21st Century Skills Map

DESIGNED IN COOPERATION WITH THE NATION'S WORLD LANGUAGE EDUCATORS

This 21st Century Skills Map is the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued this map for the core subject of World Languages. This tool is available at www.P21.org.

The Partnership for 21st Century Skills (P21) has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science, Geography, World Languages and the Arts. These collaborations have resulted in the development of 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

An example from the World Languages Skills Map illustrates sample outcomes for teaching Creativity and Innovation.

A — 21st Century Skills

B — Skill Definition

C — Sample Student Outcome/Examples

D — Interdisciplinary Theme

E — Modes of Communication

= Interpersonal mode

= Interpretive mode

= Presentational mode

Introduction

Increasingly global economies, a heightened need for national security, and changing demographics in the U.S. have increased attention to our country's lack of language capability. Every call to action to prepare our students for the 21st Century includes offering them the opportunity to learn languages other than English and increase their knowledge of other cultures. Yet the latest enrollment figures indicate that in 2007-08 only 18.5% of students in U.S. public schools K-12 were enrolled in a language class.

Clearly, language education is critical to our students' success in the world of the future: a world that will insist upon their need to interact effectively with others who do not speak English. It is critically important that schools, elementary through post-secondary, offer our students that opportunity to develop those skills.

* Language proficiency in a Latin program emphasizes the ability to interpret written Latin but uses the aural/oral skills to promote the interpretive ability. For American Sign Language classes, communicative competence focuses on signed communication ability.

Learning other languages and understanding the culture of the people who speak them is a 21st Century skill that is vital to success in the global environment in which our students will live and work. In a 2006 report entitled, ***Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security***, the Committee for Economic Development (CED) stated "To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders." For college and career readiness, our students need to be proficient in other languages, regardless of whether they choose to transition directly to the workforce or to post-secondary education.

The language teaching community has reached strong consensus regarding the goals of a language program: to develop students' language proficiency* around modes of communicative competence reflecting real life communication. This is reflected in the Standards for Foreign Language Learning in the 21st Century in the opening statement, "Language and communication are at the heart of the human experience." The national standards are undergirded by five goals (the 5 Cs) that focus language learning on:

Communication: The ability to convey and receive messages based on the three modes of communication; interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either a written or oral format. These modes reflect how people communicate in real life. The examples included in the World Language Skills map reflect these modes of communication.

Cultures: As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture.

Connections: Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom.

Comparisons: As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.

Communities: Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today's communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

As communicative competence becomes a more focused goal for classrooms across the U.S., student progress in developing higher levels of proficiency becomes increasingly important. In order to prepare students adequately for the work force as well as post-secondary education, students need a long sequence of well-articulated language learning that begins in elementary school. If students are expected to be ready to use their languages for professional purposes upon entering the work force, they need to leave the K-12 educational system with an Advanced level of proficiency and the post-secondary world at the Superior level. Meeting these levels of proficiency requires that students begin early and continue in an extended sequence of language learning that builds sequentially from one level to another.

Language education not only contributes to students' career and college readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world. They come to understand the world better because of their knowledge of speakers of another language – of people who share many of the same hopes and dreams for their future. While perspectives may differ among speakers of different languages, more similarities exist than we might imagine. However, it is only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner!

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.

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and 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.

INTERDISCIPLINARY THEMES

Global Awareness. Language education and cultural understanding are at the heart of developing global awareness for students. In order to understand and address global issues, it is important to understand the perspectives on the world that speakers of other languages bring to the table. By learning other languages, students develop respect and openness to those whose culture, religion, and views on the world may be different. Language students are able to interact with students from the target language in order to discuss issues and reach solutions.

Financial, Economic, Business and Entrepreneurial Literacy.
Students in language classes learn about financial and economic issues in the target language culture(s) and are able to compare and contrast with those of the United States. According to the Committee for Economic Development (CED), "…cultural competence and foreign language skills can prove invaluable when working on global business teams or negotiating with overseas clients." In addition, the changing demographics in the U.S. make language capability a requisite for interacting with non-English speaking communities domestically as well as internationally. Those who are able to communicate with others in their native language will naturally feel more empowered to negotiate with those around the world as they engage in entrepreneurial activities.

