Community Challenge

Vocabulary

- **BUDGET**
- **ECONOMIC**
- **POST OFFICE**
- **CAPITAL**
  - **FEDERAL**
  - **PRESS**
  - **CAPITOL**
  - **CENSUS**
  - **HABITAT**
  - **CITIZEN**
  - **HISTORY**
  - **CITY**
  - **RESULTS**
  - **CIVIL**
  - **ISSUES**
  - **SCHOOL**
  - **COMMUNITY**
  - **MAYOR**
- **STORE**
- **REPRESENTATIVE**
- **RESTAURANT**
- **INFRASTRUCTURE**
- **REAL ESTATE**
- **GOVERNMENT**

WHAT WILL BE LEARNED

The Community Challenge project will provide you with opportunities to explore communities of the past, present and future. You will examine topics such as education, politics, environmental characteristics, population, economics, fine arts, etc., determining how to make a community a more desirable place to live today and in the future.

The efg Portfolio System includes Performance Tasks and Core Skills necessary for work and citizenship now and in the future.

RESEARCH LOCATIONS/BOOKS

To be obtained from experts, weather partners, on the recommended Project Internet Sites or in the school and community library.

American School Directory http://www.asd.com/

Austin City Connection: Growth Watch http://www.ci.austin.tx.us/

Cities of the Future - Michigan http://www.geo.msu.edu/geo333/cities_of_the_future.html

City of Detroit, MI http://www.ci.detroit.mi.us/default.htm

City of Durham, North Carolina (zoning map) http://gisweb2.ci.durham.nc.us/sdx/imap_launch.html

City of Long Beach, CA, Department of Planning and Building http://www.longbeach.gov/plan/default.asp

City of Memphis, TN http://www.cityofmemphis.org/framework.aspx?page=1

City of Orlando, FL: Innovations in Planning http://www.orangecountyfl.net/cms/DEPT/growth/planning/CPCsummit.htm

Denver.gov http://www.denvergov.org/

European Governments online http://europa.eu.int/abc/governments/index_en.htm

The Gallery at Market East (Philadelphia) http://www.galleryatmarketeast.com/pages/index.jsp

Information Technologies and the Future of Cities http://ideas.repec.org/p/nbr/nberwo/5562.html

Make a Town (free software download) http://www.yourchildlearns.com/town.htm

Miami Retail Guide http://miami.retailguide.com/

NewsDirectory: City Governments http://newsdirectory.com/city.php?county=

Official City Sites (US links to all cities with Web sites) http://officialcitysites.org/

Oklahoma City (neighborhood maps) http://www.okc.gov/query.html?about_okc/index.html

Pretoria (South Africa) Online http://www.southafrica.co.za/

Sao Paulo (Brazil) http://www.sao-paulo.com/

Shanghai (China) on Internet http://www.shme.com/

St. Louis County (MO) Parks and Rec. - Volunteering http://www.stlouisco.com/parks/

Volunteer Links (Hearts and Minds) http://www.heartsandminds.org/links/vol.htm

Volunteering: The Village of Tonganoxie, Kansas http://www.tongie.org/volunteering.html

SUGGESTIONS FOR USING WORLD WIDE WEB SITES

Read about government in cities and towns.

NewsDirectory: City Governments http://newsdirectory.com/city.php?county=

European Governments online http://europa.eu.int/abc/governments/index_en.htm

Vocabulary

- **COUNCIL**
- **MUSEUM**
- **SUBURB**
- **COUNTY**
- **NEWSPAPER**
- **SUBWAY**
- **DEMOCRACY**
- **POLICE**
- **TAXATION**
- **DOMESTIC**
- **POPULATION**
- **TOWN**
- **URBAN**

Conduct a mathematical analysis of downtown business in shopping centers.

Miami Retail Guide http://miami.retailguide.com/

The Gallery at Market East (Philadelphia) http://www.galleryatmarketeast.com/pages/index.jsp

Find a map, graph, or chart of your community compared to another town or city.

Oklahoma City (neighborhood maps) http://www.okc.gov/query.html?about_okc/index.html

Cities of the Future - Michigan http://www.geo.msu.edu/geo333/cities_of_the_future.html

Look for information about cities or towns in other countries.

European Governments online http://europa.eu.int/abc/governments/index_en.htm

Pretoria (South Africa) Online http://www.southafrica.co.za/

Sao Paulo (Brazil) http://www.sao-paulo.com/

Shanghai (China) on Internet http://www.shme.com/

Research changes in the growth of cities, towns, and metropolitan areas.

