

Skills for Action (SFC) Curriculum: Grades 9-12



SFC Lesson	Core Subjects (1)	21 st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Part 1: Building a Learning Community <ul style="list-style-type: none"> Session 1: Youth in Action 	<ul style="list-style-type: none"> Write newspaper article or poem – a Defining citizen and government responsibilities – e, f 	<ul style="list-style-type: none"> Defining citizenship - c Looking at the responsibilities of citizens – c(2) Developing respect for others – a(2) Learning about healthy lifestyles – d(1,2) 	<ul style="list-style-type: none"> Develop skills in working together – d(1, 2) 	<ul style="list-style-type: none"> Trustworthiness – c Personal Responsibility – f Self-Discipline - g 	
PROGRAM GOALS					
<ul style="list-style-type: none"> Session 2: Building a Classroom Community 		<ul style="list-style-type: none"> Learn about others and share thoughts/feelings about diversity within a community – a(2) Become aware of how one's own heritage colors views of others – a(2) 	<ul style="list-style-type: none"> Develop skills to ask good questions – b, c(2) 	Establishing standards for classroom behavior: <ul style="list-style-type: none"> Accountability – c Personal Responsibility – f Social Responsibility – i 	

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<ul style="list-style-type: none"> Session 3: Working Together 	<ul style="list-style-type: none"> Becoming more aware of other cultures, religions, etc. - j 	<ul style="list-style-type: none"> Global awareness – developing skills to work collaboratively with diverse individuals – a(2) 	<ul style="list-style-type: none"> Be open to ideas, perspectives of others – c(2,3) Develop and use good listening and speaking skills - b 	<ul style="list-style-type: none"> Leadership – a Responsibility for active participation in group – c, f, h Working together involves giving and receiving feedback (people skills) - g People skills - g 	
<p>FIVE STAGES OF GROUP DEVELOPMENT</p> <ul style="list-style-type: none"> Session 4: An Experience in Service 	<ul style="list-style-type: none"> Research to find issues of personal interest/concern – a, c, i, j 		<p>Developing skills needed to prepare for service experience:</p> <ul style="list-style-type: none"> Critical thinking – a(1, 4) Working with others – d(1,2) 		
<ul style="list-style-type: none"> Session 5: Learning Through Service 	<ul style="list-style-type: none"> Written responses to questions – a Depending on reflection activity used, possible connections with h 		<ul style="list-style-type: none"> Critical thinking skills are essential to reflection – a(1, 3) Clear communication – b Writing for various purposes – e(1,2) Contextual learning skills - f 	<ul style="list-style-type: none"> Active participation in project activities – c, f, h 	<ul style="list-style-type: none"> Possible use of computer skills, e.g., Power Point, to do reflection Possible use of computer skills to prepare media-based presentations

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Part 2: Exploring Personal and Social Responsibility				<ul style="list-style-type: none"> Personal responsibility – f Social responsibility – i 	
<ul style="list-style-type: none"> Session 1: identifying the Need for Action 	<ul style="list-style-type: none"> Research on local, global issues of personal concern – a, e, g, i, j 		<ul style="list-style-type: none"> Use critical-thinking skills to evaluate information – a(1-4) 		<ul style="list-style-type: none"> Use of Internet for research on issues
<ul style="list-style-type: none"> Session 2: Focusing on Issues 	<ul style="list-style-type: none"> Write poem, essay, press release about local community – a 	<ul style="list-style-type: none"> Explore definitions of community – c(2) Possible exploration of diversity within local community – a(2) 		<ul style="list-style-type: none"> Adaptability - d 	<ul style="list-style-type: none"> Possible use of computer and appropriate programs to prepare poem, essay or press release
<ul style="list-style-type: none"> Session 3: Exploring Social Responsibility 	<ul style="list-style-type: none"> develop questions for guests; learn and practice interview skills - a 	<ul style="list-style-type: none"> Explore and understand what socially responsible people do – c(1-3) 	<ul style="list-style-type: none"> Working in teams to interview guests – d(1) 	<ul style="list-style-type: none"> People skills – g Social responsibility – i 	<ul style="list-style-type: none"> Possible use of Internet to research people who are socially responsible – what they do and why

