# Module 14: Communities Standards

* 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 14: Communities Standards. This module will discuss the Communities Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 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 Practice 8: Communities, and why is it important to develop proficiency in this Practice?
* What are the Massachusetts World Languages Standards for Communities?
* How can I address the Communities Standards in my classroom?

**1.2. Part 2: Communities**

* + 1. **What is Practice 8: Communities?**

Practice 8: Communities supports students to 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. This Practice is an important component of *why* students communicate in the target language, and it is one of four Practices included in the Domain of Lifelong Learning.

* + 1. **What do students do in Practice 8: Communities?**

In Practice 8: Communities, students maintain engagement in the target-language community. Students also consider diverse perspectives, build empathy, and act collectively to contribute to strong communities. Finally, students recognize their strengths, set goals for growth, and reflect upon their progress in using languages for enjoyment, enrichment, career advancement, and building diverse relationships.

* + 1. **Why is it important to develop proficiency in Practice 8: Communities?**

It is important to develop proficiency in this Practice for many reasons. Click on each section of the circle to learn more.

Proficiency in Practice 8: Communities supports students in applying their language skills to practical uses outside of the classroom, as students are able to use the language to take collective action and address complex issues facing the community.

Proficiency in this Practice also encourages students to use the target language to advocate for and contribute to diverse communities around the world by emphasizing the inherent worth and dignity of all students, cultures, and languages.

Proficiency in this Practice helps students connect with local multilingual communities that they can engage with to further investigate and enjoy target-language cultures.

Proficiency in this Practice invites students to form a community with their classmates as they strive to communicate in the target language as language learners who need to set goals for growth.

Proficiency in this Practice also motivates students to cultivate their language skills over the course of their lives, encouraging them to become lifelong learners with strong connections to target-language cultures and communities.

Finally, proficiency in Practice 8: Communities is essential for effectively communicating in the target language and applying what has been learned to interact with and contribute to diverse, multilingual communities.

 **1.2.4: Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals of having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide 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.

Before we dive into the individual standards, consider the following questions:

* How do you think students might demonstrate mastery in Practice 8: Communities?
* How will this Practice enable students to reflect on their own identity and behaviors? In what ways will it introduce students to diverse perspectives?
* How might this Practice inspire students to independently extend their learning of the language and/or culture?

**1.3. Part 3: Communities Standards**

* + 1. **What are the Communities Standards?**

The Communities Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the area of Communities and are organized by proficiency level from Novice Low to Superior. Each Communities Standard contains six different Functions. Each Function related to applying cultural and linguistic skills to participating in diverse communities has a Standard Identifier numbered from 8.a.1 to 8.a.2, and each Function related to becoming lifelong learners has a Standard Identifier numbered 8.b.1 to 8.b.4.

* + 1. **How do the Communities Standards progress across proficiency levels?**

In Module 12, you learned that Context progresses in a similar way across proficiency levels for all of the Lifelong Learning Standards. You also learned that Text Type and Supports remain the same across proficiency levels, and Comprehensibility does not appear in these Standards. In addition to Context, Functions, which describe what students can do, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Lifelong Learning Standards, though this progression may look different for each of the Practices. You will also notice that the black text at the end of the Standard introduction changes across proficiency levels, as students move from minimally to fully and consistently accomplishing Functions. This will be shown in greater detail in the following slides.

Click here to see a chart showing how Functions progress across proficiency levels within the Communities Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark with a plus sign). These Functions, which are new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. We will look at the Communities Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which Context progresses from level to level throughout this Module.

* + 1. **What is the Communities Standard at the Novice Low level?**

There are six Functions within the Communities Standard at the Novice Low level, including two Functions related to linguistic and cultural skills and four Functions related to lifelong learning. As you can see in the first set of Functions, students at this level can identify resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. Students at this level can also identify needs and/or injustices and take collective action to contribute to strong communities. As you can see in the second set of Functions, students at this level can use languages for enjoyment and enrichment and explore more options for doing so; interact with speakers/signers of the target language to build diverse relationships; identify uses of the target language in the community; and choose goals for linguistic and cultural growth and reflect upon progress.

