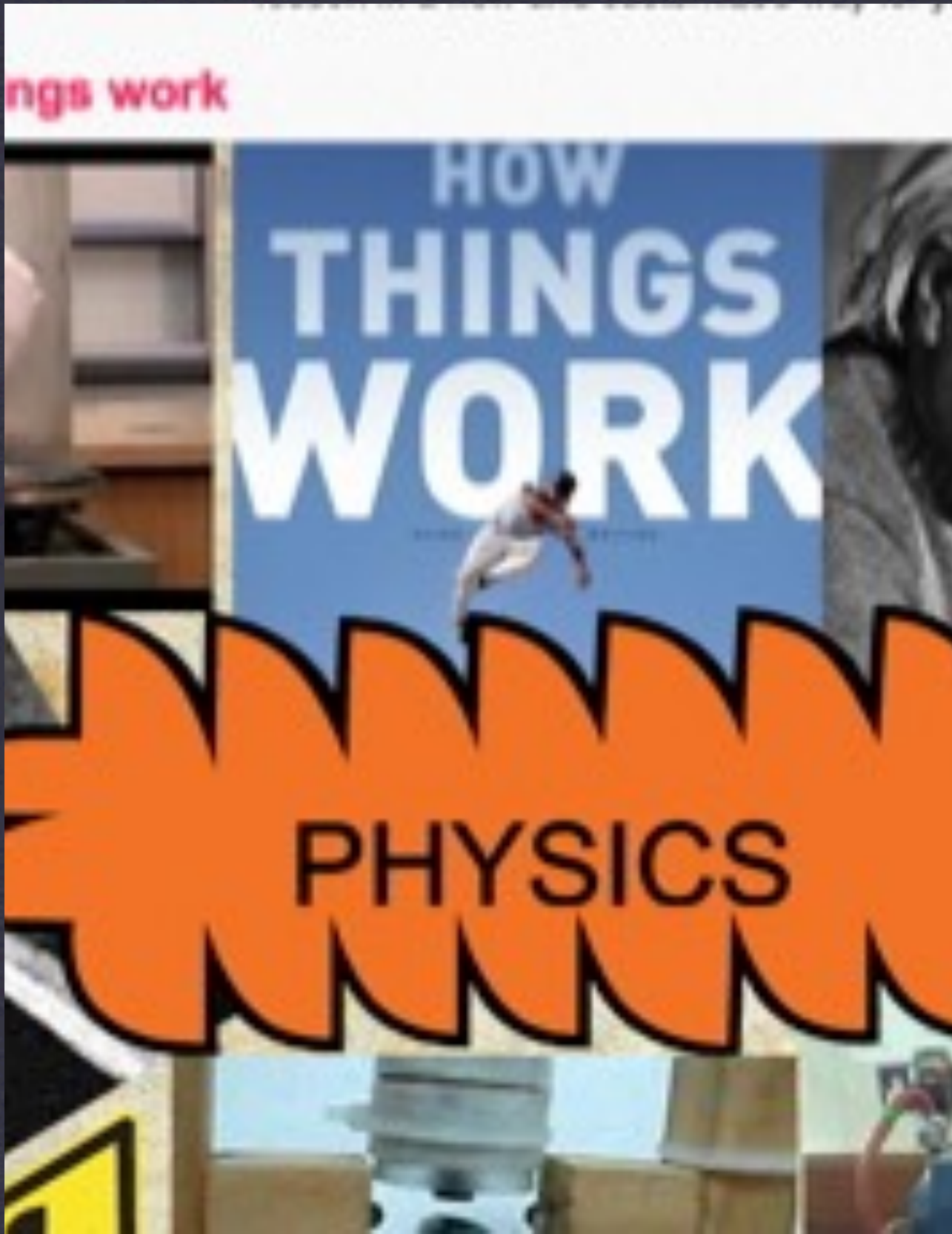


Rubric for Evaluating Animoto®				
	1	2	3	4
	Content was not identified.	The product lacked direction and the information was not clear.	The product shared clear content but it was not clear what the author was trying to convey.	The product clear content was well thought out and the delivery.
ound	Content did not contain video or sound.	Rehearsed, with a <u>fairly</u> smooth delivery that usually holds the audience attention. Narration can be heard over the audio. Voice <u>sound</u> natural and <u>avoids</u> monotones. Audio neither <u>adds</u> nor <u>distracts</u> from the project.	Delivery is not <u>smooth</u> , but holds <u>audience</u> attention a portion of the time. Narration may be difficult to hear. Voice shows little inflection. Audio missing or distracting.	Interesting, <u>well-rehears</u> <u>smooth</u> , del <u>holds</u> audie attention. E <u>hear</u> narrat <u>soundtrack</u> , <u>sounds</u> natu <u>helps</u> convey meaning. So adds to the of the prese
	Images did not match the content of the presentation.	Some of the images conveyed the intent with some citations listed.	Most of the images were relevant to the content.	All images supported content and conveyed the of the proje
ation	Presentation did not flow in a manner that could be understood by the viewer.	Use of fonts, color scheme and overall presentation of images was distracting and did not convey understanding of the content.	There was an effective use of fonts (limited wording), appropriate organization of color scheme and graphics to help convey content.	Excellent use of font, color and images convey understand content.
nt & ble Use	Content did not follow copyright.	Content included a few citations but contained errors.	Content included multiple citations and references but contained errors.	Content included project followed copyright guidelines and contained errors.



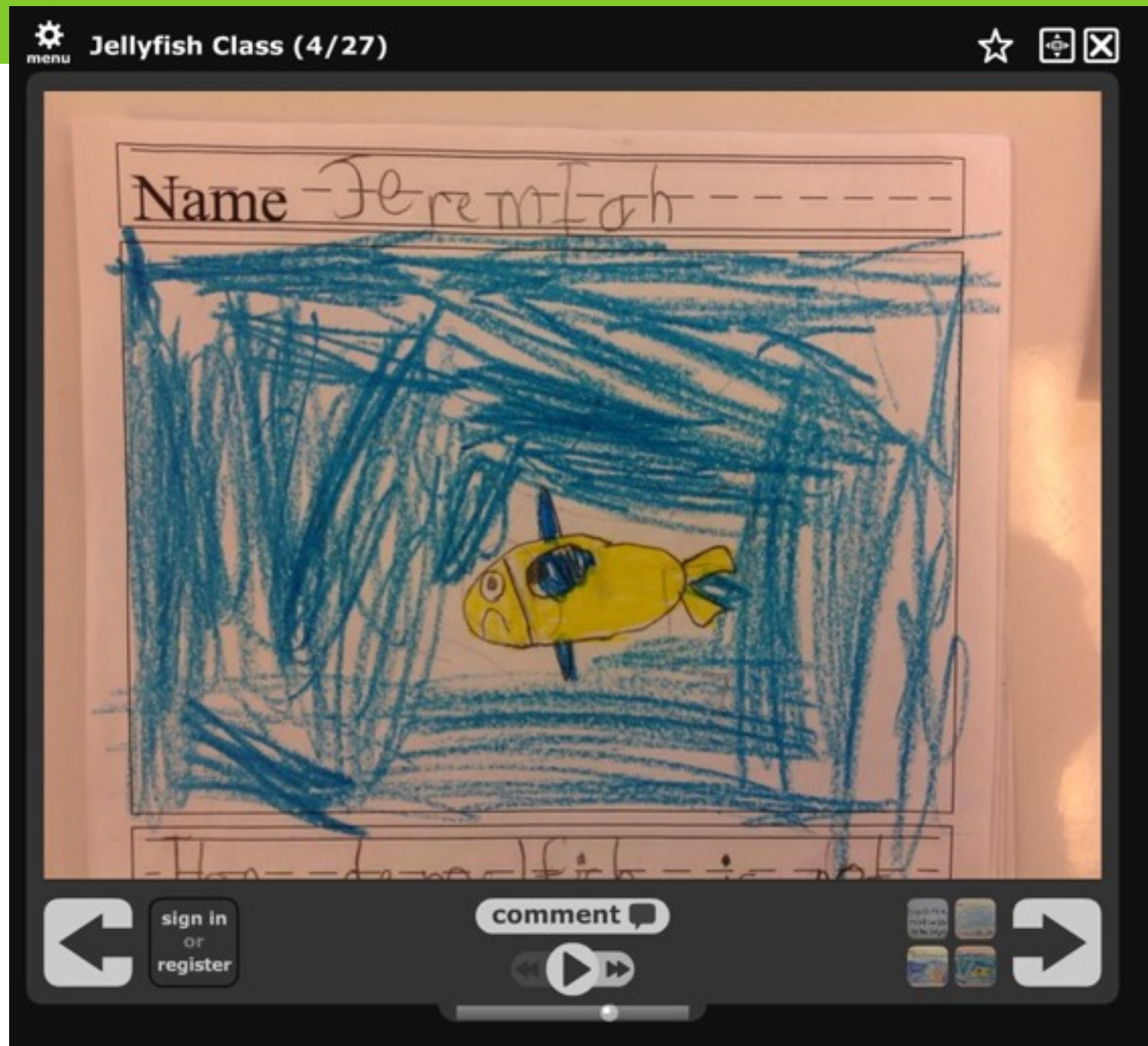
TOOL SPECIFIC RUBRIC DESIGN IS CRITICAL
FOR EXAMPLE: WHAT MAKES A QUALITY ANIMOTO VERSUS A QUALITY PRESENTATION