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<ul style="list-style-type: none"> Session 4: Interviewing Socially Responsible Members of the Community 	<ul style="list-style-type: none"> Write "thank you" notes to guests - a 	<p>Depending on who the guest is and issue being addressed –</p> <ul style="list-style-type: none"> Possible diversity issues involved – a(2) Issues related to health – d(1-3) 	<ul style="list-style-type: none"> Work in teams on interviews – d(1) 		
<ul style="list-style-type: none"> Session 5: Choosing a Short-Term Individual Service Project 	<ul style="list-style-type: none"> Research on community needs – a, c, e 	<ul style="list-style-type: none"> Becoming more aware of community needs – c(2) 	<ul style="list-style-type: none"> Planning and implementing project – d(2) 	<p>Planning and implementing a project:</p> <ul style="list-style-type: none"> Adaptability – d Personal responsibility – f People skills – g 	<ul style="list-style-type: none"> Possible use of Internet to research community needs
<ul style="list-style-type: none"> Session 6: Assuming Personal Responsibility 		<ul style="list-style-type: none"> Become a positive role-model for others – c(2) 		<ul style="list-style-type: none"> Personal responsibility – f, h 	
<ul style="list-style-type: none"> Session 7: Assessing Personal Interests, Skills, and Assets 	<ul style="list-style-type: none"> Complete a job profile (format, content) – a Write feature story – a 	<ul style="list-style-type: none"> Learn from and work collaboratively with peers from diverse backgrounds – a(2) 	<ul style="list-style-type: none"> Share interests, skills, assets, clearly - b Work effectively in small teams – d(1,2) Writing for various purposes – e(1,2) 	<ul style="list-style-type: none"> Identify own skills, interests, talents, abilities – c, h Develop respect for skills, interests, talents, abilities of others – g 	
<ul style="list-style-type: none"> Session 8: Reflecting on Service 	<ul style="list-style-type: none"> Prepare oral presentation about service experience – a 		<ul style="list-style-type: none"> Prepare oral presentation about service experience – b, e(1) 		<ul style="list-style-type: none"> Possible use of computer to prepare presentation, e.g. Power Point

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Part 3: Taking Action through Service-Learning Section 3A – Decision – Project or Placement	<ul style="list-style-type: none"> • Research on possible project themes – a • Publish local community newsletter – a • Develop and perform skits or other art forms related to project - h 	Depending on issue students select: <ul style="list-style-type: none"> • Environmental issues– a(1) • Promoting cultural sensitivity and appreciation of diversity – a(2) • Assist in voter registration drives – c(1) • Advocacy – c(2) • ATOD – d(1,2) 	Building a sense of community: <ul style="list-style-type: none"> • Demonstrate creativity in developing project – c(1,2) • Work collaboratively to set project goals – d(1,2) 		<ul style="list-style-type: none"> • Possible use of Internet to research project ideas
Section 3B: The Project Model <ul style="list-style-type: none"> • Session 1: From Concern to Action 	<ul style="list-style-type: none"> • Possible use of Internet and/or other media sources to research project ideas - a 	Depending on issue students select: <ul style="list-style-type: none"> • Environmental issues – a(1) • Promoting cultural sensitivity and appreciation of diversity – a(2) • Assist in voter registration drives – c(1) • Advocacy – c(2) • ATOD – d(1,2) 	<ul style="list-style-type: none"> • Develop ability to communicate ideas clearly – b, e(1) 		<ul style="list-style-type: none"> • Possible use of Internet to research project ideas

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<ul style="list-style-type: none"> Session 2: Introducing the Local Heroes Project 			<ul style="list-style-type: none"> Communication skills – b Working with diverse members of team – d(1) Goal setting – d(2) 		
<ul style="list-style-type: none"> Session 3: Implementing the Local Heroes Project 			<ul style="list-style-type: none"> Using critical thinking in choosing project – a(1-4) Working with members of team – d(1) 	Developing and using skills critical to effective teamwork: <ul style="list-style-type: none"> Accountability – c Adaptability - d Personal productivity – e Personal responsibility – f People skills – g 	
<ul style="list-style-type: none"> Session 4: Putting the Issues in Perspective 	<ul style="list-style-type: none"> Possible use of Internet to conduct research – a 		<ul style="list-style-type: none"> Understand and report on research related to issues – a(3, 4), e(2) use critical-thinking skills – a(1-4) Communicating ideas to others – b, e(1) Openness to ideas of others – c(3) 	Carry through on responsibilities: <ul style="list-style-type: none"> Accountability – c Personal responsibility - f 	<ul style="list-style-type: none"> Possible use of Internet to conduct research

