A Model for Use in Setting Local Standards for Minnesota World Languages

Background

A Model for Use in Setting Local Standards for Minnesota World Languages reflects the following beliefs:

- A K-12 articulated world language program should be available to all students.
- All students can learn and experience success in a world language.
- Learning to become proficient in a second language provides students with a real-life skill and a broader worldview, both of which are important for students to become global citizens.
- The primary goal of world language education should be real-life communication.
- World language is a part of the core curriculum as specified in the NCLB legislation.
- World language education develops critical thinking skills that support students' learning of other disciplines.
- Assessment of students' language learning must reflect language proficiency and communication as expressed in the locally developed and national standards.

A Model for Use in Setting Local Standards for Minnesota World Languages is derived from the National Standards for Foreign Language Learning in the 21st Century developed by the American Council on the Teaching of Foreign Languages (ACTFL), commonly referred to by language professionals as the "national standards" and the ACTFL Performance Guidelines for K-12 Language Learners. (ACTFL, 1998). While this model for standards borrows from other state frameworks for world language learning (such as Wisconsin, Virginia and Pennsylvania), the model primarily used for A Model for Use in Setting Local Standards for Minnesota World Languages comes from the Nebraska K-12 FL Standards because they reflect the variety of language program models in Minnesota.

Primary Goals

The national standards set forth the five interrelated goals for language learning: communication, culture, connections, comparisons, and communities. These are the same goals and objectives that we believe serve well as a model for Minnesota districts in setting local World Language standards

Goal One: Communicate in Languages Other than English

- 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students will understand and interpret written and spoken language on a variety of topics.
- 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

2.2 Students demonstrate an understanding of the relationship between the perspectives and products /contribution of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

3.1 Students reinforce and further knowledge of other disciplines through world languages.

3.2 Students acquire information and perspectives through use of authentic materials in the world languages and from the cultures.

Goal Four: Develop Insight into the Nature of Language and Culture

4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

4.2 Students recognize that different languages use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

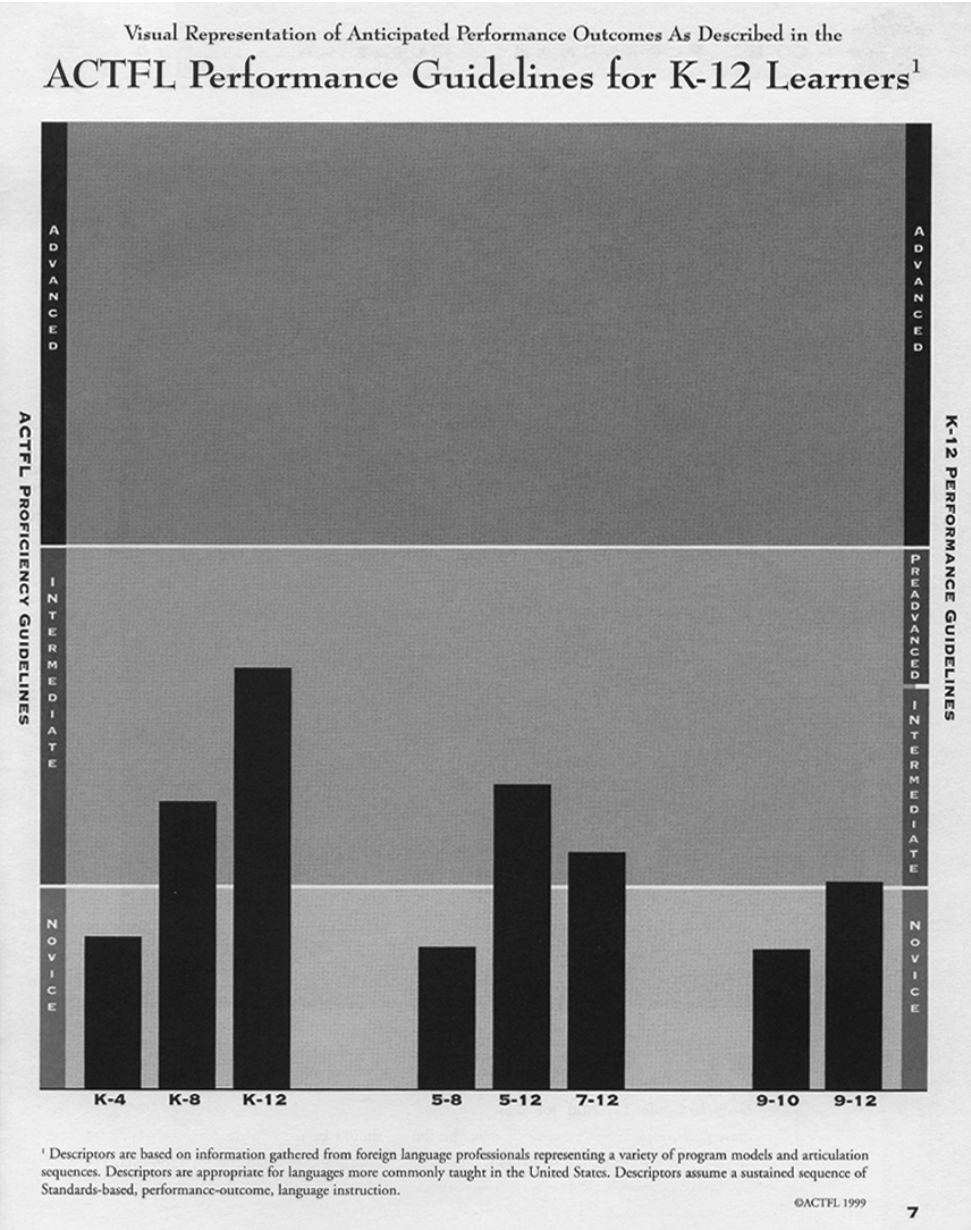
5.1 Students use the language both within and beyond the school setting for a variety of purposes.