<i>Rubric for Evaluating Glogster[®]</i>		
1	2	3
There was no use of writing strategies in the project.	Some writing strategies were seen but they were not coherent.	Good use of learned writing strategies was demonstrated creating a coherent project.
Content or purpose of the blog was not evident.	Writing touched on a couple of content areas but it was unclear as to the focus of the blog.	It was understood what the content or purpose of the blog was but it was not sustained.
Does not use of images.	Use of an image but does not match content of topic	Use of an image that ties into the content
Many errors but the user still understands the main idea	Still some errors but easier to understand	Basically well written but still has some errors



OR.... WHAT MAKES A QUALITY GLOGSTER?

Digital Media Projects



<https://voicethread.com/?#q.b5629344.i28889632>

Generative Capability

- ▶ To express both informational and narrative perspectives using a wide range of media.
- ▶ To cultivate technical expertise in developing quality media products.



Employ Media Making Tools

We need to use them **WITH**
our students



Georgia Museum of Art

SEPTEMBER 24, 2013

Tag everyone in your video!



Share on Facebook



BY
Heidi J

TAGS



ABOUT

Add a description in
settings.

SHARE

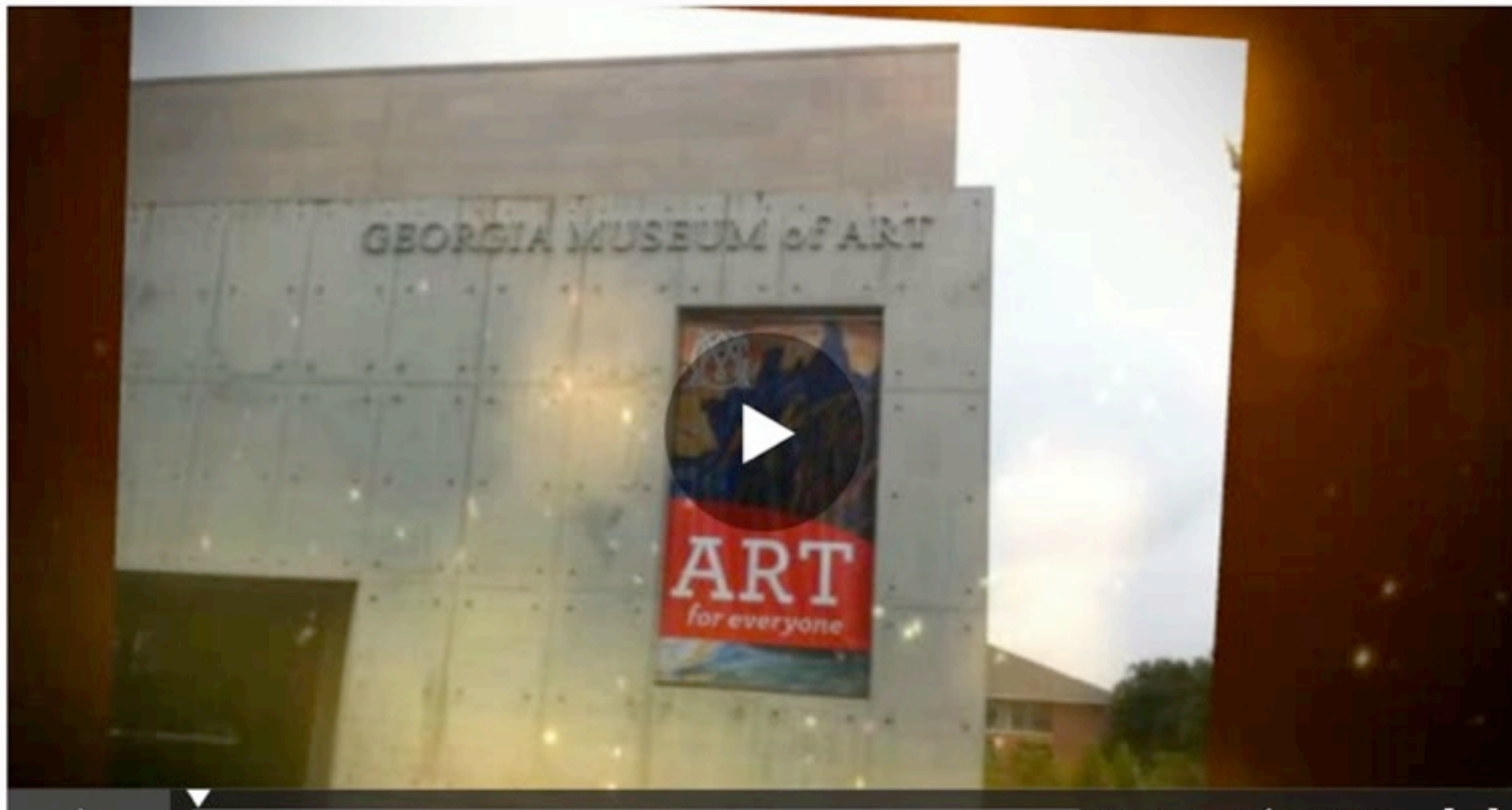


Share



Tweet

MORE



<http://animoto.com/play/oyUOmxieRnMI ZFpG9fAxRA>

Podcasting Learner Engagement

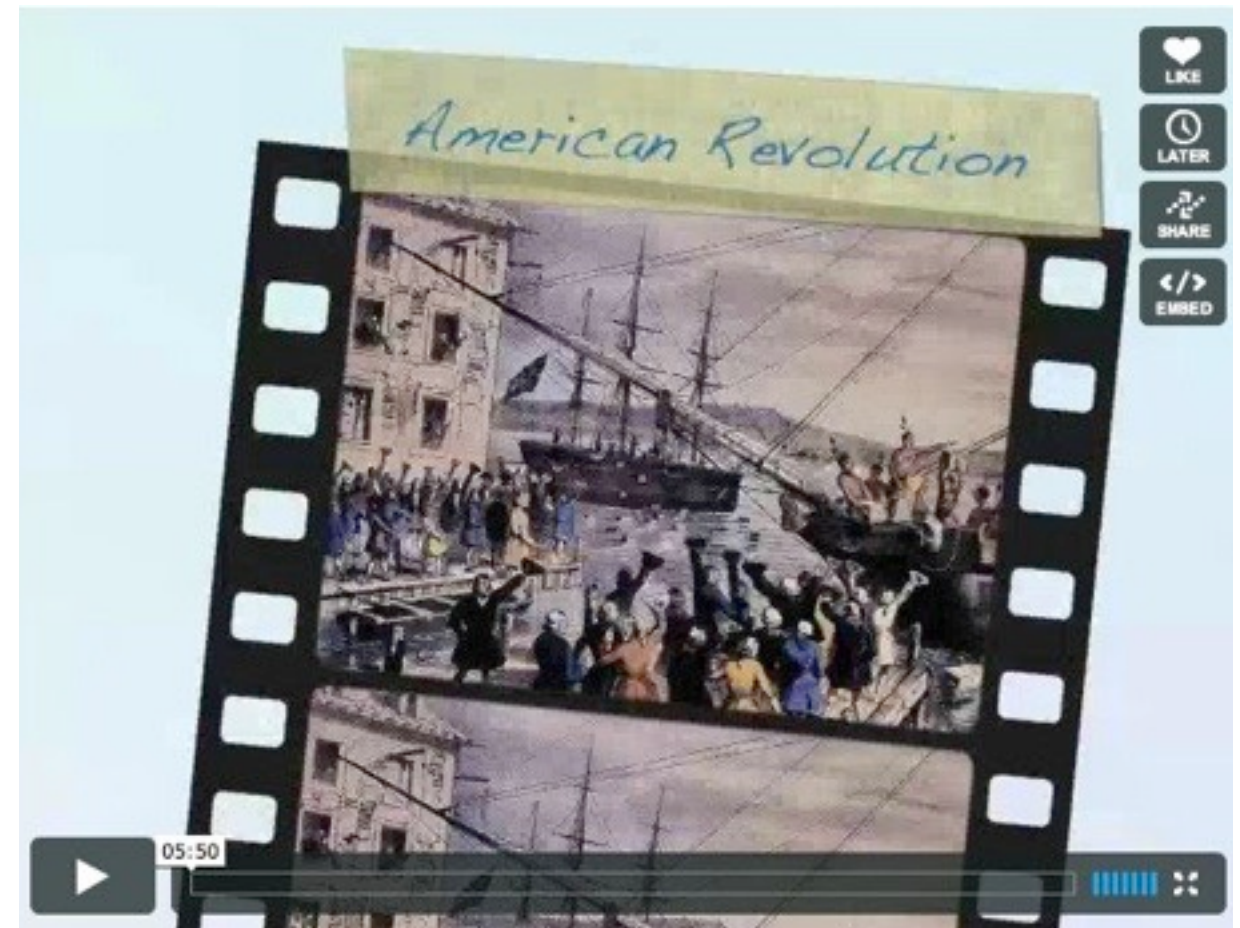
Every school should have a
podcasting platform



