

SOUTH PORTLAND SCHOOL DEPARTMENT

Graduation Standards for 21st Century Skills

Grades K-12

Essential Learning Targets (ELTs) articulated as Proficiency Points
aligned to **Maine Learning Results Guiding Principles**

March 2014

21st Century Essential Learning Targets

21st Century Skills are a set of intellectual behaviors that lead to productive actions required of successful individuals in the world today. According to Costa and Kallick, when individuals encounter dichotomies, are confronted by dilemmas, or face uncertainties, the most effective response requires using 21st century skills. “When we draw upon these intellectual resources, the results are more powerful, of higher quality, and of greater significance than if we fail to employ such patterns of intellectual behavior,” (Costa & Kallick) Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>.

21st Century skills are the skills that allow students to exhibit the dispositions (“ways of acting”) that are described in the Maine Learning Results Guiding Principals. In addition, 21st Century skills incorporate the ways of thinking articulated in the NGSS as effective practices in science learning, as well as the math practices and E/LA student competencies that are articulated in the CCSS. Consequently, these skills are applicable in all subjects.

Students are not naturally clear and effective communicators, collaborative and creative problem-solvers, responsible citizens, and integrated thinkers. Students need to learn and develop the skills that allow them to act in these ways. Therefore, 21st Century Skills are modeled, taught and supported by all teachers as appropriate for the content and task.

All 21st century skills are taught and reviewed in **all** content areas at **all** times. However, it is necessary to formally assess and document student progress toward acquiring these skills. The following Essential Learning Targets (ELTs) for 21st Century Skills represent the assessment targets for which all students need to demonstrate proficiency for graduation. The matrices below outline the points at which 21st Century Skills are assessed summatively, which means scores are documented for proficiency and reported. The matrices also document points at which 21st century skills are informally assessed and students receive direct feedback (a.k.a. formatively assessed).

21st Century Essential Learning Targets

HIGH SCHOOL (Level D targets)

	9 th	10 th	11 th	12 th
English - summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science - summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
History - summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
World Languages - summative	Communication Global Awareness	Critical Thinking Creativity		
	- formative	Critical Thinking Creativity	Initiative Communication	
Music - summative	Collaboration Creativity	Initiative Problem-solving		
	- formative	Initiative Problem-solving	Critical thinking Creativity	
Art - summative	Creativity Critical Thinking	Global Awareness Problem-solving		
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	
Health/Phys. Ed - summative	Initiative Problem-solving	Collaboration Communication		
	- formative	Collaboration Communication	Initiative Critical Thinking	

21st Century Essential Learning Targets

MIDDLE SCHOOL (Level C targets)

	6 th	7 th	8 th
E/LA - summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science - summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies - summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music - summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	Initiative Problem-solving	Critical thinking Creativity	Communication
Art - summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed - summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving
World Languages - summative	Communication Global Awareness		Critical Thinking Creativity
	Critical Thinking Creativity		Initiative Communication

3/31/14

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21st Century Essential Learning Targets

INTERMEDIATE (Level B targets)

		3 rd	4 th	5 th
E/LA	- summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math	- summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science	- summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies	- summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music	- summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative	Initiative Problem-solving	Critical thinking Creativity	Communication
Art	- summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed	- summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving

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21st Century Essential Learning Targets

PRIMARY (Level A targets)

		K	1 st	2 nd
E/LA	- summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math	- summative	Problem-Solving Initiative	Collaboration Problem-solving	Communication Global Awareness
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science	- summative	Critical Thinking Collaboration	Critical Thinking Communication	Creativity Critical Thinking
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies	- summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music	- summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative	Initiative Problem-solving	Critical thinking Creativity	Communication
Art	- summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed	- summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving

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21st Century Essential Learning Targets

21ST CENTURY SKILL: Collaboration – Uses interpersonal skills to learn and work with individuals from diverse background and understands the interdependence within and across systems as seen by bringing to each situation the appropriate actions.

