World Languages and Cultures

Common Core, 21st Century Skills, Differentiation of Content, Process and Products, Considerations of Learner Readiness, Interests, Learning Profiles

Everything is *Better* *W*hen you are *Working* *Together*.

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The Brave New World of Common Core Standards

Sample Task from Smarter Balanced Assessment
120 minutes

Part 1 (35 minutes)
You will read several articles, view a video and several photographs and then write an argumentative essay about graffiti.

In order to plan and compose your essay, you will do all of the following:
1. Read two articles, watch a video, and view four photographs.
2. Answer three questions about the sources.
3. Plan and write your essay.

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like: (article 1) (video 1) (article 2) (photos 1–4)

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes.

Answer the questions in the spaces provided below them.
1. The video, "Graffiti as an Art Form," suggests that graffiti has important benefits to the artist and audience. What evidence does it provide to support this conclusion? Use details from the video to support your answer.
2. What points about graffiti do the video, "Graffiti as an Art Form," and the article "Is Graffiti Art?" discuss that is not included in the article "City Should Crack Down on Graffiti"? Why is this additional information important when making an informed decision about graffiti? Support your answer with details from the articles and video.
3. How do photographs 3 and 4 help the article "City Should Crack Down on Graffiti" in presenting a particular viewpoint on graffiti? Use details from the photographs and article to support your answer.

Part 2 (85 minutes)
You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

An art gallery in your town is planning to place several examples of graffiti on display. Many people in your community who support or oppose the exhibit are writing to the gallery's board of managers. Write an argumentative essay explaining why you agree or disagree with the idea of displaying graffiti in museum and gallery exhibits. Support your claim with details from what you have read and viewed.

The people scoring your essay will be assigning scores for:
1. Statement of purpose/focus—how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
2. Organization—how well your ideas logically flow from the introduction to conclusion using effective transitions, and how well you stay on topic throughout the essay
3. Elaboration of evidence—how well you provide evidence from sources about your opinions and elaborate with specific information
4. Language and Vocabulary—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. Conventions—how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:
1. plan your essay
2. write your essay
3. revise and edit for a final draft

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1. Estimate the grade level and specify the subject for the task. Describe what is necessary to prepare students for the task.

What Kind of Instruction Will Get Us There?

Continuum of Knowledge (Based on Bloom's Taxonomy)
(1) Remembering
(2) Understanding
(3) Applying
(4) Analyzing
(5) Evaluating
(6) Creating

Thinking Continuum	Assimilation of Knowledge ↑ Acquisition of Knowledge
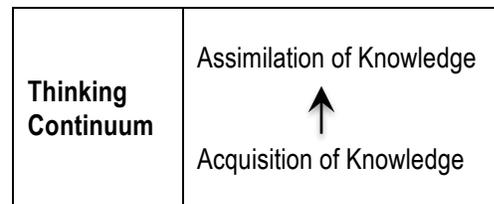
The low end of this continuum involves acquiring knowledge and being able to locate or recall that knowledge.
At the upper end of the continuum, knowledge is fully integrated in the mind in logical and creative ways.

Continuum of Action (Created by Willard Daggett)
(1) Acquire knowledge in one discipline
(2) Apply knowledge in one discipline
(3) Apply knowledge across disciplines
(4) Apply knowledge to real-world predictable situations
(5) Apply knowledge to real-world unpredictable situations