Documentaries Film Animations

If you have a laptop or a tablet you are hosting a film studio.

Replace faculty meetings with learning to use what we have in our hands.



Sigsbee Reflections



Jordan Reflection.mov

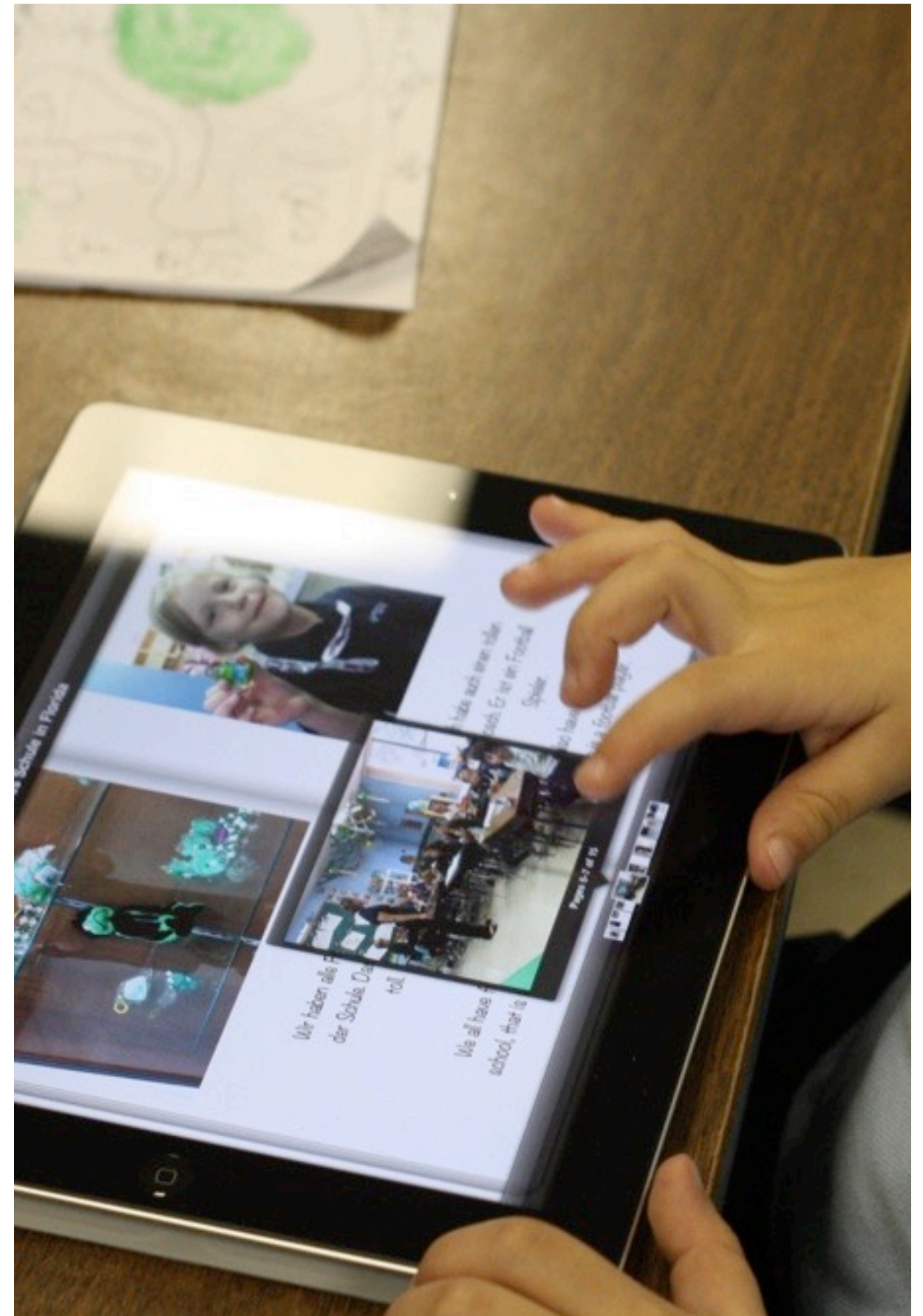


Josh Reflection.mov

<http://vimeopro.com/sigsbee/library>

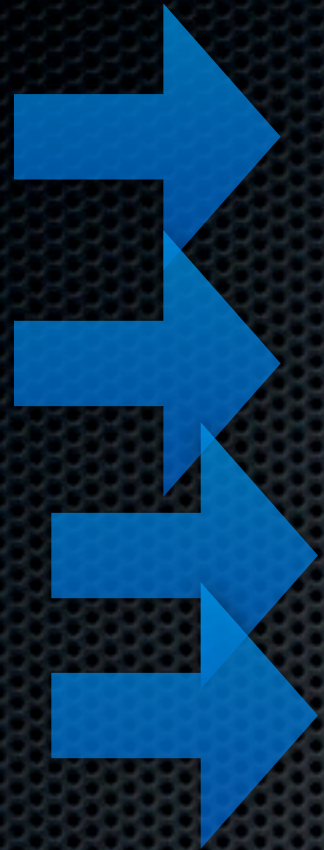
Creating new media formats

Every school should host a publishing house.





Global Literacy



Investigate the World

Recognize Perspectives

Communicate Ideas

Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012



HOW CAN WE PREPARE OUR LEARNERS FOR THEIR FUTURE?