A Model for Use in Setting Local Standards for Minnesota World Languages emphasizes that learning a world language is a skill that must be developed over time. A common maxim among states that support K-12 language learning opportunities for all students is: "Come early, stay late" We believe that Minnesota children can significantly benefit from world language learning experiences that begin early and continue on throughout high school.
As is the case with a sequential skill such as math or English language arts, the degree to which a student acquires and is able to use a second language is dependent on an ongoing, articulated effort. Currently a wide variety of language programs exist in Minnesota schools providing students with different points of entry to language study. Varying program entry and exit points, and time in language study mean that students progress through the stages of language learning to proficiency at different education levels, different grade levels, and at different ages.

A Model for Use in Setting Local Standards for Minnesota World Languages addresses these differences by outlining progress toward the standards in three distinct stages of language learning: *beginning, deve*loping and *refining*. The names of the three stages: *beginning* (Novice level of the ACTFL Guidelines)*, deve*loping (Intermediate level of the ACTFL Guidelines) and *refining* (Advanced level of the ACTFL Guidelines) were chosen because they describe the language learning process, as well as of a student's level of proficiency.

Students entering at the *beginning* stage learn basic skills regardless of the students' grade level. A student at the *developing* stage will be able to use short phrases, and create simple sentences, but still will not be considered proficient or fluent in any of the five goals using the target language. Only students benefiting from a K-12 language experience will reach the *refining* stage and be able to participate in the target language in analytical and higher-level tasks similar to those in his/her core and other elective subjects.

This relationship of the proficiency level students attain in the various language programs throughout Minnesota can be best portrayed by the graphic from the ACTFL Performance Guidelines for K-12 Language Learners on the following page (page 3).



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The organization of A Model for Use in Setting Local Standards for Minnesota World Languages into three stages- *beginning*, *developing*, and *refining* reflects the concept of language development. Rather than segmenting the stages into specific grade levels such as 4, 8, and 12 as used in other frameworks, the organization of A Model for Use in Setting Local Standards for Minnesota World Languages corresponds to the level descriptions in the ACTFL Proficiency Guidelines and the K-12 Performance Guidelines.

