# Module 1: Organization of the Framework and Overview of the Implementation Series

* 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 1: Organization of the Framework and Overview of the Implementation Series. This module will introduce the 2021 Massachusetts World Languages Curriculum Framework and the Framework Implementation Series.

* + 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 the Massachusetts World Languages Framework?
* How is the Massachusetts World Languages Framework organized?
* What is the Framework Implementation Series?
  + 1. **What is the Framework?**

The Framework is the 2021 Massachusetts World Languages Curriculum Framework. It provides a structure, standards, and practices intended to support world languages curricula and programming that builds students’ linguistic and cultural proficiency. This is the third publication of World Language standards for the Commonwealth.

Click here to view the Framework and click on the dates on the timeline to learn more about its development.

* In 1993, the Massachusetts Education Reform Act authorized the Board of Education to begin developing World Language Standards.
* The first set of World Language Standards was published in 1996.
* In 1999, the World Languages Framework was revised to reflect the advancement of world language research at the national level.
* The current standards are the first update since 1999. Their creation began in 2019.
* The Massachusetts World Languages Curriculum Framework was adopted in 2021.
  1. **Part 2: Organization of the Framework**
     1. **How is the framework structured?**

Click on each level of the pyramid to learn more about how the Framework is structured.

* Vision: The vision highlights the goals for all Massachusetts students with regard to target language proficiency and use
* Guiding Principles: The Guiding Principles are philosophical statements to guide the design, implementation, and evaluation of world language programs.
* Domains: The Domains are the roles that different practices fulfill in allowing students to demonstrate proficiency in the language. In other words, they are groupings of how students use languages, what they communicate about, and why they use the language.
* Practices: The Practices describe processes and skills students acquire and are grouped by Domain.
* Standards: The World Languages Content Standards describe what students can do at each level of proficiency.
  + 1. **What is the vision?**

The vision of the Framework is that all Massachusetts students will acquire a high level of linguistic and cultural proficiency in at least one world language. Proficiency in one or more world languages will empower students to use languages other than English to tell their own stories, understand the stories of others, and engage with their communities.

This framework supports districts to design programs in which all students meet or exceed the world language criterion for the Massachusetts State Seal of Biliteracy. The Department of Elementary and Secondary Education has established the ACTFL proficiency level of Intermediate High as the minimum criterion for the world language component of the Seal of Biliteracy. Intermediate High is also the earliest proficiency level which ACTFL identifies as beneficial to students in a variety of multilingual college and career contexts. Proficiency level targets and course outcomes may vary, and more information about proficiency will be provided in Module 2: The Framework Through the Lens of Proficiency.

* + 1. **What are the Guiding Principles (1-5)?**

The following principles are philosophical statements that underlie the standards and resources in the Framework. They should guide the design and implementation of world language programs in schools. Programs guided by these principles will prepare students for success in college, careers, and their lives as productive, global citizens. Click on each icon to learn more.

1. World language education is for all students, regardless of age, linguistic background, or ability. Massachusetts law defines world languages as a core discipline along with math, ELA, science, and other courses that are routinely offered to students, and it is important for all students to have access to world language courses and programs. Click on each characteristic to learn more about who should be included in world language education.
   * Students of all ages benefit from world language education; elementary students benefit immediately and older students benefit further from long-term sequencing. It is important to remember that elementary programming is critical, and elementary students should not be denied the essential-for-success development of proficiency in another language. For more information about the benefits of language learning for different age groups, check out the Additional Resources section in the one-page summary document for this module.
   * Students of all linguistic backgrounds, including English learners, benefit from world language education. English learners benefit from the study of their home language and deserve full access to the range of language options that are provided to any student in the school.
   * Students of diverse abilities benefit from world language education and should be included in this core discipline.
2. Effective world language programs 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 world language programs also foster students’ sense of agency by supporting them to use their language skills and cultural knowledge to contribute to their homes, relationships, schools, and communities.
3. Proficiency measures what students can do spontaneously with language across a variety of contexts. To promote high levels of proficiency, well-articulated, proficiency-driven instruction should begin in kindergarten and continue beyond grade 12.
4. Students become proficient in a language by using it in a meaningful way, so students and teachers should use the target language with purpose and stay largely in the target language – 90% or more of the time for modern languages and to the maximum extent possible for classical languages.
5. The ACTFL proficiency levels provide us with common language to describe what students can do across all ages, grade levels, and languages. These descriptors presuppose that we are assessing skills in using language and not knowledge about language.
   * 1. **What are the Guiding Principles (6-10)?**
6. At all levels, students may struggle to make meaning. That struggle is productive, necessary, and welcome. Students should be encouraged to be bold and make mistakes.
7. Students acquire language most effectively when they are striving to communicate about topics that are interesting and accessible to them. Effective programs select topics of interest to drive language acquisition.
8. Students acquire language proficiency at different rates. Programs should aim to deliver instruction at or just above students’ current levels of proficiency.
9. Language serves the practical purpose of connecting people. Programs should provide opportunities for a broad array of interactions in a variety of communities, including the classroom community and the local community.
10. Effective programs understand that acquiring proficiency in a new language and culture is a deep and important form of social and emotional growth, and they support students as they engage in that development. They encourage positive relationship-building and personal management, and they promote critical thinking about students’ own and others’ cultural contexts
    * 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 do you currently implement the Guiding Principles in your world language courses or programs?
* How could you improve your implementation of these principles in the future?

