Module 12: Overview of Lifelong Learning Standards

This module introduces the Lifelong Learning Standards, explaining how they progress as proficiency increases.

Overview of Lifelong Learning Standards

The Lifelong Learning Standards describe *why* students communicate in the target language. They represent Domain 3 and consist of four Practices: Connections, Communities, Social and Emotional Well-Being, and Social Justice. These Practices provide content, context, and purpose for Domain 1: Communication, and they empower students to act with cultural competence and critical consciousness as they build connections to other disciplines and communities. 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.

**Embedding Social and Emotional Well-Being and Social Justice**

* Use assets-based approaches and pedagogies
* Differentiate instruction
* Explore frames of reference
* Incorporate reflection activities
* Use service learning or project-based learning
* Explore diversity within target language communities

The Connections Standards build interdisciplinary knowledge and critical-thinking and problem-solving skills as students use the target language to explore diverse perspectives. The Communities Standards involve students interacting and collaborating with multilingual communities as they use the target language within and beyond the classroom. In addition, students set language-learning goals and reflect on progress toward those goals to encourage them to become lifelong learners. The graphic on the right provides recommendations for embedding Social and Emotional Well-Being Social Justice when teaching all Standards.

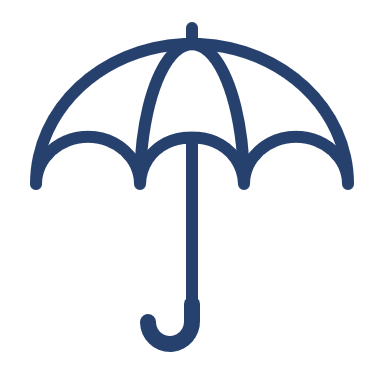
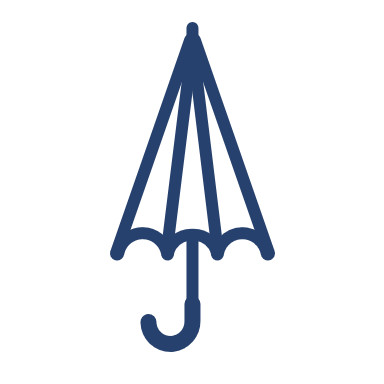
Progression of Lifelong Learning Standards

Students develop and/or advance their skills in Connections and Communities at each level of proficiency and show progression across the following linguistic components:

* Function: the simplest expression of the standard, describing what students can do with the language
* Context: the topics and settings in which students can use the language to accomplish a function

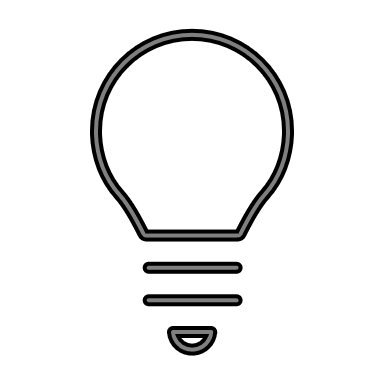
As proficiency increases, students can perform a greater variety of Functions and operate in a broader variety of Contexts. Text Types and Supports remain the same across proficiency levels, and Comprehensibility is not included.

As the proficiency level increases…



Contexts are broader

Functions increase and are more complex

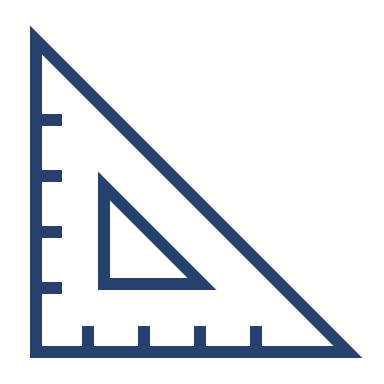
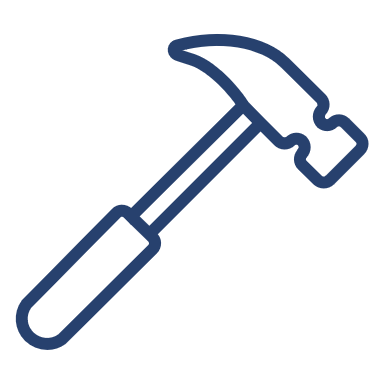


*Comprehensibility is not included*

Text Types remain: The target language exclusively (or almost exclusively)

*For Communities –* or to the maximum extent that community-based standards require

Supports remain: Appropriate linguistic scaffolding



Two Lenses: Proficiency and Equity

Proficiency and equity serve as the foundation of the Lifelong Learning Standards. The Standards are organized by proficiency level according to the ACTFL Proficiency Guidelines, and they are addressed using Core Practices that align with proficiency-based approaches to language teaching. Specifically, they are designed to support students to use the target language to build interdisciplinary knowledge, acquire information and diverse perspectives, and engage and collaborate with a variety of multilingual communities at home and around the world. In terms of equity, the Lifelong Learning Standards center and affirm student diversity; focus on what students can do rather than what they cannot do; leverage students’ existing knowledge of other disciplines and connections to diverse communities; promote a deeper understanding of different perspectives and diversity within target-language communities; enable students to consider educational and career connections and the benefits of bilingualism; and provide opportunities for students to demonstrate Mastery, Creativity, and Identity through Deeper Learning.

Additional Resources

[ACTFL Core Practices](https://www.actfl.org/resources/guiding-principles-language-learning) • [CARLA Step-by-Step Guide to Creating Integrated Performance Assessments](https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html) • [MaFLA Programming](https://mafla.org/pdonline/) • [Massachusetts World Languages Linguistic Components Summary](https://www.doe.mass.edu/worldlanguages/support/linguistic-components.pdf) • [Massachusetts World Languages Quick Reference Guides](https://www.doe.mass.edu/worldlanguages/support/)