# Module 12: Overview of Lifelong Learning Standards

* 1. **Start Module**

**1.1.1 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 12: Overview of Lifelong Learning Standards. This module will introduce the Lifelong Learning Standards from the 2021 Massachusetts World Languages Curriculum Framework and how they progress across proficiency levels.

**1.1.2 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.

**1.1.3 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 are the Lifelong Learning Standards in the Framework?
* How do the Lifelong Learning Standards progress across proficiency levels?
	1. **Part 2: Overview of Lifelong Learning Standards**
		1. **What are the Lifelong Learning Standards?**

While the Communication Standards are related to *how* students use the target language and the Linguistic Cultures Standards are related to *what* students communicate about in the target language, the Lifelong Learning Standards are related to *why* students communicate in the target language.

Four Practices comprise Domain 3 of the Framework. These Practices are Connections, Communities, Social and Emotional Well-Being, and Social Justice. They are accomplished by using the target language in the Interpretive, Interpersonal, Presentational, and Intercultural modes of communication, and they provide purpose for Communication. While Connections and Communities have their own sets of standards, the Social and Emotional Well-Being Practice and the Social Justice Practice do not explicitly translate into standards. Rather, they are woven through all standards in all domains. We will discuss these practices in greater detail later in the Module.

As a reminder, the practices included in the Framework describe general processes and skills students acquire and are grouped by Domain, and the standards included in the Framework describe what students can do at each level of proficiency.

All of the Domains are developed concurrently as students acquire the language. Therefore, no domain should be focused on to the exclusion of others.

* + 1. **Why are the Lifelong Learning Standards important for world language education?**

The Lifelong Learning Standards are important for many reasons. Click on each box to learn more.

* The Lifelong Learning Standards motivate students to acquire the language and build proficiency through meaningful, relevant, and cross-disciplinary content.
* The Lifelong Learning Standards connect students to their peers in the classroom, their community, and speakers/signers of the target language throughout the world.
* The Lifelong Learning Standards promote social and emotional growth by helping students develop self-awareness, social awareness, and relationship skills.
* The Lifelong Learning Standards provide an avenue for students to become critical thinkers, good problem solvers, and informed, engaged global citizens.
	+ 1. **What do the Lifelong Learning Standards look like?**

The Lifelong Learning Standards are divided by Practice and color-coded by four different linguistic components that describe how students achieve the functions of the Standards. In a given Context (shown in teal), using the target language exclusively or almost exclusively or to the maximum extent that the community-based standards require (shown in the purple Text Type) and supported by appropriate linguistic scaffolding (shown in the yellow Supports), students can perform the Functions (shown in black). These linguistic components will be described in greater detail later in this Module.

* + 1. **What skills and concepts are included in the Lifelong Learning Standards?**

Click on each box to learn more. Although only the Connections and Communities Practices have their own sets of Standards, information about the skills and concepts included in the Social and Emotional Well-Being and Social Justice Practices is also included on this slide.

* The Connections Standards support students to build interdisciplinary knowledge. Students engage in critical thinking and problem solving while using the language to explore diverse perspectives.
* The Communities Standards support students to interact and collaborate with multilingual communities. Students use the target language within and beyond the classroom, including for setting their own language learning goals and reflecting on their progress.
* Click on each area of competence to learn more about the Social and Emotional Well-Being Practice. Click here to learn more about Social Emotional Learning from the Massachusetts Department of Elementary and Secondary Education’s Quick Reference Guide.
	+ Self-Awareness: Students know the limits of their communicative abilities and cultural understanding and respectfully adapt their messages within these limits.
	+ Self-Management: Students persist in adapting their communicative and cultural skills.
	+ Responsible Decision-Making: Students responsibly choose their messages and their means of transmitting those messages.
	+ Relationship Skills: Students actively, respectfully, and empathetically receive others’ messages and produce their own.
	+ Social Awareness: Students produce language that demonstrates empathy and an understanding of diversity.
* The Social Justice Practice, which is woven throughout the Framework, supports students to think and act with critical consciousness. Students demonstrate understanding of the impact of language and culture on their own and others’ identities. They respond with respectful curiosity and empathy to different histories and lived experiences. Students recognize and seek to correct stereotypes, systems, and privileges that cause harm, and they use the target language and skills developed from acquiring both linguistic and cultural proficiency to contribute to the life of diverse communities in an informed manner.
	+ 1. **How are the Lifelong Learning Standards taught?**