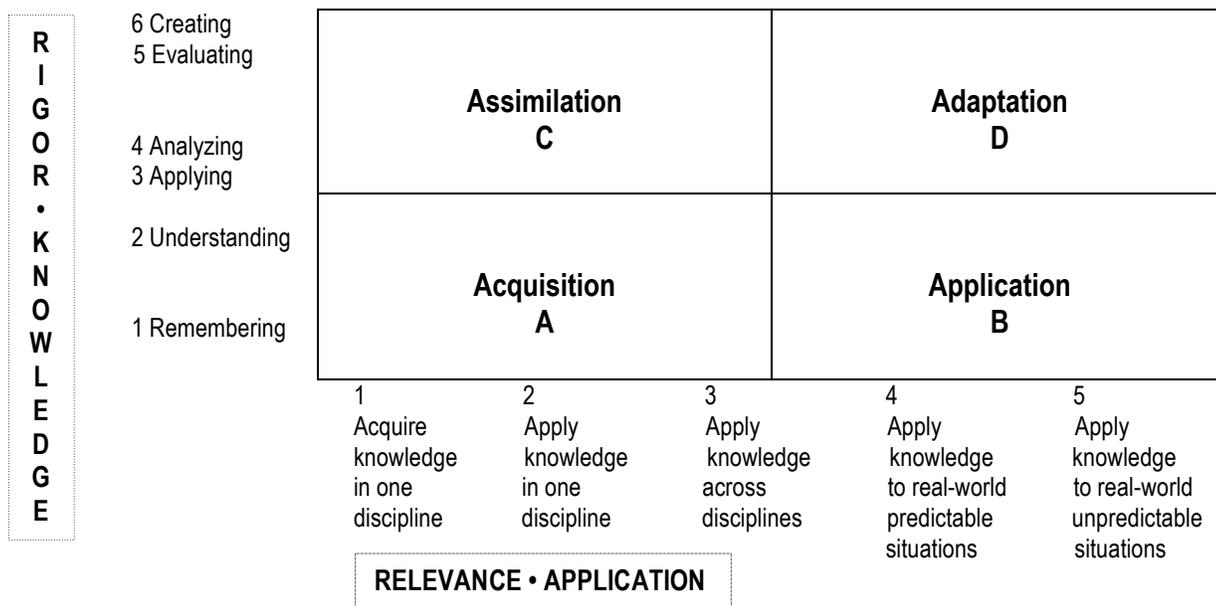| Action Continuum	Application of Knowledge ↑ Acquisition of Knowledge
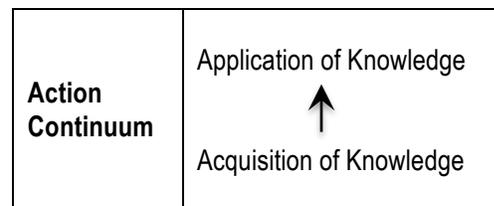
The low end of this continuum involves acquiring knowledge for its own sake.
The upper end of this continuum involves the use of knowledge to solve complex, real-world problems and to create works for use in real-world situations.

Rigor-Relevance Framework
(International Center for Leadership in Education)

R I G O R • K N O W L E D G E		Assimilation C	Adaptation D
6 Creating 5 Evaluating			
4 Analyzing 3 Applying		Assimilation C	Adaptation D
2 Understanding		Acquisition A	Application B
1 Remembering			

1	2	3	4	5
Acquire knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real-world predictable situations	Apply knowledge to real-world unpredictable situations

RELEVANCE • APPLICATION

Quadrant A – Acquisition: Students remember and understand.
Quadrant B – Application: Students use knowledge to solve problems, design solutions and complete work ultimately in unpredictable situations.
Quadrant C – Assimilation: Students extend and refine their knowledge and use it automatically and routinely to analyze, evaluate and create.
Quadrant D – Adaptation: Even when confronted with perplexing unknowns, students use extensive knowledge and skill to create solutions and take action that further develops their skill and knowledge.

Examples involving technical reading and writing:
Quadrant A: Recall definitions of various technical terms.
Quadrant B: Follow written directions to install new software on a computer.
Quadrant C: Compare and contrast several technical documents to evaluate purpose, audience and clarity.
Quadrant D: Write procedures for installing and troubleshooting new software.

2. What quadrant is represented by the task in the first prompt?

Thinking and Action: Bloom's and Dagget's Taxonomies

(A) What knowledge is acquired and can be recalled in Level 1 and 2?
(B) What knowledge can be integrated and used in creative ways in Level 3, Heritage Speakers, and AP Language, Literature and Culture?
Remember, in our standards, knowledge of grammar is not part of the content standard.

Level 1	Level 2	Level 3
Heritage Speakers	AP Language and Culture	AP Literature and Culture

(A) What knowledge can be used in real-world settings in Level 1 and 2?
(B) What knowledge can be used to solve complex problems and create works to use in real-world situations in Level 3, Heritage Speakers and AP Language, Literature and Culture?

Level 1	Level 2	Level 3
Heritage Speakers	AP Language and Culture	AP Literature and Culture

The Brave New World of Common Core Standards

STAGE I, Novice	STAGE II, Intermediate	STAGE III, Advanced	STAGE IV, Superior
Formulaic Language Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings	*Created Language* Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings	*Planned Language* Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings	*Extended Language* Comprehend and produce cohesive multi-paragraph texts in speech and writing dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations

From Zaslow, "Framwork-Aligned Instruction", 2002, University of California, cited in *Foreign Language Framework for California Public Schools*, 2003

Stages of Linguistic Proficiency

Outcome	Stage and Skill Area
01. Language users are able to determine the overall meaning of a letter and identify some supporting details in order to plan a response.	
03. Language users are able to write a short letter to a sponsoring agency describing their stay in the host country and explaining the benefits they derived from their visit.	
05. Language users are able to orally present and support an opinion about a stand taken by the United States that will negatively affect individuals of the target culture.	
07. Language users are able to ask and answer questions in an informal request to a government agency for a visa extension.	
09. Language users are able to list the articles of clothing to be cleaned in a note left to hotel staff.	
11. Language users are able to report the theft of personal valuables to a target-culture law enforcement agency.	
13. Language users are able to understand the ideas and most supporting details of a variety of target-culture literary texts recommended to them by a member of the target culture.	
15. Language users are able to identify memorized words and phrases in a radio weather report and dress appropriately.	