Civic Literacy. Language learners become aware of the judicial, legislative and government functions of the target language country(ies) and are able to compare and contrast those with the civil liberties and responsibilities in the U.S. Because they can communicate in the target language, they are able to engage in discussions with other students and participate in activities in which they discuss civic life in their respective countries.

Health Literacy. Language learners are engaged in a value-added activity as they can address global health and environmental issues in the target language and understand materials that were written for native speakers of that language. They have access to information because they can understand the language and can thus engage in global discussions on health, environmental, and public safety issues, and can prepare for careers in these fields.

MODES OF COMMUNICATION

Interpersonal mode.
Interpersonal mode is active oral or written communication in which the participants negotiate meaning to make sure that their message is understood.

Interpretive mode.
Interpretive mode is the ability to listen to or read a text and interpret the meaning.

Presentational mode.
Presentational mode is written or oral communication in which the presenter must take into account the impact on the audience since this is one-way communication with limited opportunity for feedback.

PARTNERSHIP FOR
21ST CENTURY SKILLS

WORLD LANGUAGES

Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

- *Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.*
- *Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).*
- *Communicate effectively in diverse multi-lingual environments.*

Novice Range

OUTCOME: Students in the novice range are able to comprehend and use short memorized phrases and sentences.

This proficiency level reflects the beginning stages of language learning which could be at the elementary, middle, or high school levels.

EXAMPLE: Students listen to authentic audio clips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.

EXAMPLE: Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

EXAMPLE: Students interview family members to find out the ingredients in their favorite recipes. They make a list of the ingredients and then compile a book of popular recipes in the target language.

EXAMPLE: Students browse the website of a current popular magazine in a target language country. They identify the emotions of the people in the photo based on their interpretation of visual and linguistic cues and then discuss their findings with their classmates.

Intermediate Range

OUTCOME: Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Students reach this proficiency range generally after 4-5 years in a language program depending on its intensity.

EXAMPLE: Students prepare an electronic infobrief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.

EXAMPLE: Students work in groups to research local restaurants and produce restaurant reviews in the target language. They map the restaurants on internet maps and give directions to the restaurants in the language.

EXAMPLE: Students write a short email describing their school's technology, its use in class, and appropriate-use guidelines. They ask students of a teacher in a target language country to describe the same at their school, and then discuss the similarities and differences.

Advanced Range

OUTCOME: Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school and community interest and can comprehend main ideas and significant details regarding a variety of topics.

Students generally reach this proficiency range after participating in a well-articulated standards-based K-12 language program.

EXAMPLE: As part of a unit on community development, students communicate with a Peace Corps volunteer, community activist, or local leader who is fluent in the target language and has field work experience. Students exchange information as it relates to the work/projects being undertaken in that country or locally. Areas of focus may include: agriculture, business, education, health, and the environment.

EXAMPLE: In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill.

Health Literacy

Civic Literacy

Financial Literacy

Communication (continued)

WORLD LANGUAGES

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

Novice Range

Intermediate Range

EXAMPLE: Students practice the use of circumlocution and other communicative strategies with a group of community volunteers who are fluent in the target language, and invite them to visit the school once per month for an informal conversation hour.

Advanced Range

EXAMPLE: The senior class plans a real or simulated senior trip to a country/countries that speaks the target language. Students investigate two potential locations, one a very challenging situation (because of local conflict or natural disaster) and the other a very appealing destination and give a presentation outlining arguments why the class should go to one and not the other.

Collaboration

WORLD LANGUAGES

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

- *Articulating thoughts and ideas clearly and effectively through speaking and writing*
- *Demonstrating the ability to work effectively with diverse teams*
- *Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal*
- *Assuming shared responsibility for collaborative work*

Novice Range

EXAMPLE: Students team with another class in a target language country to identify and compare endangered species in both countries, and collaborate to produce a multi-media informational presentation for their peers using basic information in the target language.

