# Module 11: Comparisons Standards

* 1. **Start Module**
     1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 11: Comparisons Standards. This module will discuss the Comparisons Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button where you can find a transcript of the full text of this module as well as a one-page summary.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* What is Practice 6: Comparisons, and why is it important to develop proficiency in this Practice?
* What are the Massachusetts World Languages Standards for Comparisons?
* How can I address the Comparisons Standards in my classroom?

**1.2. Part 2: Comparisons**

* + 1. **What is Practice 6: Comparisons?**

Practice 6: Comparisons involves developing insight into the nature of language and culture to interact with cultural competence. This Practice is an important component of *what* students must know to effectively communicate in the target language, and it is one of two Practices included in the Domain of Linguistic Cultures.

* + 1. **What do students do in Practice 6: Comparisons?**

In Practice 6: Comparisons, students recognize and analyze similarities, differences, interconnectedness, and interactions in target-language cultures and the language itself. Students also investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.

* + 1. **Why is it important to develop proficiency in Practice 6: Comparisons?**

It is important to develop proficiency in this Practice for many reasons. Click on each section of the circle to learn more.

Proficiency in this Practice encourages students to respect and uphold the value of all cultures and languages, which increases their social and emotional competence through improved social awareness, relationship skills, and responsible decision-making abilities across diverse situations.

Proficiency in Practice 6: Comparisons also encourages students to recognize and embrace the different types and forms of language used throughout the world, including the varied vocabularies, syntaxes, and accents of all languages.

Proficiency in this Practice also supports students in recognizing and disrupting stereotypes that misrepresent members of any culture. Students can use their knowledge of culture to serve as agents of change and positively contribute to their communities and the world.

Proficiency in this Practice supports students’ development of critical thinking skills and critical consciousness, allowing them to apply their multicultural competences to interact with and advocate for speakers/signers of different languages and members of different target-language cultures. As students consider their own identities and capacities to make connections, proficiency in this Practice is important for students’ overall growth and development through Deeper Learning.

Proficiency in this Practice also improves students’ overall linguistic awareness, cultural competency, and literacy development across languages, which can help their academic growth and development across disciplines both within and beyond the classroom.

Finally, proficiency in Practice 6: Comparisons is essential for effectively communicating in the target language and applying what has been learned to make connections with diverse perspectives and communities.

**1.2.4: Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals of having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

Before we dive into the individual standards, consider the following questions:

* How do you think students might demonstrate mastery in Practice 6: Comparisons?
* How will this Practice enable students to reflect on their own identity and behaviors? In what ways will it introduce students to diverse perspectives?
* How might this Practice inspire students to independently extend their learning of the language and/or culture?

**1.3. Part 3: Comparisons Standards**

* + 1. **What are the Comparisons Standards?**

The Comparisons Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the area of Comparisons and are organized by proficiency level from Novice Low to Superior. Each Comparisons Standard contains between five and six different Functions. Each Function related to cultures has a Standard Identifier numbered from 6.a.1 to 6.a.3, and each Function related to languages has a Standard Identifier numbered 6.b.1 to 6.b.3.

* + 1. **How do the Comparisons Standards progress across proficiency levels?**

In Module 9, you learned that Context progresses in a similar way across proficiency levels for all of the Linguistic Cultures Standards. You also learned that Text Type and Supports remain the same across proficiency levels, and Comprehensibility does not appear in these Standards. In addition to Context, Functions, which describe what students can do, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Linguistic Cultures Standards, though this progression may look different for each of the Practices. You will also notice that the black text at the end of the Standard introduction changes across proficiency levels, as students move from minimally to fully and consistently accomplishing Functions. This will be shown in greater detail in the following slides.

Click here to see a chart showing how Functions progress across proficiency levels within the Comparisons Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. You will also notice that Function b.3. appears in the Novice standards and the Advanced standards, but not the Intermediate standards. We will look at this Function and all Functions within the Comparisons Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which Context progresses from level to level throughout this Module.

* + 1. **What is the Comparisons Standard at the Novice Low level?**

There are five Functions within the Comparisons Standard at the Novice Low level, including two Functions related to cultures and three Functions related to language. As you can see, students at this level can identify similarities and differences in products, practices, and perspectives and recognize cultural stereotypes and/or generalizations. Students at this level can also identify cognates, compare basic idiomatic expressions, and identify similarities and differences in sound and writing systems.