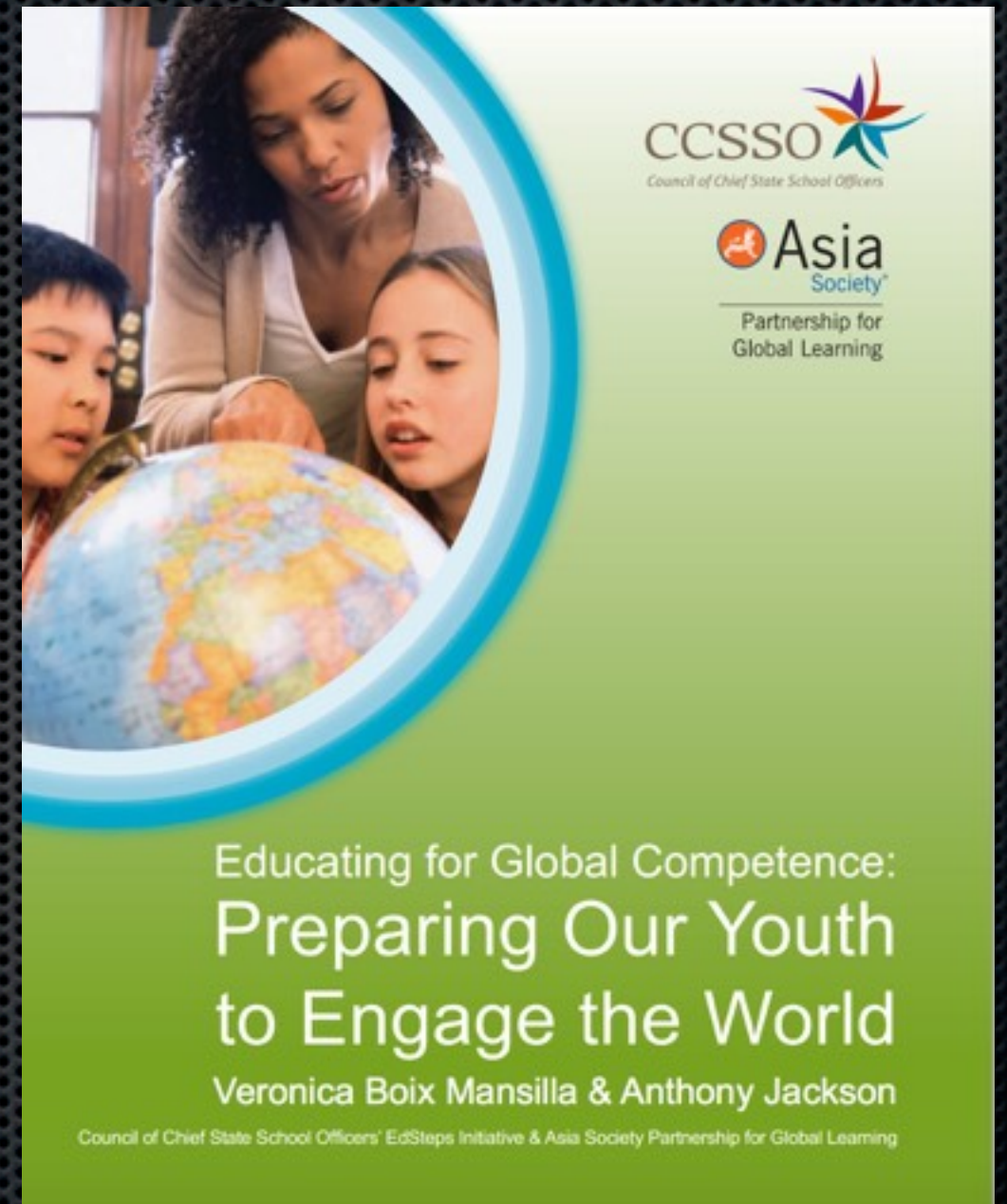
OUR ESSENTIAL QUESTION

Four instructional options

- DIGITAL APP- (newspaper map)
- POINT-TO-POINT (skype; google hangout)
- SOCIAL MEDIA (Twitter; Facebook; Network)
- PROJECT (Pulitzer, 100 People Project)



How can we nurture globally competent learners?