From Zaslow, "The College Board Language Learning Continuum as an Organizing Principle for Standards-Based Instruction", University of California, 2008

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From Zaslow, "Framwork-Aligned Instruction", 2002, University of California, cited in *Foreign Language Framework for California Public Schools*, 2003

Stages of Linguistic Proficiency

Outcome	Stage and Skill Area
02. Language users are able to understand the main ideas and most supporting details of a newspaper report that is having an impact on the individuals with which they are interacting.	
04. Language users are able to list their family members when questioned about family.	
06. Language users are able to ask and answer questions dealing with simple personal information when presented to a friend of a target-culture host.	
08. Language users are able to determine the overall meaning of a phone message and identify some supporting details when taking a message.	
10. Language users are able to understand the ideas and most supporting details of a panel discussion dealing with the platforms of various political candidates while at a formal target-culture gathering.	
12. Language users are able to understand the main ideas and most supporting details of a television interview with a famous actor while participating in a leisure activity representative of the target culture.	
14. Language users are able to write a response to a target-culture editorial in which they discuss in detail and with precision a differing point of view.	
16. Language users are able to identify memorized words and phrases in a supermarket advertisement in preparation for shopping.	

From Zaslow, "The College Board Language Learning Continuum as an Organizing Principle for Standards-Based Instruction", University of California, 2008

The Brave New World of Common Core Standards

Identifying Stage and Setting Reasonable Outcomes

STAGE I, Novice	STAGE II, Intermediate	STAGE III, Advanced	STAGE IV, Superior
Formulaic Language Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings	*Created Language* Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings	*Planned Language* Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings	*Extended Language* Comprehend and produce cohesive multi-paragraph texts in speech and writing dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations

From Zaslow, "Framwork-Aligned Instruction", 2002, University of California, cited in *Foreign Language Framework for California Public Schools*, 2003

	STAGE			Reasonable Outcomes
	Beginning	Developing	Working	
Reading				
1. Key Ideas and Details				
2. Craft and Structure				
3. Integration of Knowledge and Ideas				
4. Range of Reading and Level of Text Complexity				
Writing				
1. Text Types and Purposes				
2. Production and Distribution of Writing				
3. Research to Build and Present Knowledge				
4. Range of Writing				
Speaking and Listening				
1. Comprehension and Collaboration				
2. Presentation of Knowledge and Ideas				
Language				
1. Conventions of Standard Language				
2. Knowledge of Language				
3. Vocabulary Acquisition and Use				

(a) Converse and collaborate with others.
(b) Develop receptive and productive vocabularies.
(c) Present knowledge in speech supported by digital media and visual displays.
(d) Read for main ideas.
(e) Read for supporting details.
(f) Read informational, cultural and literary texts.
(g) Recognize the effect of choice on meaning and choose language appropriate to formal and informal register.
(h) Use conventions of the standard language in speaking and writing.
(i) Use knowledge and ideas from reading in speaking and writing.
(j) Use technology to research, produce and publish and to collaborate with others.
(k) Write a variety of texts.
(l) Write for a variety of purposes and audiences.
(m) Write, revise, edit and rewrite.

Common Core Literacy Standards for Technical Subjects

Reading: Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
Reading: Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole	6. Assess how point of view or purpose shapes the content and style of a text
Reading: Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Reading: Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently		

Writing: Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Writing: Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Writing: Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	9. Draw evidence from literary or informational texts to support analysis, reflection, and research
Writing: Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences		

Common Core Literacy Standards for Technical Subjects

Speaking and Listening: Comprehension and Collaboration		
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Speaking and Listening: Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
Language: Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		
Language: Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

The Ultimate in Health and Relaxation: A Weekend at Santa Gertrudis

Santa Gertudis Ranch Resort is an eco-spa with enormous orchards, a lake and activities for all ages and tastes. It is located in the District of Chascomús, 165 kilometers from the capital, in Argentina. The ranch accepts a maximum of ten guests each weekend, six in the main house and four in the guest house. Santa Gertrudis is an oasis of tranquility, healthy food, daily exercise, photo safaris, observation of wild animals in their natural habitat, "an ideal weekend of rest and relaxation". Daily activities include hiking around the lake, soccer, swimming, horseback riding, bicicling, and our specialty, yoga using the Iyengar Method. Our food is natural and homemade, made with whole grains, vegetables grown on the farm and, for those who prefer, our own organic meat. In the afternoon, you may rest beneath the trees that surround the house, read, chat with the other guests, paddle on the lake or just relax. A weekend of healthy eating, daily exercise, total rest and special care makes you feel extraordinarily well and happy. For more information, call Dario Sarachaga, at phone (0242) 3-21-33 or fax 08-06-14.