Click here if you would like to view the Framework while reflecting on or discussing these questions.

* + 1. **What are the Domains?**

The Practices, which we will learn about shortly, are grouped into three different Domains based on the role they fulfill in allowing students to demonstrate proficiency in the language. Each Domain speaks to a question about students’ use of language. Click on the Domains to learn more.

* Communication: How do students use language? Here, the focus is on the proficiency and skills students will need to use the language.
* Linguistic Cultures: What do students communicate about? Here, the focus is on the knowledge students will need to gain to communicate in the language.
* Lifelong Learning: Why do students use the language? Here, the focus is on ways in which students apply what they have learned.
  + 1. **What are the Practices?**

The Practices describe the processes and skills students acquire to proficiently navigate a linguistically and culturally diverse world. The Practices depend on one another and each of them is vital for effective world language education.

Eight of the Practices are translated into Standards, and two additional Practices, Social and Emotional Well-Being and Social Justice, reflect Massachusetts priorities, and they are implicit and woven throughout the Standards.

* + 1. **What are the Practices in Domain 1: Communication?**

There are four practices in Domain 1: Communication. Click on each icon to learn more.

* Interpretive Communication: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
* Interpersonal Communication: Students interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives.
* Presentational Communication: Students 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.
* Intercultural communication: Students interact appropriately with others in and from another culture.
  + 1. **What are the Practices in Domain 2: Linguistic Cultures?**

There are two practices in Domain 2: Linguistic Cultures. Click on each icon to learn more.

* Cultures: Students gain cultural competence and understanding.
* Comparisons: Students develop insight into the nature of language and culture to interact with cultural competence.
  + 1. **What are the Practices in Domain 3: Lifelong Learning?**

There are four practices in Domain 3: Lifelong Learning. Click on each icon to learn more.

* Connections: Students connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.
* Communities: Students 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.
* Social and Emotional Well-being: Students develop and employ social and emotional skills that are inextricably linked to language and culture acquisition.
* Social Justice: Students think and act with critical consciousness. Students demonstrate responsiveness to the cultural contexts of their interlocutors as well as an understanding of their own positionality, privilege status, and/or biases. They use these skills in a way that promotes a more just environment.
  + 1. **How do the Massachusetts Practices compare to the ACTFL 5C’s?**

Massachusetts Practices 1 to 8 come directly from ACTFL’s 5 goal areas, also known as the 5 C’s. Let’s take a look at how the two sets compare.

The first ACTFL goal area, Communication, corresponds to Domain 1 of the Massachusetts Practices. This Domain answers the question, “How do students use language?” and includes 4 Practices: Interpretive Communication, Interpersonal Communication, Presentational Communication, and Intercultural Communication.

The next two ACTFL goal areas, Cultures and Comparisons, correspond to the Massachusetts Practices of the same names, which form Domain 2: Linguistic Cultures. This Domain answers the question, “What do students communicate about and what new information about cultures will students encounter?”

The final two ACTFL goal areas, Connections and Communities, correspond to the Massachusetts Practices that share their names. Along with Social and Emotional Well-being and Social Justice, these Practices form Domain 3: Lifelong Learning. This Domain answers the question, “Why do students use the language?”

Practices 9 and 10 reflect additional Massachusetts priorities and are woven throughout the standards.

Click on the box to learn more about the 5 C’s in the ACTFL World-Readiness Standards.

* + 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 do you currently incorporate the Practices in your world language courses or programs?
* How could you further incorporate these practices in the future?

Click here if you would like to view the Framework while reflecting on or discussing these questions.

* + 1. **How are the Standards organized?**

The Standards are organized first by proficiency level. This is to account for the wide variety of programming that exists in schools across the Commonwealth. Organizing the standards by proficiency level allows educators to understand the type of language that is appropriate for their students without regard to age or grade level.

