



Iowa's Path to 21st Century Learning

Core Curriculum

- Essential concepts and skills
 - K-12 Language Arts, Math, Science, and Social Studies
 - Aligned to broad content standards, defined by primary, intermediate, middle, and high school.
- 21st Century Skills –High school level now, adding primary, intermediate, and middle
 - Financial Literacy
 - Health
 - Civic
 - Media
 - Employability

Financial Literacy

- Demonstrates financial responsibility and planning skills to achieve financial goals for a lifetime of financial health
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow
- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure

Financial Literacy

- Evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection
- Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global manner
- Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior

Civic Literacy

- Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action
- Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism
- Understand the purpose and function of each of the three branches of government established by the Constitution

Civic Literacy

- Understand the differences among the complex levels of local, state, and national government and their inherent, expressed, and implied powers
- Understand strategies for effective political action that impacts local, state, and national governance\Understand how law and public policy are established at the local, state, and national levels
- Understand how various political systems throughout the world define the rights and responsibilities of the individual
- Understand the role of the United States in current world affairs

Health Literacy

- Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health
- Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health

Health Literacy

- Apply critical literacy/thinking skills related to personal, family, and community wellness
- Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others
- Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society

Technology Literacy

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

Technology Literacy

- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions
- Understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems, and operations

Employability

- Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work
- Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities
- Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals

Employability

- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life
- Demonstrate productivity and accountability by meeting high expectations

Core Curriculum

Model Units

Quadrant C

Students will predict a piece of proposed legislation based on an assessment of the current political climate, partisan perspectives, public opinion, and media coverage

Quadrant D

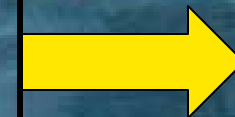
Students analyze a local, state, or national issue and prescribe a response that promotes the public interest or general welfare

Quadrant A

Students will be able to create a sequence diagram that shows how a bill becomes a law at the federal and state level as well as how local statutes are established.

Quadrant B

Using the Internet students identify and track a piece of legislation through a session of Congress.



Imbedding
in
Academic
Areas

Core Curriculum

- Authentic Intellectual Work
 - Common standards for rigor and relevance in teaching academic subjects
 - Pilots in Iowa high schools
 - Teaching to promote authentic intellectual work
 - Instruction
 - Teachers' assignments
 - Evaluating student work
 - Standards and rubrics for assignments and student work

Authentic Intellectual Work Instruction

- Construction of Knowledge
 - Higher order thinking
 - Substantive conversation
- Disciplined Inquiry
 - Deep knowledge
 - Substantive conversation
- Value Beyond School
 - Connection to the world beyond the classroom

Core Curriculum

- Assessments
 - Formative
 - In classroom, embedded in instruction
 - Intervention just in time
 - Summative
 - End-of-course – high school level
 - Mathematics
 - Science
 - Iowa Tests
 - Used to determine strengths and weaknesses in curriculum
 - Accountability

Stages of Implementation

- Leadership
- Curriculum alignment
- Professional development
- Evaluation

What is still missing?

- Summative assessments for 21st Century Skills not imbedded in academic areas
- World languages
- Developing understanding of teachers to a “new way” of teaching and learning
- Extensive communication plan to the public, educators, higher education, and parents



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