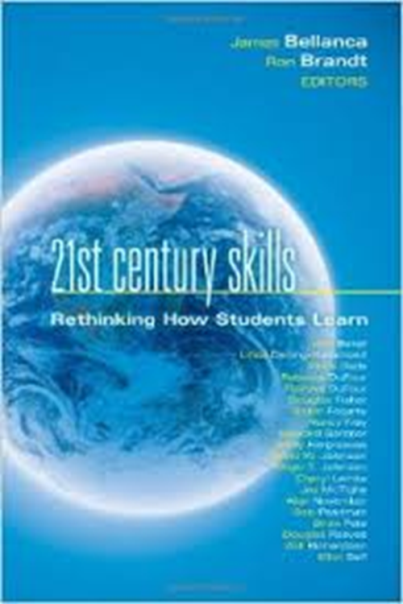
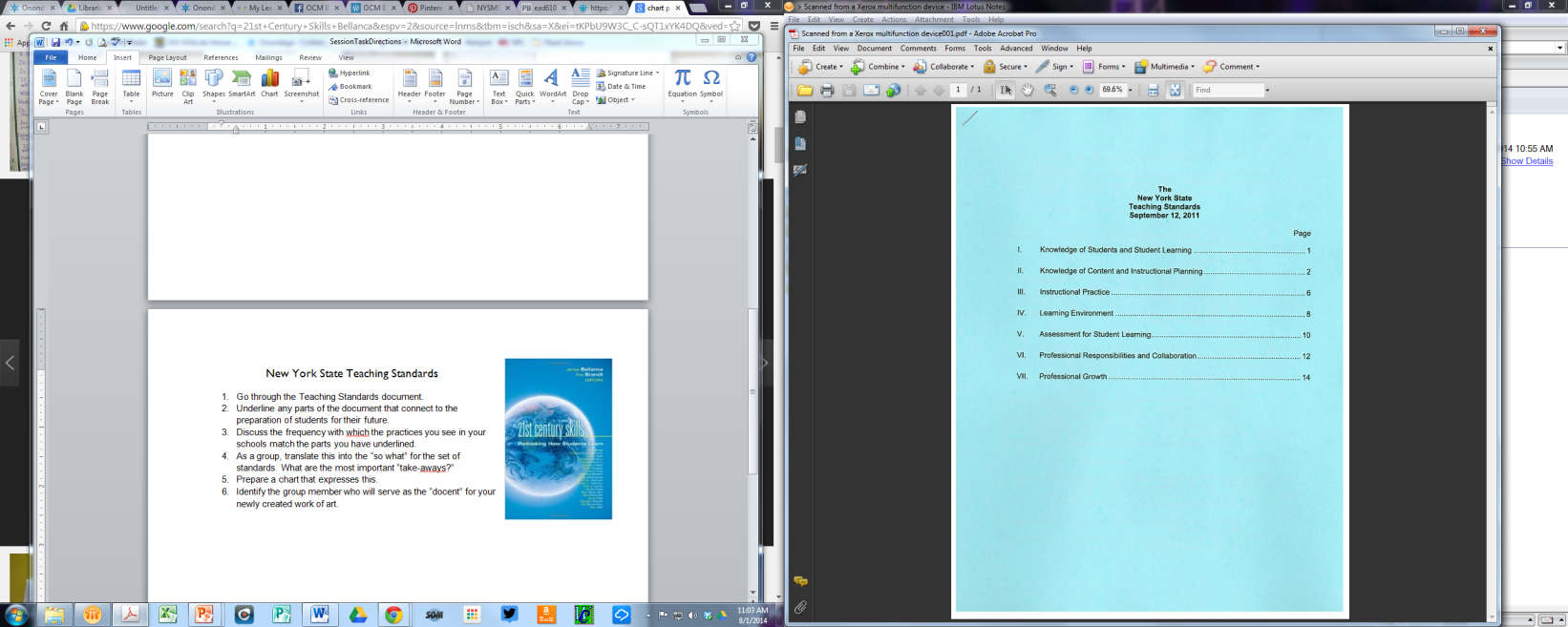
21st Century Skills: Rethinking How Students Learn