* + 1. **What is the Communities Standard at the Novice Mid level?**

There are six Functions within the Communities Standard at the Novice Mid level, all of which are repeated from the Novice Low level. The progression from Novice Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides 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.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do?
	+ 1. **What is the Communities Standard at the Novice High level?**

There are six Functions within the Communities Standard at the Novice High level, all of which have more rigorous features of the previously acquired Functions. Students at this level can engage with resources and assets in the community and design and take collective action to contribute to strong communities. Students at this level can also access and evaluate further opportunities to use languages; interact on a regular basis with speakers/signers of the target language; explain language education requirements for careers of interest; and set goals for growth in these areas and reflect upon progress.

* + 1. **What is the Communities Standard at the Intermediate Low level?**

There are six Functions within the Communities Standard at the Intermediate Low level, all of which are repeated from the Novice High level. The progression from Novice High is instead seen in students minimally but consistently accomplishing the Functions instead of only often succeeding.

* + 1. **What is the Communities Standard at the Intermediate Mid level?**

There are six Functions within the Communities Standard at the Intermediate Mid level, all of which are repeated from the Intermediate Low level. The progression from Intermediate Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do?
	+ 1. **What is the Communities Standard at the Intermediate High level?**

There are six Functions within the Communities Standard at the Intermediate High level, one of which is repeated from the Intermediate Mid level and five of which have more rigorous features of the previously acquired Functions. Students at this level can partner with individuals and organizations to further investigate and enjoy target-language cultures and apply cross-disciplinary academic skills to design and implement solutions to real issues facing the community. Students at this level can also research further opportunities to use languages; analyze educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition; and identify challenges and strategies for growth.

* + 1. **What is the Communities Standard at the Advanced Low level?**

There are six Functions within the Communities Standard at the Advanced Low level, all of which are repeated from the Intermediate High level. The progression from Intermediate High is instead seen in students minimally but consistently accomplishing the Functions instead of only often succeeding.

* + 1. **What is the Communities Standard at the Advanced Mid level?**

There are six Functions within the Communities Standard at the Advanced Mid level, all of which are repeated from the Advanced Low level. The progression from Advanced Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do?
	+ 1. **What is the Communities Standard at the Advanced High level?**

There are six Functions within the Communities Standard at the Advanced High level, three of which are repeated from the Advanced Low level and three of which have more rigorous features of the previously acquired Functions. Students at this level can evaluate solutions to complex issues facing the community; create opportunities to use languages; and analyze educational and career connections and the complexities of bilingualism to develop their plan for language acquisition.

* + 1. **What is the Communities Standard at the Superior level?**

There are six Functions within the Communities Standard at the Superior level, all of which are repeated from the Advanced High level. The progression from Advanced High is instead seen in students accomplishing the Functions without help.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
	1. **Part 4: Addressing the Standards**
		1. **How do I address the Communities Standards in my classroom?**

To address the Communities Standards in your classroom, it is important to embed Communities into your unit goals/objectives, your summative assessment tasks, and your learning activities and experiences. Rather than being addressed in isolation or through mini-lessons, the Communities Standards should be simultaneously addressed through tasks and activities targeting each of the communicative modes.

* + 1. **How should the Communities Standards be assessed?**

When it comes to assessment, you should embed Communities into performance tasks designed for the different communicative modes and Integrated Performance Assessments (IPAs). You may also find it helpful to use alternative forms of assessment, such as self-assessment activities, reflective journals and diaries, and/or culture learning portfolios. Finally, the Communities Standards can be assessed through project-based, service-based, or experiential learning activities by asking students to demonstrate what they have learned about diverse perspectives and target-language communities through these experiences.

* + 1. **How should the Communities Standards be taught?**

Click on each tab to learn more about teaching the Communities Standards in your classroom.

