

THEN AND NOW		21st Century Skills Map, 2011
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 communicative 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.	

Common Core, 21st Century Skills, Standards-Based Outcomes	“Reasonable Outcomes for World Language Educators”, Zaslow, 2014
Use Authentic Materials for Interpretive Communication	
01. Use authentic materials rich in language, culture and content.	
02. Use materials that are stage-appropriate (formulaic, created, planned, extended).	
03. Use the target language to make language, culture and content comprehensible to students.	
04. Create activities where students listen/read for main ideas and supporting details in a variety of authentic texts.	
05. Create activities where students derive information from a variety of authentic sources.	
06. Facilitate student use of technology to conduct research.	
Support Learner Use of Interpersonal Communication	
07. Create activities that require real-world language use.	
08. Create activities that require spontaneous language use.	
09. Create activities that require an exchange of information.	
10. Support student use of technology to collaborate with others.	
11. Create activities that require problem solving, creativity, innovation, flexibility and adaptability.	
Support Learner Use of Presentational Communication	
12. Create activities where students produce audio/video/written texts rich in language, culture and content.	
13. Create activities where students produce culturally-appropriate audio/video/written texts for a variety of purposes/audiences.	
14. Support student use of technology to present and publish audio/video/written texts supported by digital media.	

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. **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.

Adapted from Universal Design for Learning, Center for Applied Special Technology (CAST), 2013