

# World Language Standards

## Workgroup Responses to Public Comments

As of March 15, 2019, there were no additional public comments submitted for the World Language work group to review.

With one public comment for review, an email was sent on Feb. 7, 2019 to all workgroup members who participated in the creation of the standards document. Members reviewed the comment and then created their response by consensus to exhibit # 1.

### EXHIBIT #1

**Date Submitted: September 11, 2018**

(Ray Taken Alive, Technology/Computer teacher, McLaughlin School)

I would like to see cross-disciplinary standards with the Lakota language and more emphasis on our Lakota/Dakota language. The Dakota's are our homes and these languages have been spoken here for generations. We have ELA and Technology standards across the disciplines, I would suggest we also add Lakota/Dakota standards. I am concerned that there is very little if any mention of Lakota/Dakota or Indigenous languages. We are speaking about being global citizens but haven't even concentrated on being local citizens yet to the people who live here homelands. The State can be extremely beneficial to language revitalization efforts and help save near extinct languages. It would benefit all students-Native and non and help build bridges between our cultures and assist in diffusing cultural conflicts.

#### *Workgroup Member's Response to Public Comment:*

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The World Language standards are not specific to any one language; however, the work group did incorporate language and examples that would be representative of all South Dakota students, including Lakota/Dakota, and American Sign Language.

Because South Dakota is a local control state, each district determines the world language offering for students; therefore, neither the work group nor the state control those decisions. Based on the workgroup's review of the public comment, it was determined that no changes would be made to the proposed standards document.

Also important to note would be the Department of Education's partnership with Tribal Leaders and South Dakota Educators to create the Oceti Sakowin Essential Understandings. The Oceti Sakowin Essential Understandings and their related resource documents include standards, activities, teaching resources, and sample cross-disciplinary lesson plans to provide support for understanding and teaching Oceti Sakowin culture, oral traditions, and history in South Dakota schools. These Essential Understandings may provide a resource to support what is requested in the comment in Exhibit #1.