

## Six Components in TUSD's Curriculum Framework for Future-Ready Learning

<b>Personalized Learning</b>	Personalized learning emphasizes a multidisciplinary approach to learning that is often digitally supported. Through personalized learning experiences, students are directly involved in the design of their own learning process with the freedom to create their own learning goals and engage in self-reflection as they work to meet those goals. In other words, personalized learning gives students a voice and a choice in what, how, when, and where they learn.
<b>Problem-Based Learning</b>	Problem-based learning, also referred to as inquiry-based learning or project-based learning, is a student-centered approach with the intent of stimulating students to cultivate their creative and critical thinking by learning about and finding solutions to real-world problems. In addition, problem-based learning also helps students to transfer ideas across different settings and situations and challenges students to integrate knowledge across disciplines.
<b>Social and Emotional Learning</b>	Social and emotional learning emphasizes the importance of educating the whole child, not only providing opportunities for students to experience cognitive growth, but also social and emotional growth. The aim is to produce competent, thoughtful, well-adjusted and engaged citizens by developing a range of cognitive, personal, and social competencies in classroom learning experiences
<b>Asset-Based Instruction</b>	Asset-based teaching seeks to unlock students' potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching, which highlights students' inadequacies. By building on strengths students already possess, asset-based teaching seeks to create lifelong learners who are confident in their abilities to master new skills.
<b>Culturally Responsive Teaching</b>	Culturally responsive teaching connects students' cultures, languages, and life experiences with what they are learning in school. These connections help educators and students understand different perspectives, appreciate one another's' strengths, and build empathy. In addition, through culturally responsive teaching, educators become more aware of their own implicit biases, recognize each student's assets, and create student-centered instruction.
<b>Equity, Diversity, &amp; Inclusive Practice</b>	"Teaching to engage diversity, to include all learners, and to seek equity is essential for preparing civically engaged adults and for creating a [school] and society that recognizes the contributions of all people. Teaching for diversity refers to acknowledging a range of differences in the classroom. Teaching for inclusion signifies embracing difference. Teaching for equity allows the differences to transform the way we think, teach, learn and act such that all experiences and ways of being are handled with fairness and justice" ( <a href="https://ctal.udel.edu/resources-2/inclusive-teaching/">https://ctal.udel.edu/resources-2/inclusive-teaching/</a> ).