

South Dakota
WORLD LANGUAGE STANDARDS

Proposed Standards 2018





Table of Contents

Acknowledgements	3
Introduction	4
Communications Standards	6
Cultures Standards	6
Connections Standards	7
Comparisons Standards	7
Communities Standards	8

Acknowledgements

The South Dakota State Standards for World Language were reviewed and revised through the efforts of educators, administrators, post-secondary, parents, and the SD Department of Education. The work group members collaborated in person and through online spaces. The work group created guiding principles to help focus the standards revision process:

- Keep the standards’ audience in mind: students, parents, educators, and the community.
- Modify and update the standards to meet the needs of South Dakota learners.
- Ensure the standards are clearly articulated with introductions per standard and clear definitions.
- Provide a comprehensive language learning experience.

The standards document exists due to intensive research, collaboration, grade level and vertical alignment discussions, debates, and a commitment to serve all students in our state. The work group used the most recent World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL) to help guide their work. The group also reviewed other states world language standards.

The South Dakota Department of Education expresses gratitude and appreciation to the individuals who contributed their passion, expertise, and time to the revision of the SD State Standards for World Language.

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Introduction

South Dakotans are part of a growing and dynamic global society that increasingly requires us to communicate knowledge and ideas within and across geographical, cultural, and linguistic boundaries. Languages learned and used in South Dakota include: Native American languages, modern and classical world languages, and American Sign Language.

Individuals who effectively communicate in more than one language with an appropriate understanding of cultural contexts are globally literate and workplace ready. The study of other languages and cultures enables us to communicate in appropriate ways with people from other cultures. Exposure to other languages and cultures improves cognitive abilities such as critical thinking skills, problem solving abilities, and creativity.

Vision

The world language vision is to empower language learners to effectively communicate in more than one language with an appropriate understanding of cultures, to be globally literate, and to be workplace ready.

Rationale

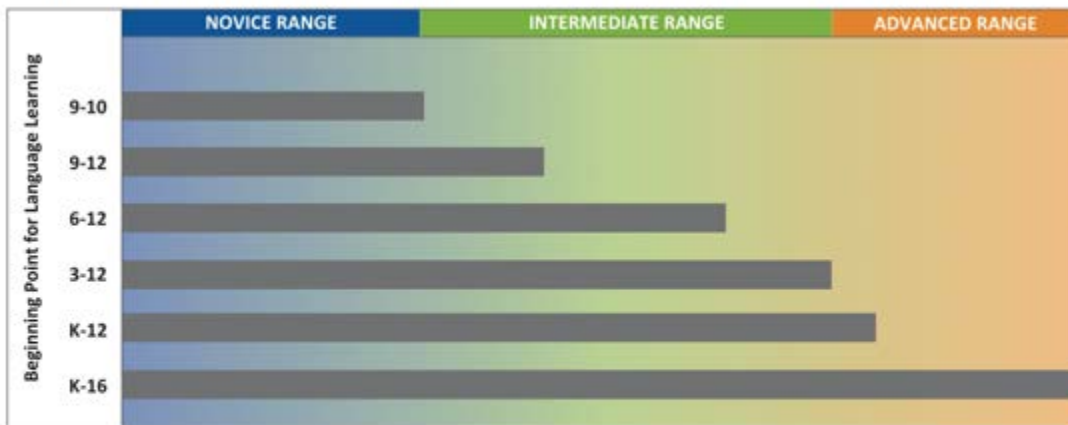
South Dakota world language standards reflect the themes in the *World Language Readiness Standards for Learning Languages* (2015), known as The Five Cs: Communication, Culture, Connections, Comparisons, and Communities. These standards describe the "what" (content) of world language learning and form the core of standards-based instruction.

Standard 1: Communications	Language learners develop reading, writing, speaking and listening skills in a variety of situations.
Standard 2: Cultures	Language learners explore <i>the 3 Ps of culture</i> through interactions between practices, products, and perspectives.
Standard 3: Connections	Language learners access and evaluate authentic and primary resources and make connections with other disciplines in both academic and career-related contexts.
Standard 4: Comparisons	Language learners compare and contrast to improve their understanding of language(s) and culture(s).
Standard 5: Communities	Lifelong language learners use their language skills and cultural competence to engage in local, national, global, and virtual communities.