1. Read the text and determine its purpose.

2. Circle the formulas that Level 1 students can understand.

3. Underline the sentences that Level 2 students can understand.

4. Create questions so that Level 1 or Level 2 students can understand the text sufficiently to accomplish its purpose.

5. Create activities with the comprehension questions.

6. Use the purpose of the text to create a written task.

Method

1. Select an authentic, informative text.

2. Determine the purpose of the text.

3. Determine the communicative proficiency necessary to comprehend the text according to its purpose.
   Novice: words, phrases, formulas
   *Students need to understand what the text is about (gisting/scanning for chunks)
   Intermediate: sentences and strings of sentences
   *Students need to understand who does what to whom (sentence-level relationships)
   Advanced: paragraphs and strings of paragraphs
   *Students need to understand main ideas and supporting details (paragraph-level relationships)
   Superior: coherent multi-paragraph texts
   *Students need to understand main ideas and supporting details (coherent multi-paragraph text-level relationships)

4. Create questions and activities to ensure the comprehension of the text according to its purpose. Questions will require the use of evidence to demonstrate comprehension.

5. Use the purpose of the text to formulate culminating written tasks.

The Benefits of Laughter

Laughter and a good sense of humor are not only necessary for your mental health but also for your physical wellbeing. One of the greatest benefits of laughter is that it produces hormones called endorphins that have been shown to relieve pain, boost the immune system, eliminate toxins, improve health and heal us more quickly when we are sick. It is a fact that stress reduces our physical and mental health leading to ulcers, migraines, hypertension and depression, all of which can be combatted by laughter. When we laugh, our muscles relax, lung capacity increases, arterial pressure is redueced as are the levels of harmful toxins that block the immune system. Laughter is also physical exercise. It elevates our heart rate and moves more than 400 muscles. According to the neurologist William Fry, five minutes of laughter is equivalent to 45 minutes of light exercise. When a person laughs, the brain receives more oxygen, the abdominal and chest muscles tighten and body temperature rises half a degree all of which increase energy levels. It is instructive to learn that adults laugh less than 15 times per day in contract with children who laugh between 300 and 400 times. Fortunately adults do smile frequently. Although, smiling produces less positive physical and emotional effects than laughter, it does communicate to the brain our psychological wellbing and, as a result, produces positive physical and psychological effects.

1. Read the text and determine its purpose.

2. Circle the formulas that Level 1 students can understand. Underline the sentences that Level 2 students can understand.

3. Highlight the main ideas and details that Heritage Speakers or Level 3 students can understand.

4. Create questions so that Heritage Speakers of Level 3 students can understand the text sufficiently to accomplish its purpose.

5. Create activities with the comprehension questions.

6. Use the purpose of the text to create a written task.

How Borges Forsaw the Internet and other Imaginings

Many have been the authors who have penned works on technological themes or who have made technology the principal protagonist of their stories: from the visionaries of the world that chance has provided a place in time to for us to inhabit, such as Jules Verne or H.G. Wells, or those who ideate a future yet to see, such as Phillip K. Dick or Isaac Asimov.

There are others who, perhaps unknowingly, almost certainly unwittingly anticipated the future without writings that verse about these matters. I will not deny that the lines that follow require of the reader complete complicity with what is described in them, and even more imagination than collusion in certain cases, but that slight effort may be rewarded with a picture of a half smile when viewing the intended meaning of immortal texts.

That Borges foresaw the internet is by now no secret for any initiate in his writings. In his *Book of Sand*, released in 1975, Borges describes the discovery of a book whose number of pages is "exactly infinite, none the first, none the last". So much for my request for complicity and magnanimity. In the end, it can all be summed up with the Quixotic, "you will see things, my friend, Sancho..."

THEN AND NOW

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. Following is a chart comparing how language classrooms looked in the past compared to today.

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.

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

INTERDISCIPLINARY SKILLS

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.
Collaboration	use language to learn from and work cooperatively across cultures, sharing responsibility and making necessary compromises while pursuing a common goal.
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.
Creativity and Innovation	respond to new and diverse perspectives and use language in imaginative and original ways to make useful contributions.
Information Literacy	access, manage, and effectively use culturally authentic sources in ethical and legal ways.
Media Literacy	evaluate authentic sources to understand how media reflect and influence language and culture.
Technology Literacy	use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.
Flexibility and Adaptability	demonstrate open-mindedness, willingness to take risks, and accept ambiguity while balancing diverse global perspectives.
Initiative and Self Direction	set goals and reflect on progress in improving linguistic and cultural competence.
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.
Productivity and Accountability	take responsibility for learning by actively working to increase language proficiency and cultural knowledge.
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.