* + 1. **What is the Comparisons Standard at the Novice Mid level?**

There are five Functions within the Comparisons Standard at the Novice Mid level, all of which are repeated from the Novice Low level. The progression from Novice Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do?
  + 1. **What is the Comparisons Standard at the Novice High level?**

There are four Functions within the Comparisons Standard at the Novice High level, each of which has more rigorous features of the previously acquired Functions. As shown in NH 6.a.1, students at this level can make comparisons between products, practices, and perspectives, and they can explain how stereotypes and past and present treatment of groups and people shape their group identity and culture, as shown in NH 6.a.2. Students can also interpret, express, and compare the meaning of idioms and make comparisons of basic language forms, as shown in NH 6.b.1 and 6.b.2. The fifth Function from the Novice Mid level, in which students identify similarities and differences in sound and writing systems, is not included in the standards for the Intermediate levels and reappears with more rigorous features at the Advanced levels.

* + 1. **What is the Comparisons Standard at the Intermediate Low level?**

There are four Functions within the Comparisons Standard at the Intermediate Low level, all of which are repeated from the Novice High level. The progression from Novice High is instead seen in students minimally but consistently accomplishing the Functions instead of only often succeeding.

* + 1. **What is the Comparisons Standard at the Intermediate Mid level?**

There are four Functions within the Comparisons Standard at the Intermediate Mid level, all of which are repeated from the Intermediate Low level. The progression from Intermediate Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do?
  + 1. **What is the Comparisons Standard at the Intermediate High level?**

There are five Functions within the Comparisons Standard at the Intermediate High level. As you can see, one Function is repeated from the Intermediate Low level, three Functions have more rigorous features of the previously acquired Functions, and one Function is brand new. Students as this level can compare how products, practices, and perspectives reciprocally affect one another over time and take the perspective of those from different cultures to build empathy, as shown in IH 6.a and 6.b. Students at this level can also discuss and analyze cognates and idiomatic expressions as well as their evolutions and origins, as shown in IH 6.b.1, and they can analyze and explain how time frames are expressed, as shown in IH 6.b.3.

* + 1. **What is the Comparisons Standard at the Advanced Low level?**

There are five Functions within the Comparisons Standard at the Advanced Low level, all of which are repeated from the Intermediate High level. The progression from Intermediate High is instead seen in students minimally but consistently accomplishing the Functions in a wide variety of settings.

* + 1. **What is the Comparisons Standard at the Advanced Mid level?**

There are five Functions within the Comparisons Standard at the Advanced Mid level, all of which are repeated from the Advanced Low level. The progression from Advanced Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do?
  + 1. **What is the Comparisons Standard at the Advanced High level?**

There are six Functions within the Comparisons Standard at the Advanced High level. As you can see, three Functions are repeated from the Advanced Low level, two Functions have more rigorous features of the previously acquired Functions, and one Function is brand new. As shown in the new Function, AH 6.a.3, students at this level can analyze the impact of unequal power structures on the development of group identities and cultures. Students at this level can also discuss and analyze the relationship of syntax and meaning, as shown in AH 6.b.2, and they can analyze and explain how tone and nuance are expressed, as shown in AH 6.b.3.

* + 1. **What is the Comparisons Standard at the Superior level?**

There are six Functions within the Comparisons Standard at the Superior level, all of which are repeated from the Advanced High level. The progression from Advanced High is instead seen in students accomplishing the Functions without help.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
  1. **Part 4: Addressing the Standards**
     1. **How do I address the Comparisons Standards in my classroom?**

To address the Comparisons Standards in your classroom, it is important to embed Comparisons into your unit goals/objectives, your summative assessment tasks, and your learning activities and experiences. Rather than being addressed in isolation or through mini-lessons on linguistic structures or topics related to culture, the Comparisons Standards should be simultaneously addressed through tasks and activities targeting each of the communicative modes.

* + 1. **How should the Comparisons Standards be assessed?**

When it comes to assessment, you should embed Comparisons into Integrated Performance Assessments (IPAs) and performance tasks designed for the different communicative modes. This can be done by designing Interpretive tasks around authentic texts that present similarities and differences between languages and cultures and providing opportunities for students to make such comparisons in Interpersonal and Presentational tasks.

* + 1. **How should the Comparisons Standards be taught?**

Click on each tab to learn more about teaching the Comparisons Standards in your classroom.

