

DRAFT of REVISIONS – 1-12- 2009  
Minneapolis Public Schools  
World Languages Standards

**WL Standards Primary Goal Areas:**

The MPS World Languages standards are based on the National Standards for Foreign Language Learning. \*

The National Standards set five interrelated goal areas for language learning.

**Goal One:      **Communication:** *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:      **Culture:** *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:    **Connections:** *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:     **Comparisons:** *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:     **Communities:** *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.

***Learning languages in MPS***

The [Minneapolis Public Schools World Languages Standards](#) sets a rigorous standard for developing high levels of proficiency through long sequences of learning. This language learning model assumes that each proficiency level includes elements from the previous one and underscores the belief that acquisition of a second language is a long-term process that

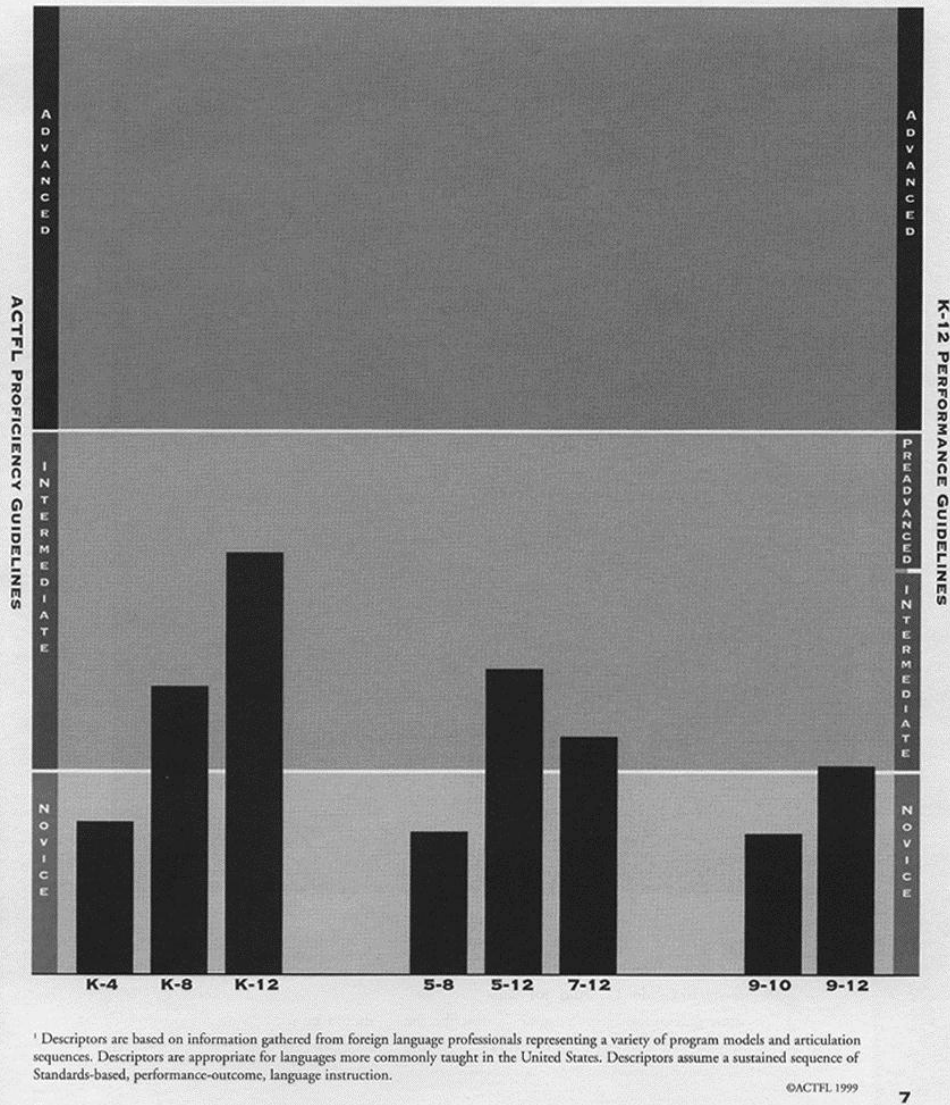
should be part of a student's educational experience from kindergarten through grade twelve. Currently, MPS offers a variety of language programs for students of various grade levels. Students can enter language learning at different points depending on when and where a language is available to be studied. An individual students' developing language proficiency will depend on when the student begins to learn a language, how long they study, their background knowledge, and the rigor of the language program.