Intermediate Range

EXAMPLE: Students work in teams of classmates or team with another class in a target language country to research and analyze costs for a summer study abroad program in a variety of possible destinations in one or more target language countries. Students share responsibility for looking up certain information, exchange information, and complete a cost-benefit analysis to decide the best place to study based on the available budget.

EXAMPLE: During career week at school, students research job ads in the target language on Internet databases (or in print media) 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 small groups (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.

Financial Literacy

Advanced Range

EXAMPLE: In small groups, students design a product and develop a marketing campaign for this product to sell it to consumers in a target country. Students present their marketing campaigns to students in the target language country via target language media outlets.

WORLD LANGUAGES

Critical Thinking and Problem Solving

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

- *Exercising sound reasoning in understanding*
- *Making complex choices and decisions*
- *Understanding the interconnections among systems*
- *Identifying and asking significant questions that clarify various points of view and lead to better solutions*
- *Framing, analyzing and synthesizing information in order to solve problems and answer questions*

Novice Range

EXAMPLE: Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

Health Literacy

EXAMPLE: 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.

Financial Literacy

EXAMPLE: Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.

Intermediate Range

EXAMPLE: Students explore an environmental issue in a target language country with a group of peers from that country. Together they propose solutions that are environmentally safe.

EXAMPLE: Students examine a variety of resumes from Internet sites. They then identify possible jobs/careers that the resume writer(s) might seek. Using an Internet resume site, students complete a template for a job/career they might have at some time in the future, and write a cover letter in which they "apply for" a prospective job. Students organize a class job/career fair, alternately playing the roles of interviewer and interviewee.

Advanced Range

EXAMPLE: Students investigate an immigration issue in the US and a target-language country, analyze and synthesize the information, and propose a solution in the form of a letter to the editor.

WORLD LANGUAGES

Creativity and Innovation

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

- *Demonstrating originality and inventiveness in work*
- *Developing, implementing and communicating new ideas to others*
- *Being open and responsive to new and diverse perspectives*
- *Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs*

Novice Range

EXAMPLE: Students create a song to help others learn about endangered species in a target language country.

EXAMPLE: Students identify and select images of importance to them from a service learning situation. They brainstorm with their peers to produce a list of words and phrases that they associate with the image. They then share the image with others from different target cultures asking them to identify words and phrases they associate with the images. They create a multi-media presentation that captures what they and others have shared in an effort to convince others to engage in volunteer work.

EXAMPLE: Students browse online recipes from target language sites and work in pairs to change ingredients to a healthier alternative, which they present to the class.

Intermediate Range

EXAMPLE: Students create raps and/or poems reflecting a perspective, such as a "coming of age" event in the target culture and compare this with the "coming of age" process in the U.S. such as getting a driver's license or the right to vote. These examples are then shared with peers in the target culture who have completed a similar project and the results are shared on a social media website with comments in the target language.

EXAMPLE: Students work in groups to identify different volunteer vacation opportunities around the world. They connect via technology with target language speakers who work with these projects to learn more and to find out what a typical day is like when working on a volunteer project. They create a multi-media presentation to share with others on the importance of the work that is being done.

EXAMPLE: Students rework a familiar story, such as Goldilocks and the Three Bears so that it takes place in a target language culture and incorporates elements of the target culture. Students then retell the story with visuals using narrated presentation or other software. Students share and discuss stories with e-pals.

Advanced Range

EXAMPLE: Students design a unique game (board game or video game) that explores multiple alternative scenarios. to introduce gamers to a global issue.

EXAMPLE: Students investigate alternative energy projects in a target language country (ex: Solar Decathlon Europe) 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.