Official City Sites (US links to all cities with Web sites) http://officialcitysites.org/

Austin City Connection: Growth Watch http://www.ci.austin.tx.us/

City of Orlando, FL: Innovations in Planning http://www.orangecountyfl.net/cms/DEPT/growth/planning/CPCsummit.htm

Identify the technologies used in cities today and tomorrow.

Information Technologies and the Future of Cities http://ideas.repec.org/p/nbr/nberwo/5562.html

Cities of the Future - Michigan http://www.geo.msu.edu/geo333/cities_of_the_future.html

Create the perfect community on paper, using models or software tools.

Make a Town (free software download) http://www.yourchildlearns.com/town.htm

Write a report comparing schools, government, or housing in different cities.

American School Directory http://www.asd.com/

City of Memphis, TN http://www.cityofmemphis.org/framework.aspx?page=1

Denver.gov http://www.denvergov.org/

City of Detroit, MI http://www.ci.detroit.mi.us/default.htm

NewsDirectory: City Governments http://newsdirectory.com/city.php?county=

City of Long Beach, CA, Department of Planning and Building http://www.longbeach.gov/plan/default.asp

Ask students at another school about their community.
Keypals http://www.teaching.com/keypals/

Investigate ways that people can volunteer in their communities.
Volunteer Links (Hearts and Minds) http://www.heartsandminds.org/links/vol.htm
Volunteering: The Village of Tonganoxie, Kansas http://www.tongie.org/volunteering.html
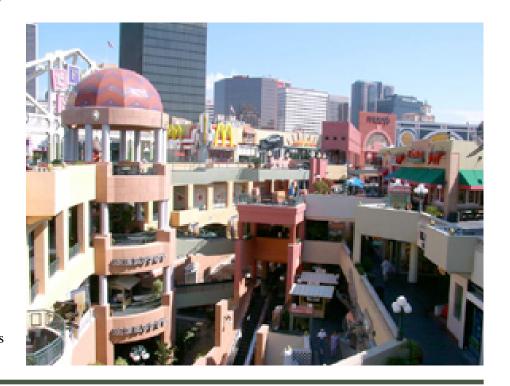St. Louis County (MO) Parks and Rec. - Volunteering http://www.stlouisco.com/parks/

List the careers that are mentioned on these "links."
NewsDirectory: City Governments http://newsdirectory.com/city.php?county=
Official City Sites (US links to all cities with Web sites) http://officialcitysites.org/

TEST SITES

Pittard Campus School, Murfreesboro, TN

21st Century Academy, Chattanooga, TN

Yup'it School District, Akiachak, AK

Hudson Bay High School, Vancouver, WA

Thomas Edison Elementary School, Glendale, CA

POSSIBLE PARTNERSHIPS

Community members

Artists

Hospitals

Food banks

City Judges / Attorneys

City planners

Nursing homes

Child care agencies

City and state government

City Council

Transportation Agencies

Chamber of Commerce

Visitors Centers

Service Clubs

Fire Departments / Paramedics

Churches

Life2Learning Lessons

Lessons can be created by students based upon their research of their own community, including interviews with community officials and historians.P1. Reading

Read books, journals, and newspaper articles about schools, real estate, cost of housing, quality of air, traffic, transportation, jobs, community issues, cultural diversity and government. Select one area to obtain in-depth information.

Read the local newspaper and chart the coverage of political, economic and social issues in the city over time. Study newspapers in the past and present.

Read information on the Internet and the World Wide Web about controversial issues in your community.

P2. MATH

Measure classroom or home garbage for one day and record the results. Forecast the amount of garbage for the rest of the week. Measure garbage for the rest of the week. Compare the actual results with the estimates. Review the past and present garbage removal budget for your community.

Given a fixed budget, plan a 3-day field study to include points of interest in your local community.

Create three budgets for food or clothing and compute sales tax.

Collect data regarding local property taxes for the past five years. Determine the uses for these funds.

Complete an economic examination of a business, industry, city, state or region and project a 5 year future time frame with results presented in a minimum of three possible economic scenarios.

Compare and contrast the economic analysis of your community with another area of the state, nation or world. Identify specific similarities and differences and identify methods of solving problems in each location. Make projections

on a particular business, an environmental issue, a community issue or specific technology. Begin to make generalizations about global interdependence and move beyond the specific issue, resource or technology and propose recommendations for expenditures or budgets in the future.

