**Subject Matter Knowledge Matrix**

**World Languages Curriculum Framework**

Students in Massachusetts must meet rigorous academic standards, which are outlined in the [Massachusetts Curriculum Frameworks](https://www.doe.mass.edu/frameworks/). To do so, they must have access to educators with strong content knowledge and pedagogical skills, the building blocks of effective instructional practice.

In support of this, the [Subject Matter Knowledge Guidelines](https://www.doe.mass.edu/edprep/domains/instruction/smk-guidelines.docx) set forth the content knowledge expectations for educator licensure in Massachusetts. Through these expectations, the Massachusetts Department of Elementary and Secondary Education (DESE) seeks to ensure that educators entering the workforce have sufficient content knowledge in their licensure area to support students in mastering the Massachusetts Curriculum Frameworks.

While the Curriculum Frameworks serve as an anchor, the intent is not that educators should simply know the content included in the Frameworks. Rather, educators must move beyond basic or functional knowledge to a level of fluency or expertise with the academic standards such that they can teach and support students in mastering the content.

The figure below shows a steady progression, not in the amount of information one knows, but in the depth and ability to use that information for a specific purpose. The boxes below the continuum outline some assessments used to determine varying levels of content knowledge. The depth at which the knowledge and application of content knowledge must be demonstrated is dependent on the stage of development for an individual educator (i.e. Basic, Functional, Fluent, or Expert) and/or license type (Provisional, Initial, or Professional).



This worksheet should be completed for licensure programs with Subject Matter Knowledge expectations in the [World Languages Curriculum Framework](https://www.doe.mass.edu/frameworks/current.html), including:

Latin and Classical Humanities, 5-12

World Language, PK-6\*

World Language, 5-12

\*Sponsoring organizations must specify a language when seeking approval for a Worl Languages licensure program: American Sign Language, Arabic, Armenian, Cambodian, Cape Verdean, Chinese, Creole Haitian, French, German, Greek, Hebrew, Hmong, Hungarian, Italian, Japanese, Khmer, Korean, Polish, Portuguese, Russian, Spanish, Ukrainian, and Vietnam.

**Standards for World Language Practice**

The Standards for World Language Practice describe the processes and skills that world language educators at all levels should seek to develop in their PK-12 students so that they may proficiently navigate a linguistically and culturally diverse world. Five of these practices - communications, cultures, comparisons, connections, and communities - appear explicitly in the content standards. The two final practices - social-emotional well-being and social justice - are implicit and thus are woven through all standards. The practices are grouped into three domains by the role they fulfill in allowing students to demonstrate proficiency in the language. However, the practices from the individual domains do not develop in isolation from one another. Students should develop them concurrently, and not focus upon one to the exclusion of the others.

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| **Instructions*:***Initial licensure program candidates must reach a level of fluent content knowledge in order to be endorsed. They must be able to apply content in a range of contexts and vertically connect content to build students’ knowledge. As such, sponsoring organizations must have at least one course at the fluent level for each practice below.  Please list the numbers/abbreviations/titles of the **sponsoring organization’s required courses where each practice is explicitly targeted and coherently addressed**. Then, **briefly describe where in the syllabus each practice is covered** (i.e., unit name, week number, objective number). Course identifiers should match the numbers/abbreviations/titles of submitted syllabi to support DESE’s review. Practices should not be spread across too many courses.    The full [World Languages Curriculum Framework](https://www.doe.mass.edu/frameworks/current.html), including the Guiding Principles which are also available in [Appendix A](#_Appendix_A:_World) of this document, should be consulted when designing programs to ensure appropriate content coverage and rigor for each proficiency level (novice low, mid, and high, intermediate low, mid, and high; advanced low, mid, and high; and superior). |