Civic Literacy

WORLD LANGUAGES

Creativity and Innovation (continued)

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Novice Range

Intermediate Range

EXAMPLE: Student Created Museum: after deciding upon a topic of significant cultural and/or historical interest, students propose research questions, divide themselves into teams to conduct research and locate representations of artifacts. Then they compile the research and artifacts into a series of museum exhibits for which they serve as the docents. Members of the target language community serve as consultants on the project during its development. The student docents prepare a virtual tour of the museum to share with their peers both within the school community and in the target language country.

Advanced Range

WORLD LANGUAGES

Information Literacy

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

- *Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand*

- *Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information*

Novice Range

EXAMPLE: Students find a food pyramid or similar nutritional guide online from a target language country and read it to understand healthy eating in that country. They go shopping on a target language website, select foods that represent a healthy meal according to the nutritional guidelines and create a menu for a week. They then have a conversation with a person from the target language country to verify their understanding of the food pyramid.

EXAMPLE: Students research activities of various United Nations theme days (for example, World Food Day, World AIDS Day) on websites from the United Nations and target language countries. Each student (or student team) selects a participating country and develops a digital poster of its activities related to the celebration.

Intermediate Range

EXAMPLE: Students access music in the target language and develop a website to showcase the various musical genres following legal and ethical guidelines for posting and sharing music. They compare and contrast the laws for posting and sharing music in the U.S. and the target language country.

EXAMPLE: 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.

Advanced Range

EXAMPLE: Students access information in the target language online related to children's rights and labor laws, and engage in a debate related to this issue using an on-line platform to connect with speakers in a target language country.

EXAMPLE: Students use various target language media to follow target language Presidential campaign promotions (ads, commercials, etc.) and create a short promotion for their chosen candidate and his/her platform or "cause" using video or podcasts Students identify differences in advertising techniques, comparing and contrasting candidate promotions with those used for recent U.S. elections. Mock class voting will take place prior to the actual election, and results will be compared and analyzed in an article for the students' school newspaper and the newspaper of the students' sister school.

EXAMPLE: Students work in groups of 3-4 to prepare a live news broadcast using websites from various news sites. Students will use information on local, regional, and world news from a target language website to produce a news broadcast.

Media Literacy

WORLD LANGUAGES

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

- *Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions*

- *Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors*

- *Possessing a fundamental understanding of the ethical/ legal issues surrounding the access and use of information*

Novice Range

EXAMPLE: Students identify movie titles of U.S. films showing in a target language country and then discuss in English why those movies are popular in other countries and what they reflect about American culture.

EXAMPLE: Students compare news headlined by the target culture(s) and their home community to determine what sorts of events are considered important. Similarities and differences are graphed and discussed.

Intermediate Range

EXAMPLE: Students view several advertisements from a target country and analyze the strategies used to market the product.

EXAMPLE: Working in small groups, learners review websites from a target culture that provide information about the learners' home city or state. Based on information given in the target culture and original research, each small group collaborates with other groups in class to develop an informational entry about their city, state or school and posts it to an online encyclopedia site.

EXAMPLE: Students share selected TV commercials or ads from the target language. Students discuss the products to be sold and identify the words or phrases used to persuade the public. Students identify the advertising strategies or marketing techniques used to appeal to their emotions. They then compare these ads and products.

Advanced Range

EXAMPLE: 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.

EXAMPLE: Students write and post book reviews to a target language website after reading a book in the target language.

WORLD LANGUAGES

Technology Literacy

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

- *Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy*

- *Using technology as a tool to research, organize, evaluate and communicate information, and understanding of the ethical/legal issues surrounding the access and use of information*

Novice Range

EXAMPLE: Students engage in e-pal exchanges with students in a target country comparing how much time students spend on homework and how much time they spend on leisure activities. The students compile the survey results and compare them across cultures.

EXAMPLE: Students listen to an emergency weather report describing a major approaching storm and create a text message in the target language to warn their friends playing soccer in the field near the school.

Intermediate Range

EXAMPLE: Students prepare a multimedia presentation in which they show how education in the United States is similar to and different from education in the target culture.

EXAMPLE: 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.