Working to a Team Goal

K-2 Essential Learning Target:

Identifies and responds to the needs of others in a learning group or social context by offering help or ideas to a partner or team member, by listening and contributing appropriately in a group situation.

3-5 Essential Learning Target:

Thinks and behaves with a respect for the collective by offering ideas and also encouraging others to offer their thoughts and ideas, and by speaking in terms of the ideas/solutions that the team created and not what the individuals did.

MS Essential Learning Target:

Supports group goals and efforts and suspends one's personal biases for the good of the team's goals as seen by the ability to describe/explain the group's plan, the steps to be taken even (if they are not the one's the individual suggested) his/her job/role in the plan and carries out his/her role/jobs in the plan.

HS Essential Learning Target:

Optimizes the strengths of team members to advance the goals of the team by identifying why certain people have a role or should have a role in terms of the intended or desired outcome of the group and the different members' strengths, interests, and ambitions.

Maintaining Focus

K-2 Essential Learning Target:

Remains physically with partner or group for duration of task and offers no distraction.

3-5 Essential Learning Target:

Concentrates energies toward the group's intended outcome(s) by making comments and actions relevant to the task.

MS Essential Learning Target:

Uses resources and concentrates energies toward the group's intended outcome(s) by relating all comments and suggestions to the group's goal and plan.

HS Essential Learning Target:

Seeks and manages resources that are the most applicable and beneficial to the group's task/goal/plan.

Negotiation

K-2 Essential Learning Target:

Accepts (a.k.a. does not get emotional; does perseverate on disappointment) that one's idea(s) may not be chosen by the group.

3-5 Essential Learning Target:

Offers alternative ideas/suggestions that incorporate elements or aspects of others' ideas/suggestions.

MS Essential Learning Target:

Advocates for an idea or solution by offering logical and appropriate reasons why the group should adopt the idea.

HS Essential Learning Target:

Reflects on and critiques multiple ideas and solutions in terms of appropriateness to the team's goal/plan.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Creativity & Innovation – In the 21st century we want students who participate positively in the design of creative solutions to meet human needs and wants.

Cultivating Curiosity

K-2 Essential Learning Target:

Exhibits curiosity about how why things are the way they are.

(As measured by gr. K-2 rubric categories – 1st “I can” statement)

3-5 Essential Learning Target:

Exhibits interest in how things might be substantively improved or reinvented and understand why something should be improved or created (i.e., benefit to others).

(As measured by gr. 3-5 rubric categories – value; define creative challenge)

MS Essential Learning Target:

Develops insight about the particular needs and interests of the target audience

(As measured by gr. 6-8 rubric categories – value; define creative challenge)

HS Essential Learning Target:

Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience.

(As measured by gr. 9-12 rubric categories – value; define creative challenge)

Seek inspiration

K-2 Essential Learning Target:

Emulates/adapts existing models.

(As measured by gr. K-2 rubric categories – 4th “I can” statement)

3-5 Essential Learning Target:

Seeks information/feedback.

(As measured by gr. 3-5 rubric categories – ID sources; select ideas)

MS Essential Learning Target:

In addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature).

(As measured by gr. 6-8 rubric categories – ID sources; Select ideas)

HS Essential Learning Target:

Promotes divergent and creative perspectives during discussions.

(As measured by gr. 9-12 rubric categories – ID sources; Select ideas)

Originality

K-2 Essential Learning Target:

Creates a totally new way to do something or represent something.

(As measured by gr. K-2 rubric categories – 2nd & 5th “I can” statement)

3-5 Essential Learning Target:

Recognizes and encourages novel ideas and solutions of others; generates several novel ideas and solutions.

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21st Century Essential Learning Targets

(As measured by gr. 3-5 rubric categories – originality)

MS Essential Learning Target:

Uses idea-generating techniques to develop several original ideas for product(s)

(As measured by gr. 6-8 rubric categories – originality)

HS Essential Learning Target:

Looks beyond rules and conventions, or use common materials or ideas in new, clever and surprising ways.