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| **Domain 1: Communication Practices**. How Students Use the Target Language to Acquire Linguistic Proficiency. | **Fluent**  *Initial*  *Licensure* |
| *Example Row* | *EDU 101 – Weeks 5-7* |
| **1. Interpretive Communication** - **Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.** In the interpretive mode of communication, students exercise age and development-appropriate reading, viewing, and listening skills across a variety of genres as they engage with a text. Text, in these standards, can be any authentic conveyor of information from target-language cultures. This includes both fiction and nonfiction, books, poems, songs, dramatic performances, emails, posts on social media, photographs, paintings, dances, or any other cultural artifact that transmits meaning. To successfully execute this practice, students must have an understanding of language, culture, the social and emotional context behind the message, and the medium in which the message is transmitted. In this mode, students demonstrate understanding of the:   * characteristics and viewpoints of multiple cultures and communities; and * messages, main ideas, supporting details in written, spoken, or signed texts on a variety of topics in the target language.   ***Discipline-specific skills for teaching interpretive communication such as:***   * *Identifying students’ current level of linguistic proficiency (Guiding Principle #3, Guiding Principle #5)* * *Identifying authentic target-language resources and tasks which are at or slightly above the proficiency level of the students (Guiding Principle #8)* * *Leveraging authentic resources to promote proficiency-level-appropriate teacher-student and especially student-student discourse in the target language (Guiding Principle #4)* |  |
| **2. Interpersonal Communication - Interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives.** In the interpersonal communication mode, students exercise reading, viewing, listening, writing, signing, and speaking skills to seek, convey, and/or exchange information and negotiate the meaning of messages in synchronous conversations. Students exercise cultural understanding and social skills to effectively exchange information with their interlocutor(s). In the interpersonal mode students use the target language in conversations to:   * engage with others and build connections through empathy, respect, and understanding; and * participate and negotiate meaning in conversations to share information.   ***Discipline-specific skills for teaching interpersonal communication such as:***   * *Identifying students’ current level of linguistic proficiency (Guiding Principle #3, Guiding Principle #5)* * *Facilitating meaningful, authentic, cross-disciplinary, and affirming student-student conversations in the target language at various levels of proficiency (Guiding Principle #4, Guiding Principle #7)* * *Identifying and executing interpersonal prompts at or just above the students’ current level of proficiency (Guiding Principle #5, Guiding Principle #6)* |  |
| **3. Presentational Communication - Present information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.** In the presentational mode of communication, students employ writing, signing, and/or speaking skills to plan and prepare communications for a specific audience. Students employ their knowledge of culture and their audience to communicate messages that will be well-received by their listeners, readers, or viewers. In the presentational mode students use the target language to:   * present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics; and * build empathy, express respect, and build connections and adapt their presentations to account for the diversity of their audience.   ***Discipline-specific skills for teaching presentational communication such as:***   * *Identifying students’ current level of linguistic proficiency (Guiding Principle #3, Guiding Principle #5)* * *Identifying and facilitating cross-disciplinary, presentational tasks at or just above the students’ current level of proficiency (Guiding Principle #5, Guiding Principle #6, Guiding Principle #7)* |  |
| **4. Intercultural Communication - Interact appropriately with others in and from another culture.** Without understanding of cultural topics or appropriate behaviors, students are likely to misunderstand or be misunderstood in their communicative attempts. In the intercultural mode of communication, students read, listen, and view through the lens that the message’s originator intended. When transmitting information, students select language and topics that will be comprehensible to their audience or interlocutor(s). Students also employ culturally appropriate nonverbal behaviors to set at ease or not offend their audience or interlocutor(s). In the intercultural mode students:   * use their knowledge of target-language cultures’ products, practices, and beliefs to understand content and make the content of their target language conversations and presentations familiar and comprehensible to their interlocutors or audience; and * employ culturally appropriate non-verbal communicative features when interacting in the target language.   ***Discipline-specific skills for teaching intercultural communication such as:***   * *Identifying and facilitating culture-rich communicative exchanges (interpretive, interpersonal, and/or presentational) at or just above the students’ current level of proficiency (Guiding Principle #3, Guiding Principle #4, Guiding Principle #6)* |  |
| **Domain 2: Linguistic Cultures Practices.** What New Concepts Students Communicate About. | **Fluent**  *Initial*  *Licensure* |
| **5. Cultures - Gain cultural competence and understanding**. Students acquire knowledge about the products, practices, and perspectives of many cultures, including target-language cultures and their own, as well as how those products, practices, and perspectives create and interact with identity. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level students use the target language to investigate, explain, and reflect on:   * the relationships among the products that cultures produce, the practices that cultures manifest, and the perspectives that underlie those products and practices; * their own complex identities and the role cultures play in developing those identities; and * how cultures influence and interact with each other over time.   ***Discipline-specific skills for teaching cultures such as:***   * *Facilitating interpretive, interpersonal, and presentational exchanges (both student-teacher and student-student) in the target language to advance both cultural knowledge and linguistic proficiency. (Guiding Principle #3, Guiding Principle #4)* |  |