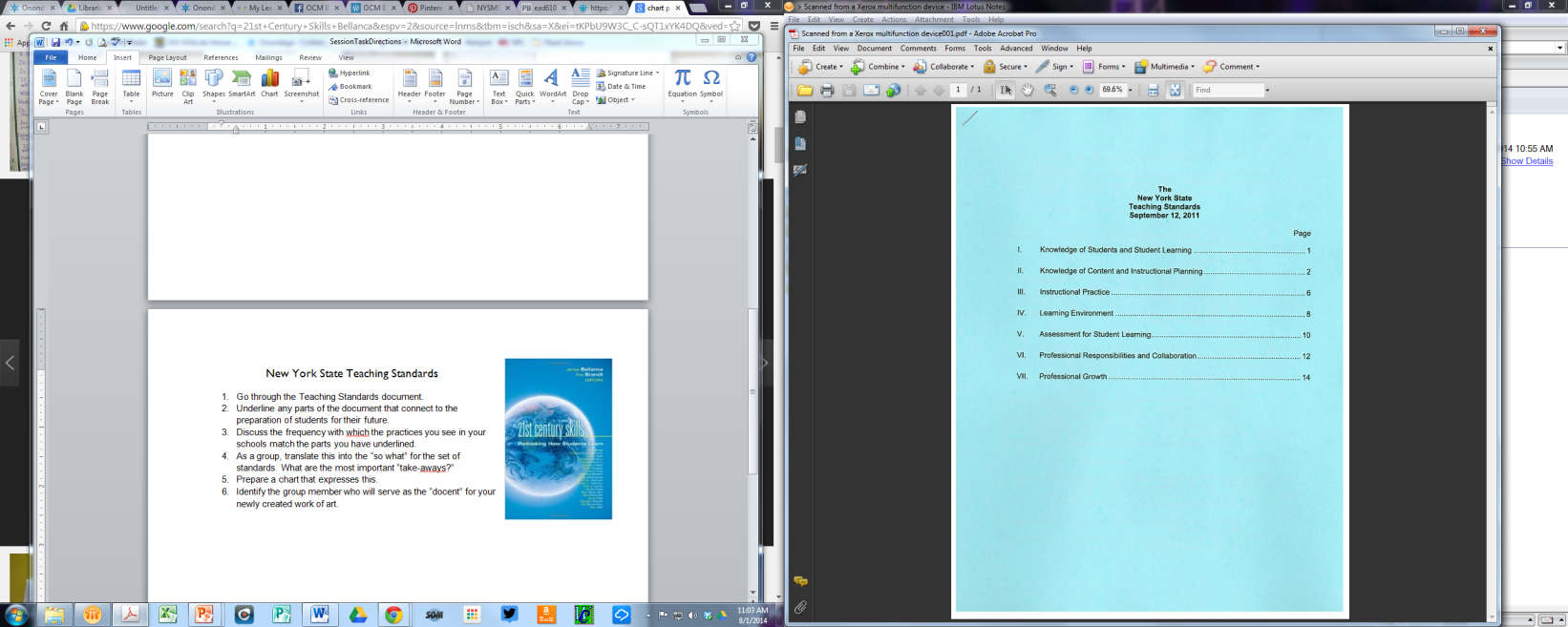
1. Peruse some of the different chapters.
2. Different group members select a [different] chapter of interest.
3. Read the chapter.
4. When all are done, share the key points.
5. As a group, translate this into the “so what” for the book. What are the most important “take-aways?”
6. Prepare a chart that expresses this.
7. Identify the group member who will serve as the “docent” for your newly created work of art.