When teaching the Comparisons Standards, students should have opportunities to explore diverse cultural products, practices, and perspectives through authentic resources that provide real-life examples of language and culture, as these resources are designed by target-language speakers/members of target-language cultures for other target-language speakers/members of target-language cultures.

It is also important to help students make linguistic and cultural comparisons across a variety of languages and cultures. You should expose students to different varieties of the target language being studied and different target-language cultures, as well as languages and cultures that students have a connection to beyond English and the target language. Remember to recognize and celebrate students’ home or heritage languages as assets that provide even deeper understanding of the nature of language in the context of the world languages classroom.

Activities should allow students to independently discover, research, and hypothesize about similarities and differences between languages and cultures, as this will increase their interest and engagement while simultaneously helping to develop their critical thinking skills. Students also need an opportunity to reflect on similarities and differences between cultures to effectively compare target-language cultures and their own cultures.

When addressing the Comparisons Standards in your classroom, it is important to model an assets-based, holistic approach to making comparisons in which the inherent worth and dignity of all cultures and languages is emphasized. In addition to investigating more obvious comparisons between linguistic structures and cultural products or practices, you should encourage students to compare the underlying perspectives represented in different forms of linguistic and cultural expression.

Finally, students will benefit from opportunities to engage in project-based or experiential learning. You may find it helpful to collaborate on activities with colleagues who teach other languages in your department, as students will be able to make additional comparisons between the languages and cultures they are learning about and the languages and cultures being studied by their peers in different classrooms.

Click on the box at the bottom of the slide to view a resource from [ACTFL](https://www.actfl.org/sites/default/files/publications/standards/Comparisons.pdf) that may be helpful for addressing the Comparisons Standards.

* + 1. **What does addressing Comparisons look like in different contexts?**

Click on the boxes to see examples of how Comparisons can be embedded into goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary, Novice
  + Context: Elementary Spanish (Novice Mid)
  + Goal/objective: I can observe formal and informal forms of language in greetings in the target language.
  + Task: Students watch a video demonstrating different types of greetings used in Spanish-speaking countries and participate in a role play activity to practice greeting each other in Spanish.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Classical, Advanced
  + Context: Classical Languages (Advanced Mid)
  + Goal/objective: I can compare how products affected practices and perspectives over time in target-language cultures.
  + Task: Students research a famous tale from Greek mythology and write a detailed and accurate report about its impact on Ancient Greek culture and their own culture.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Novice
  + Context: Secondary Russian (Novice Mid)
  + Goal/objective: I can recognize similarities and differences between my school system and school systems in target-language cultures.
  + Task: After watching a video about high school experiences in different Russian-speaking countries, students engage in small group conversations in Russian to compare these experiences with their own.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Intermediate:
  + Context: Secondary French (Intermediate Mid)
  + Goal/objective: I can interpret, express, and compare the meaning of idioms in my language and the target language.
  + Task: Students draw a picture representing their favorite French idiom and its equivalent in English and ask their classmates to guess which idiom is shown. In small groups, students then discuss the similarities between French and English based on similarities between the idioms presented.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
    1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience embedding Comparisons into unit goals/objectives?
* What learning activities or assessment tasks have you used to target Comparisons in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Comparisons?
  1. **Part 5: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 11. Let’s summarize the topics this module covered. In Module 11, we learned what Practice 6: Comparisons is and why it is important to develop proficiency in this Practice; what the Comparisons Standards are; and how to address the Comparisons Standards in your classroom.

You can check the Resources section for a one-page summary of the topics covered in this module.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

* + - 1. **Question 1**

True or false: Practice 6: Comparisons involves recognizing and analyzing similarities and differences with other academic disciplines.

* + - 1. **Question 2**

What are Novice Low to Novice Mid students able to do in Practice 6: Comparisons? Select all that apply.

* + - 1. **Question 3**

Match the Function with the appropriate proficiency level.

* + - 1. **Question 4**

Which of the following is explored in Practice 6: Comparisons? Select all that apply.

* + - 1. **Question 5**

For some proficiency levels, the progression of the Standard is only seen in which of the following?

* + - 1. **Question 6**

Which of the following is required for comparing target-language cultures and one’s own culture?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 12: Overview of Lifelong Learning Standards.

* + 1. **Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!