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

21ST CENTURY SKILLS, INTERDISCIPLINARY THEMES AND OUTCOMES

Communication	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	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	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. Students are divided into groups. Each group is asked to 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	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	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 also identify examples of propaganda found in the course of their research. Mock class voting will take place prior to the actual election, and results will be displayed in a chart.
Media Literacy	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	Financial Literacy, Stage II: Students as market researchers design and conduct an online survey for a new restaurant regarding changing the menu by adding some new international foods items. They then analyze the survey data and create an online graph that summarizes the survey results. Finally in a visual and narrative report to the restaurant manager, using tools such as presentation or animation software, students make recommendations for menu changes and additions
Flexibility and Adaptability	Global Awareness, Stage II, Working in small groups, each group is assigned a city located in the target culture. Students plan a trip to their specific city. Each day of the unit 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 to their own satisfaction and reports their solution to class. The next "day" in the sequence, the instructor gives them back their solution, and 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 and reports out.
Initiative and Self Direction	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 each month. They set a learning target based on each previous volunteer session, and then document their language growth and cultural perspectives gained from working with the native speakers.
Social and Cross-Cultural Skills	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	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	Global Awareness, Stage I: Students participate in a school partnership program with a sister school in another country by hosting a visiting student. Before their arrival, students use communication tools such as Internet telephony 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 the exchange students to gain unique insights into American culture.

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

What is a 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.

Universal Design for Learning (UDL)

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

1. Content: (input) what students learn
   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.

2. Process: how students go about making sense of content
   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).

3. Product: (output) how students demonstrate learning of content
   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)

TOOLS

Adapted from *Starting with the End in Mind:*
Planning and Evaluating Highly Successful Foreign Language Programs

The *National Standards for Foreign Language Learning in the 21st Century* call for programs that produce students who are both linguistically and culturally proficient, who know "how, when, and why, to say what to whom". With that nationally agreed upon goal as a starting point, *beginning with the end in mind* in language education today means designing and implementing programs that prepare students from the start of their language courses to transfer what they learn in the classroom to real-world situations, and to be able to use a language well and in culturally-appropriate ways to accomplish real-world tasks. The focus in language classrooms then naturally becomes performance-based teaching and assessment that lead to ever increasing levels of learner proficiency in language and cultural awareness and competence.

Grant Wiggins

Backward design is the most effective approach to planning and implementing curriculum. As its name implies, backward design involves developing plans based on defining clear goals, identifying enduring understandings, posing essential questions, and specifying clear evidence that goals, understandings, and core learning have been attained, then working 'backward' to identify what actions need to be taken to close the gap between the current status and the desired result.

Self-Assessment Questions for Teachers	What does effective foreign language instruction look like? How will I know whether my students are improving their communicative and intercultural proficiencies? How can I use evidence of student learning to make informed decisions that improve student performance?
Self-Assessment Evidence for Teachers: Planning	Units and lessons align with the guaranteed curriculum, reflecting state and common core standards an 21st century skills. Units and lessons follow design standards of *Understanding by Design (UbD).* Intercultural competence is developed in every unit and/or lesson. The diverse learner characteristics of students are considered in the teacher's instructional planning including student interests, readiness and learning profiles. Lesson plans include multiple resources, authentic documents, technology-delivered resources, and commercial publications and textbooks.
Self-Assessment Evidence for Teachers: Instruction	Teachers use information that they collect during instruction to inform immediate and long-term instructional decisions. Teachers and students communicate purposefully and meaningfully as listeners, speakers, readers, writers, and viewers. There is more student activity than teacher activity in most lessons. Student activity includes students-to-student interactions as well as teacher-to-student interactions. Students work independently, in pairs, and in small groups. The teacher differentiates the content, processes and products of the lessons to ensure that all students achieve. The learning environment is positive and supportive, encouraging students to take risks as language learners. Teachers have a repertoire of error-correction strategies and know when to use them appropriately. All students are guided to use all levels of thinking skills. The physical environment, including displays of student work, is instructional, motivational, and informative.
Self-Assessment Evidence for Teachers: Assessment	Teachers use a body of diverse evidence, collected over time, to determine whether students have met expectations at the curricular, unit, and lesson levels. Teachers use systematic review and analysis of student performance to guide instructional decisions. Teachers and students use self-assessments to reflect routinely on the teaching and learning process.