(As measured by gr. 9-12 rubric categories - originality)

Implementation

K-2 Essential Learning Target:

Articulates the steps and/or materials needed (even if not feasible).

(As measured by gr. K-2 rubric categories – 1st & 3rd “I can” statement)

3-5 Essential Learning Target:

Creates a plan that is well thought out and feasible.

(As measured by gr. 3-5 rubric categories - style)

MS Essential Learning Target:

Selects an approach and creates a plan or design that is thorough, well-integrated and considers the purpose and the feasibility.

(As measured by gr. 6-8 rubric categories - style; value; select ideas)

HS Essential Learning Target:

Creates a plan or design that is thorough, well-integrated and considers the purpose and feasibility including acknowledgement of barriers/related complexities.

(As measured by gr. 9-12 rubric categories - style; value; select ideas)

Risk-taking

K-2 Essential Learning Target:

Uses trial and error strategies in unknown/unfamiliar situations.

(As measured by gr. K-2 rubric categories – 6th “I can” statement)

3-5 Essential Learning Target:

Accepts error/failure as valuable information about next steps.

(As measured by gr. 3-5 rubric categories – Select ideas)

MS Essential Learning Target:

Participates in or embraces new activities, strategies, interactions, etc.

(As measured by gr. 6-8 rubric categories – Select ideas)

HS Essential Learning Target:

Seeks out opportunities to engage in new activities, strategies, interactions, etc.

(As measured by gr. 9-12 rubric categories – Select ideas)

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21st Century Essential Learning Targets

21ST CENTURY SKILL: Communication – In the 21st century we want students that understand the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes

Listening with Understanding and Empathy

K-2 Essential Learning Target:

Listens with respect (quietly, attentively).

3-5 Essential Learning Target:

Suspends one's own opinions while listening to the ideas of others, such as not commenting on the value or relevance of what was said.

MS Essential Learning Target:

Clarifies what is heard and responds appropriately by asking a question to expand on what was heard or to clarify, repeating what was said as a question to confirm it was heard accurately, and/or addressing what is heard.

(BIE presentation rubric "Response to Audience")

HS Essential Learning Target:

Shows understanding of others thinking by re-phrasing and paraphrasing while pointing out similarities and differences in peoples thinking/expressions.

Seeking to be Understood

K-2 Essential Learning Target:

Respects and considers the point of view of others

3-5 Essential Learning Target:

Uses precise, descriptive language to communicate ideas and feelings appropriate to context and task

MS Essential Learning Target:

Uses explanations and evidence to communicate ideas and feelings

(BIE presentation rubric "Presentation Aids")

HS Essential Learning Target:

Expresses one's thought with respect and consideration of the point of view of others, such as articulating thoughts in terms of commonalities and difference in others' expressions or in terms of the agreement with or opposition of his/her viewpoint to the context at hand (i.e., political view, stated theory, etc.).

Constructing Arguments

K-2 Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers logical and appropriate reasons.

3-5 Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers specific facts or examples to support the statement.

MS Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement.

(BIE presentation rubric "Explanation of Ideas & Information")

HS Essential Learning Target:

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21st Century Essential Learning Targets

Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement and has included where others disagree and why that is not valid.
Awareness of Audience
K-2 Essential Learning Target: Regulates voice (volume and tone – no baby talk, no whining) between home and school and outside vs. inside.
3-5 Essential Learning Target: Uses tone of voice, volume, and word choice appropriate to home/friends vs. school/classroom.
MS Essential Learning Target: Uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.). (BIE presentation rubric “eyes” body” and “voice”)
HS Essential Learning Target: Selects and uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.).
Awareness of Purpose and Mode
K-2 Essential Learning Target: Identifies the message in voice/conversation, song, books, pictures, plays, etc.
3-5 Essential Learning Target: Understands that certain modes are meant for certain audiences.
MS Essential Learning Target: Selects a mode of communication to match intended audience and purpose of expression.
HS Essential Learning Target: Uses a variety of modes of communication as appropriate to the message and audience.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Problem-solving – In the 21st century we want students who select and apply a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

Deconstructing

K-2 Essential Learning Target:

Articulates what s/he is trying to find or do by stating the problem in his/her own words and/or describing the issue/concern or barrier.