The novice stage of the K-12 Guidelines (*beginning* in A Model for Use in Setting Local Standards for Minnesota World Languages) is attained in either a K-4, a grade 5-8 or a grade 9-10 program. The intermediate stage (*developing* stage in A Model for Use in Setting Local Standards for Minnesota World Languages) is typically attained by students in K-8, grade 5-12 or grade 9-12 programs, while the pre-advanced stage (*refining* stage in A Model for Use in Setting Local Standards for Minnesota World Languages) is typically only achieved in an articulated K-12 program.

The model assumes that each performance level includes elements from the previous one and underscores the belief that acquisition of a second language is a long-term process that should be part of a student's educational experience from kindergarten through grade 12. While A Model for Use in Setting Local Standards for Minnesota World Languages includes a high standard as an ideal, it aims to provide a model that can address the needs for standards development for world language learning that reflects the current situation of world language programs in Minnesota.

Standard Goal One: Communicate in Languages Other than English

1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Beginning

Students are able to:

a. Express basic needs, basic courtesies.
b. Express state of being, likes and dislikes, agreement and disagreement.
c. Respond to one-on-one interactions.
d. Ask and answer simple questions.
e. Make and respond to simple requests.

Developing

Students are able to:

a. Elaborate on needs, interact in basic survival situations.
b. Incorporate appropriate gestures into conversations.
c. Create simple descriptions within a context.
d. Qualify likes and dislikes, support opinions.
e. Describe a problem.
f. Make suggestions and recommendations.
g. Exchange information with peers and others.
h. Provide and request clarification, use different ways to express the same idea (circumlocution).
i. Give and follow directions in a familiar context.
j. Speak or write spontaneously.

Refining

Students are able to:

a. Manage unforeseen circumstances and complicated situations.
b. Converse using language and behaviors that are appropriate to the setting.
c. Create detailed oral descriptions within a context.
d. Exchange personal feelings and ideas for the purpose of persuading others.
e. Express individual perspectives and defend opinions.
f. Collaborate to propose solutions to problems,
g. Negotiate a compromise.
h. Initiate, sustain and conclude conversations on a wide variety of topics.
i. Ask and respond to open-ended questions
j. Use a variety of language strategies to convey meaning (short, responsive comments, pause fillers, circumlocution).
k. Give and follow directions in an unfamiliar situation.
l. Speak or write spontaneously.

The time it takes for students to progress through the levels depends on many factors. The shading illustrates the influence that length of time in a program may have on a student's development of language and culture learning.

Key: £ Usually requires more than four years in a sequential, articulated program.

£ Usually requires at least thirteen years in a sequential, articulated program

Standards Goal One: Communicate in Languages Other Than English

1. 2 Students understand and interpret written and spoken language on a variety of topics.

Beginning

Students are able to:

a. Respond appropriately to directions, instructions and commands.

b. Make an identification based on simple oral and/or written descriptors.

c. Understand and respond to developmentally appropriate material.

d. Respond to speech of peers and familiar adults on a given topic.

e. Identify aural, visual and context clues.

f. Comprehend and respond to simple personal written communications; such as, notes, invitations and letters.

g. Identify main ideas and key words in oral and written material.

Developing

Students are able to:

a. Respond appropriately to a series of directions, instructions and commands.

b. Respond appropriately to complex oral and/or written descriptors.

c. Derive meaning from selected authentic materials.

d. Respond to speech of persons sympathetic to second language learners.

e. Use aural, visual and context clues to derive meaning.

f. Comprehend and respond to formal written communications; such as, business or official documents.

g. Comprehend speech on familiar topics with some repetition.

h. Identify main ideas with supporting details in written material.

