

Each performance indicator (PI) is followed by the general standard being met in parentheses.

First, students spent time exploring technology, giving them an opportunity to meet PI 9: *Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.* (5, 6)

Students then used handheld and digital cameras to capture and record data about trees. PI 8: *Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.* (5, 6)

Next, students shared data with each other by beaming among handhelds and uploaded the data to computers, where they created graphs. In this process, they demonstrated PI 1: *Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively* (1) and PI 4: *Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.* (3)

The Arbor Day/Earth Day project could easily be extended to include student creation of a web site, meeting PI 5: *Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.* (3, 4)

This activity might also be one component of a larger project involving Internet research, with the potential of meeting PI 10: *Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.* (6)

Students used resources from their state Department of Conservation; by connecting with experts at that organization, they would engage in the kind of activities indicated in PI 6: *Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.* (4)

An interesting means for bringing additional collaboration into this project is by connecting with other classrooms in different parts of the country to share findings and create a joint product, such as a wiki, to publish results. In this way, students would meet PI 7: *Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.* (4, 5)

As you can see, it is possible within one well-designed, rich instructional activity to meet nearly all of the performance indicators and standards required for a grade level. With thoughtful planning, it is also just as feasible to simultaneously meet a number of content standards. This results in efficient use of students' time, but most important, it helps pull teachers away from an isolated standards model of teaching, where instruction is more likely to be prescriptive and disconnected from authentic learning activities. With a deeper focus, not only will teachers be helping students meet a multitude of standards, they will also be offering rich, interesting learning opportunities that engage students and compel them to think beyond the superficial. Challenging students' cognitive skills by providing