| **6. Comparisons - Develop insight into the nature of language and culture to interact with cultural competence.** Students recognize and analyze similarities, differences, interconnectedness, and interactions in target-language cultures and the language itself. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level, students use the target language to investigate, explain, and reflect on:   * the concept of culture through comparisons of the cultures studied and their own; and * the nature of language through comparisons of the language studied and their own.   ***Discipline-specific skills for teaching comparisons such as:***   * *Facilitating interpretive, interpersonal, and presentational exchanges (both student-teacher and student-student) in the target language to advance both understanding of cultures and languages. (Guiding Principle #3, Guiding Principle #4)* |  |
| **Domain 3: Lifelong Learning Practices.** Why Students Communicate in the Target Language. | **Fluent**  *Initial*  *Licensure* |
| **7. Connections - Connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.** Students build, reinforce, and expand interdisciplinary knowledge. They develop skills that are necessary for success in a globalized, diverse 21st Century society. They employ creativity, innovation, flexibility, and adaptability to engage in critical-thinking, inquiry, and problem-solving in all disciplines. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level, students use the target language to:   * acquire information from target-language resources; and * explore diverse perspectives.   ***Discipline-specific skills for teaching connections such as:***   * *Facilitating interpretive, interpersonal, and presentational exchanges (both student-teacher and student-student) in the target language to advance cross-disciplinary content knowledge and linguistic proficiency. (Guiding Principle #4, Guiding Principle #7)* |  |
| **8. Communities - Interact and communicate with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world.** Proficiency in multiple languages becomes a lifelong skill when students maintain engagement in the target-language community. Whether using the language for enjoyment or enrichment of other interests, maintaining friendships and relationships with diverse speakers/signers of the language, or making a local or global impact, community engagement motivates students to cultivate their language skills over the course of their lives. To engage in World Language communities, when supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level, students use the target language:   * both within and beyond the classroom to consider diverse perspectives, build empathy, and act collectively to contribute to strong communities; and * to recognize strengths, set goals for growth, and reflect upon progress in using languages for enjoyment, enrichment, career advancement, and building diverse relationships.   ***Discipline-specific skills for teaching cultures such as:***   * *Facilitating interpretive, interpersonal, and presentational interaction (student-teacher, student-student, and student-community) in the target language to both build linguistic proficiency and contribute to target-language communities. (Guiding Principle #4, Guiding Principle #9)* * *Identifying communities, organizations, and resources at the international and national level and especially at the local and state level which may provide students with authentic, impactful ways to advance and apply linguistic and cultural proficiency (Guiding Principle #9)* |  |
| **9**. **Social and Emotional Well-being - Develop and employ social and emotional skills that are inextricably linked to language and culture acquisition.** Language affects students’ social and emotional well-being, and their social and emotional context determines how students receive and transmit messages. Language and culture acquisition are thus inseparably linked to students’ social and emotional development. Students use the target language and skills developed from acquiring linguistic and cultural proficiency to promote social and emotional well-being in themselves and others. When communicating in the target language, and when supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level, students:   * demonstrate self-awareness by knowing the limits of their communicative abilities and cultural understanding, and respectfully adapting their message to their abilities; * demonstrate self-management by persisting in adapting their communicative and cultural skills in contexts that they have not practiced or foreseen. They take risks with the target language, clarify the meaning of their attempts, and acquire language in the process; * demonstrate social awareness by producing language that demonstrates empathy and an understanding of the diversity of their audience or interlocutor(s). They demonstrate cultural and social behaviors that are appropriate for their context; * use the language in a way that enhances their relationship skills, such as close and active listening, reading, or viewing when receiving target language messages and respectful and empathetic negotiation when producing messages; and * make responsible decisions when choosing the messages and the verbal and nonverbal means of transmitting those messages in the target language. |  |
| **10. Empower students to think and act with critical consciousness.** The act of acquiring a new language and culture is a practice in empathy, critical thinking, and prejudice reduction, for in accessing another language and culture(s), students experience new products, practices, perspectives, and communities. To exercise these benefits, students will use the target language and skills developed from acquiring linguistic and cultural proficiency to understand and participate in the life of their communities in an informed manner. When making decisions and in interactions with peers, teachers, family, and community members, using the target language in a manner appropriate to age, proficiency-level, and situational need, students:   * demonstrate understanding of the impact that language and culture have upon their own and others’ complex identities; * respond with respectful curiosity and empathy to the history and lived experience of speakers/signers of world languages and members of many cultures; and * recognize and seek to correct stereotypes, systems, and privileges that harm speakers/signers of many languages and members of many cultures. |  |