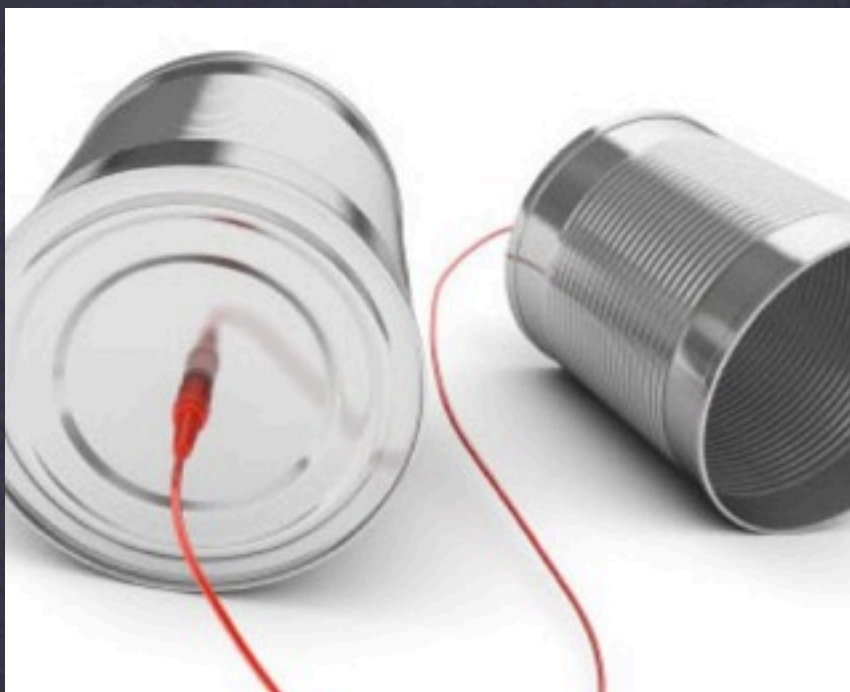
Globally Literate Learners



INVESTIGATE THE WORLD



RECOGNIZE PERSPECTIVE



COMMUNICATE IDEAS

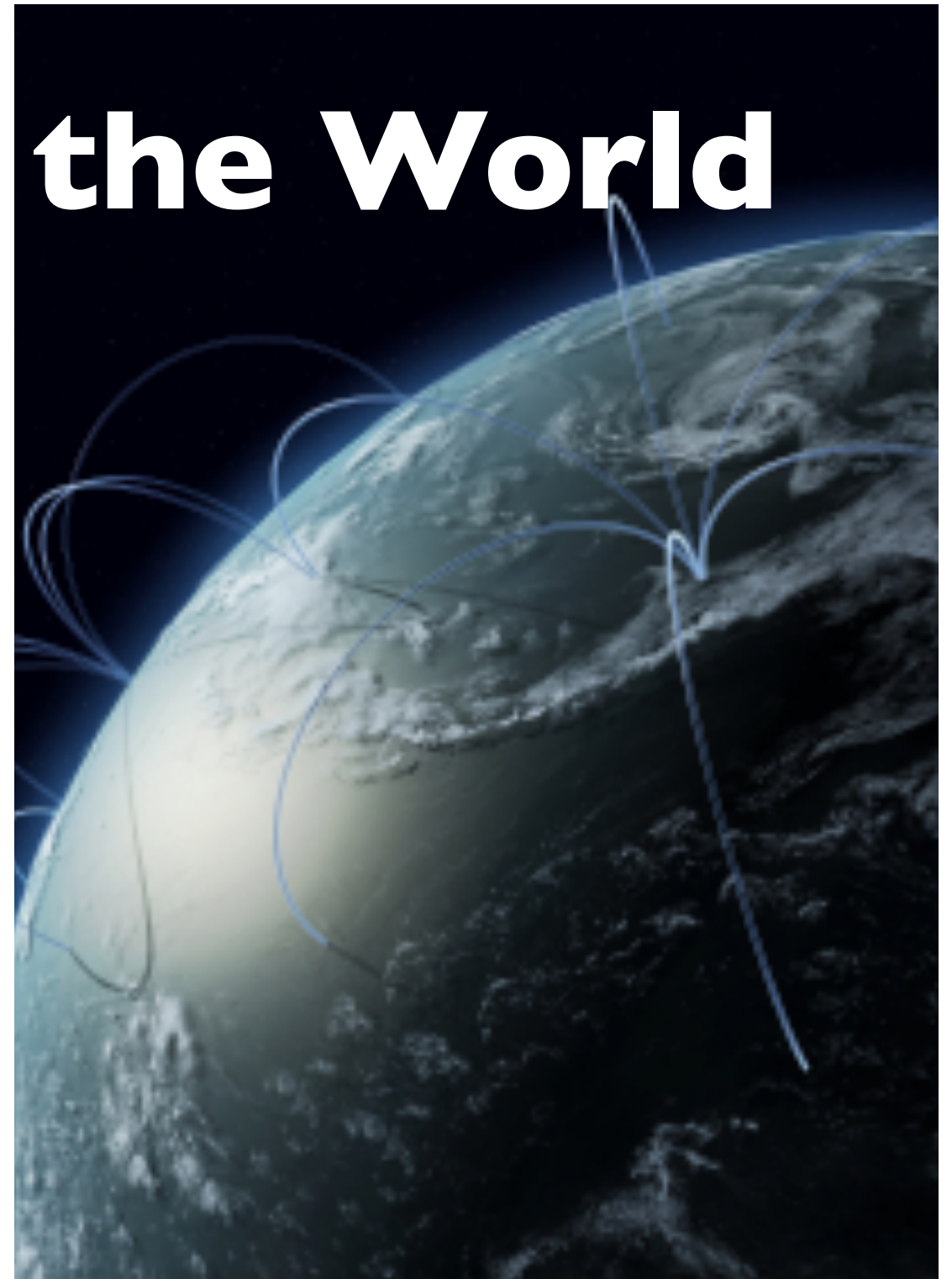


TAKE ACTION

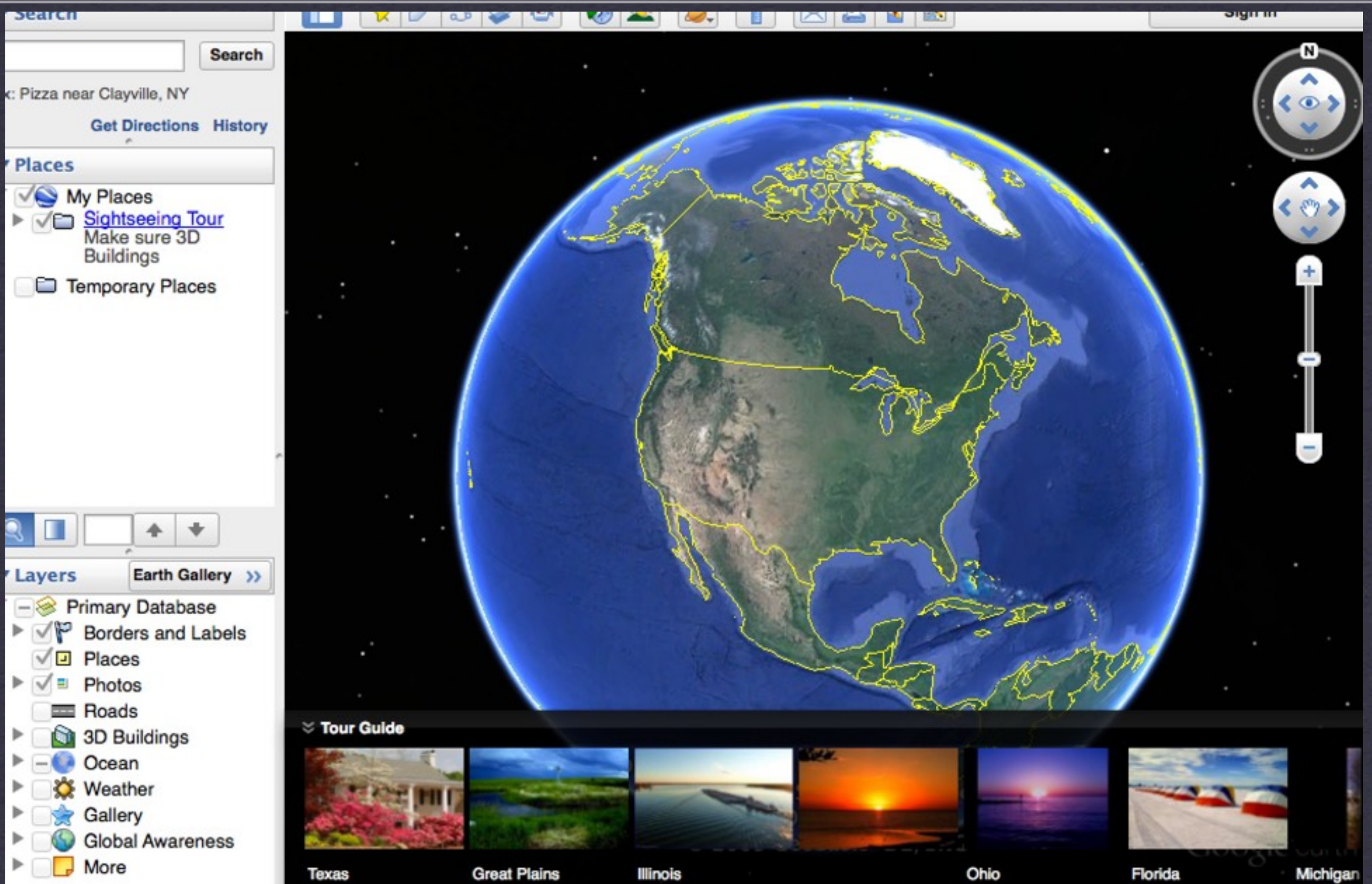
EDSTEPS PROJECT, IN PARTNERSHIP WITH THE ASIA SOCIETY PARTNERSHIP FOR GLOBAL LEARNING.

Investigate the World

- ▶ Recognizing the relationship between place and people
- ▶ Integration of active geography and the prefix: GEO in every subject
- ▶ World Language instruction



Global Literacy



GOOGLE EARTH

Reset

Open graph menu

GLOBAL TRENDS

Wealth & Health of Nations

This graph shows how long people live and how much money they earn. Click the play button to see how countries have developed since 1800.

Explore more of Gapminder World:

- [Browse example graphs](#)
- [Learn to select indicators and more](#)
- [Download PDF Guide](#)

Latest news:

• ["Finding data in Gapminder World just](#)

See also:

- [200 years that changed the world](#)
- [Stop call them "developing countries"](#)



GAPMINDER.ORG

CHECK OUT THE INDICATORS AND SELECT FEATURES



onio moves its library into the and leaves books behind

14, 4 a.m.

nk-free library aims to help its patrons get
ess to the latest technology with e-readers,
s and tablets.



KIDS



Marching to the beat of an uplifting drum

March 13, 2014, 4 a.m.

"This whole thing has to do with saving lives, not
just marching in front of the cameras," said the
leader of a drill team in one of the country's most
dangerous cities.



KIDS

Girl Scouts' partnership with Barb criticized after swimsuit issue

March 11, 2014, 4 a.m.

Sporting a sexy swimsuit in Sports Illustrat
embarked on her latest career. Consumer g
criticized the move, and the Girl Scouts' par
with toy maker Mattel.



m gets a makeover, essay and

KIDS



University aims to create college-going

KIDS

Program serves up squash to inne

NEWSELA.COM

Investigate Global ISSUES: Making them local



[Login](#) [Register](#)

[DONATE](#)

[VOLUNTEER](#)

[SIGN UP](#)

Facing^{THE}FutureTM
Global Sustainability Curriculum & Teacher PD

Google™ Custom Search



[CURRICULA & FREE UNITS](#)

[APPROACH](#)

[ISSUES & SOLUTIONS](#)

[ABOUT US](#)

[DONATE](#)

[GET INVOLVED!](#)

Mission & Vision



You are here > [About Us](#) » [Mission & Vision](#)

About Us

[Mission & Vision](#)

[Awards & Articles](#)

[Mapping Our Impact](#)

[Issues We Address](#)

[Our Team](#)

[Contact Us](#)

[Press Room](#)

[FAQs](#)

Our Mission & Vision



Mission

We create tools for educators that equip and motivate students to:

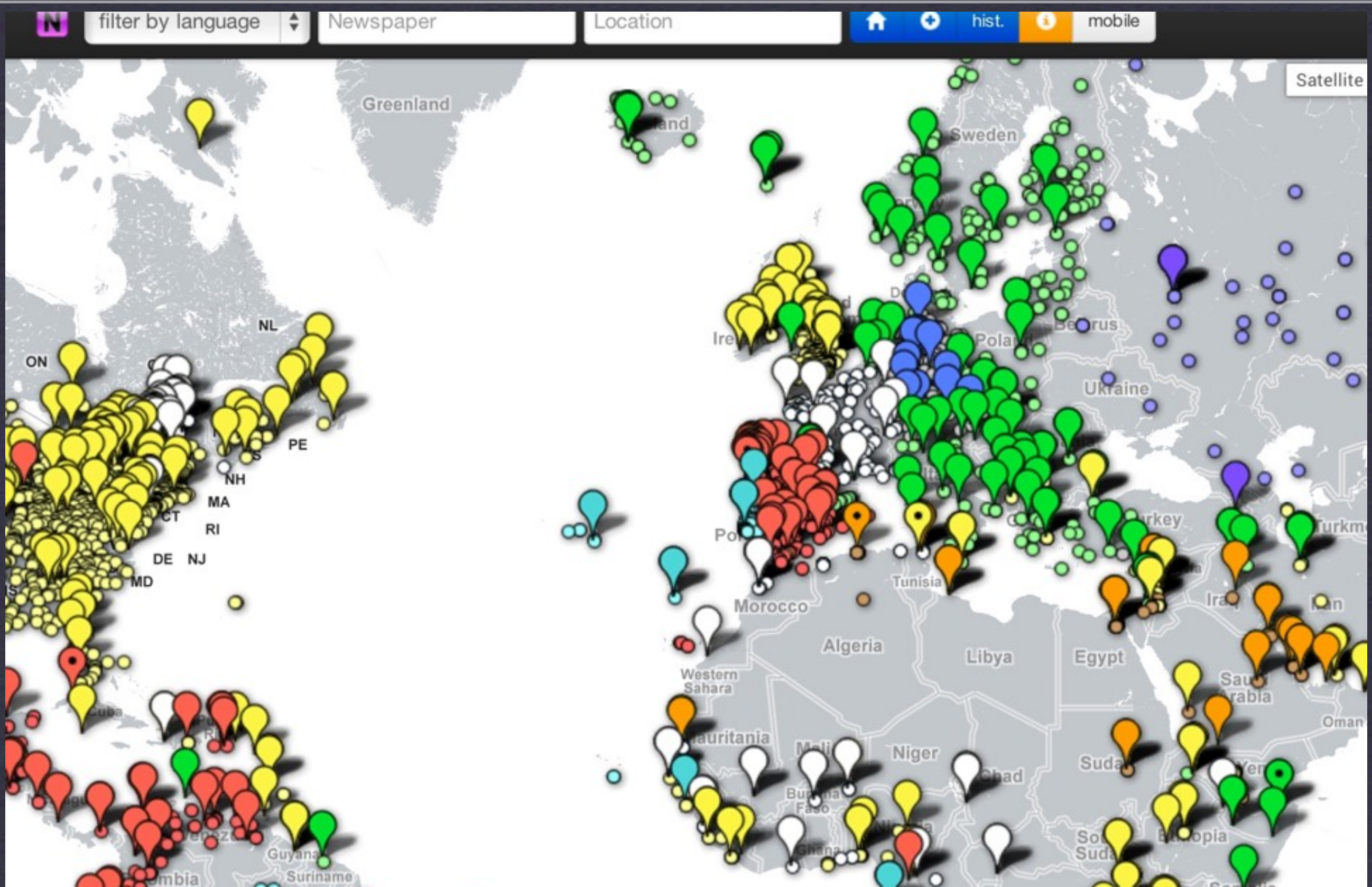
- develop critical thinking skills,*
- build global awareness, and*
- engage in positive solutions for a sustainable future.*