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<ul style="list-style-type: none"> Session 5: Deciding on a Project 	<ul style="list-style-type: none"> Develop and practice effective communication skills - a 	Depending on issue students select: <ul style="list-style-type: none"> Environmental issues – a(1) Promoting cultural sensitivity and appreciation of diversity – a(2) Assist in voter registration drives – c(1) Advocacy – c(2) ATOD – d(1,2) 	<ul style="list-style-type: none"> Demonstrate creativity in developing project ideas – c(1) Develop and practice effective skills – b, c(2) Work effectively with peers on project – d(1,2) 	<ul style="list-style-type: none"> Be responsible for active participation in decision-making – f, h Identify and be responsible for own feelings - f 	
<ul style="list-style-type: none"> Session 6: Putting Together the Project Plan 	<ul style="list-style-type: none"> Research on project theme – a, c, e, i, j Write a position paper on project theme - a 		<ul style="list-style-type: none"> Develop project plan/timeline – a(1-4) Communicate effectively with peers - b Work effectively with team members – d(1,2) Prepare written and other materials related to project – e(1) Use research to create new information about issue – e(2) 	<ul style="list-style-type: none"> Accept responsibility for working constructively with team – c, f, g 	<ul style="list-style-type: none"> Possible use of Internet for research Possible use of computer to prepare position paper and other materials related to project

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<ul style="list-style-type: none"> Session 7: Coordinating the Project and the Classroom 			<ul style="list-style-type: none"> Evaluate project success – e(2) 		
Section 3C: The Placement Model				<ul style="list-style-type: none"> Personal responsibility - f 	
<i>Seminar Activity 1: Getting Oriented</i>	<ul style="list-style-type: none"> Reflection on project - a 		<ul style="list-style-type: none"> Develop and use problem-solving skills – a(4) Work effectively with team members on project – d(2) Reflection on project – c(2), e(2) 		
<i>Seminar Activity 2: Interfacing with Guest Speaker</i>	<ul style="list-style-type: none"> Interviews with and letter writing to community members to gather information for project – a 	Depending on issue students select, guest speakers on: <ul style="list-style-type: none"> Environmental issues – a(1) Promoting cultural sensitivity and appreciation of diversity – a(2) Assist in voter registration drives – c(1) Advocacy – c(2) ATOD – d(1,2) Neighborhood safety – d(3) 	<ul style="list-style-type: none"> Work with peers to establish project timeline – d(1) 	Responsibility for one's own actions – c , f , h	Possible use of Internet to gather project-related information

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<i>Seminar Activity 3: Sharing Skills</i>			<ul style="list-style-type: none"> • Talk about and share skills with others - b 	<ul style="list-style-type: none"> • Students learn and teach new skills to each other – a, f, h 	
<i>Seminar Activity 4: Sharing Project Information</i>	<ul style="list-style-type: none"> • Conduct Internet research to gather background information for project – a 		<ul style="list-style-type: none"> • Understand and apply research information to project – a(3), e(2), f • Share project information clearly - b 		<ul style="list-style-type: none"> • Use of Internet to conduct research
<i>Seminar Activity 5: Reporting on Position Papers</i>	<ul style="list-style-type: none"> • Internet research, preparation of position papers – a 		<ul style="list-style-type: none"> • Oral presentation of information – a(1), b, e(1,2) 		<ul style="list-style-type: none"> • Use of Internet for research • Use of computer to prepare position papers
<i>Seminar Activity 6: Evaluating Project Progress</i>			<ul style="list-style-type: none"> • Analyze and evaluate information – e(2) • Oral reports on projects – b, e(1) • 		

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<p><i>Seminar Activity 7: Reflect</i></p>	<p>Reflection on project:</p> <ul style="list-style-type: none"> • Written/oral – a • Other forms of reflection – h 		<p>Quality reflection involves:</p> <ul style="list-style-type: none"> • Evidence that student understands issue – a (1, 3, 4) • Being able to communicate effectively – b, e(1) • Making connections with classroom – f 		
<ul style="list-style-type: none"> • Session 1: From Concern to Action 		<p>Depending on issue students select:</p> <ul style="list-style-type: none"> • Environmental issues – a(1) • Promoting cultural sensitivity and appreciation of diversity – a(2) • Assist in voter registration drives – c(1) • Advocacy – c(2) • ATOD – d(1,2) • Neighborhood safety – d(3) 	<ul style="list-style-type: none"> • Analyze issues and put them in a context – a(1,3), f <p>Develop and use problem-solving skills – a(4)</p>		