Refining

Students are able to:

a. Respond appropriately to complex directions, instructions and commands intended for native speakers.

b. Analyze information based on complex oral and/or written descriptors

c. Interpret and analyze cause and effect, relationships and sequencing in authentic materials.

d. Respond to speech of native speakers who are not used to communicating with second language learners.

e. Apply diverse strategies to derive meaning and detail from unfamiliar material.

f. Respond appropriately to mood and implied meaning (i.e., sarcasm, humor, irony) of written communication

g. Summarize or restate secondary conversations.

h. Interpret and analyze the main idea and significant details from authentic materials and literary samples.

i. Research and synthesize information from a variety of sources.

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Standards Goal One: Communicate in Languages Other Than English

Standard Goal One: Communicate in Languages Other than English

1. 3 Students convey information, concepts and ideas to listeners and readers for a variety of purposes.

Beginning

Students are able to:

a. Give directions, commands and instructions.

b. Give directions orally and in writing using simple phrases.

c. Write a personal communication such as a note, letter or invitation.

d. Summarize main idea of selected and/or contextualized material.

e. Present prepared material to audience.

Developing

Students are able to:

a. Explain a process based on prior knowledge or experience.

b. Give directions orally and in writing using complex sentences.

c. Produce formal and informal written communication.

d. Interpret information from authentic material for an audience.

e. Narrate present, past and future events.

Refining

Students are able to:

a. Explain a complex process incorporating detailed instructions.

f. Give directions orally and in writing using complex, detailed paragraphs.

g. Produce a written sample to convey a mood, implied meaning, or abstract idea.

h. Create an analysis of authentic media or literary samples and present it to an audience.

i. Formulate and defend a position on a researched issue.

j. Elaborate on present, past and future events.

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Standard Goal Two: Gain Knowledge and Understanding of Other Cultures

2.1 Students demonstrate and understanding of the relationship between the perspectives and practices[1]. Of cultures studied and use this knowledge to interact effectively in cultural contexts.

Beginning

Students are able to:

a. Identify and react to cultural perspectives and practices in the culture studied.
b. Recognize and interpret language and behaviors that are appropriate to the target culture.
c. Identify some commonly held generalizations about the culture studied
d. Identify social and geographical factors that affect cultural practices.
e. Identify common words, phrase and idioms that reflect the culture.

Developing

Students are able to:

a. Describe and analyze cultural characteristics and behaviors in every day life.
b. Identify differences in cultural practices among same-language cultures.
c. Produce language and behaviors that are appropriate to the target culture.
d. Analyze some commonly held generalizations about the culture studied.
e. Discuss social and geographical factors that affect cultural practices.
f. Interpret the cultural connotations of common words, phrases, and idioms.

Refining

Students are able to:

a. Analyze the development of different cultural practices.
b. Compare and contrast cultural practices among same language cultures.
c. Apply language and behaviors that are appropriate to the target culture in an authentic situation.
d. Evaluate some commonly held generalizations about the culture studied.
e. Analyze social and geographic factors that affect cultural practices.
f. Integrate culturally embedded words, phrases and idioms into everyday communication.

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[1] Patterns of behavior derived from the traditions and values of other cultures

Standard Goal Two: Gain Knowledge and Understanding of Other Cultures

2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.

Beginning

Students are able to:

a. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied: such as art, literature, music, dance, etc.

b. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied.

c. Identify expressive forms of the target culture; including objects, images, and symbols of the target culture.

d. Recognize the contributions of the target culture.

e. Identify the products of the target country/countries.

Developing

Students are able to:

a. Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied: such as art, literature, music, dance, etc.

b. Discuss and analyze external factors, which affect products/contributions.

c. Analyze the expressive forms of the target culture; such as art, literature, music, dance, etc.

d. Explain objects, images and symbols of the target culture.

e. Analyze the contributions of the target culture.

g. Identify the economic/social impact of products on the world market.

Refining

Students are able to:

a. Describe the target culture through its visual arts, architecture, literature, music, etc., using the target language.

b. Analyze contributions of diverse groups within the target culture.

c. Evaluate the expressive forms of the target culture; such as art, literature, music, dance, etc.

d. Analyze the cultural significance of objects, images and symbols of the target cultures.

e. Evaluate the effects of the target culture's contributions on other societies.

g. Assess the economic/social impact of products on the world market.