The MPS World Languages Standards address the current situation of world language programs in Minneapolis and the need for standards that reflect varying outcomes of programs through describing developing proficiency in three stages - *beginning*, *developing*, and *refining*. These stages correspond to the level descriptions in the ACTFL K-12 Performance Guidelines and Proficiency Guidelines and reflect the process of language acquisition and developing language proficiency rather than grade level.

The graphic from the ACTFL Performance Guidelines for K-12 Language Learners (p.3) shows the relationship length of study in various programs to proficiency levels students could achieve.

- **Beginning** (Novice level of ACTFL)
  - Students entering at the *beginning* stage learn basic skills regardless of the students' grade level
  - The **beginning** (or *novice stage* on the K-12 Proficiency Guidelines) is attained in a K-4, a grade 5-8 or a grade 9-10 program
  
- **Developing** (Intermediate level of ACTFL)
  - A student at the *developing* stage will be able to use short phrases, and create simple sentences, but still will not be considered *proficient* in any of the five goals of the standards
  - The **developing** (or *intermediate stage* on the K-12 Proficiency Guidelines) is typically attained by students in K-8, grade 5-12 or grade 9-12 programs
  
- **Refining** (Advanced level of the ACTFL)
  - Students who complete a sequential K-12 language experience will achieve the *refining* level of proficiency and be able to use the target language to express themselves fluently in performing higher-level tasks such as analysis, synthesis, and explaining concepts, similar to tasks done their native language when studying other academic subjects
  - The **refining** (or *pre-advanced stage* on the K-12 Proficiency Guidelines) is typically only achieved in articulated K-12 programs

Visual Representation of Anticipated Performance Outcomes As Described in the  
**ACTFL Performance Guidelines for K-12 Learners<sup>1</sup>**



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\*Minneapolis Public Schools World Languages Standards are derived from the National Standards for Foreign Language Learning in the 21<sup>st</sup> 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). MPS World Languages acknowledges other state frameworks for world language learning that also influenced the development of the district’s world languages standards including those of Wisconsin, Virginia and Pennsylvania and especially Nebraska’s K-12 FL Standards, which reflect the variety of language program models in Minneapolis.

## Standard Goal One: COMMUNICATION

### *Communicate in Languages Other than English (Interpersonal Mode)*

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

##### **Beginning**

Students are able to:

- a. Exchange information on familiar tasks and topics, i.e.
  - Express basic needs
  - Basic courtesies
  - Activities
  - Likes and dislikes
  - Agreement and disagreement
  - Feelings
  - Places
- b. Use phrases and sentences in short social interactions, i.e.
  - One on one conversations
  - Simple questions
  - Requests.

##### **Developing**

Students are able to:

- a. State views and begin to carry on spontaneous conversation on a variety of familiar topics and some uncomplicated situations, i.e.
  - Give and follow directions
  - Exchange information with peers
  - Create simple descriptions
  - Describe a problem
  - Qualify likes and dislikes
  - Support opinions
  - Make suggestions and recommendations
  - Elaborate on needs
  - Provide and request clarification,
  - Use different ways to express the same idea (circumlocution)
  - Use appropriate gestures

##### **Refining**

Students are able to:

- a. State and support views and actively participate in discussions on a variety of familiar topics and in some complicated situations, i.e.
  - Initiate, sustain and conclude conversations
  - Ask and respond to open-ended questions
  - Give and follow directions in an unfamiliar situation
  - Create detailed oral descriptions
  - Exchange personal feelings and ideas
  - Persuade others
  - Express individual perspectives
  - Defend opinions
  - Negotiate a compromise
  - Converse using language and behaviors appropriate to the setting
  - Collaborate
  - Propose solutions to problems
  - Manage unforeseen circumstances and complicated situations
  - Use a variety of language strategies to convey meaning (short, responsive comments, pause fillers, circumlocution).