3-5 Essential Learning Target:

Identifies what information is known about the problem or situation and what information, if any, is missing or not needed.

MS Essential Learning Target:

Identifies a subgoal or smaller pieces to work through first.

HS Essential Learning Target:

Identifies other related or more general problems or situations for which the techniques will work in order to apply or create a model or apply or write a rule.

Reconstructing

K-2 Essential Learning Target:

Check the results in the original problem or the solution.

3-5 Essential Learning Target:

Interpret the solution in terms of the original problem for its reasonableness.

MS Essential Learning Target:

Determine if the solution is the best or only solution.

HS Essential Learning Target:

Consider/identify other related or more general problems for which the techniques will work.

Persevering

K-2 Essential Learning Target:

Keeps trying and seeks help until the task is completed.

3-5 Essential Learning Target:

Stays focused on a task adjusting the steps when they are not working.

MS Essential Learning Target:

Uses alternative strategies or approaches when initial strategies or approaches are not working.

HS Essential Learning Target:

Draws on previous experiences and a variety of resources (including seeking others' input) to solve current problems.

Using Resources

K-2 Essential Learning Target:

3/31/14

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21st Century Essential Learning Targets

Uses taught methods, strategies, tools and processes to find solutions or surmount obstacles.

3-5 Essential Learning Target:

Selects and uses appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

MS Essential Learning Target:

Seeks out additional or new appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

HS Essential Learning Target:

Evaluates or critiques new and already know methods, strategies, tools and processes to find solutions or surmount obstacles.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Critical-thinking – In the 21 st century we want students who are skilled at using complex reasoning processes to make meaning.
Ask Questions
K-2 Essential Learning Target: Question how and why things are the way they are.
3-5 Essential Learning Target: Pose “what if” questions to broaden an exploration.
MS Essential Learning Target: Identify an overarching question for exploration.
HS Essential Learning Target: Identify an overarching question for exploration with sub-questions.
Observe and Collect Data
K-2 Essential Learning Target: Articulate things seen, felt, heard related to object of question (a.k.a. observe)
3-5 Essential Learning Target: Make observations and record info/notes.
MS Essential Learning Target: Collect data and record it in a systematic manner.
HS Essential Learning Target: Identify data to be collected and the system best suited for its recording/display.
Seek Explanations
K-2 Essential Learning Target: Predict based on observation what may be happening.
3-5 Essential Learning Target: Generates additional or more refined thoughts/reasons based on observation.
MS Essential Learning Target: Identifies patterns, trends, and relationships that apply to reasoning/findings.
HS Essential Learning Target: Consult a variety of sources to support, refine, refute, and/or elaborate findings or reasoning.
Analyze Arguments
K-2 Essential Learning Target: Identifying statements or claims that seem inappropriate or in error.
3-5 Essential Learning Target:

