

Common Core Standards and Reasonable Outcomes for World Language and Culture Education

Reading

1. Key Ideas and Details	Read for main ideas.
2. Craft and Structure	Read for supporting details.
3. Integration of Knowledge and Ideas	Use knowledge and ideas from reading in speaking and writing.
4. Range of Reading and Level of Text Complexity	Read informational, cultural and literary texts.

Writing

1. Text Types and Purposes	Write for a variety of purposes and audiences.
2. Production and Distribution of Writing	Write, revise, edit and rewrite.
3. Research to Build and Present Knowledge	Use technology to research, produce and publish and to collaborate with others.
4. Range of Writing	Write a variety of texts.

Speaking and Listening

1. Comprehension and Collaboration	Converse and collaborate with others.
2. Presentation of Knowledge and Ideas	Present knowledge in speech supported by digital media and visual displays.

Language

1. Conventions of Standard Language	Use conventions of the standard language in speaking and writing
2. Knowledge of Language	Recognize effect of choice on meaning and choose language appropriate to register.
3. Vocabulary Acquisition and Use	Develop receptive and productive vocabularies.

From Brandon Zaslow, "Reasonable Common Core Outcomes for World Language and Culture Education", 2013

21st Century Skills The language classroom in the U.S. has been transformed in the last 20 years to reflect an increasing emphasis on developing students' communicative competence. Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21st Century Skill.

Then	Now
Students learned about grammar	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focus on listening, speaking, reading, writing	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as "doer" and "creator"
Isolated cultural "factoids"	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a "cool tool"	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students "turn in" work only for the teacher	Learners create to "share and publish" to audiences more than just the teacher.

Communication use language to engage in meaningful conversation, to understand and interpret spoken, written and visual texts, and to present information, concepts, ideas and feelings. **Health Literacy, Stage I:** Students read several authentic menus and identify which would be appropriate for different people based on culture, preferences and special dietary needs.

Collaboration use language to learn from and work cooperatively across cultures, sharing responsibility and making necessary compromises while pursuing a common goal. **Financial Literacy, Stage II:** During career week at school, students research job ads in the target language on Internet databases to locate jobs in which they are interested. They choose one each and prepare themselves for an interview by writing a résumé and cover letter and submitting it to classmates. Students are placed into interview teams and must review the documents of prospective applicants. Candidates participate in an oral interview in a panel format. Panelists prepare questions for their colleagues and the interviewees must explain their skills and why they should get the job. Students rate candidates on a rubric that they have designed as a team.

Critical Thinking and Problem Solving inquire, frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from different perspectives. **Financial Literacy, Stage I:** With the job title omitted, students read various job/career ads and then match the appropriate job title to the ad. Student groups investigate 3-5 different career/job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class.

Creativity and Innovation respond to new and diverse perspectives and use language in imaginative and original ways to make useful contributions. **Civic Literacy, Stage III:** Students investigate alternative energy projects in a target language country and use ideas gleaned from their investigation to design and explain an original design of an electric car, solar house, or renewable- energy alternative specific to their school. Students vote on the best use of renewable energy and defend their choice in an alternative energy publication.

Information Literacy access, manages, and effectively use culturally authentic sources in ethical and legal ways. **Civic Literacy, Stage II:** Students use various target language media to gather information about target culture presidential election candidates and create a digital poster

about the candidate of their choice. They identify examples of propaganda found in the course of their research. Mock class voting takes place prior to the actual election, and results are displayed in a chart.

Media Literacy evaluate authentic sources to understand how media reflect and influence language and culture. **Global Awareness, Stage III:** Students listen to online programming of the news from the target language country related to a current U.S. event and analyze how the target culture perspectives influence how that event is covered.

Technology Literacy use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages. **Financial Literacy, Stage II:** Students design and conduct an online market research survey for a new restaurant regarding changes to the menu by adding international foods items. They analyze the data and summarize the survey results. Finally in a visual and narrative report to the restaurant manager, using tools such as presentation or animation software, they make recommendations for menu changes and additions.