Recognize Perspectives



voicethread





NewspaperMap.COM

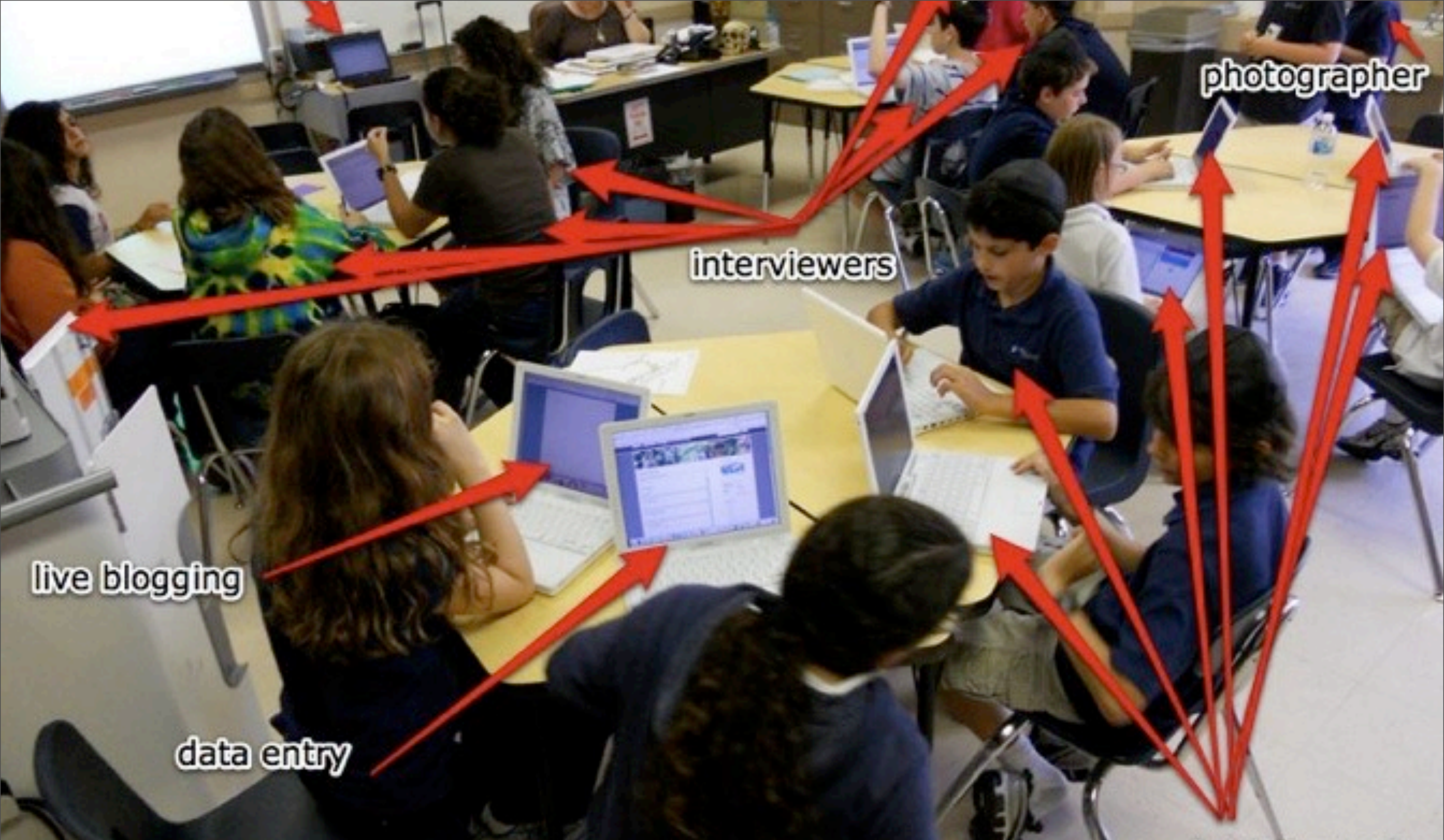
Skype Grandparents: Global Book Readings

Creating a webpage to
post readings by
grandparents from
around the world

Share observations
through blogging

Post additional
recommended readings





Global Research and Development



Communicate Ideas

[Sign In](#) | [Register](#)

Ideas worth spreading

Themes

Speakers

Talks

Translations

TED Conferences

TEDx Events

TED Prize

TED Fellows

TED Conversations NEW

TED Community

TED Blog

TED Initiatives

TEDx Events

ABOUT TEDx

FIND AN EVENT

ORGANIZE AN EVENT

ORGANIZER RESOURCES

TEDx

x = independently organized TED event

“

I was totally flabbergasted, loved every minute of it! So much food for my brain, so much inspiration, so many wonderful people to talk to during the breaks! Can't wait till the next TEDx event! — Attendee, TEDxRotterdam

”

Created in the spirit of TED's mission, "ideas worth spreading," the TEDx program is designed to give communities, organizations and individuals the opportunity to stimulate dialogue through TED-like experiences at the local level. TEDx events are fully planned and coordinated independently, on a community-by-community basis. [Learn more »](#)

Watch a video intro to TEDx

Promote action in STUDENT TED TALKS

59



PROJECT

NUMBER ONE MIDDLE SCHOOL

CENTRAL CHINA NORMAL UNIVERSITY

GRADES

HIGH SCHOOL

CLIENT

WUHAN, CHINA

NUMBER ONE MIDDLE SCHOOL

WUHAN, CHINA

Report on
local and global
issues

Take a stand

Create media
reports to share

Critique and
compare stories



World Wide Student
News Service

Globalizing the local

**Knowledge about
global issues**

**School/ Class Global
Projects**

Small moves

**Research
and
Development**

Share Results

Take Action



[Home](#) [About](#) [Join AWW80S](#) [Activity](#) [Groups](#) [Blogs](#) [Members](#) [Skyping](#)

Search

Looking for
Professional
Development?

globally CONNECTED
LEARNING

Contact

Silvia Rosenthal Tolisano
for customized workshops,
coaching or presentations
how to globally connect
YOUR faculty and
students. Video
Conference sessions
available.

Groups

Newest | Active | Popular

Middle School

Feb
20
2012

Getting Started with Skype Info-Flyer

announcements, resources

No Responses »

"Getting Started with Skype" Info- Flyer.



Want to Join?

Due to high amount of
Spam, automatic
registration had to be
disabled. Please fill out the
following form and wait for
manual approval to
join Around The World With
80 Schools. Thank you for
your understanding.

Subscribe to AWW80S
via Email

Enter your email address to
subscribe to this blog and
receive notifications of new
posts by email.

Email Address

Subscribe

[HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET](http://www.aroundtheworldwith80schools.net)

AROUND THE WORLD WITH 80 SCHOOLS

[About](#) [Get Educated](#) [Get Inspired](#) [Take Action](#) [Find PeaceJam Near You](#)

What is PeaceJam?

Nobel Peace Laureates mentoring youth to change the world.

[Learn More →](#)

I am an:



Educator/
Group
Leader



Youth



Volunteer



Donor/
Sponsor

I'm Interested in:



Award-
Winning
Curriculum



One Billion
Acts of
Peace



Nobel
Legacy
Film Series



Upcoming
Events

Upcoming Events

Want to attend a PeaceJam event? [Click here](#) to see a list of PeaceJam's upcoming events.