21st Century Essential Learning Targets

<p>Looking for and then explaining weak references, personal attacks, biases, and/or questionable sources used in statement of a claim.</p> <p>MS Essential Learning Target: Looking for and then explaining fallacies like ad hominen, appeal through fear, poisoning the well, and/or misinformation underlying a statement of a claim.</p> <p>HS Essential Learning Target: Reflecting to insure that you are being objective in detecting and explaining errors in reasoning.</p>
<p>Seek Connections</p> <p>K-2 Essential Learning Target: See the relationship between or similarities between current information/situation and previous knowledge or experience.</p> <p>3-5 Essential Learning Target: Draws on skills and information from one context to use in another situation.</p> <p>MS Essential Learning Target: Identifies how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another.</p> <p>HS Essential Learning Target: Uses understanding of how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another to consider different outcomes or predict outcomes.</p>
<p>Generalizing</p> <p>K-2 Essential Learning Target: Generate a more general form of a specific term and identify other specifics that could be an example of that general term.</p> <p>3-5 Essential Learning Target: Replace specific terms with more general terms to generate a general pattern and using symbols, diagrams or models to represent the general pattern, thought, or idea.</p> <p>MS Essential Learning Target: Apply generalizations (pattern, model, diagram) to different specifics and explain how the generalization fits the new specific and/or not.</p> <p>HS Essential Learning Target: Use generalizations (pattern, model, diagram) to explain different specifics both how it fits and how it does not and revise the generalization in light of the new information.</p>

21st Century Essential Learning Targets

21ST CENTURY SKILL: Initiative & Professionalism – In the 21st century we want students who understand the importance of embracing and nurturing a growth mindset and who produce quality work.

Maintaining a Growth Mindset

K-2 Essential Learning Target:

Uses effort as a path to success.

3-5 Essential Learning Target:

Embraces challenges.

MS Essential Learning Target:

Uses multiple resources to respond to obstacles.

HS Essential Learning Target:

Embraces and learns from criticism/feedback.

Setting & Monitoring Goals

K-2 Essential Learning Target:

Knows the learning goal on which to improve and the necessary steps to accomplish the goal and tracks progress on the goal.

3-5 Essential Learning Target:

Identifies a learning goal on which to improve and strategies to accomplish the goal and tracks progress on the goal.

MS Essential Learning Target:

Identifies a learning goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.

HS Essential Learning Target:

Identifies a learning goal and personal goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.

Accepting & Responding to Feedback

K-2 Essential Learning Target:

Knows one's strengths and areas to improve.

3-5 Essential Learning Target:

Embraces feedback and adjusts strategies.

MS Essential Learning Target:

Evaluates experiences and learning to inform future progress.

HS Essential Learning Target:

Searches for new and better opportunities for growth and improvement.

Meeting Quality Standards

K-2 Essential Learning Target:

3/31/14

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21st Century Essential Learning Targets

Follows directions to accomplish a task and double checks work for completion and adherence to expectations.

3-5 Essential Learning Target:

Takes pride in and responsibility for learning tasks and double checks work for accuracy and adherence to criteria.

MS Essential Learning Target:

Organizes time and resources to accomplish a task and double checks work for accuracy and craftsmanship (i.e., precision).

HS Essential Learning Target:

Seeks feedback and correction to attain standards for excellence and seeks opportunities to improve products/work.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Global Awareness – In the 21st century we want students understand the interdependence within and across the world and community.

Appreciate Differences

K-2 Essential Learning Target:

Knows and accepts that each person is different with unique skills, abilities, interests.

3-5 Essential Learning Target:

Knows that U.S. citizens are just one of the many different groups of people who speak different languages, have different traditions, etc. in the world.

MS Essential Learning Target:

Recognizes the influence of beliefs and practices of other cultures on American society and vice versa.

HS Essential Learning Target:

Seeks information and examples about how activities & practices from other cultural groups could impact current thought, practice, etc.

Contributes to global well-being

K-2 Essential Learning Target:

Knows that people and organizations engage in helping others or in protecting the world's resources.

3-5 Essential Learning Target:

Raises awareness of ways to help others or to protect the world's resources.

MS Essential Learning Target:

Participates in a service project designed to help others or to protect the world's resources.

HS Essential Learning Target:

Seeks or initiates opportunities to help others or to protect the world's resources.