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<ul style="list-style-type: none"> Session 2: Understanding Placement Requirements 				<ul style="list-style-type: none"> Ethics – b Accountability – c Personal responsibility – f People skills – g Self-direction – h 	
<ul style="list-style-type: none"> Session 3: Preparing for a Service Fair 		<ul style="list-style-type: none"> Citizen responsibilities – c(2) Increased awareness of how to involved, particularly for health-related issues – d(1,2) 	<ul style="list-style-type: none"> Understanding that learning is contextual – f 	<ul style="list-style-type: none"> Being able to adapt my skills, interests, and talents with agency needs – d 	
<ul style="list-style-type: none"> Session 4: Having a Service Fair 			<ul style="list-style-type: none"> Choosing service options are most interesting and why – a(1,2), c(1) Openness to new options – c(3) 		
<ul style="list-style-type: none"> Session 5: Deciding on a Placement 				<ul style="list-style-type: none"> Positive attitude about placement site – f, h 	

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Seminar Activity 1: <i>Interfacing with Guest Speaker</i>		Depending on issue students select: <ul style="list-style-type: none"> Environmental issues – a(1) Promoting cultural sensitivity and appreciation of diversity – a(2) Assist in voter registration drives – c(1) Advocacy – c(2) ATOD – d(1,2) Neighborhood safety – d(3) 			
Seminar Activity 2: <i>Sharing Skills</i>			<ul style="list-style-type: none"> Talk about and share skills with others - b 	<ul style="list-style-type: none"> Students learn and teach new skills to each other – a, f, h 	
Seminar Activity 3: <i>Sharing Placement Information</i>	<ul style="list-style-type: none"> Research to gather project and site-related information – a, c, e 	Depending on issue students select: <ul style="list-style-type: none"> Environmental issues – a(1) Promoting cultural sensitivity and appreciation of diversity – a(2) Assist in voter registration drives – c(1) Advocacy – c(2) ATOD – d(1,2) Neighborhood safety – d(3) 	<ul style="list-style-type: none"> Effectively communicating what is learned with others – c(1,2), e(1,2) Making connections between classroom and placement site – f 		

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<i>Seminar Activity 4: Reporting on Expert Papers</i>	<ul style="list-style-type: none"> Preparing expert papers – a 		<ul style="list-style-type: none"> Developing and practicing effective communication skills – b, c(2), e(1) 		
<i>Seminar Activity 5: Evaluating Placement Progress</i>			<ul style="list-style-type: none"> Analyze and evaluate progress – b, e(1) 		
<i>Seminar Activity 6: Reflecting on the Week</i>	<ul style="list-style-type: none"> Written/oral – a Using other media - h 		<ul style="list-style-type: none"> Making connections – a(1,3) good communication – b, e(1) Putting placement in a context – f 		
Part 4: Evaluating and Sharing Service Experiences					
<ul style="list-style-type: none"> Session 1: Analyzing the Results of the Service Experience 	<ul style="list-style-type: none"> Prepare a summary report on placement experience – a, h 		<ul style="list-style-type: none"> Work effectively in teams to prepare reports – d(1) Write for various purposes – e(1,2) 	<ul style="list-style-type: none"> Work effectively in teams to prepare reports – d, g 	

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<ul style="list-style-type: none"> Session 2: Sharing the Results of the Service Experience 	<ul style="list-style-type: none"> Prepare and give an oral presentation to peers - a 		<ul style="list-style-type: none"> Offer constructive criticism – e(1,2) 	<ul style="list-style-type: none"> Take an active part in class presentations – f 	<ul style="list-style-type: none"> Use of computer to prepare resources for presentation
<ul style="list-style-type: none"> Session 3: Revisiting Expectations and Aspirations 			<ul style="list-style-type: none"> Reflection on what was learned - f 	<ul style="list-style-type: none"> Take part in discussions – f, h 	
<ul style="list-style-type: none"> Session 4: Affirming Contributions 	<ul style="list-style-type: none"> Create a symbol of service experience - h 		<ul style="list-style-type: none"> Take an active part in yarn web – b, e(1,2) Collaborate with peers – d(2) 	<ul style="list-style-type: none"> Develop and demonstrate good people skills – f, g, h 	
<ul style="list-style-type: none"> Session 5: Planning and Practicing for Presentations Beyond the Classroom 	<ul style="list-style-type: none"> Demonstrate proper use of computer tools in preparing presentation – a 		<ul style="list-style-type: none"> Presentation benefits – b Communicate effectively with various audiences – c(2), e(1) 		<ul style="list-style-type: none"> Demonstrate proper use of computer tools in preparing presentation
<ul style="list-style-type: none"> Session 6: Reaching Out 	<ul style="list-style-type: none"> Project presentation – a 	<ul style="list-style-type: none"> Communicate ways people can work together to address community needs – c(2) 	<ul style="list-style-type: none"> Communicate effectively with various audiences – c(2), e(1) 		<ul style="list-style-type: none"> Demonstrate proper use of computer tools in presentation
<ul style="list-style-type: none"> Session 7: Celebrating Accomplishments 				<ul style="list-style-type: none"> Plan and hold celebration – a, d, f, g, i 	

Resources:

1. "Framework for 21st Century Learning," Partnership for 21st Century Skills, www.21stcenturyskills.org.
2. "Service-Learning and the Partnership for 21st Century Skills, Richard Bradley, Ph.D. (attached)

Service-Learning and the Partnership for 21st Century Skills

What is the Partnership for 21st Century Skills?