21st Century Skills: Rethinking How Students Learn

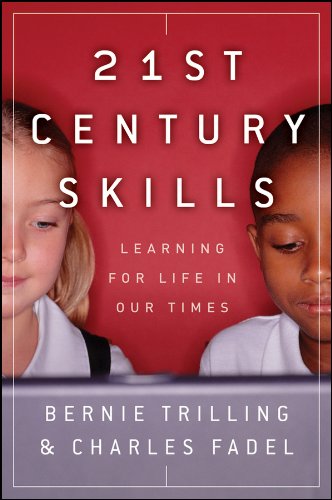
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New York State Teaching Standards

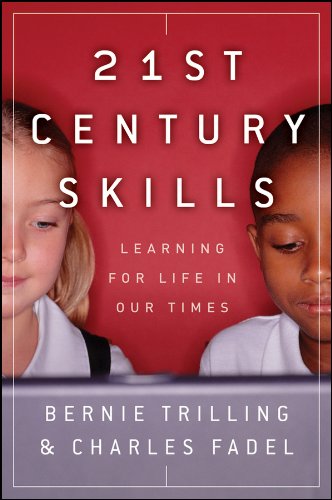
1. Go through the Teaching Standards document.
2. Underline any parts of the document that connect to the preparation of students for their future.
3. Discuss the frequency with which the practices you see in your schools match the parts you have underlined.
4. As a group, translate this into the “so what” for the set of standards. What are the most important “take-aways?”
5. Prepare a chart that expresses this.
6. Identify the group member who will serve as the “docent” for your newly created work of art.

New York State Teaching Standards

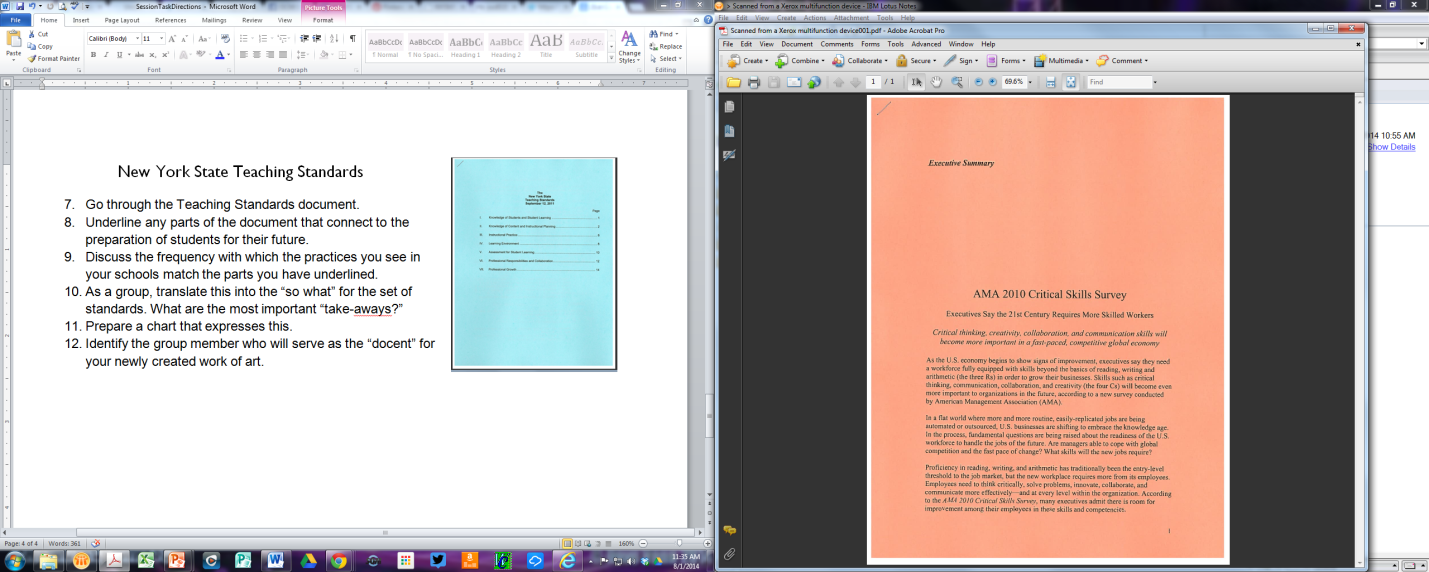
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21st Century Skills: Learning for Life in our Times