21st Century Essential Learning Targets

alignment to MAINE LEARNING RESULTS – *Guiding Principles*

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. (MLR – Clear & Effective Communicator; 4Cs - Communication)
Performance Indicators 9-12
Demonstrates organized and purposeful communication in English and at least one other language COMMUNICATION: Seeking to be Understood (World Language ELTs)
Uses evidence and logic appropriately in communication COMMUNICATION: Seeking to be Understood COMMUNICATION: Constructing Arguments
Adjusts communication based on the audience COMMUNICATION: Awareness of Audience
Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) COMMUNICATION: Awareness of Purpose and Mode

Standard B: Understands the importance of embracing and nurturing a growth mindset. (MLR – Self-directed, Life long Learner)
Performance Indicators 9-12
Recognizes the need for information and locates and evaluates resources PROBLEM SOLVING: Employing resources
Applies knowledge to set goals and make informed decisions INITIATIVE: Setting & Monitoring Goals
Applies knowledge in new contexts PROBLEM SOLVING: Employing resources
Demonstrates initiative and independence INITIATIVE: Maintaining a Growth Mindset INITIATIVE: Setting & Monitoring Goals INITIATIVE: Accepting & Responding to Feedback INITIATIVE: Meeting Quality Standards
Demonstrates flexibility including the ability to learn, unlearn and relearn INITIATIVE: Accepting & Responding to Feedback
Demonstrates reliability and concern for quality INITIATIVE: Meeting Quality Standards
Uses interpersonal skills to learn and work with individuals from diverse backgrounds COLLABORATION: Working to a Team Goal

21st Century Essential Learning Targets

<p>Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. (MLR – Creative, Practical Problem-solver; 4Cs – Collaboration & Creativity)</p>
<p>Performance Indicators 9-12</p>
<p>Observes and evaluates situations to define problems PROBLEM SOLVING: Deconstructing PROBLEM SOLVING: Reconstructing</p>
<p>Frames questions, makes predictions and designs data/information collection and analysis strategies CRITICAL THINKING: Ask questions CRITICAL THINKING: Observe and Collect Data CRITICAL THINKING: Seek explanations</p>
<p>Identifies patterns, trends, and relationships that apply to solutions CRITICAL THINKING: Seek explanations CRITICAL THINKING: Generalizing</p>
<p>Generates a variety of solutions, builds a case for a best response and critically evaluates the response CRITICAL THINKING: Ask questions CRITICAL THINKING: Analyzing arguments PROBLEM SOLVING: Deconstructing PROBLEM SOLVING: Reconstructing</p>
<p>Sees opportunities, finds resources, and seeks results PROBLEM SOLVING: Employing resources</p>
<p>Uses information and technology to solve problems PROBLEM SOLVING: Employing resources</p>
<p>Perseveres in challenging situations PROBLEM SOLVING: Persevering</p>

21st Century Essential Learning Targets

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions. (MLR – Responsible and Involved Citizen)
Performance Indicators 9-12
Participates positively in the community and designs creative solutions to meet human needs and wants COLLABORATION: Working to a Team Goal CREATIVITY & INNOVATION: Originality CREATIVITY & INNOVATION: Implementation GLOBAL AWARENESS: Contributes to global well-being
Accepts responsibility for personal decisions and actions
Demonstrates ethical behavior and the moral courage to sustain it
Understands and respects diversity GLOBAL AWARENESS: Appreciates differences
Displays global awareness and economic and civic literacy GLOBAL AWARENESS: Contributes to global well-being (Social Studies ELTs)
Demonstrates awareness of personal and community health and wellness GLOBAL AWARENESS: Contributes to global well-being (Health ELTs)

Standard E. Is skilled at using complex reasoning processes to make meaning. (MLR – Integrative & Informed Thinker; 4Cs – Critical Thinker)
Performance Indicators 9-12
Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology CRITICAL THINKING: Seek Connections
Evaluates and synthesizes information from multiple sources CRITICAL THINKING: Seek Explanations CRITICAL THINKING: Generalizing CRITICAL THINKING: Analyzing Arguments
Applies ideas across disciplines CRITICAL THINKING: Seek Connections
Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes CRITICAL THINKING: Seek Connections