When teaching the Communities Standards, you should design hands-on learning activities within and beyond the classroom. It is important to remember that there are a variety of ways to address the Communities Standards without requiring students to spend time outside of school engaging in community-based activities. In-class opportunities can be provided to connect students with members of the target-language community, such as inviting guest speakers from the community to the classroom.

It is also important to use technology to facilitate interactions with diverse multilingual communities, as students can engage in virtual conversations with communities from around the world through social media, language exchange apps, and videoconferencing platforms.

In addition to connecting with global communities, it is important to connect students with local community organizations, as they may find additional opportunities to use the target language through these groups and they can interact with speakers/signers of the target language on a regular basis to build diverse relationships.

When teaching the Communities Standards, you should also leverage students’ existing connections to multilingual communities, 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.

Activities that encourage students to pursue their interests through the language are essential when teaching the Communities Standards, and you should encourage students to use the language for personal enjoyment and enrichment to help them become lifelong learners.

Students will also benefit from opportunities for project-based or experiential learning in collaboration with members of the target-language community. These activities provide students with opportunities to design, implement, and evaluate solutions to issues facing the community, allowing them to apply what they’ve learned to become agents of change.

Finally, it is important to provide opportunities for reflection on growth and goals related to the language and culture to celebrate students’ accomplishments and encourage students to become lifelong learners.

Click on the box at the bottom of the slide to view resources from [ACTFL](https://www.actfl.org/sites/default/files/publications/standards/Communities.pdf) and the [National Foreign Language Resource Center at the University of Hawaii at Manoa](https://nflrc.hawaii.edu/projects/view/2014a/) that may be helpful for addressing the Communities Standards.

* + 1. **What does addressing Communities look like in different contexts?**

Click on the boxes to see examples of how Communities can be embedded into goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary, Intermediate
	+ Context: Elementary Chinese (Intermediate Mid)
	+ Goal/objective: I can interact with speakers of the target language to build diverse relationships.
	+ Task: Students exchange emails in Chinese with students in China through a digital pen pal program.
	+ Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Classical Languages, Intermediate
	+ Context: Classical Languages (Intermediate High)
	+ Goal/objective: I can use the target language for enjoyment and enrichment and research further opportunities to do so.
	+ Task: Students put on a performance in Latin for a school celebration and brainstorm other ways to share classical languages with the community.
	+ Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Novice
	+ Context: Secondary Spanish (Novice High)
	+ Goal/objective: I can explain language education requirements for careers of interest in the target language.
	+ Task: Students identify professions requiring proficiency in Spanish and deliver small group presentations in Spanish with information about these professions.
	+ Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Advanced:
	+ Context: Secondary French (Advanced Mid)
	+ Goal/objective: I can apply my skills in the target language to design solutions to problems in target-language communities.
	+ Task: Students engage in online discussions in French with students from French-speaking countries to identify real issues facing their communities. Students then develop and present written proposals in French for how the issues could be addressed.
	+ Discussion: What is one way that this task could be extended to further consider diverse experiences?
		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:

* What is your experience embedding Communities into unit goals/objectives?
* What learning activities or assessment tasks have you used to target Communities in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Communities?
	1. **Part 5: Conclusion**
		1. **What did we learn in this module?**

We have now come to the end of Module 14. Let’s summarize the topics this module covered. In Module 14, we learned what Practice 8: Communities is and why it is important to develop proficiency in this Practice; what the Communities Standards are; and how to address the Communities Standards in your classroom.

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 question.

* + - 1. **Question 1**

Which of the following types of Functions are included in the Communities Standards? Select all that apply.

* + - 1. **Question 2**

What are Novice Low to Novice Mid students able to do in Practice 8: Communities? Select all that apply.

* + - 1. **Question 3**

Match the Function with the appropriate proficiency level.

* + - 1. **Question 4**

Which of the following communities are explored in Practice 8: Communities? Select all that

apply.

* + - 1. **Question 5**

True or false: Students must engage in extracurricular community-based projects to meet the Communities 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!