Financial Literacy

Advanced Range

EXAMPLE: Students connect with a target language class using internet telephony or similar application and exchange information related to technology tools that students use in both schools. Students discuss how the tools have evolved over time and how they have affected educational practices.

EXAMPLE: Students create social media profiles in the target language posing as different characters from a book. They build their profiles according to the characters in the book and post regularly in the target language from the point of view of those characters.

Flexibility and Adaptability

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

- *Adapting to varied roles and responsibilities*
- *Working effectively in a climate of ambiguity and changing priorities*

Novice Range

EXAMPLE: Students visit a local community center for senior citizens who speak the target language. They research foods that represent the cultures of the native and reach consensus on two snacks to prepare and serve during their visit. They serve the snacks to the senior citizens while engaging them in conversation about their native country.

Intermediate Range

EXAMPLE: Students take a variety of different roles (manager, writer, editor, publisher) while working in small groups and with teams of their peers from the target language country to create a multi-part digital presentation about an issue affecting both their own and the target culture population. The presentation includes proposed solutions which they then present to local officials in their respective communities.

EXAMPLE: 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.

Advanced Range

EXAMPLE: Students create a virtual or real museum on a topic of current interest or relevance to the target culture. Students determine the theme, quantity, and nature of exhibits, plan for advertising and create or collect all necessary materials.

EXAMPLE: Working in small groups, each group will plan an imaginary Eco-tour. Each group chooses an ecological purpose and a location. Using digital media, the group develops a travel diary defining sociological Information (ecological issue, current situation, future consequences or ramifications, and tasks the group will complete to contribute to changes); practical Information (travel arrangements, cultural issues, financial issues), and personal reflections (each group member makes commentary-real or imagined-regarding their own personal commitment to the trip/issue).

PARTNERSHIP FOR
21ST CENTURY SKILLS

Initiative and Self-Direction

WORLD LANGUAGES

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

- *Monitoring one's own understanding and learning needs*
- *Going beyond basic mastery of skills and/ or curriculum to explore and expand one's own learning and opportunities to gain expertise*
- *Demonstrating initiative to advance skill levels towards a professional level*
- *Defining, prioritizing and completing tasks without direct oversight*
- *Utilizing time efficiently and managing workload*
- *Demonstrating commitment to learning as a lifelong process*

Novice Range

EXAMPLE: Students use a self-assessment checklist to set goals for the semester, collect evidence of their learning and post them to a classroom wiki in order to showcase their progress. Throughout the course of the semester, students check in with their teachers and discuss their progress and strategies to use to meet their goals.

Intermediate Range

EXAMPLE: Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic. Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

Advanced Range

EXAMPLE: 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.

PARTNERSHIP FOR
21ST CENTURY SKILLS

Social and Cross-Cultural Skills

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

- *Working appropriately and productively with others*
- *Leveraging the collective intelligence of groups when appropriate*
- *Bridging cultural differences and using differing perspectives to increase innovation and the quality of work*

Novice Range

EXAMPLE: 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.

EXAMPLE: Students demonstrate gestures, table manners, greetings and leave takings (etc) via short, rehearsed skits to be presented to the student body during Discover Languages Month.

EXAMPLE: Students diagram and report their families' eating times and habits to come up with a chart of what is culturally "normal" for them as a class. This chart is then compared with heritage speakers in the school or community, a partner school, or alternatively, an Internet investigation. An analysis of the transition from morning to afternoon to evening/night, school attendance times, and work times is conducted.

Intermediate Range

EXAMPLE: Students survey students in their international partnership school and their own classmates about their favorite sports or leisure time activities. Students compare and contrast the gathered data in order to understand the perspectives represented by the participating students.

EXAMPLE: Students write and illustrate a digitized "Target Language Etiquette" digital brochure or pamphlet and/or create a video podcast about this subject to be passed along to novice level students. Then students work together in groups to create their own simulation games concerning target culture dos and don'ts, which are then played by the whole class.

EXAMPLE: Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art works to "tourists" (their classmates).