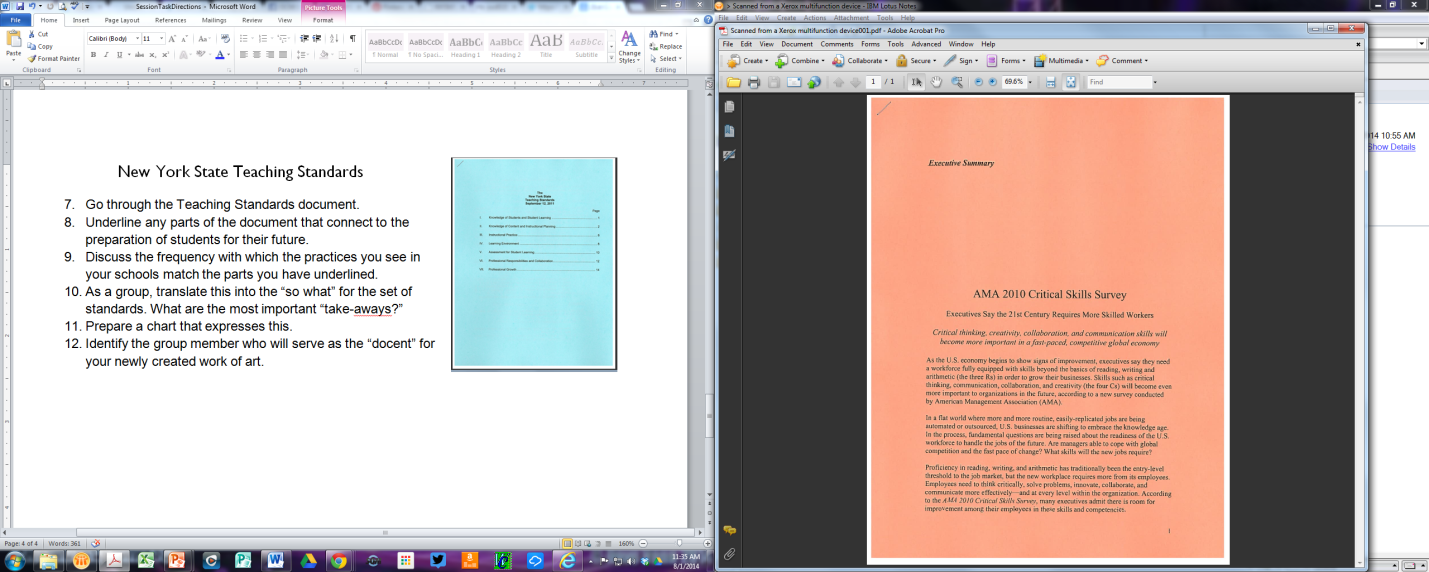
1. Peruse the book to see how it is organized.
2. Different group members select [different] parts of the book to look at more closely.
3. Read the chosen parts.
4. When all are done, share the key points.
5. As a group, translate this into the “so what” for the book. What are the most important “take-aways?”
6. Prepare a chart that expresses this.
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21st Century Skills: Learning for Life in our Times