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Standard Goal Three: Connect with Other disciplines and Acquire Information

3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

Beginning

Students are able to:

a. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines.

b. Identify through foreign language resources, information for use in other disciplines.

Developing

Students are able to:

a. Transfer and apply, within a limited context, information and skills common to the foreign language classrooms and other disciplines.

b. Analyze the information gathered through foreign language resources for use in other disciplines.

Refining

Students are able to:

a. Apply, within an unfamiliar context, information and skills common to the foreign language classrooms and other disciplines.

b. Locate foreign language resources and synthesize information for use in other disciplines.

Standard Goal Three: Connect with Other disciplines and Acquire Information

3.2 Students acquire information and perspectives through authentic materials in the foreign language and within cultures.

Beginning

Students are able to:

a. Extract information from sources intended for native speakers of the language.

b. Use authentic sources to identify the perspectives of the target culture.

Developing

Students are able to:

a. Analyze and apply information from sources intended for native speakers of the language.

b. Use authentic sources to analyze the perspectives of the target culture.

Refining

Students are able to:

a. Acquire and synthesize information from sources intended for native speakers of the language.

b. Use authentic sources to synthesize the perspectives of the target cultures.

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Standard Goal Four: Develop Insight into the Nature of Language and Culture

4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Beginning

Students are able to:

a. Identify the sound patterns of the target language and compare them to the student's own language.

b. Identify the structural patterns of the target language and compare them to the student's own language.

c. Identify the idiomatic expressions of the language.

d. Identify connections among languages.

Developing

Students are able to:

a. Apply, within limited contexts, the sound patterns of the target language.

b. Apply, within limited contexts, the structural patterns of the target language .

c. Compare and contrast idiomatic expressions of the language and the student's own language.

d. Explain the changing nature of languages.

Refining

Students are able to:

a. Apply, in a variety of contexts, the sound patterns of the target language.

b. Use knowledge of the structural patterns in both the target language and the student's own language to communicate effectively.

c. Use idiomatic expressions of the language in the correct context.

d. Describe how languages influence each other.

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Standard Goal Four: Develop Insight into the Nature of Language and Culture

4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Beginning

Students are able to:

a. Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.

b. Identify similar and different behavior patterns between the target culture(s) and the student's own culture.

c. Identify the contributions of the target culture(s) to the student's own culture.

d. Identify expressive and utilitarian forms of the target culture(s).

Developing

Students are able to:

a. Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.

b. Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.

c. Identify the impact of the contributions of the target culture(s) to the student's own culture.

d. Compare and contrast expressive and utilitarian forms of the target culture(s) and the student's own culture.

Refining

Students are able to:

a. Explain the significance of the similarities and differences between the target culture(s) and the student's own culture with evidence from authentic sources.

b. Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the student's own culture.

c. Analyze the impact of the contributions of the target culture(s) to the student's own culture.

d. Identify ways in which various culture(s)interact with each other in the student's own community.

e. Use utilitarian forms of the target culture(s) and the student's culture appropriately.

f. Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture.

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Standard Goal Five: Participate in Multilingual Communities at Home and Around the World

5.1 **Students use the language both within and beyond the school setting for a variety of purposes**

Beginning	Developing	Refining
Students are able to:	Students are able to:	Students are able to:
a. Identify the target language in the student's daily life.	a. Respond to the target language encountered in the student's daily life.	a. Interact appropriately in the target language in real life situations.
b. Share knowledge of target language with others.	b. Establish connections with the target culture through the use of technology, media, and authentic sources.	b. Maintain connections with the target culture through the use of technology, media and authentic sources.
c. Locate connections with the target culture through the use of technology, media, and authentic sources.	c. Use resources in the community to research the target culture(s).	c. Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.
e. Locate resources in the community to research the target culture(s).		d. Analyze the interdependence that exists between the student's own culture and the world.
		Collaborate with resources in the community.

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