Flexibility and Adaptability demonstrate open-mindedness, willingness to take risks, and accept ambiguity while balancing diverse global perspectives. **Global Awareness, Stage II:** Group are assigned a city located in the target culture and plan a trip. Each day, the instructor gives the group a travel problem to solve. Using their own knowledge, the knowledge of their group members, or knowledge acquired digitally, each group solves the problem and reports their solution to class. The next "day" in the sequence, the instructor adds a complication or factor that makes the original solution unworkable or now inappropriate. The group solves the new problem based on the additional information.

Initiative and Self Direction set goals and reflect on progress in improving linguistic and cultural competence. **Global Awareness, Stage III:** High school students volunteer after school on a monthly basis at a local elementary school or other community venue with a high immigrant population, providing translation and interpretation services for the school community. Students use a reflection journal to document their strengths and identify areas of needed language growth. They set a learning target based on each volunteer session and then document their language growth and cultural perspectives gained from working with the native speakers.

Social and Cross-Cultural Skills demonstrate understanding of diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. **Global Awareness, Stage I:** In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions and incorporate them into their daily routines.

Productivity and Accountability take responsibility for learning by actively working to increase language proficiency and cultural knowledge. **Global Awareness, Stage I:** Students use technology to find new music in their favorite genre from the target culture. Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening.

Leadership and Responsibility leverage linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community. **Global Awareness, Stage I:** Students participate in a school partnership program with a school in another country by hosting a visiting student. Before their arrival, students use communication tools such as internet telephone software and email to introduce themselves. The host students create a simple survey that the exchange students complete to determine the kinds of attractions or events they might be interested in seeing. Based on the results of the survey, the host students then prepare an itinerary for the exchange students that includes a variety of cultural and historical activities and that allows them to gain unique insights into American culture.

From *21st Century Skill Map*, Partnership for 21st Century Skills, 2010

Differentiated Instruction In a differentiated classroom, the teacher plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs. Differentiated instruction provides multiple approaches to content, process, and product. The aim is to create a learning environment which encourages students to engage their abilities to the greatest extent possible, including taking risks and building knowledge and skills in what students perceive as a safe, flexible environment. It is a blend of whole-class, group, and individual instruction. It is student-centered, fosters independence and initiative, is interdisciplinary, open, encouraging, complex, rich in resources methods and tasks, mobile, flexible and fluid, qualitative, proactive and adapting. **Universally designed curriculum** provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, action and expression, and engagement. It is a set of principles for curriculum development that give all individuals equal opportunities to learn. It focuses on the what of learning, content; the how of learning, process and products; and the why of learning, interest and motivation. Making a product or environment accessible to people with specific needs often benefits others as well.

Differentiating Curricular Elements Content refers to knowledge and skill. It is what students must know and be able to do as the result of instruction. Content may be differentiated by focusing on the unit's most relevant and essential elements. Process refers to the ways students interact with content during the phases of the unit. Process is the how of teaching. To modify process, the teacher can apply a variety of strategies such as grouping by ability, interest, or learning profile (strengths/weaknesses). Products are the ways that students demonstrate their knowledge and skills. Both Bloom's Taxonomy and Gardner's Framework for Multiple Intelligences can be applied to the differentiation of products, providing greater challenge and variety in how students show what they have understood. **Differentiating for Student Traits** Students connect better in their learning when their interests, learning profiles and readiness level have been valued. In order to meet learners' diverse interests, the teacher can align the key understandings of the unit with topics that intrigue students, encourage investigation, and give them a choice of products or tasks, including student designed options. A number of variables comprise a student's learning profile including the desire to work alone or in groups, preferring hands-on activities over logical-sequencing activities, learning better when listening over viewing, and demonstrating a strong musical-rhythmic intelligence. Teachers can address these variables and create positive learning environments with flexible learning options; a choice of both cooperative, independent, and competitive learning experiences; and modification of content, process, or product to align with the different learning styles of students in the class. Tiered lessons or activities addresses certain standards, key concepts, but allow several pathways for students to arrive at understanding or develop skills based on their interests, readiness, or learning profiles. Tiered assignments focus on the same essential skills and understandings for all students— but at different levels of complexity, abstractness, and open-endedness.

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