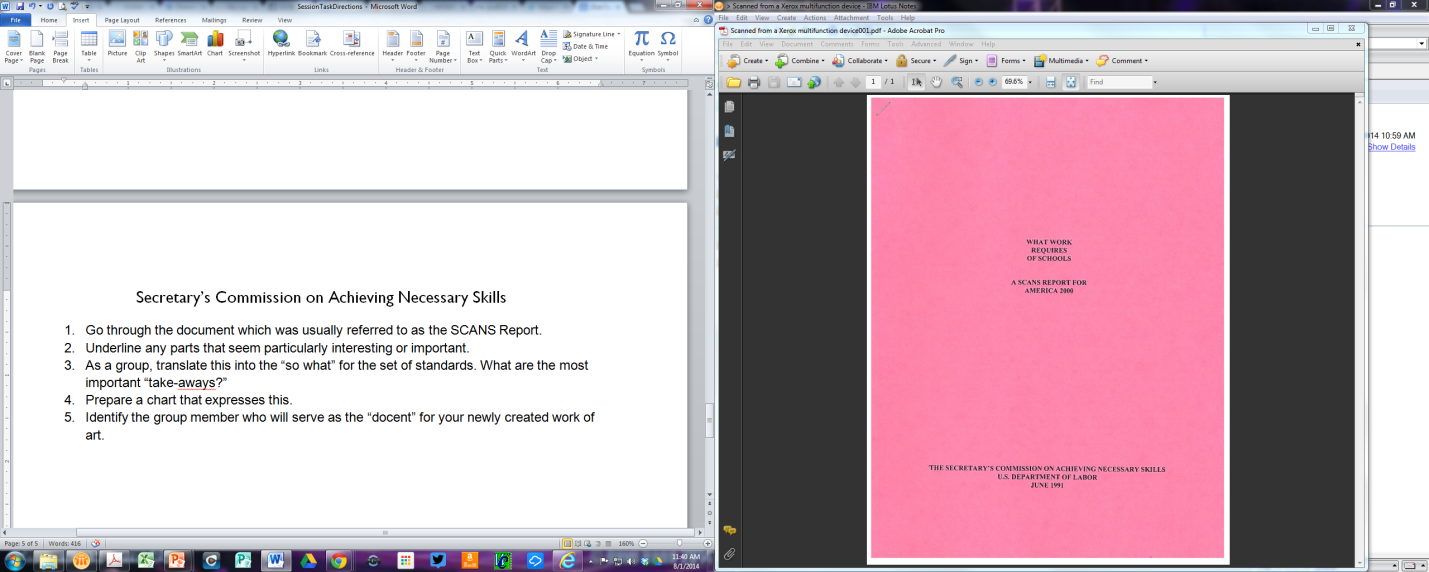
1. Peruse the book to see how it is organized.
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AMA 2010 Critical Skills Survey

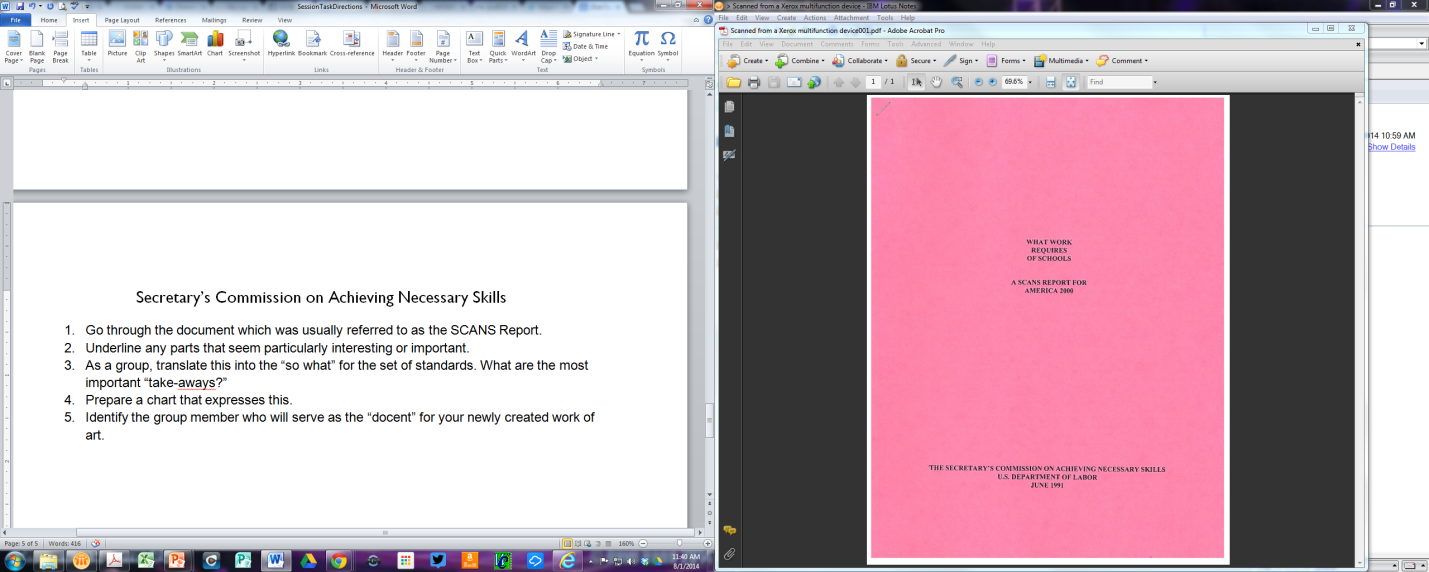
1. Go through the document which was the genesis of the “4Cs.”
2. Underline any parts that seem particularly interesting or important.
3. As a group, translate this into the “so what” of the report. What are the most important “take-aways?”
4. Prepare a chart that expresses this.
5. Identify the group member who will serve as the “docent” for your newly created work of art.

