Module 14: Communities Standards

This module provides an overview of Practice 8: Communities, discusses the Massachusetts World Languages Standards for Communities, and highlights ways to address the Standards.

Practice 8: Communities

This Practice involves interacting and communicating with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world. In this Practice, students maintain engagement in the target-language community, and they also set goals for and reflect on their use of the target language for enjoyment, enrichment, career advancement, and building diverse relationships. Proficiency in Communities encourages students to applying their language skills to practical uses outside of the classroom, motivates students to become lifelong learners of the target language, and supports students in effectively communicating in the target language and interacting with and contributing to diverse, multilingual communities.

Communities Standards

The Massachusetts World Languages Standards for Communities describe the skills that students can demonstrate at different levels of proficiency in Communities. The Communities Standard at each proficiency level contains six different Functions, with Functions related to participating in diverse communities numbered 8.a.1 to 8.a.2 and Functions related to becoming lifelong learner numbered 8.b.1 to 8.b.4. The chart below shows how Functions progress across proficiency levels within the Communities Standards, and check marks with a plus sign indicate new, more rigorous features of a previously acquired Function.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NL | NM | NH | IL | IM | IH | AL | AM | AH | S |
| a.1 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓ | ✓ |
| a.2 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ |
| b.1 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ |
| b.2 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b.3 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ |
| b.4 | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓+ | ✓ | ✓ | ✓ | ✓ |

Addressing the Standards

Recommendations to effectively address the Communities Standards include embedding Communities into unit goals/objectives, summative assessment tasks, and learning activities and experiences, rather than teaching about Communities in isolation; providing opportunities for students to pursue their interests through the language; utilizing project-based or experiential learning in collaboration with members of the target community; and providing time for reflection on growth and goals related to the language and culture. When designing assessments and learning experiences across the communicative modes, educators should design hands-on learning activities within and beyond the classroom; leverage students’ existing connections to multilingual communities; and provide opportunities for self-assessment and reflection. To align with Massachusetts’ vision for Deeper Learning, educators should provide students with opportunities to engage with diverse communities and set language-learning goals in a way that demonstrates Mastery, Identity, and Creativity.

Two Lenses: Proficiency and Equity

Proficiency and equity serve as the foundation of the Communities Standards. The Standards are organized by proficiency level according to the ACTFL Proficiency Guidelines, and they are addressed by supporting students in building connections to the target language and members of diverse, multilingual communities. Specifically, they are designed to support students to use the target language over the course of their lives to take action and address complex issues facing the community. In terms of equity, the Communities Standards center and affirm students’ identities and interests; encourage students to use the language in ways that carry significance for them and help them become lifelong learners; and promote a deeper understanding of and relationship with target-language communities, including local communities and heritage cultures, as well as the community of their peers.

Additional Resources

[ACTFL Resource on Integrating Communities into Language Instruction](https://www.actfl.org/sites/default/files/publications/standards/Communities.pdf) • [Massachusetts Deeper Learning Initiative](https://www.doe.mass.edu/kaleidoscope/overview.html) • [National Foreign Language Resource Center Resources for Project-Based Language Learning](https://nflrc.hawaii.edu/projects/view/2014a/)