URGENT
ACTION:
Women's Rights
are Non-
Negotiable in
Afghanistan

PeaceJam's
Southeast Spring
Conference -
2014

Connected

Find us on Facebook



PeaceJam

[Like](#)



PeaceJam

Peace Jam 2014 University of Bradford

As part of its 40th Anniversary conference, the Department of Peace Studies is hosting a special, parallel PeaceJam Youth Event, with Nobel Peace Laureate Dr Shirin Ebadi, on Saturday 3 May. She was Iran's first ever judge, but lost her post after the 1979 Revolution. She now lives in exile in the UK,

Empower people around the world with a \$25 loan

How it



Glenn

 United States

A loan of \$9,525 helps Glenn purchase additional monitors and their maintenance...

[Read their story>](#)

[Lend Now](#) or

Micro-financing Projects

KIVA.ORG



PROJECT

INSTITUTO SAN ROBERTO

GRADES

NURSERY - 9TH GRADE

CLIENT

MONTERREY, MÉXICO

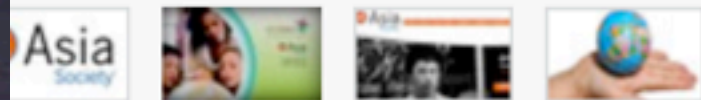
INSTITUTO SAN ROBERTO

MONTERREY, MÉXICO

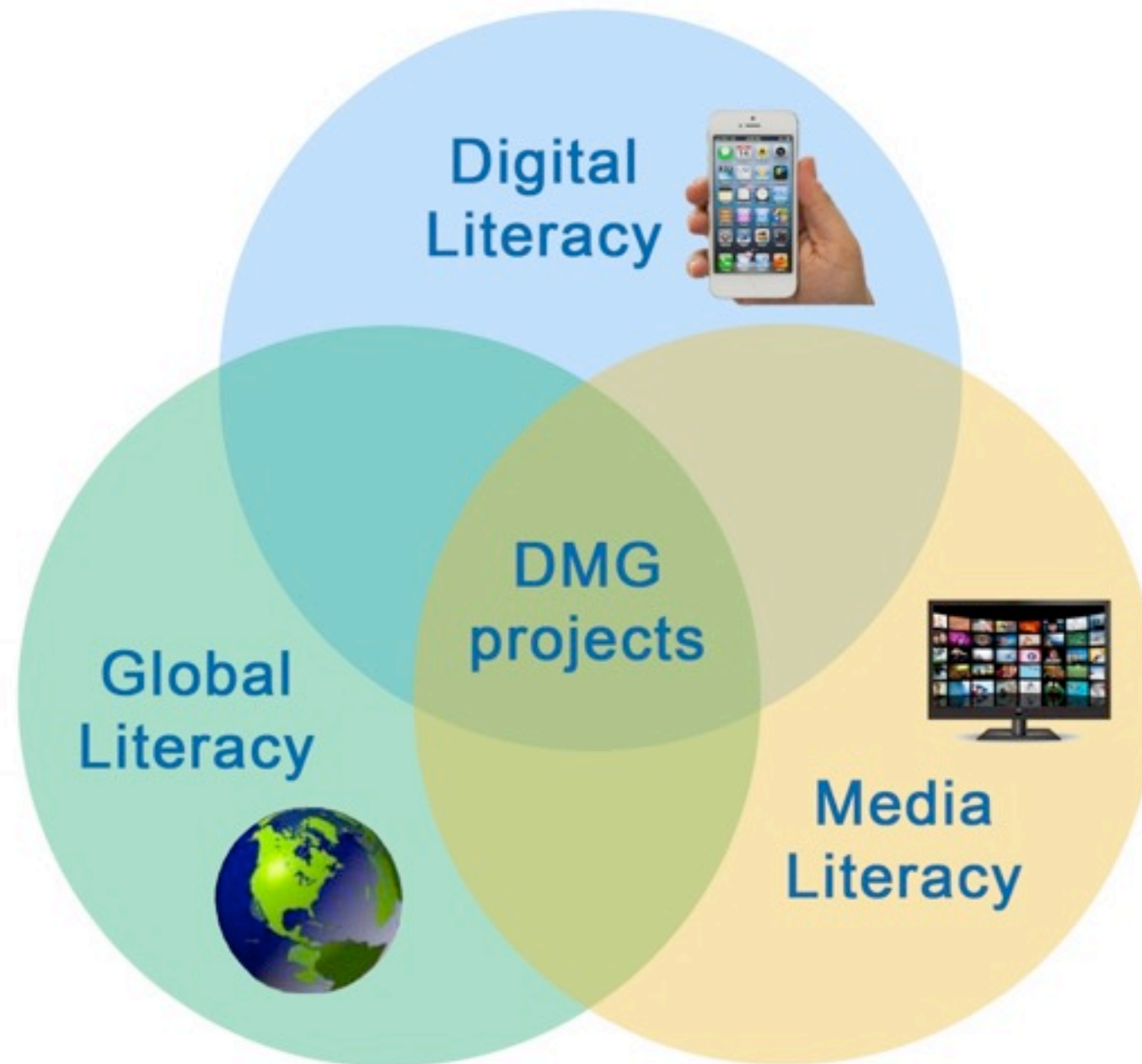


Educating for Global Competence Resources For Schools

Preparing Our Youth to Engage the World



GLOBAL PARTNERSHIP HUB



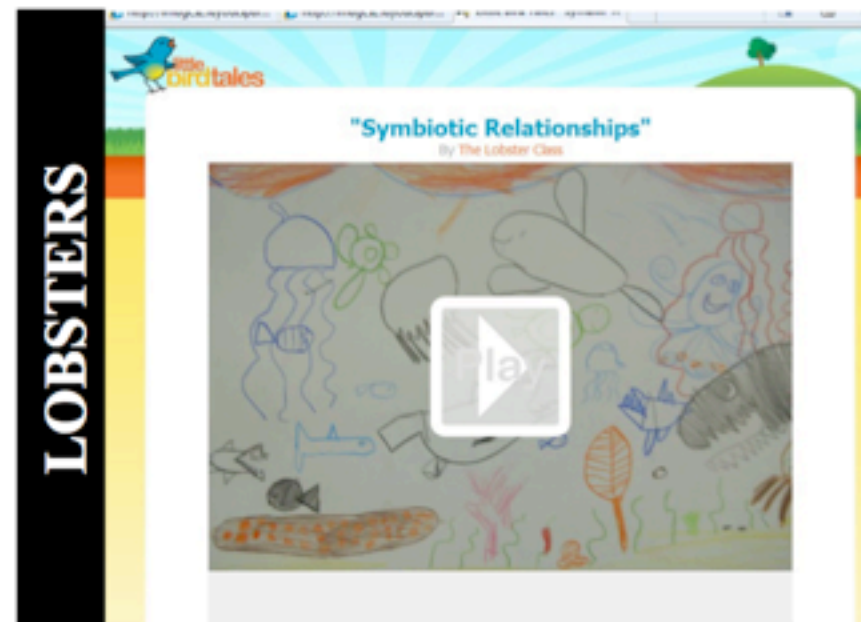
D-M-G PROJECTS

1st Grade Little Bird Tale Books

1st grade students used their knowledge of symbiotic relationships in marine environments to build little bird tale books online. While completing the tales, students became illustrators, authors and speakers.



http://www.littlebirdtales.com/tales/view/story_id/221864



http://littlebirdtales.com/tales/view/story_id/213758/



http://littlebirdtales.com/tales/view/story_id/223148

Individual Tales	Lyla and Jessi	http://www.littlebirdtales.com/tales/view/story_id/221919	Smith	http://www.littlebirdtales.com/tales/view/story_id/221910
	Scarlett	http://www.littlebirdtales.com/tales/view/story_id/221908	Keegan	http://www.littlebirdtales.com/tales/view/story_id/221933

2nd Grade Podcasts

The 2nd grade classes studied the health of the coral reef during the Study of the Sea. Students cre-