Performance Targets

Realistic performance targets for South Dakotans enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Descriptors for Language Learners (2012)*. The chart below graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K-16 spectrum. If a language is studied for only two years of traditional instruction (one hour per day), only Novice proficiency should be expected. Advanced-level speakers have studied the language for at least ten years, have spent significant time abroad, or have been in an immersion setting.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



13 | ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

While ACTFL uses proficiency levels novice through distinguished, K-12 education typically spans levels novice through advanced. Language proficiency is tied to language ability, cognitive development, and educational levels. For example, a distinguished speaker of a language is a “highly articulate, well-educated language user...They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner.” Not all native speakers of a language reach a “superior” or “distinguished” proficiency level.

Communications Standards

Language learners develop reading, writing, speaking, and listening skills in a variety of situations.

Standard Code	Standard Code and Standard
Standard 1: Communication	Communicate effectively in more than one language for various purposes in multiple contexts.
1.1 Interpersonal Communication	1.1 Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.
1.2 Interpretive Communication	1.2 Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.
1.3 Presentational Communication	1.3 Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.

Cultures Standards

Language learners explore the 3 Ps of culture through interactions between practices, products, and perspectives.

Practices— patterns of social interactions within a particular culture and behaviors that represent the knowledge of “what to do when and where,” e.g., hygiene habits, approaches to personal space, greeting interactions (handshakes, hugs, kisses, bows), which side of the street/sidewalk on which to drive/walk.

Products—tangible or intangible creations of a particular culture.

Tangible products: e.g., paintings, a cathedral, literature, drumming sticks.

Intangible products: e.g., an oral tale, a dance, a sacred ritual, a system of education, a law.

Perspectives— meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society and represent a culture’s view of the world, e.g., attitudes towards kinship/gender/education/privacy, religions, cosmology

Standard Code	Standard Code and Standard
Standard 2: Cultures	Interact with respect and cultural competence in search of understanding our world.
2.1 Cultural Practices in Relation to Cultural Perspectives	2.1 Use the language to explore, reflect on, and explain the relationship between <u>the practices</u> , customs, and perspectives of the cultures studied.
2.2: Cultural Products in Relation to Cultural Perspectives	2.2 Use the language to explore, reflect on, and explain the relationship between <u>the products</u> , customs, and perspectives of the cultures studied.

Connections Standards

Language learners access and evaluate authentic and primary resources and make connections with other disciplines in both academic and career-related contexts.

Standard Code	Standard Code and Standard
Standard 3: Connections	Connect with other disciplines and acquire information and diverse perspectives through language.
3.1 Connections Across Disciplines	3.1 Acquire, expand, and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.
3.2 Acquisition of Information and Diverse Perspectives	3.2 Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).

Comparisons Standards

Language learners compare and contrast to improve their understanding of language(s) and culture(s).

Standard Code	Standard Code and Standard
Standard 4: Comparisons	Develop insight into the nature of language and culture to enhance linguistic and cultural competence.
4.1: Language Comparisons	4.1 Use the language to investigate, explain, and reflect on the <u>nature of language</u> by comparing and contrasting their own language with others.
4.2 Cultural Comparisons	4.2 Use the language to investigate, explain, and reflect on <u>the concept of culture</u> by comparing and contrasting their own culture with others.

Communities Standards

Lifelong language learners use their language skills and cultural competence to engage in local, national, global, and virtual communities.

Standard Code	Standard Code and Standard
Standard 5: Communities	Communicate and interact in the language with respect and cultural competence in both local and global communities.
5.1: School and Global Communities	5.1 Interact and collaborate using the language in the classroom, the community, and the world.
5.2 Lifelong Learning	5.2 Set lifelong learning goals and reflect on progress in using the language for enjoyment, enrichment, enhancement, and advocacy.



South Dakota State Standards for all content areas are located on the DOE website.

<http://doe.sd.gov/>