\*Students' 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 proficiency 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.

## Standard Goal One: COMMUNICATION

### Communicate in Languages Other than English (Interpretive Mode)

#### 1.2 Students understand and interpret written and spoken language on a variety of topics.

##### Beginning

Students are able to:

- a. Understand ideas on familiar topics, expressed through phrases, short sentences, and frequently used expressions.
- b. Understand the main idea and respond to oral communication, i.e.
  - Commands
  - Short stories
  - Messages
  - Announcements
- c. Understand the main idea and respond to simple written communications, i.e.
  - Short stories
  - Personal notes
  - Letters
  - Invitations
- d. Use visual and context clues to aid understanding.
  - Props
  - Charts
  - Graphic organizers
  - Gestures

##### Developing

Students are able to:

- a. Understand ideas on familiar topics expressed through a series of sentences, i.e.
  - Commands
  - Directions and instructions
  - Narratives
- b. Understand details expressed in conversations and through some forms of media, i.e.
  - Oral descriptions.
- c. Understand the main idea and most details in texts that contain familiar and some unfamiliar vocabulary, i.e.
  - Narratives
  - Written descriptions
  - Business documents,
  - Some authentic documents
- d. Use aural, visual and context clues to aid understanding of more complex spoken and written texts.
  - Tones
  - Graphic organizers
  - Gestures
- e. Respond to speech that is adapted for second language learners.

##### Refining

Students are able to:

- a. Understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and media, i.e.
  - Directions, instructions and commands intended for native speakers
- b. Understand and analyze the main idea and significant details from a variety of texts that contain unfamiliar vocabulary, i.e.
  - Authentic materials in magazines, on the web
  - Literary samples.
- c. Use strategies to understand meaning and details of unfamiliar texts.
- d. Respond to authentic speech that has not been adapted for second language learners.
- e. Summarize or restate secondary conversations
- f. Interpret and analyze cause and effect, relationships and sequencing in authentic materials
- g. Respond appropriately to mood and implied meaning of written communication, i.e.,
  - Sarcasm, humor, irony.
- h. Research and synthesize information from a variety of sources.
  - Web-based, authentic texts

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Standard Goal One: COMMUNICATION

***Communicate in Languages Other than English (Presentational Mode)***

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

**Beginning**

Students are able to:

- a. Use a series of phrases and sentences to provide basic information about familiar topics, i.e.
  - Present prepared material to audience
  - Retell a simple story orally or in writing
  - Write a short, personal note, letter, or invitation.
  - Summarize main idea of a short text.
- c. Use short messages to request or provide information orally or in writing, i.e.
  - Commands
  - Give directions
  - Instructions

**Developing**

Students are able to:

- a. Connect basic sentences to provide information on familiar topics.
  - Give directions orally and in writing using complex sentences.
  - Retell a story or series of events
  - Tell a description of a person, place or thing
- b. Relate with some details, information about what they read, hear and see.
  - Explain a process based on prior knowledge or experience.
  - Interpret information from authentic material for an audience.
- c. Narrate present, past and future events
  - Retell a story
  - Write a story or a report

**Refining**

Students are able to:

- a. Express ideas in detailed narratives, descriptions or explanations on familiar and some new topics, i.e.,
  - Present clear and detailed descriptions on subjects related to experiences and interests.
  - Present one's own viewpoint on an issue and support one's own opinions.
  - Give directions orally and in writing using complex, detailed paragraphs.
  - Write a report, story, or poem to convey a mood, implied meaning, or abstract idea.
  - Explain a complex process incorporating detailed instructions
- b. **Elaborate on present, past and future events in a report or a story.**
- c. **Write or present an analysis of authentic media or literary samples and present it to an audience.**
- d. **Formulate and defend a position on a researched issue.**

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## Standard Goal Two: CULTURE

### *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.**

#### **Beginning**

Students are able to:

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

#### **Developing**

Students are able to:

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

#### **Refining**

Students are able to:

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

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Usually

\*Patterns of behavior derived from the traditions and values of other cultures

## Standard Goal Two: CULTURE

### *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 products of the target country/countries
- b. Recognize the contributions of the target culture.
- c. Identify expressive forms of the target culture.
- d. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied, i.e.
  - Stories and literature
  - Music and songs
  - Visual arts
  - Dance
- e. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied.