Within each proficiency level, the Standards are grouped by Domain. Within each Domain, the Standards are organized by the Practices, and then each Content Standard is presented in detail.

* + 1. **What do the Content Standards look like?**

The Content Standards include the proficiency level, Domain, Practice, and Standards within that Practice, as well as an identifier that complies with the Standards Navigator on the DESE website. Here is an example of some Communication Standards at the Novice High proficiency level.

* + 1. **What are the components of each Content Standard?**

The Standards describe the skills that students demonstrate through the target language at each level of proficiency. These standards are complex, so they are divided into five color-coded linguistic components. Click on each box to learn more.

**Function:** Functions describe what students can do with the language. Functions range from list/identify to propose/hypothesize. Functions emerge and develop slowly, often over the course of several years of acquisition. Bolded functions indicate that the function is new or more significantly developed from a previously acquired function.

**Context:** Context describes the situations in which students successfully perform the function. Contexts, which are written in blue, range from topics of high familiarity or interest in highly predictable settings to a wide variety of complex, hypothetical, and abstract topics in a variety of settings.

**Text Type:** Text type describes the quality and quantity of language that students produce. Text types, which are written in purple, range from isolated words to extended discourse of well-organized paragraphs.

**Comprehensibility:**: Comprehensibility describes if and how easily the audience/interlocutor will understand the student. Information about comprehensibility, which is written in brown, describes holistic accuracy – Was the pronunciation, grammar, spelling, and/or sign production accurate enough to be understood? At the Novice level, speakers/signers of the language who are accustomed to engaging with language learners sometimes understand. At the Superior level, speakers/signers of the language easily understand.

**Supports:** Supports describes what supports students will likely need in order to accomplish the function. Supports, which are written in green, range from visuals and gestures at early levels of proficiency to no supports needed at upper levels of proficiency.

Click on the link at the bottom of the screen to view the Linguistic Components Summary, which highlights the contexts, text types, supports, comprehensibility, and functions described in the Framework for all Domains.

* + 1. **How can the Standards be applied to varied languages and program types?**

The Standards can be applied to a variety of languages and program types. Click on each box to learn more.

* **Heritage language programs:** World language programs that include heritage speakers and signers of the target language benefit from the profound linguistic and cultural knowledge that their students bring into the classroom. Heritage speakers and signers often demonstrate varying levels of proficiency across different communicative modes. For spoken languages, heritage language students often demonstrate higher proficiency in oral and aural communication than they do in written communication. Teachers should assess heritage students’ proficiency in each communicative mode to know how to scaffold and advance heritage learners’ proficiency. The Department offers a Quick Reference Guide for heritage language learners in world language classes and will continue to support heritage speakers and signers and the programs that serve them.
* **Classical languages:** Classical language programs often place an enhanced focus on interpretive reading. Consequently, students are likely to demonstrate higher proficiency in Interpretive Reading than they will in the other communicative modes. Students of classical languages can and should acquire proficiency in all modes, but they will likely demonstrate growth in Interpretive Reading and Presentational Writing modes at a faster rate than the other modes.

Teachers of classical languages may find particular difficulty relying almost exclusively on the target language to teach the Linguistic Cultures and Lifelong Learning domains. While these standards do not encourage the use of English in world language instruction, they are not meant to discourage teachers of classical languages who have never been asked to learn or use the spoken forms of their languages. Educators in classical language programs are encouraged to adhere to the following principles:

* + - Use the classical language to the maximum extent possible for all the standards, while understanding that this may be significantly less than the 90% target that modern language courses should demonstrate.
    - Create a programmatic culture where risk-taking and mistake-making with the language is celebrated for students and teachers alike.

The Department offers a Quick Reference Guide for Classical Languages and will continue to support classical language education in Massachusetts.

* **Languages with diverse written representations (LDWRs):** Languages that incorporate diverse writing systems (e.g., Arabic, Chinese, Russian, etc.) also pose a challenge to language learners that are unaccustomed to their target language’s writing system. All students in LDWR courses can and should acquire proficiency in all modes of communication, and they are likely to make quicker gains in Interpersonal Speaking and Interpretive Listening. However, their introduction to a new alphabet or writing system will likely cause students to acquire proficiency in Presentational Writing and Interpretive Reading at a slower pace.

The Department offers a Quick Reference Guide for LDWRs and will continue to support LDWR education in the Commonwealth.

