**World Languages 21st Century Skills (from the skills map)**

**ACTFL World Languages 21st Century Skills**  
  
**1. 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.**   
  
**2. Collaboration**  
**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.**   
  
**3. 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.**  
  
**4. Creativity and Innovation**  
**Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.**  
  
**5. Information Literacy**   
**Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.**   
  
**6. Media Literacy**   
**Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.**   
  
**7. Technology Literacy**   
**Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.**  
  
  
**8. 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.**  
  
  
**9. Initiative and Self-Direction**  
**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.**  
  
**10. 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.**   
  
  
**11. 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.**   
  
**12. 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.**  
  
  
**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 and reach solutions regarding global issues.  
  
**Financial, Economic, Business and Entrepreneurial Literacy**  
Students in language classes learn about the financial and economic issues from the target language culture and are able to compare and contrast with those of the U.S. 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.” 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 to 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 as they prepare for careers in these fields.