##### **Developing**

Students are able to:

- a. Explain objects, images and symbols of the target culture.
- b. Identify the economic/social impact of products on the world market.
- c. Analyze the contributions of the target culture.
- d. Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied, i.e.
  - Stories and literature
  - Music and songs
  - Visual arts
  - Dance
- e. Discuss and analyze external factors, which affect products/contributions of the culture studied.

##### **Refining**

Students are able to:

- a. Analyze contributions of diverse groups within the target culture.
- b. Describe the target culture using the target language through its
  - Stories and literature
  - Music and songs
  - Visual arts
  - Architecture
  - Dance
- c. Evaluate the expressive forms of the target culture, i.e. art, literature, music, dance, etc.
- d. Analyze the cultural significance of objects, images and symbols of the target culture.
- e. Evaluate the effects of the target culture's contributions on other societies.
- f. Assess the economic/social impact of products on the world market.

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**Standard Goal Three: CONNECTIONS**

***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 through foreign language resources, information for use in other disciplines.
- b. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and 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: CONNECTIONS**

***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. Use authentic sources to identify the perspectives of the target culture.
- b. Extract information from sources intended for native speakers of the language.

**Developing**

Students are able to:

- a. Use authentic sources to analyze the perspectives of the target culture.
- b. Analyze and apply information from sources intended for native speakers of the language.

**Refining**

Students are able to:

- a. **Use authentic sources to synthesize the perspectives of the target cultures.**
- b. **Acquire and synthesize information from sources intended for native speakers of the language.**

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## Standard Goal Four: COMPARISONS

### *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 and compare them to the student's own language.
- d. Identify connections among languages, i.e.
  - Cognates
  - Borrowed words

##### Developing

Students are able to:

- a. Apply familiar the sound patterns of the target language
- b. Apply familiar structural patterns of the target language and compare them to the student's own language.
- c. Compare and contrast idiomatic expressions of the language and the student's own language
- d. Explain the changing nature of languages, i.e.
  - Borrowed words
  - Slang

##### Refining

Students are able to:

- a. Apply a variety of the sound patterns of the target language
- b. Use knowledge of language structure and patterns in both the target language and the student's own language to communicate effectively
- c. Describe how languages influence each other
- d. Use idiomatic expressions of the language in the correct context

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## Standard Goal Four: COMPARISONS

### *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 forms of expression and object used in daily life in 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 behavior 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 forms of expression and objects used in daily life in the target culture(s)

##### Refining

Students are able to:

- a. Identify ways in which various cultures interact with each other in the student's own community.
- b. Analyze the impact of the contributions of the target culture(s) to the student's own culture
- c. Use objects used in daily life of the target culture(s) and the student's culture appropriately
- d. Explain the significance of the similarities and differences between the target culture(s) and the student's own culture with evidence from authentic sources
- e. 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
- f. Analyze how the patterns of interaction are reflected in the expressive and utilitarian forms of the target culture(s) and the student's own culture

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**Standard Goal Five: COMMUNITIES**

***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**

Students are able to:

- a. Identify the use of target language in the daily life in students' environment
- b. Share knowledge of target language with others
- c. Locate connections with the target culture through the use of technology, media, and authentic sources
- e. Locate resources in the community to research the target culture(s)

**Developing**

Students are able to:

- a. Respond to the target language encountered in the student's daily life
- b. Establish 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

**Refining**

Students are able to:

- a. Maintain connections with the target culture through the use of technology, media and authentic sources
- b. Collaborate with resources in the community
- c. Analyze the interdependence that exists between the student's own culture and the world
- d. Interact appropriately in the target language in real life situations
- e. Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources

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References:

1. Challenge for a New Era. Nebraska K-12 Foreign Language Frameworks. 1996.
2. A Model for Use in Setting Local Standards for Minnesota World Languages. MN Quality Teaching Network for World Languages, MN Department of Education, December 2003.
3. Linguafolio: Self-Assessment Grid, 2007. NCSSFL.