Conduct an analysis of an entire business or industry in two global locations. Present the portfolio of work to an employee of that industry. Respond to questions regarding your research project.

Collect financial data from political parties. Correlate funding sources to election outcomes.

MASTER PLAN
APPLE VALLEY CIVIC CENTER PARK
TOWN OF APPLE VALLEY

and comparisons of each location for a 7 - 10 year future time frame.

Conduct a financial analysis with two comparisons from different global locations. Focus

P3. MAPS / GRAPHS / CHARTS

Graph or chart all of the economic analysis.

Draw a map of the local community, labeling various locations and landmarks.

Graph the number of learners and relatives born in the local community versus elsewhere.

Prepare graphs showing the sectors of the community's economic, cultural and physical development in the past, at the present time and ten years in the future.

Identify and chart products made in the local area. Chart the costs associated with these products. Compare local products with products made in other parts of the world.

P4. WORLD LANGUAGE

Use the vocabulary words in another language to describe your local community.

Create a picture dictionary with vocabulary words in two different languages.

Make signs using another primary language in the community.

Label a community map or brochure in two languages.

P5. SCIENCE

Design an ecological preserve for your community and build a model of the design.

Investigate the tradeoffs inherent in growth and development versus protection of the natural environment around the world and the environment of the community. Present information from specific points of view. Demonstrate evidence of understanding the complexity of

the tradeoffs from the vantage point of political, social, economic and humanitarian positions.

Identify an area of development in your community such as housing or business and investigate all ecological issues associated with the development.

Analyze how a specific scientific discovery or innovation has changed life in your community for better or worse.

P6 SOCIAL STUDIES

Identify an area of development in your community such as housing or business and investigate the economic, political, and social issues associated with the development.

Conduct research on the inter-relatedness of past, present, future by thoroughly examining a given issue, place or person in your community. Hypothesize two probable alternative directions for the community for a 5 year time period. Compare the relevant political environment to that in another locality or country.

Attend a local government meeting (i.e. city council) to determine who the leaders are and how they govern. Select an issue currently being discussed and forecast the implications of that issue to the community and to each government official.

Investigate city or county ordinances and decide what type of approach your

emphasis does your community seem to place on preventive care? On medical intervention?

Research the history of a local ordinance related to health.

Plan a walking or bicycle tour of your community.

2. When did this need begin in the school or community?

3. What impact do the volunteers have?

4. Why did they choose that particular agency or activity?

5. Determine the impact on the community without volunteers.

Record an interview with a family member regarding the history of the community.

P9. CREATIVE EXPRESSION

Create an art work or mural reflecting your community's past, present and future.

Investigate the music and dance of the different cultures in your community.

Write a poem about one area of your community.

Create a community calendar with artwork from community representatives.

Create a flag or poster for a community event or museum.

community takes to governing its citizens.

P7 HEALTH / FITNESS

Determine the proportion of land your community allocates for activities such as walking, bicycle riding and jogging. Has this allocation increased or decreased over the years?

Determine the number of health, fitness and medical businesses and organizations in your community. What

P8. TECHNOLOGY

Create a video for a time capsule demonstrating the past, present and future of your family or the community.

Conduct an Internet search about a particular community issue and prepare a summary using your computer.database of information

Video tape volunteers, either in the school or the community. You might ask the following questions:

1. Why is there a need?

P10. CAREERS

Analyze the types of jobs available in your community. Determine what businesses or industries employ the greatest number of citizens. Compare this to 10, 25, and 50 years ago. Predict what types of employees

will be in greatest demand over the next 15 years.

Investigate your city and county World Wide Web sites for job openings. Chart the types of jobs available, the required skills and education, and the pay range.

Interview or "job shadow" a city or county official.

P11. COMMUNITY SERVICE

Volunteer at a science center or museum.

Volunteer at senior citizen center, an animal shelter, a hospital or community center.

Recycle.

Work in an environmental clean up program.

Take care of children or play games with children at a child care center.

P12. WRITING

Interview various members of the community and write a report describing the jobs of yesterday, today and tomorrow.

Develop a newspaper covering local issues.

Write a book about some aspect of your community's past, present and future.

Write a report answering these four questions about a specific aspect of your community:

1. What was your community like 50 years ago?

2. What is your community your like now?

3. What will your community be like 50 years in the future?

4. How can you make your community a better place to live?

Write a report about a political environment (city/state/region) and forecast probable alternative directions/occurrences for a 5-year time period.

Create a brochure about your school, a local museum or community organization.

