Module 3: The Framework Through the Lens of Equity

This module provides an overview of the Framework through the lens of equity, discusses social justice and social and emotional learning in language teaching, and highlights ways equity is addressed through the Framework.

Equity, Social Justice, and Social Emotional Learning

This part of the module defines equity, social justice, and social and emotional learning and explains why they are important for world language education. Educational equity means that every student has access to the educational resources and rigor they need to succeed at the right moment in their education, regardless of racial, ethnic, cultural and linguistic background, sexual orientation, family income, or other personal or social circumstances (nationality, religious affiliation, etc.). Rather than providing all students with equal access to the same resources and supports, it is important to recognize student differences and ensure that each student receives the specific resources and supports they need to succeed. Ensuring equity in education also involves teaching social emotional well-being and social justice, both of which are included as Practices and defined and described in the Massachusetts World Languages Framework.

Equity in Language Teaching

This part of the module provides information about how you can use equity to guide instruction. Equitable and assets-based approaches to language teaching, including Culturally Relevant Pedagogy, Culturally Responsive Pedagogy, and Culturally Sustaining Pedagogy, leverage and build upon the unique backgrounds, skills, and abilities that students bring to the world language classroom. They provide students with valuable exposure to different languages, cultures, and peoples, which are critical for developing linguistic and cultural proficiency, and they center student diversity and empower students to engage with and advocate for others, which is an essential part of why students learn languages. The following graphic describes strategies to create an equitable learning experience in the world language classroom.

*Equitable Approach to Language Teaching*

Equity and the Framework

This part of the module explains how the Framework supports equitable approaches to language teaching. In addition to including Practice 9: Social and Emotional Well-being and Practice 10: Social Justice, the Framework makes equity a key component of the Guiding Principles and emphasizes how world language education should empower students, value all cultures and languages, and include differentiation so that learning is accessible, rigorous, and appropriate for all.

Additional Resources

[ACTFL Social Justice Resources](https://www.actfl.org/resources/resources-language-educators-address-issues-race-diversity-and-social-justice) • [CASEL Framework](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/) • [CASEL Guide to Schoolwide Social and Emotional Learning](https://schoolguide.casel.org/) • [CASEL Program Guide](https://pg.casel.org/) • [CASEL Research-Practice Partnership Resources](https://casel.org/about-us/our-mission-work/research-practice-partnerships/) • [Learning for Justice Classroom Resources](https://www.learningforjustice.org/classroom-resources) • [Learning for Justice Social Justice Standards](https://www.learningforjustice.org/frameworks/social-justice-standards) • [Massachusetts World Languages Quick Reference Guides](https://www.doe.mass.edu/worldlanguages/support/)