# **Appendix A: World Languages Guiding Principles**

The following principles are philosophical statements that underlie the pre-kindergarten through grade 12 World Languages Framework standards and resources. These principles should guide the design and evaluation of programs in both PK-12 and higher education settings.

**Guiding Principle 1. Effective world language programs invite, include, support, and benefit all students.** World language education is for all students, regardless of age, linguistic background, or ability. Since proficiency in more than one language and culture is vital to success in the 21st Century, effective programs provide all pre-K-12 students with access to extended, well-articulated sequences of world language instruction. Effective programs invite and support all students, including students who already demonstrate proficiency in a language(s) other than English and those who are novices, as well as students with diverse abilities.

**Guiding Principle 2. Effective world language programs lift all students and empower them to act with cultural competence and critical consciousness.** They center students, so that all students see their lives and their experiences reflected in the course topics, curricular materials, and language offerings. In effective programs, students use the target language to tell their own stories and to examine their own identities. Effective programs uphold the value of all cultures and languages. They disrupt stereotypes that misrepresent members of any culture by providing accurate and affirming representations of their histories, identities, expressions, values, beliefs, products, and practices12. They embrace the varied vocabularies, syntaxes, and accents of all languages as they are signed, spoken, and written around the world, including English and all its rich dialects. They value those linguistic assets in students who are speakers/signers of languages and dialects other than Standard American English. In so doing, effective programs emphasize the inherent worth and dignity of all students, cultures, and languages. Effective world language programs also foster students’ sense of agency. They invite students to apply their multicultural competences and critical perspectives to contribute to classroom, school, and community environments that benefit all.

**Guiding Principle 3. Effective world language programs produce high levels of linguistic and cultural proficiency in one or more world languages in their students.** Proficiency in a world language is the ability to speak or sign, write (for written languages) and understand while reading, listening, and/or viewing and to behave in culturally appropriate ways. Proficiency is skill-based; it measures what students can do spontaneously with the language and culture across a variety of contexts. Students acquire proficiency over time, often taking six or more years to attain levels of proficiency high enough to be effective in professional environments and to earn the Massachusetts State Seal of Biliteracy. To promote high levels of proficiency, well-articulated world language programs should begin in pre-kindergarten and continue beyond grade 12.