The Lifelong Learning Standards are taught using ACTFL Core Practices. With the backward design model, educators design assessments and learning activities that align with their unit goals or objectives and incorporate students’ interests in language and culture. Use of the target language is key to facilitate a deeper understanding of students’ own languages, cultures, and communities, as well as other languages, cultures, and communities being studied in the classroom. This should be scaffolded using supports so that language is comprehensible. The standards within the Lifelong Learning domain are designed for teachers and students to access them in the target language 90% of the time or more, as this is how students acquire the communicative proficiency needed to make connections and interact with diverse, multilingual communities.

Authentic resources, which are created *by* native speakers or signers *for* native speakers or signers, offer both target language input and cultural perspectives that are necessary for the Lifelong Learning Practices. Students also need opportunities to practice their Interpersonal Communication skills, which are essential to overall language learning, the development of intercultural competence, and interactions with members of target-language communities. Grammar should be taught in context. Finally, targeted and actionable feedback should be provided to further develop and advance students’ knowledge of other disciplines, diverse communities, and their own language learning goals and progress. Click on each box to learn more about [ACTFL Core Practices](https://www.actfl.org/resources/guiding-principles-language-learning) and related professional development opportunities through the [Massachusetts Foreign Language Association](https://mafla.org/pdonline/).

* + 1. **How do I address the Connections and Communities Standards?**

To address the Connections and Communities standards, begin by activating students’ prior knowledge and experiences and consider students’ own goals for language learning when setting your course and unit goals, such as a desire to learn more about another country or access authentic cultural products. You should leverage students’ and your own existing connections to target-language cultures when possible, including recognizing and celebrating students’ home or heritage cultures as assets that provide even deeper understanding of the nature of culture and community in the context of the world languages classroom. It is important to provide face-to-face and virtual opportunities to learn more about different cultures and communities, and you may also find it helpful to collaborate with teachers across disciplines in local and global communities to build connections to other disciplines and cultures.

* + 1. **How do I embed Social and Emotional Well-Being and Social Justice into instruction?**

Social Emotional Well-Being and Social Justice can be embedded throughout instruction.

You can promote Social Emotional Well-Being by using assets-based approaches and pedagogies and differentiating instruction, which helps support all learners. For younger learners, it may be helpful for students to play therapeutic board games, engage in morning meetings and sharing circles, or participate in breathing, counting, and mindfulness exercises. For secondary levels, it may be helpful for students to journal and complete self-reflections, watch films with different representations of emotion, or participate in service learning and project-based learning.

Service and project-based learning can also promote social justice as students engage with and advocate for members of the target culture or community in local or global contexts. You can also embed social justice by exploring your and students’ frames of reference and incorporating reflection activities. Finally, be sure to include diversity within target language communities in your instruction and materials, as presenting a variety of representations and perspectives can help students recognize and seek to correct stereotypes, systems, and privileges that harm speakers/signers of many languages and members of many cultures.

* + 1. **How are the Lifelong Learning Standards assessed?**

When planning for summative assessment, it is important to design performance tasks that allow students to demonstrate how well they have met the unit goals/objectives, and you may find it helpful to use ACTFL’s [Integrated Performance Assessment (IPA)](https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html) model to support you in designing a connected and articulated series of tasks. This model calls for three tasks assessing the Interpretive, Interpersonal, and Presentational modes of communication. All three tasks are connected by a central theme, and this theme can address Connections and Communities through different modes. IPAs also use authentic resources, and this offers an opportunity for students to address interdisciplinary and/or intercultural topics using the target language. Authentic resources are not limited to written texts; IPAs can incorporate multiple types of media. These assessments can also encourage students to use 21st century skills such as information, media, and technology skills or critical thinking skills.

In addition, the Lifelong Learning Standards can be assessed through alternative assessments such as learning portfolios that allow students to explore target cultures on their own and draw connections to their areas of interest. Students can also reflect on their learning via journals and self-assessments, and you may find it helpful to use the methods outlined in the [ACTFL Reflection Tool for Intercultural Communication](https://www.actfl.org/sites/default/files/can-dos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf).