Describe in physical terms a defined habitat in your community. Include membership of living and non-living things and describe the positive and negative interactions in this specific environment.

Hypothesize and predict environmental changes within the habitat given specific economic, social, political and industrial growth patterns in the community. Consider positive and negative aspects.

P13. PRESENTATION

Present one job responsibility within the community. Include job title, job description, skills needed for that job, prediction of the future of that job.

Debate a local issue currently being discussed by city officials or at city meetings.

Make a book presentation about one aspect of the community or one controversial issue that is being addressed at a particular time.

efgStandards

Community Challenge
efgProject™ Portfolio

These efg standards can be applied to the "Community Challenge" Project to insure that students are learning necessary skills to increase achievement and master the content standards in your state, nationally, or in your country.

CONTINUOUS LEARNING RUBRICS IN 13 CONTENT AREAS

P1.00 READING

Read up to date, real world information to understand the "efg" Project

P1.01

Recognize, sound, spell and write "efg" Project words

P1.02

Identify correct meaning of words and sentences

P1.03

Read myths, legends, literature, informative articles, biographies, autobiographies, historical fiction, dramas, and folk tales appropriate for the "efg" Project

P1.04

Read from dictionaries, encyclopedias, atlases, newspapers, periodicals, reports, resource books, annual reports and the Internet to gather specific "efg" Project information

P1.05

Identify main idea, important elements and sequence of events in books and documents

P1.06

Identify details and describe setting and characters

P1.07

Identify primary relationships such as cause and effect

P1.08

Summarize, compare and contrast items and draw conclusions from given facts

P1.09

Analyze motive, mood, point of view, conflicts and solutions.

P1.10

Determine which ideas are accurate and complete. Distinguish "efg" fact from opinion

P1.11

Answer Project questions in a manner that is plausible, logical, clear and well-supported by evidence from the reading

P1.12

Make connections to other works written by the same author, reporter, scientist or military expert

P2.00 MATH

Conduct real world math applications for each "efg" Lesson

P2.01

Use numbers to count, and identify location

P2.02

Perform mathematical procedures efficiently, accurately, and completely

P2.03

Use whole numbers to add, subtract, multiply and divide

P2.04

Understand and use fractions and decimals to understand "efg" Project information

P2.05

Understand money amounts and value throughout "efg"

P2.06

Measure length, weight, volume, area and temperature

P2.07

Use mathematics to solve complex "efg" problems

P2.08

Represent mathematical findings, data, and relationships in reasonable and effective ways

P2.09

Use tools appropriately to understand and communicate mathematical ideas and solutions

P2.10

Solve a range of "efg" problems, indexed by complexity, using real-world and theoretical information and a wide range of procedures or strategies

P2.11

Analyze, draw conclusions, and make mathematical generalizations about the "efg" Project

P2.12

Connect mathematical solutions to the original "efg" Project and extend to "next step" investigations

P3.00 MAPS / GRAPHS / CHARTS

Create geographic and graphical representation of "efg" Project details

P3.01

Read and interpret tables, graphs and charts

P3.02

Construct graphs, tables, charts and grids from given information

P3.03

Analyze information and solve problems presented in graphic representation

P3.04

Explore "efg" ideas, issues, and relationships through graphics

P3.05

Recognize conflicting information conveyed through graphical representation

P3.06

Make judgments about the appropriate use of graphs and charts to represent information

P3.07

Find specific "efg" Project locations on a local, state, national and world map

P3.08

Use maps to understand historical and current events and to research "efg" issues

P3.09

Use and create road, product, resource, land form, climate, population, and political maps

P3.10

Identify geographic connections between the U.S. and other countries

P3.11

Demonstrate "efg" knowledge of physical, political and cultural geography by drawing on a blank globe, creating a graph or chart, or building a 3 dimensional model or diorama.

P3.12

Make Project information explicit by using maps and graphics to highlight "efg" ideas and interpretations

P4.00 WORLD LANGUAGE

Understand and communicate "efg" Project information in another language

P4.01

Recognize a few "efg" Project vocabulary words in another language

P4.02

Recognize all of the "efg" Project vocabulary words in another language

P4.03

Speak and write vocabulary words in one other language.

P4.04

Follow simple directions in the language.

P4.05

Construct sentences and write reports in another language

P4.06

Recognize all of the "efg" Project vocabulary words in two or more languages

P4.07

Speak and write vocabulary words in two or more languages

P4.08

Construct sentences and write reports in two or more languages.

P4.09

Understand implications, can draw appropriate inferences and answer questions in the language.