Stage Level Implications for World Languages Using Bloom's Taxonomy

	Definition	Instructional Strategies		
Remembering	Students recall learned materials.	**STAGE 1** recognize, gesture, show, duplicate, highlight, draw, identify, locate, select, match, collect, tabulate, repeat, record, label, name, list	**STAGE 2** ask, state, tell, relate, quote	**STAGE 3** outline, narrate, describe
Understanding	Students grasp meaning of learned materials.	**STAGE 1** show symbol/gesture, identify, confirm, select example, associate, locate, match, classify, order, group, estimate	**STAGE 2** interpret, restate, rewrite, report, define, predict, give example, extend, change, paraphrase, illustrate, express, outline	**STAGE 3** edit, summarize, explain, compare, distinguish, give opinion, defend, infer, generalize, discuss, transform
Applying	Students use learned materials in new situations.	**STAGE 1** show, sketch, record, choose, complete, use, build, operate, calculate, demonstrate, dramatize, simulate, perform	**STAGE 2** interview, examine, report, teach, illustrate, modify	**STAGE 3** compile, solve, employ, implement, adapt, experiment
Analyzing	Students see relationships among parts of learned materials.	**STAGE 1** examine, inspect, order, connect, diagram, outline, sort, categorize, organize	**STAGE 2** question, investigate, combine, separate, discriminate, attribute, generalize	**STAGE 3** research, compare, contrast, differentiate, distinguish, deconstruct, discuss, debate
Evaluating	Students judge learned materials and support their opinions.	**STAGE 1** detect, measure, prioritize, decide, rate, value	**STAGE 2** check, test, assess, consider, appraise, recommend	**STAGE 3** critique, experiment, judge, justify, support, conclude, convince
Creating	Students use learned materials to invent something new.	**STAGE 1** arrange, rearrange, substitute, design, construct, plan, produce, invent, build, modify, extend, improve	**STAGE 2** compile, formulate, propose, develop, predict	**STAGE 3** hypothesize, elaborate, integrate

Implications from Gardner's Framework for Multiple Intelligences

Intelligence	Students learn best by...
Linguistic	Listening, reading, speaking, writing
Logical-Mathematical	Calculating, quantifying, critical thinking
Spatial	Visualizing, sketching, drawing, art
Bodily-Kinesthetic	Dancing, building models, doing hands-on activity
Musical	Using background music, finding illustrative music, chanting, singing
Interpersonal	Working with others
Intrapersonal	Relating to a personal feelings or inner experiences
Naturalist-Physical World	Observing, classifying, appreciating, experiencing

Adapted from the *Nebraska K-12 Foreign Language Frameworks*, 1996

Some strategies to ensure success *with exceptionally able students*...

• use compacting (test, eliminate activities when possible).	• allow for real-life investigations and explorations.
• use tiered assignments that are more complex.	• allow students to make independent plans for independent learning.
• allow for choice within assignments and projects.	• remove time and space restrictions to allow for a long-term integrated plan of study.
• provide more difficult or abstract resources.	
• use interdisciplinary units.	• allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
• allow in-depth enrichment learning.	
• use accelerated pace of instruction.	
• use critical and creative questioning strategies.	• clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.
• use open-ended questioning strategies.	
• allow time with like-intellectual peers.	

Some strategies to ensure success with students with specific learning needs...

Understanding New Concepts	Retaining and Retrieving Information
• have student set personal goals.	• use frequent repetition of key points.
• identify priority learning from less important material.	• highlight important information.
• connect previous learning to new information.	• break down instructional units/objectives/tasks into small segments.
• pre-teach new concepts.	• teach vocabulary and grammar in context.
• use multiple intelligences to deliver material in a variety of ways.	• use color coding to show concepts and relationships.
• use multiple means to learn the same material (visual, auditory, tactile).	• teach mnemonics as a memory tool.
• provide adequate time.	• teach visual imagery, use pictographs.
• provide cues and prompts.	• use rhythm, music, and movement.
• provide meaningful practice, review, and repetition.	• show relationships among concepts through matrices, outlines, graphic organizers and webbing; allow students to construct some of their own.
• use learning tools (charts, diagrams, lists, outlines, etc.).	
• use cooperative learning and small groups.	
• use peer tutors.	
Working in Groups	**Assessment**
• teach group rules and expectations.	• use a variety of authentic assessments.
• post rules and expectations.	• establish criteria and expectations prior to instruction.
• teach strategies for moving in and out of groups.	• teach test-taking strategies.
• teach a signal for getting attention of all groups.	• teach the format of an upcoming test.
• teach independence- bridging phrases, disagreeing agreeably, voice.	• allow adequate time for test taking.
• use cooperative learning strategies.	• allow a variety of ways to respond, e.g., orally, pictorially, etc.
• use a wide variety of groupings; e.g., flexible, cluster, skill.	• give choices.
• assign student roles or responsibilities in the group.	• assess learning continuously, not just at the end of a unit of study.
• teach students to self-monitor group progress.	• use rubrics.
• be in close proximity to groups as they work.	• use self-assessment tools.
• practice and assess students' behaviors in small-group settings.	
• give adequate time but not "fooling around" time.	
Speaking	**Writing**
• give sentence starters.	• allow visual representation of ideas.
• use graphic organizers to organize ideas and relationships.	• narrow the choice of topics.
• use visual supports.	• shorten writing assignments.
• allow extra response time for processing.	• require lists instead of sentences.
• use cues and prompts to help the student know when to speak.	• provide a structure for the writing.
• use partners and role plays.	• provide a model of the writing.
• phrase questions with choices embedded in them.	• use a flow chart for writing ideas before the student writes.
• use choral reading or speaking.	• brainstorm a word bank needed prior to the writing activity.
• use rhythm or music.	• allow collaborative writing.
	• dictate ideas to peers.
	• allow computer word processing, spelling, and grammar check.
	• grade on the basis of content.
	• provide note takers.
	• provide a fill-in-the-blank form for note taking.