Click on each box to view the [Assessment Quick Reference Guide](https://www.doe.mass.edu/worldlanguages/framework/qrg-assessment.docx) and to see examples of [Integrated Performance Assessments](https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html) compiled by CARLA, the Center for Advanced Research on Language Acquisition.

* + 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:

* + How have you addressed the Lifelong Learning Standards in your school or classroom?
	+ How have you embedded Social and Emotional Well-Being and Social Justice in your teaching?
	+ What aspects of the Lifelong Learning Standards do you find most challenging to teach or assess?
	+ What resources do you find most helpful for teaching and assessing the Lifelong Learning Standards?

* 1. **Part 3: Progression of Lifelong Learning Standards**
		1. **How do the Lifelong Learning Standards progress across proficiency levels?**

Students develop and/or advance their skills in the areas of Connections and Communities at each level of proficiency. Students’ proficiency progresses in terms of Functions, which are the most direct expression of the Content Standards, and across Contexts, but the Text types and Supports remain the same throughout the Lifelong Learning Standards. As with the Linguistic Cultures Standards, the Framework recognizes that students’ levels of cultural knowledge and proficiency may differ substantially from their levels of linguistic proficiency. With that in mind, the Text types and Supports are intentionally written to be broad and flexible so that teachers can address Connections and Communities in a way that provides students the linguistic rigor and support that they need while also providing them with challenging and appropriate standards. Comprehensibility is not included in the Lifelong Learning Standards; it is only a component of the Communication Standards.

**1.3.2. How do Functions progress across proficiency levels in the Lifelong Learning Standards?**

Functions are assets-based skills that correspond with the proficiency levels included in the Framework. They are the simplest expression of the standard describing what students can do with the language. They emerge and evolve slowly, often not changing from sub-level to sub-level. Within the Framework, bolded text indicates a new Function or a more rigorous feature of a previously acquired Function. We will discuss the Functions within each Lifelong Learning Standard in detail in subsequent Modules.

 **1.3.3. How does Context progress across proficiency levels in the Lifelong Learning Standards?**

Context refers to the topics and settings in which students can use the language to accomplish a Function. As students’ proficiency levels increase, they can apply their knowledge of the language and culture in a wider range of settings. Click on each circle to learn more about the Contexts described in the Lifelong Learning Domain for each proficiency level.

* Novice Low & Novice Mid: Settings that students would find familiar and highly predictable
* Novice High, Intermediate Low, and Intermediate Mid: A variety of settings
* Intermediate High, Advanced Low, and Advanced Mid: A wide variety of settings
* Advanced High & Superior: A variety of general and specialized settings

Contexts are described in the Framework on page 21. A summary of Contexts used throughout the Lifelong Learning Standards can be found on Page 11 of the [Linguistic Components Summary](https://www.doe.mass.edu/worldlanguages/framework/linguistic-components.pdf).

 **1.3.4. Discussion/Reflection**

The questions for discussion and reflection are:

* How do you promote use of the target language when addressing the Lifelong Learning Standards?
* When providing supports, what does “appropriate linguistic scaffolding” look like at different proficiency levels?
* In what ways does your current curriculum support students to progress through the proficiency levels? Where might there be a need to make adjustments to that curriculum?
	1. **Part 4: Conclusion**
		1. **What did we learn in this module?**

We have now come to the end of Module 12. Let’s summarize the topics this module covered. In Module 12, we learned what the Lifelong Learning Standards in the Framework are and how the Lifelong Learning Standards progress across proficiency levels.

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 questions.

* + - 1. **Question 1**

Which Lifelong Learning Practices do not explicitly translate into Standards in the Framework? Select all that apply.

* + - 1. **Question 2**

Match the Lifelong Learning Practice to its description.

* + - 1. **Question 3**

Which student characteristics should appropriate linguistic scaffolding for the Lifelong Learning Standards be based upon? Select all that apply.

* + - 1. **Question 4**

Which question do the Lifelong Learning Standards answer?

* + - 1. **Question 5**

How should Social & Emotional Well-Being and Social Justice be addressed?

* + - 1. **Question 6**

Which of the following are recommended approaches for teaching SEL and Social Justice?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 13: Connections 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!