P4.10

Access information and communicate in person or on the internet in other languages.

P4.11

Complete the entire "efg" project and portfolio of work in another language.

P4.12

Demonstrate understanding of project words in 5-10 other languages

P5.00 SCIENCE

Apply scientific research to the "efg' Project

P5.01

Generate reasonable explanations of scientific ideas

P5.02

Use scientific models to make sense of the "efg" Project information

P5.03

Interpret data and formulate hypotheses that are testable

P5.04

Create justification appropriate to scientific research

P5.05

Solve a range of science problems using a variety of strategies and procedures

P5.06

Use tools and technology to obtain up to date information and communicate ideas about the "efg" Project

P5.07

Display a depth of understanding of important science content and ideas

P5.08

Demonstrate the ability to survey a defined area of land, water, or air, biologically, chemically and physically, and interpret its macro-ecological surrounding.

P5.09

Describe a plant or animal in detail and highlight its value to the living systems

P5.10

Demonstrate an understanding of energy and various conversions of that energy in a "efg" Lesson

P5.11

Demonstrate knowledge of pollution of natural systems with results presented in separate scenarios for air, water, soil, plants, and animals.

P5.12

Understand the relation of human needs in the "efg" Project and the resultant effects on the ecosystem

P6.00 SOCIAL STUDIES

Apply social studies concepts to the "efg" Project

P6.01

Identify and exhibit good citizenship, responsibility, and cooperation while working on the "efg" Project

P6.02

Identify and explain historical events that effect the "efg" Project

P6.03

Explain "efg" Project goods and services and how they are produced, advertised, and obtained

P6.04

Evaluate the influence of discoveries, inventions, and innovations on the "efg" Project.

P6.05

Understand cultural diversity in the "efg" Project: families, schools, neighborhoods, cities or countries

P6.06

Identify the laws that pertain to people and the "efg" Project

P6.07

Determine how news sources reflect fact and opinion about the "efg" Project

P6.08

Conduct an economic examination of a military base and identify how resources are used to meet the needs of people

P6.09

Demonstrate knowledge of local, state, national or world governments the role they play in the "efg" Project

P6.10

Understand the relationship between the past, present and future by thoroughly examining a "efg" Project issue, current event, place, person, or resource.

P6.11

Demonstrate knowledge of global interdependence by creating a 5 year global

analysis of a "efg" Project condition, resource or technology.

P6.12

Create a 10 year life plan that includes personal, physical, educational, occupational, and economic goals.

P7.00 HEALTH / FITNESS

Incorporate all aspects of health and fitness appropriate for the "efg" Project

P7.01

Understand the basic elements of good health

P7.02

Explain the structure and functions of the human body

P7.03

Establish a life long fitness plan

P7.04

Demonstrate teamwork

P7.05

Identify health problems and disease both locally and throughout the efg

P7.06

Understand the need for immunizations and

preventative health care for the military and their families

P7.07

Calculate the cost of health care products and health insurance

P7.08

Identify locations in the world that are sources for medicines

P7.09

Understand environmental issues relation to health

P7.10

Describe health care agencies on a military base

P7.11

Investigate the latest in technology advances for health care

P7.12

Identify "efg" safety issues related to health

P8.00 TECHNOLOGY

Use all forms of technology tools to access, manage and communicate "efg" Project information

P8.01

Recognize a range of technological tools and

understand technological advances in the "efg" Project

P8.02

Understand the general purposes for a variety of technology tools

P8.03

Identify appropriate technological tools for solving simple and routine problems in the "efg" Project

P8.04

Demonstrate basic operational skills for computers, the internet, digital equipment and other technology tools

P8.05

Identify appropriate communication tools for accessing up to date information and solving complex problems in the "efg" Project

P8.06

Demonstrate ability to present "efg" Project information using multi media tools and world wide web applications.

P8.07

Interact with others, in the "efg" using communication tools

P8.08

Obtain "efg" Project information using all forms of communication tools including the Internet and efg world wide web site

P8.09

Make appropriate, reasonable and efficient connections between technologies and "efg need

P8.10

Produce effective and accurate multi media presentations appropriate for a specific audience such as CD ROMS, DVD's, Power Point presentations, and World Wide Web sites

P8.11

Evaluate two or more technology or communication tools used in the efg

P8.12

Reflect upon current technology and communication tools and present a plan for the next generation of such tools

P9.00 CREATIVE EXPRES-SION

Use visual art, graphic design, film, or music to creatively present "efg" Project information

P9.01

Research various creative expressions such as visual art, music, dance, and theater

P9.02

Analyze, interpret, create or perform a particular work of art in the "efg" Project

P9.03

Present work of art to an audience or at an exhibit

P9.04

Understand personal, family, community, and military artistic representations

P9.05

Use creative expression to convey multiple and divergent perspectives of the "efg" Project

P9.06

Research the historical perspective on a particular work of "efg" art or creative expression

P9.07

Review, create or perform a musical work that is related to the "efg" project

P9.08

Uses creative expression to portray the "efg" Project digitally

P9.09

Demonstrate understanding of world culture through story telling, music, visual arts, dance, drama, clothing and food preparation.