Some strategies to ensure success with students with specific learning needs...

Listening and Reading	Hearing Impaired Learners
• talk about a selection using new vocabulary, grammar and concepts.	• provide preferential seating.
• provide advanced organizers.	• face student directly when speaking.
• use strategies: before-preview; during-pause to reflect; after-evaluation.	• minimize background noise.
• provide reading/listening guides; graphic organizers.	• use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary).
• provide audiotaped/written materials (text or study guides).	
• teach self-questioning.	• emphasize key points; don't overload with information.
• paraphrase/summarize key points.	• use preprinted outline of materials, highlighted text and study guides, captioned videos and films.
• allow highlighting of key words, grammatical elements or concepts.	
• use visual imagery.	• provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
• allow silent pre-reading.	
• allow partner reading.	• repeat or rephrase what other students say—hearing what other students say is often difficult for hearing impaired students.
• allow students to quietly read aloud (subvocalization).	
	• use alternative testing methods.
Visually Impaired Learners	**Attention Deficit Learners**
• be aware of lighting requirements.	• surround students with peers who are good role models.
• stand away from window glare when talking to the student.	• maintain eye contact with students during verbal instruction.
• provide preferential seating.	• make directions clear and concise and consistent.
• describe what you are doing.	• simplify complex directions; avoid multiple commands.
• use black-and-white printed hand outs.	• make sure that students comprehend before beginning the task.
• provide material in large print.	• repeat in a calm, positive manner, if needed.
• give student an individual copy of visual information.	• help students to feel more comfortable seeking assistance.
• use taped materials.	• monitor frequently; use a supportive attitude.
• use tactile materials.	• make sure students write down all assignments.
• use alternative testing methods.	• provide outlines, guides, and notes.
	• make sure you test knowledge and skills; not attention span.

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

World Language Content Standards for California Public Schools

Power Standards that Guide Instruction

CONTENT	
A. Knowledge and Topics	Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. Students address [S1]discrete elements of daily life, [S2]topics related to self and the immediate environment, [S3]concrete and factual topics related to the immediate and external environment or [S4]complex concrete, factual and abstract topics related to the immediate and external environment.
COMMUNICATION	
B1. Interpretive Communication	Students view, listen to and read authentic texts using knowledge of cultural products, practices and perspectives.
B2. Interpersonal Communication	Students listen, read, view, speak (sign) and write as a real-world shared activity with others.
B3. Presentational Communication	Students speak (sign) and write for listeners, viewers and readers in culturally appropriate ways.
CULTURES	
C1. Cultural Products, Practices and Perspectives	Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them.
C2. Cultural Comparisons	Students demonstrate understanding of the similarities and differences within the target culture and among the students' own cultures.
C3. Cultures in Contact	Students demonstrate understanding of the effects of culture in contact.
STRUCTURES	
D1. Language and Text-Types	Students use structures to communicate ([S1]sound, parameters, writing systems, [S2]word, sentence formation or [S3-4]text structure). Students comprehend and produce [S1]learned words (signs) and phrases, [S2]sentences and strings of sentences, [S3]paragraphs and strings of paragraphs or [S4]coherent, cohesive multi-paragraph texts.
D2. Language Comparisons	Students demonstrate understanding of the similarities and differences in the structures of the languages they know.
SETTINGS	
E1. Language Beyond the Classroom	Students use language in [S1]highly predictable daily settings, [S2]interpersonal settings, [S3]informal or [S4]formal settings.
E2. Lifelong Learning	Students [S1]recognize, [S2]participate in, [S3]initiate or [S4]sustain language use opportunities outside the classroom.