**Guiding Principle 4. Effective world language programs are communicative and support meaningful, authentic, and affirming interactions in the target language.** Students become proficient in a language by using it. This requires a large quantity of comprehensible input in the target language. For most students, their school’s world language program will be the single greatest source of target language input throughout their daily life. World language education should be conducted almost exclusively (90% or more) in the target language in all language programs and levels by students and teachers alike, with English being used judiciously and sparingly. Language instruction should be communicative - used to accomplish a purpose such as exchanging information and ideas, interpreting relevant authentic resources, meeting needs, expressing and supporting opinions, and building positive relationships with teachers, peers, and community members.

**Guiding Principle 5. Effective world language programs measure linguistic proficiency. Communicative language proficiency can be measured with a high degree of consistency and fidelity.** ACTFL’s proficiency benchmarks and performance indicators, upon which this Framework is based, describe what learners can do with the language. They can be applied to all languages, age groups, program types, and learning environments. Importantly, proficiency measurement presupposes that the student work is communicative and demonstrative of what students can do with the language rather than what they know about it. Effective programs should thus provide students many opportunities to use the language in a variety of contexts to measure performance.

**Guiding Principle 6. Effective world language programs foster risk-taking and mistake-making toward growth in linguistic and cultural proficiency.** Very young children make a variety of mistakes when they acquire their first language. Responsible caretakers accept their child’s communications, imperfect as they may be, and they applaud their efforts. Since the child knows that they are safe in their environment, they continue to cultivate their language. Similarly, effective world language programs seek to reward students’ efforts and focus on what they can do, rather than focusing on perceived errors or what the students cannot do. Such programs invite and encourage students to take risks with the language and to attempt communication, even if it is likely to contain mistakes. Effective programs teach and model that mistakes are indispensable when acquiring language, and they encourage students to be bold in their communicative attempts.

**Guiding Principle 7. Effective world language programs deliver meaningful, relevant, and cross-disciplinary content to motivate students to acquire the language and build proficiency.** Research indicates that language acquisition is a byproduct of seeking to make meaning during communication19. Students acquire language most effectively when the content of the communication is both accessible and of high interest to students. Effective programs select topics with regard to their students and use those topics to advance students to the next level of proficiency. When decisions about +content are a result of a collaborative effort among educators across disciplines, there is an opportunity for students to use the target language to reinforce knowledge gained in other disciplines and use their language skills in an immediate and practical way.

**Guiding Principle 8. Effective world language programs differentiate instruction and content, so that they are accessible, rigorous, and appropriate for all students.** Differentiation is imperative in world language programs because students often enter courses at varying levels of proficiency and acquire proficiency at different rates. Effective programs provide instruction and materials at a level of proficiency at and slightly above the proficiency level of the students. Since growth is measurable, effective language programs understand exactly what their students can do with language and what students will need next. They design to meet their students at the proficiency level they demonstrate and to advance them to higher levels of proficiency. In effective programs, educators select content that is meaningful to students. They elevate student choice and voices so that the content reflects the students, their families, and the communities the district serves.

**Guiding Principle 9. Effective world language programs connect students to their peers in the classroom, their community, and speakers/signers of the target language throughout the world.** The role of languages in connecting people to others is at the heart of the human experience. Language is our primary tool for relationships, civic engagement, and global impact. Effective world language programs invite students to form a community with their classmates as they strive to communicate in the target language. Effective programs also ask and support students to apply those language skills to practical uses outside of the classroom and promote multilingualism. Beyond their own communities, effective programs leverage technology and, when possible, travel to provide for students to use their language and critical thinking skills throughout the world.

**Guiding Principle 10. Effective world language programs promote social and emotional growth.** While all courses promote social and emotional progress, world language programs have a unique opportunity to focus on how students communicate and manage themselves. Effective programs encourage students to examine not only the words they are producing, but also the unspoken communications and contexts that accompany the language. These programs encourage positive relationship-building as they promote communicative activities inside and outside of the classroom that allow students to learn about themselves, peers, and their community. They promote perseverance. They ask students to think critically about their own cultural context as they participate in new cultures. Effective programs understand that acquiring proficiency in a new language and culture is a deep and important form of social and emotional growth.