P9.10

Investigate all aspects of an artistic organization and report findings

P9.11

Evaluate the role of creative expression in the world today

P9.12

Describe the value of one type of art, design, music, film, theater or dance for the "efg" Project

P10.00 CAREERS

Investigate and understand the careers associated with the "efg" Project

P10.01

Investigate changes in these careers over time

P10.02

Identify the multiple careers associated with the "efg" Project

P10.03

Determine skills necessary for each "efg" Project career

P10.04

Identify one "efg" Project career and research it in depth

P10.05

Identify education necessary to obtain the skills for that particular career

P10.06

Interview or "job shadow" various people in different "efg" careers

P10.07

Investigate geographic location for specific "efg" careers

P10.08

Research economic benefits from various careers

P10.09

Create a World Wide Web site or advertisement presenting a career in the military

P10.10

Create a chart, logo, or brochure for a school or educational organization in the "efg" Project

P10.11

Create a personal biography resume of your employability skills

P10.12

Identify the personal responsibility skills necessary for particular "efg" Project careers

P11.00 COMMUNITY SERVICE

Apply what you have learned in the "efg" Project by providing service to others

P11.01

Demonstrate understanding for the need for service.

P11.02

Identify various ways that people volunteer in your school

P11.03

Determine various service options in your community

P11.04

Identify a type of service for the "efg" Project

P11.05

Determine the various volunteer opportunities

P11.06

Develop goals for the service and a timeline to complete the assistance.

P11.07

Complete a service, of short duration, associated with the "efg" Project

P11.08

Analyze the value of the service that was provided

P11.09

Plan a lengthy service project with definable results.

P11.10

Identify the persons or locations that will benefit from the service to be provided

P11.11

Create an evaluation form or response letter for recipient or organization receiving the assistance.

P11.12

Develop a comprehensive list of service opportunities for the "efg" Project

P12.00 WRITING

Write about all aspects of the "efg" Project using real world information from multiple sources including the Internet

P12.01

Present a wide range of information about the "efg" Project

P12.02

Include accurate information and the most important ideas about the "efg" Project

P12.03

Use complete sentences, correct spelling, correct punctuation, appropriate capitalization

P12.04

Compose meaningful text applying knowledge of grammar

P12.05

Present information and relationships with explanations and supporting details and the "efg" Project

P12.06

Write unified and well-formed paragraphs that present relevant content and specific information

P12.07

Use transitions from one subtopic to the next

P12.08

Write report using notes, interviews, pertinent data and multiple sources of "efg" Project information

P12.09

Use the complete and accurate form required for the

task (e.g., title page and bibliography)

P12.10

Use illustrations, graphs and charts to complement and explain the ideas in the text.

P12.11

Use headings and subheading to represent the appropriate levels of organization and describe the contents adequately and accurately

P12.12

Produce an attractive, neat and easily read report or document that conveys all aspects of the "efg" project

P13.00 PRESENTATION

Present "efg" Project work to a real or digital audience

P13.01

Develop presentation and topic that are appropriate to the audience

P13.02

Deliver presentation smoothly without notes

P13.03

Organize a focused presentation

P13.04

Use appropriate vocal inflections and verbal expressions.

P13.05

Evoke interest and attentiveness from the audience

P13.06

Demonstrate clear connections to the "efg" Project

P13.07

Include one or more areas of emphasis

P13.08

Include all important information.

P13.09

Exclude extraneous details

P13.10

Use appropriate technology and multi media tools

P13.11

Respond appropriately to questions

P13.12

Modify "efg" Project presentation to reflect audience questions and interest

All or some of these standards can be identified based upon student level of learning and the "Community Challenge" Project Content and Lessons. These all connect to state and national standards used on standardized measurements. They also promote student research, problem solving, data analysis, record keeping, portfolio products and digital presentations. These are all real Life2Learning skills.