AMA 2010 Critical Skills Survey

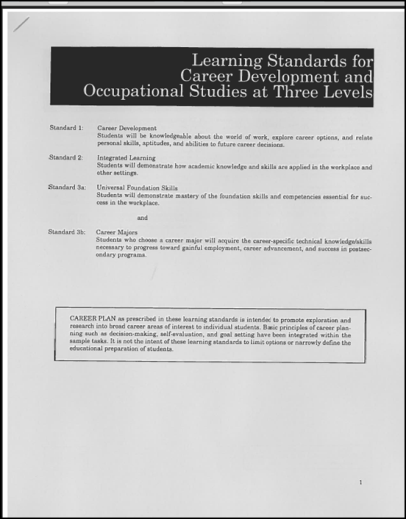
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Secretary’s Commission on Achieving Necessary Skills

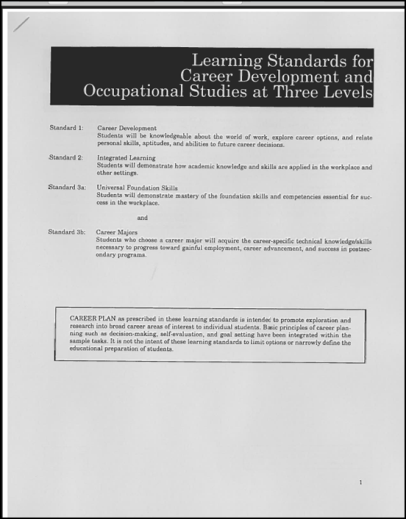
1. Go through the document which was usually referred to as the SCANS Report.
2. Independently read and underline any parts that seem particularly interesting or important.
3. Talk about the report as a group.
4. Consider: is this dated or does it remain relevant? What happened with it? What was its impact?
5. As a group, translate this into the “so what” of the report. What are the most important “take-aways?” Prepare a chart that expresses this.
6. Identify the group member who will serve as the “docent” for your newly created work of art.

Secretary’s Commission on Achieving Necessary Skills

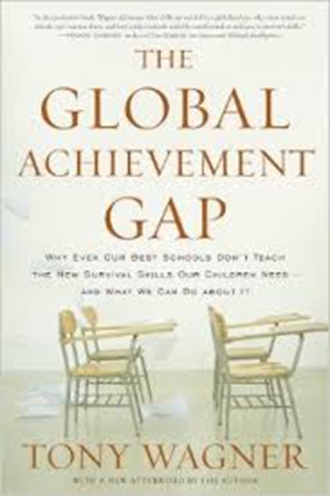
1. Go through the document which was usually referred to as the SCANS Report.
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CDOS 3a