Foreign Language Framework for California Public Schools

Power Practices that Guide Instruction

Objectives (knowledge, communication, form)	*Teachers establish objectives for knowledge, for communication (focus on* meaning *+* form/culturally-valid real-world*), and for control of vocabulary, structure and culturally appropriate behavior (focus on* form *+* meaning*).*
Exploratory Activities (pre-teaching, input and output)	*Teachers spark student interest in the unit's theme, tap into background knowledge; prepare students to interact with oral and written texts-- acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages.*
Listening/Reading/Viewing (enabling, input)	*Teachers develop students' receptive proficiency, particularly their independent academic capacity through a variety of personalized, analytic and synthetic tasks.*
Analysis/Discovery of Grammar (enabling)	*Teachers develop student ability to use critical thinking skills to induce grammar.*
Meaningful and Personalized Guided Practice (enabling, input and output)	*Teachers provide for practice of elements of form in controlled situations: vocabulary, structure, culturally appropriate behavior (focus on* form *+* meaning*).*
Integrative Application and Extension (input and output)	*Teachers provide opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid real-world situations (focus on* meaning *+* form*).*
Evaluation (knowledge, communication, form)	*Teachers evaluate gains in knowledge, in communicative proficiency (focus on* meaning *+* form/culturally-valid real-world*), and in control of vocabulary, structure, and culturally appropriate behavior (focus on* form *+* meaning*).*

Categories of Languages

Category I Languages	*French, Italian, Portuguese, Spanish*
Category II Languages	*Farsi, German, Greek, Hindi*
Category III Languages	*Armenian, Filipino, Hebrew, Russian, Turkish, Vietnamese*
Category IV Languages	*Arabic, Japanese, Korean, Mandarin*

Correlation of World Language Standards, Common Core Standards and 21st Century Skills Map

World Language Standards	✔	Common Core Standards	✔	21st Century Skill Map	✔
A1. Knowledge S1☐ S2☐ S3☐ S4☐		W3. Research to Build and Present Knowledge		Global Awareness	
				Financial, Economic, Business and Entrepreneurial Literacy	
				Civic Literacy	
				Health Literacy	
A2. Topics S1☐ S2☐ S3☐ S4☐		R3. Integration of Knowledge and Ideas		Critical Thinking and Problem Solving	
B1. Interpretive Mode S1☐ S2☐ S3☐ S4☐		R1. Key Ideas and Details R2. Craft and Structure R3. Range of Reading and Level of Text Complexity		Communication ☐	
				Collaboration ☐	
				Information Literacy ☐	
				Media Literacy ☐	
B2. Interpersonal Mode S1☐ S2☐ S3☐ S4☐		SL1. Comprehension and Collaboration		Technology Literacy ☐	
				Creativity and Innovation ☐	
B3. Presentational Mode S1☐ S2☐ S3☐ S4☐		W2. Production and Distribution of Writing W4. Range of Writing SL2. Presentation of Knowledge and Ideas		Flexibility and Adaptability ☐	
				Initiative and Self Direction ☐	
				Productivity and Accountability ☐	
				Leadership and Responsibility ☐	
C1. Cultural Products, Practices and Perspectives S1☐ S2☐ S3☐ S4☐				Social and Cross-Cultural Skills	
C2. Cultural Comparisons S1☐ S2☐ S3☐ S4☐					
C3. Cultures in Contact S1☐ S2☐ S3☐ S4☐					
D1. Language S1☐ S2☐ S3☐ S4☐		L1. Conventions of Standard Language L2. Knowledge of Language L3. Vocabulary Acquisition and Use			
D2. Text Type S1☐ S2☐ S3☐ S4☐		W1. Text Types and Purposes			
D3. Language Comparisons S1☐ S2☐ S3☐ S4☐					
E1. Language Beyond the Classroom S1☐ S2☐ S3☐ S4☐					
E2. Lifelong Learning S1☐ S2☐ S3☐ S4☐					

Foreign Language Framework, Differentiating Curricular Elements and for Student Traits

California's Foreign Language Framework	✔	Differentiating Curricular Elements	✔	Differentiating for Student Traits	✔
Objectives for knowledge, communication, form S1☐ S2☐ S3☐ S4☐		Content: (input) what students learn		Student interests	
Exploratory Activities: pre-teaching, input and output S1☐ S2☐ S3☐ S4☐		Process: how students go about making sense of content		Students learning profiles	
Listening, Reading, Viewing: enabling, input S1☐ S2☐ S3☐ S4☐		Product: (output) how students demonstrate learning of content		Student readiness	
Discovery and Analysis of Grammar: enabling S1☐ S2☐ S3☐ S4☐					
Meaningful and Personalized Guided Practice: enabling, input and output S1☐ S2☐ S3☐ S4☐					
Integrative Application and Extension: input and output S1☐ S2☐ S3☐ S4☐					
Evaluation of knowledge, communication, form S1☐ S2☐ S3☐ S4☐					