* **American Sign Language. American Sign Language (ASL):** differs from aural world languages as a signed language that is communicated visually rather than a spoken language that is communicated orally. The Framework is written to be inclusive of signers acquiring a high level of proficiency in ASL in world language classrooms.

The Department offers a Quick Reference Guide for ASL and will continue to support ASL education in Massachusetts.

* + 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 do you think the organization of the Framework can support you in designing your instruction?
* What do you want to learn from other teachers to help you implement the Standards in your classroom?
  1. **Part 3: Implementation Series**
     1. **What is the Implementation Series and why is it being developed?**

Click on each box to learn more.

What is it?

* A set of tools and learning opportunities

What is the purpose?

* To help educators understand and implement the 2021 Massachusetts World Languages Curriculum Framework

Who should attend?

* The Modules are designed for all world language educators and leaders, and they are optimized for collaborative departmental discussions. The Curriculum Alignment Labs are designed for district leaders and world language educators who are engaged in world language curriculum selection, alignment, and development. Special sessions will be available for elementary WL teachers/leaders and classical teachers/leaders to support their engagement in departmental curriculum selection, alignment, and development.

What are the expected outcomes?

* Educators will understand the new Standards and be able to align curriculum to them.

What are the components?

* Introductory webinar
* Online Learning Modules like the one you are in
* Curriculum Alignment Labs for synchronous learning and practice in real time

What other resources will be shared?

* Curriculum Alignment Guide
* Guidance for educators working in less common programs
* Guidance for world language curriculum leaders and educators in programs requiring special considerations
  + 1. **What are the Online Learning Modules?**

The Online Learning Modules are a series of 14 modules to provide detailed information about the content of the framework. These modules allow asynchronous, self-paced learning on your own schedule, and PDPs are available for completion. The modules will be released in packages of 2-3 per month, and they are designed for all world language educators and leaders and optimized for collaborative departmental discussions.

Click on “Online Learning Modules” to learn more about the topics that will be covered in each module.

* Module #1: Organization of the Framework and Overview of the Implementation Series
* Module #2: The Framework Through the Lens of Proficiency
* Module #3: The Framework Through the Lens of Equity
* Module #4: Overview of Communication Standards and ACTFL Proficiency
* Module # 5: Interpersonal Communication Standards
* Module #6: Presentational Communication Standards
* Module #7: Interpretive Communication Standards
* Module #8: Intercultural Communication Standards
* Module #9: Overview of Linguistic Cultures Standards
* Module #10: Cultures Standards
* Module #11: Comparisons Standards
* Module #12: Overview of Lifelong Learning Standards
* Module #13: Connections Standards
* Module # 14: Communities Standards
  + 1. **What are the Curriculum Alignment Labs?**

The Curriculum Alignment Labs are a series of 5 synchronous, collaborative workshops that will give you the opportunity to apply what you have learned from the modules and plan units that are aligned to the new standards. Sample units will be shared during the labs to support you in developing new standards-based units or aligning your existing units with the Standards. The content will be adapted for different contexts, and PDPs are available for completion. There will be one lab per month beginning in March 2022.

* + 1. **Who should attend the Curriculum Alignment Labs?**

The Curriculum Alignment Labs are designed for district leaders and world language educators who are engaged in world language curriculum selection, alignment, and development. Special sessions will be available for elementary world language teachers/leaders and classical teachers/leaders to support their engagement in departmental curriculum selection, alignment, and development.

* + 1. **What is the Curriculum Alignment Guide?**

The Curriculum Alignment Guide is organized and structured according to the principles of backward design to best support you in using this approach when planning for curriculum, instruction, and assessment. The Guide is a living document for you to plan key components of your curriculum and units, check for alignment to the standards, and reflect on successes and challenges after the unit or course has been taught. It includes a Guide for Course Planning and a Guide for Unit Planning, as well as a How-To document to support you in completing the Guide. The Guide is designed to be a collaborative document used at the district world language department level, and you will have opportunities to explore and complete different sections of the Guide during the Curriculum Alignment Labs.

* 1. **Part 4: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 1. Let’s summarize the topics this module covered. In Module 1, we learned what the Massachusetts World Languages Curriculum Framework is; how the Framework is organized, and what the Framework Implementation Series is.

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**

Drag the box with each component of the Content Standards to the corresponding arrow.

* + - 1. **Question 2**

Which of the following Practices explicitly translate into the Content Standards? Click on all boxes that apply.

* + - 1. **Question 3**

Connect the boxes to match the description to each component of the Framework Implementation Series.

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 2: The Framework Through the Lens of Proficiency.

* + 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 Curriculum Framework!