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DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota World Language Standards

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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.

South Dakota academic content standards serve as expectations for what students should know and be able to do ~~by the end of each grade~~. They describe the knowledge and skills that every student should learn to graduate college, career, and life ready. Quality content standards should include critical content and skills, use clear and concise language, and make connections across learning levels and content domains. The chart below details the key features of quality standards.

Quality Standards Checklist – Key Features of a Quality Standard

Standards Do…	**Standards Do Not…**
Identify key knowledge and skills that students should demonstrate	• Focus on teacher actions or what teachers should do to teach that content • Require specific instructional strategies, approaches, curricula or text to be used • Omit critical content
Connect learning across courses	• Include unnecessary repetitive standards • Create contradictions • Create gaps in the progression of learning
Use clear language that clarifies for all stakeholders what students should be able to know and do **Keep in mind language in some standards may require more specificity than other standards.*	• Use ambiguous or vague language

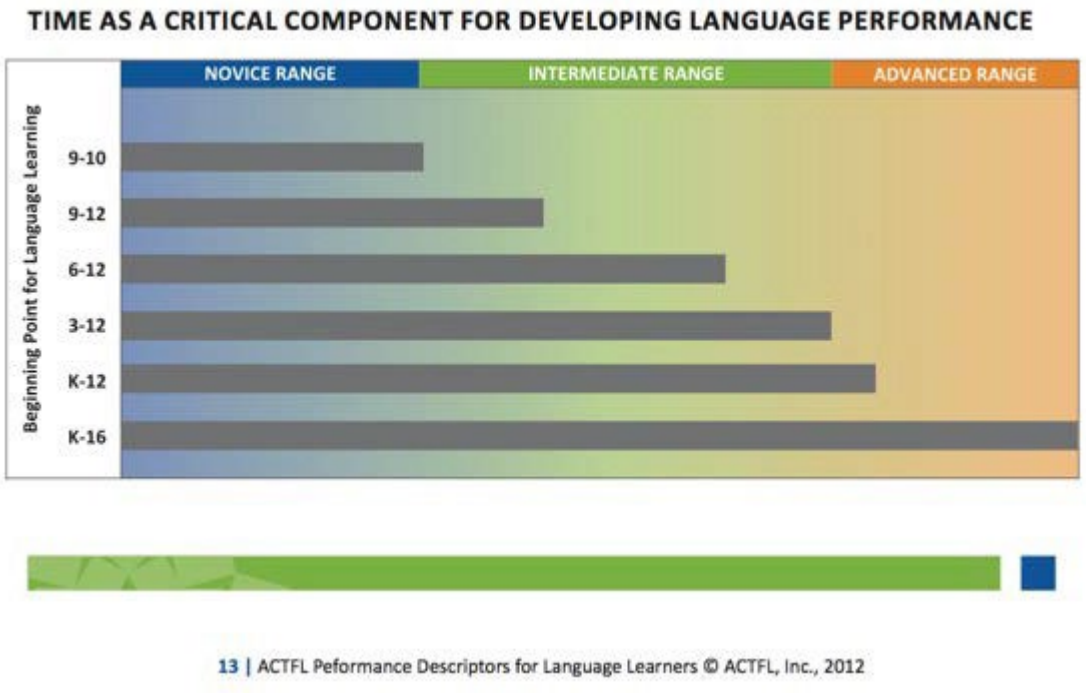
The World Language Standards Committee meticulously reviewed each of the 2019 South Dakota World Language Standards for alignment with the Quality Standards Checklist. Drawing on their experience and expertise, the Committee provided recommendations to ensure the standards reflect current and best practices in language instruction. The World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL) and world language standards from other states were referred to during the review process.

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

The revised South Dakota World Language Standards will continue to equip South Dakota students to effectively communicate in more than one language with an appropriate understanding of cultures, to be globally literate, and to be workplace ready.

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.



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.

Summary of Changes

Revisions for this newest set of World Language standards primarily focused on improving the clarity of language. The term *target language* was added to several standards to clarify that each standard refers to the language being taught. Grammatical and formatting errors were corrected. Other notable changes include

- Reordered standards 1.1 and 1.2 to better align with the sequence of language learner skill development.
- Combined standards 2.1 (practices) and 2.2 (products) into one standard to eliminate redundancy.
- Moved *customs* from standards 2.1 and 2.2 into the definition of practices.
- Added a new 2.2 standard to explicitly include cultural competence in the standards.
- Changed the phrase *the nature of language and culture* to *the mechanics of language and nuances of culture* for clarity in standard 4.
- Changed the title of standard 5.2 to *Goals and Reflection* to better describe the standard.
- Changed *lifelong learner* to *learner* in standard 5.2 to make it a more measurable standard.

Standards Revision Committee

Name	Organization	Position
Andrea Soto	Tri-Valley School District – Tri-Valley High School	Spanish and English Language Learner Teacher
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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~~ the target language for various purposes in multiple contexts.
1.1 ~~Interpersonal Communication~~ Interpretive Communication	1.1 ~~Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.~~ Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.
1.2 ~~Interpretive Communication~~ Interpersonal Communication	1.2 ~~Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.~~ Exchange and understand information, reactions, feelings, and opinions in spoken, signed, or written conversation.
1.3 Presentational Communication	1.3 Present information, concepts, ideas, and opinions to ~~different~~ audiences in order to inform, ~~persuade~~ explain, ~~explain~~ persuade, 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 and customs 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~~ and understanding ~~our world~~.
2.1 Cultural Practices and Products in Relation to Cultural Perspectives	2.1 Use the target language to explore, reflect on, and explain the relationship between ~~the practices~~ the practices, ~~customs~~ products, and perspectives of the cultures studied.
2.2 ~~Cultural Products in Relation to Cultural Perspectives~~ Cultural Competence	2.2 Use the target language to ~~explore, reflect on, and explain the relationship between the products, customs, and perspectives of the~~ interact effectively and appropriately with the languages and 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~~ non-academic contexts.

Standard Code	Standard Code and Standard
Standard 3: Connections	Connect with other disciplines and acquire information and diverse perspectives through the target language.
3.1 Connections Across Disciplines	3.1 Acquire, expand, and reinforce knowledge of other disciplines using the target 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 target 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~~ mechanics of language and nuances of culture to enhance linguistic proficiency and cultural competence.
4.1 Language Comparisons	4.1 Use the target language to investigate, explain, and reflect on the ~~nature~~ mechanics of language by comparing and contrasting ~~their own language with others~~ it to various languages.
4.2 Cultural Comparisons	4.2 Use the target language to investigate, explain, and reflect on ~~the concept of culture~~ the concept of culture by comparing and contrasting ~~their own culture with others~~ ~~it to~~ various cultures.

Communities Standards

~~Lifelong~~ ~~l~~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 target 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 target language in the classroom, the community, and the world.
5.2 ~~Lifelong Learning~~ Goals and Reflection	5.2 Set ~~lifelong~~ learning goals and reflect on progress in using the target language for enjoyment, enrichment, ~~enhancement,~~ and ~~advocacy~~ advancement.