Elementary/Primary
Projects

Sigsbee Charter School-
Key West, Florida

High Tech High

San Diego, California

11 schools

Long term projects

Teachers Publish



HTH Graduate School
of Education



Projects, Practices and
Publications



Please fill out our **GOOGLE FORM!**

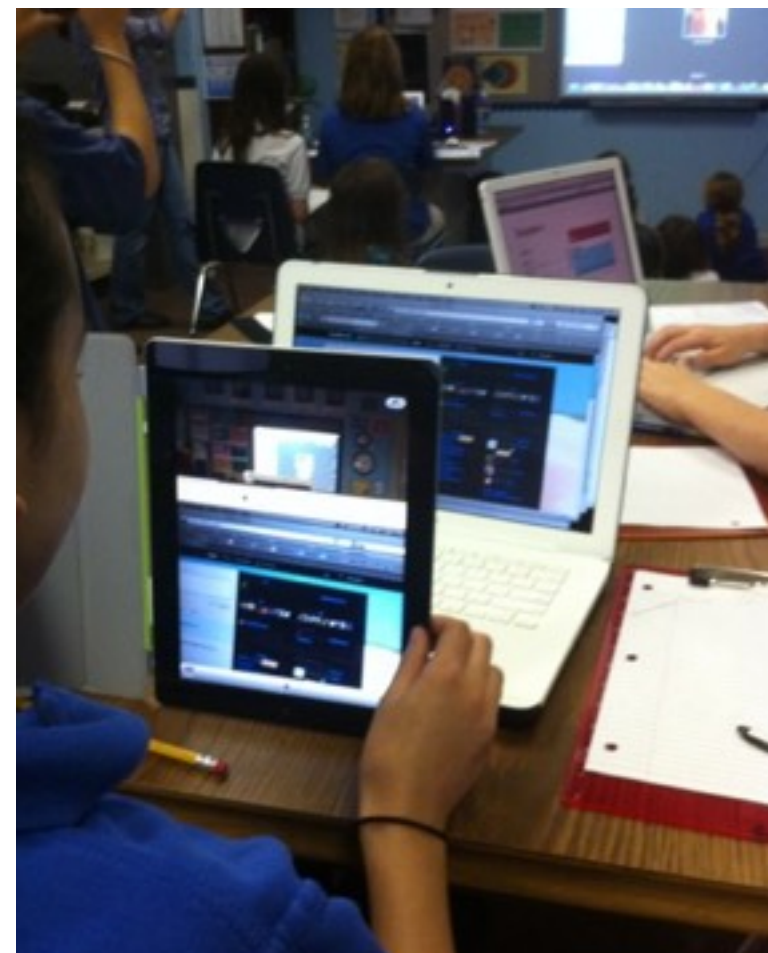
A Global Film Study



A 21st Century Pledge:
A Curricular Commitment from Each
Teacher

21st Century Tools BENEFIT the Learner

Provides a visual and organizational tool that enables them to make meaning in “concrete” ways that they can also control with immediate access.



21st Century Tools BENEFIT the Learner

Develops a different kind of “thinking tool”; the use of technology helps them develop their critical thinking in far more different ways.



Develop their verbal expression in response to visual stimuli.

Less hesitation when visual is first in contrast to processing verbal/linguistic approaches. (for specific groups of students).

Highly visual profile stimulates visual reflection.

Make choices and selections more efficiently.

Our learners need to cultivate the new literacies

New tools support traditional tools, too!



Increases engagement because of immediate excitement, global perspectives and interactivity.

Increases classroom teaching and learning time when intrusive routines can be minimized.

Increases likelihood of completion of academic work

The Commitment is NOT:

- ▶ The limited and immediate use of a technological tool
- ▶ Using an LCD projector vs. Overhead projector
- ▶ Using a Computer vs. a Typewriter
- ▶ Using a SmartBoard vs. LCD Projector



The Commitment IS:

- ▶ An integrated use of the new literacies that enhances content
- ▶ An application to a specific unit of study
- ▶ Evidenced directly in student products and performances



Each Teacher Commits To:

- ▶ Identifying at least ONE specific unit to revise.
- ▶ Planning to replace a specific content, skill, and assessment practice with an 21st Century UPGRADE within the UNIT.
- ▶ Seek ACTIVE GLOBAL connections.
- ▶ Sharing the proposed change with colleagues.
- ▶ Learning to use the tool that will be requisite to replace the current unit design with the new practice.



Each Teacher Commits To:

- ▶ Revising the UNIT and begins implementation with students.
- ▶ Tolerating a certain degree of frustration
- ▶ Celebrating the Victories
- ▶ Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.



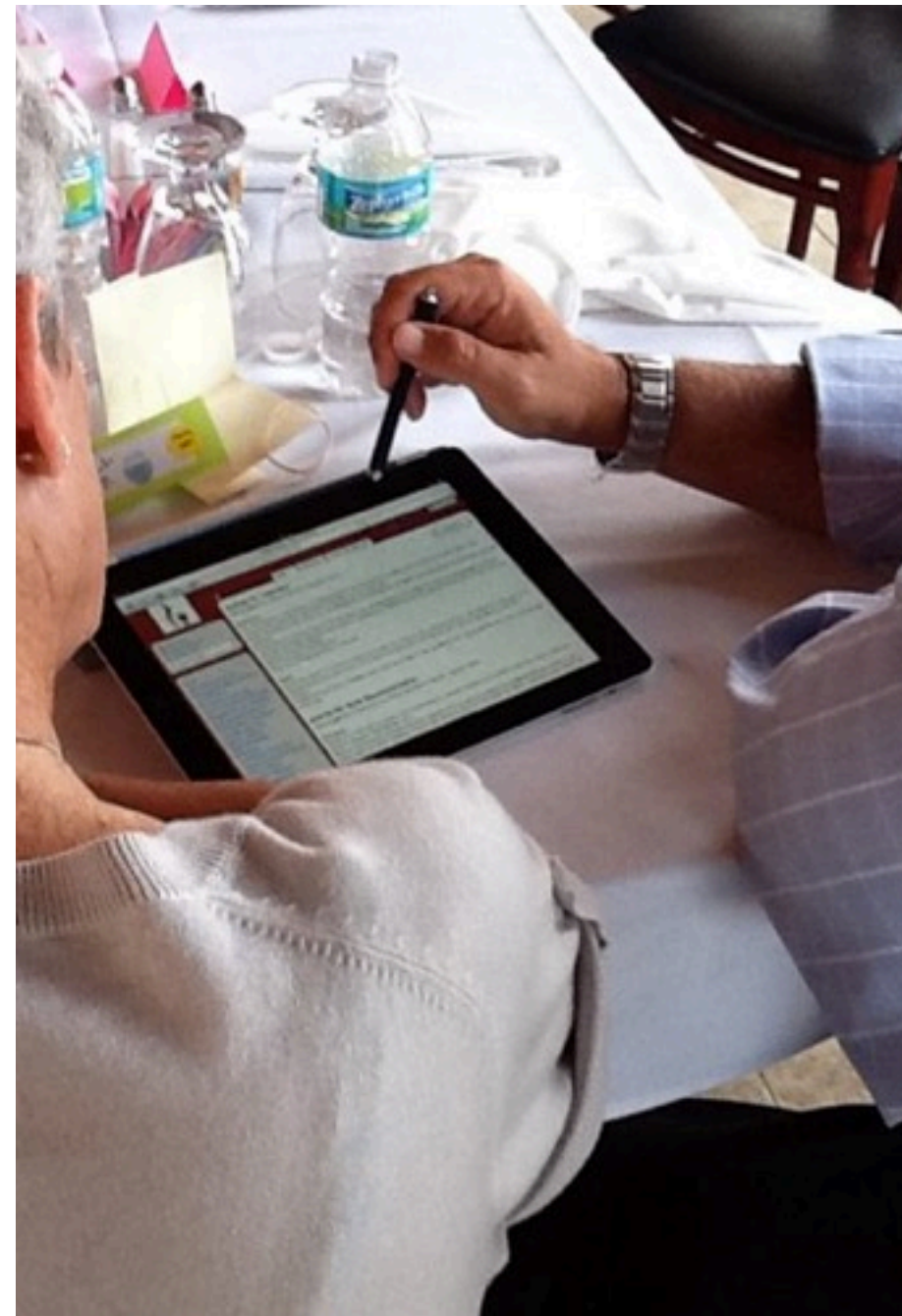
Administrators Commit To:

- ▶ Reviews, monitors, and provides **FEEDBACK** to teachers on individual curricular pledges to **UPDATE**.
- ▶ Identifying at least **ONE** specific staff development or administrative task to revise.
- ▶ Planning to replace a specific content, skill, and assessment practice with an
- ▶ **21st Century UPGRADE** be each administrative.



Administrators Commit To:

- ▶ Sharing the proposed change with colleagues.
- ▶ Learning to use the tool that will be requisite to replace the current unit design with the new practice.
- ▶ Revising the task and begins implementation with teachers.
- ▶ Tolerating a certain degree of frustration
- ▶ Celebrating the victories.
- ▶ Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.



www.curriculum21.com