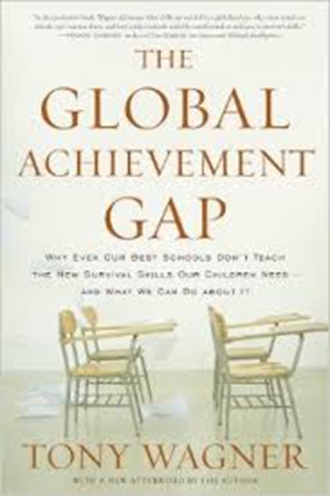
1. Go through the excerpt of the CDOS Standards (only 3a are here for you). Notice how it is organized.
2. Independently read and underline any parts that seem particularly interesting or important.
3. Consider: These standards are supposed to apply to all students in all subjects and classes. Do educators know this? Do you see these standards in all classes in your schools?
4. Talk about the Standards as a group.
5. As a group, translate this into the “so what” of CDOS 3a. What are the most important “take-aways?” Prepare a chart that expresses this.
6. Identify the group member who will serve as the “docent” for your newly created work of art.

CDOS 3a

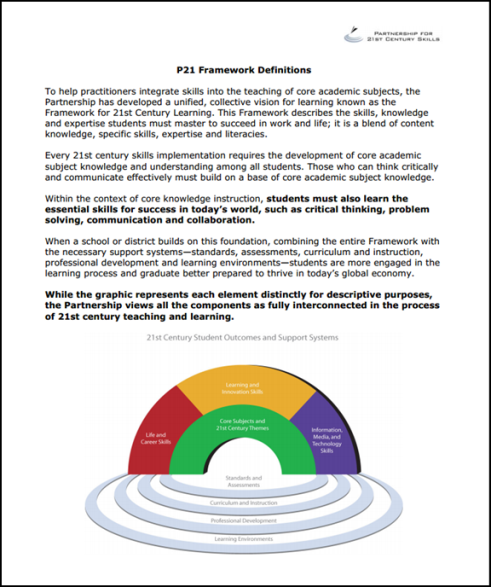
1. Go through the excerpt of the CDOS Standards (only 3a are here for you). Notice how it is organized.
2. Independently read and underline any parts that seem particularly interesting or important.
3. Consider: These standards are supposed to apply to all students in all subjects and classes. Do educators know this? Do you see these standards in all classes in your schools?
4. Talk about the Standards as a group.
5. As a group, translate this into the “so what” of CDOS 3a. What are the most important “take-aways?” Prepare a chart that expresses this.
6. Identify the group member who will serve as the “docent” for your newly created work of art.

The Global Achievement Gap

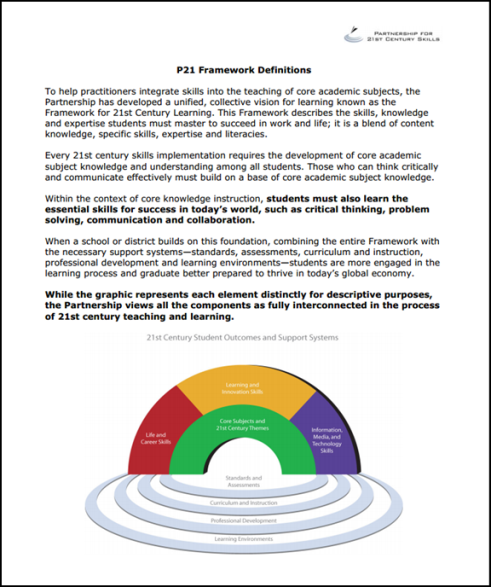
1. Peruse the book. Look for some sub headers or sections that jump out at you.
2. Different group members select a [different] section of interest.
3. Read the section.
4. When all are done, share the key points.
5. As a group, translate this into the “so what” for the book. What are the most important “take-aways?”
6. Prepare a chart that expresses this.
7. Identify the group member who will serve as the “docent” for your newly created work of art.

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6. Prepare a chart that expresses this.
7. Identify the group member who will serve as the “docent” for your newly created work of art.

P21 Framework

1. Go through complete framework. Notice how it is organized.
2. Independently read and underline any parts that seem particularly interesting or important.
3. Talk about the Framework as a group.
4. As a group, translate this into the “so what” of Framework. What are the most important “take-aways?” Prepare a chart that expresses this.
5. Identify the group member who will serve as the “docent” for your newly created work of art.

P21 Framework

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