The Partnership is a coalition of more than 170 educational stakeholders, many representing Fortune 500 companies, who share a common goal of accelerating the pace of educational reform to support student learning in the 21st century.

Why now?

- One educator put it this way, *“You cannot move into the new world with last-century teacher knowledge. Teachers are ready to learn, but they need access to real innovation. They need to be asked to see themselves as innovators.”*
- One CEO put it another way, *“The fact is that young people are woefully under prepared for the demands of today’s workplace.”*

A recent national survey of company human resource officials found that:

- Almost 70% believe that high school students fall short in critical thinking skills
- 81% believe that high school students are deficient in written communications
- Almost one-third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

Framework for 21st Century Learning

Core Subjects		
↕		
21st Century Content	Learning & Thinking Skills	Life Skills
21st Century Assessment		
		ICT Literacy

1. **Core Subjects.**
 - a. English, reading or language arts
 - b. Mathematics
 - c. Science
 - d. Global languages
 - e. Civics
 - f. Government
 - g. Economics
 - h. Arts
 - i. History
 - j. Geography

2. **21st Century Content.**
 - a. Global Awareness
 - (1) Use 21st century skills to understand and address global issues
 - (2) Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - (3) Utilize non-English languages as a tool for understanding other nations and cultures

 - b. Financial, economic, business and entrepreneurial literacy
 - (1) Know how to make appropriate personal economic choices
 - (2) Understand the role of the economy and the role of business in the economy
 - (3) Use entrepreneurial skills to enhance workplace productivity and career options

 - c. Civic literacy
 - (1) Being an informed citizen in order to participate effectively in government
 - (2) Exercising the rights and obligations of citizenship at local, state, national and global levels

- (3) Understanding the local and global implications of civic decisions
- d. Health and wellness awareness
 - (1) Access health information and services, navigate health institutions and act as an advocate to improve health for self, family and/or community
 - (2) Understand preventive physical and mental health measures, include proper diet, nutrition, exercise, risk avoidance and stress reduction
 - (3) Demonstrate understanding of national and international health and safety concerns
- 3. **Learning and Thinking Skills.** As much as students need to learn academic content, they also need to keep learning – and make effective and innovative use of what they know – throughout their lives. Learning and Thinking Skills are comprised of:
 - a. Critical Thinking and Problem Solving Skills
 - (1) Exercise sound reasoning in understanding
 - (2) Make complex choices
 - (3) Understand the interconnections among systems
 - (4) Frame, analyze and solve problems
 - b. Communication Skills – the ability to articulate thoughts and ideas clearly and effectively
 - c. Creativity and Innovation Skills
 - (1) Demonstrate originality and inventiveness in work
 - (2) Developing, implementing and communicating new ideas to others
 - (3) Being open and responsive to new and diverse perspectives
 - d. Collaboration Skills
 - (1) Work effectively with diverse teams
 - (2) Be helpful and make necessary compromises to accomplish a common goal
 - e. Information and Media Literacy Skills
 - (1) Understand, manage and create effective oral, written and/or multi-media communication in a variety of forms and contexts
 - (2) Analyze, access, manage, integrate, evaluate and create new information in a variety of forms and media
 - f. Contextual Learning Skills – Require the ability to take advantage of education in a variety of contexts both inside and outside the classroom, and understanding that knowledge is acquired within a context.

4. **Life Skills.** Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically, and broadly. Life Skills include:

- a. Leadership
- b. Ethics
- c. Accountability
- d. Adaptability
- e. Personal productivity
- f. Personal responsibility
- g. People skills
- h. Self direction
- i. Social responsibility

5. **ICT Literacy.** Information and communications technology (ICT) is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning.

6. **21st Century Assessments.**

Authentic 21st century assessments are the essential foundation of a 21st century education. Assessment must measure all five results that matter:

- a. Core subjects
- b. 21st Century Content
- c. Learning and Thinking Skills
- d. ICT Literacy
- e. Life Skills

To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized testing alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.