Advanced Range

EXAMPLE: Working with an international community center, students organize a community garden project and a special event to encourage nutrition and healthy eating habits in the whole community. Students investigate eating habits from the cultures represented by the local immigrant community and crops that grow well in both the target and local climate. Based on their research, students prepare a series of videos that can be used for presentations to teach their peers and/or younger children about the importance of healthy eating habits.

EXAMPLE: Students collaborate to create a wiki report on a recent important news event in the target language country, focusing on what surprised or interested them about the cultural response. Students locate a blogger in the country who is reporting on the event, contact him/her, share their wiki, and ask for opinions on their cultural evaluations.

WORLD LANGUAGES

Social and Cross-Cultural Skills (continued)

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Novice Range

Intermediate Range

EXAMPLE: Students investigate fast-food websites in target language countries and compare them to their own experiences at fast-food restaurants to find cultural differences. Email/video chat differences with students in target language country to discuss differences. Students create and video a commercial promoting the target language country fast-food restaurant specifically as it is different from ones in the US. They also research the calories and other nutritional aspects of the various food outlets and include that information in a separate report.

Health Literacy

Advanced Range

WORLD LANGUAGES

Productivity and Accountability

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

- *Setting and meeting high standards and goals for delivering quality work on time*
- *Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)*

Novice Range

EXAMPLE: 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.

EXAMPLE: Students use a digital self-assessment and portfolio system to track their progress and set achievable learning goals.

Intermediate Range

EXAMPLE: Students organize a conversation table during lunch that allows native speakers and new language learners to communicate on a weekly topic selected by the students.

Advanced Range

EXAMPLE: Students create a class blog related to future plans for career and college choices and how language can enhance these choices. They continually investigate possibilities, reflect critically on these and post their thoughts on the blog.

EXAMPLE: Students propose and choose a cultural- or content-based problem/research quest at the beginning of the year. They then work throughout the year on their own time to become "expert" on this topic, and present their findings at the end of the year (or school term) in a format of their choosing.

EXAMPLE: Students plan and execute an immersion weekend (with sleepover, possibly at school, and meal shopping, planning, etc). The goal is to be immersed in the target language throughout the weekend. Students plan activities (topics to present, or games to play) in the target language throughout the time period.

Financial Literacy

Leadership and Responsibility

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

- *Using interpersonal and problem-solving skills to influence and guide others toward a goal*
- *Leveraging strengths of others to accomplish a common goal*
- *Demonstrating integrity and ethical behavior*
- *Acting responsibly with the interests of the larger community in mind*

Novice Range

EXAMPLE: 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.

Intermediate Range

EXAMPLE: Students organize a school-wide service project partnering with an international aid organization to assist a school in another country. Students use the Internet to locate a school, and then communicate directly with the students at that school about their specific needs. Students then design and carry out a project to acquire the items the students need and send them to the school. Students engage in follow-up conversations with the students in the school to determine what impact the supplies had on the students there.

EXAMPLE: In cooperation with an outside charitable agency, students sponsor a school class in a stricken area by raising money to send necessary supplies such as school materials and books, and by sending cards, letters and school supplies to affected student on a regular basis. Whole class communication could also occasionally be recorded or videotaped, or conducted live over the Internet.

Advanced Range

EXAMPLE: Students write an editorial for a local target language newspaper expressing support for a current social topic from the community.

EXAMPLE: Instructor works collaboratively with students to develop a Tutorial Cadre. This Cadre identifies learners with strengths in different proficiencies and criteria (based on district rubrics and/or ACTFL Performance Guidelines). As part of course requirements, the Tutorial Cadre participates in tutorial sessions for students in lower levels and/or proficiency ranges. The instructor guides tutorial sessions and aids participants in goal setting and tutorial activities. Participants complete surveys regarding the process and quality of expertise of the Tutorial Cadre.

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Special thanks to Bret Lovejoy, ACTFL Executive Director, the expert review panel, and the many language teachers who submitted examples from their 21st Century classrooms.

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