

**North Dakota
Indigenous and World Language Content Standards**

Grades K-12

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Superintendent's Foreword

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Document Revision Log

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Introduction

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Resources

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GOAL 1

Goal 1: Communication

Communicate effectively in more than one language to function in a variety of situations.

STANDARDS

<p>1.1 Interpersonal Communication Learners interact effectively with Spoken, signed, or written exchanges share information, reactions, feelings, and opinions.</p>	<p>1.2 Interpretive Communication Learners understand, interpret, and analyze what it heard, read, or viewed on a variety of topics.</p>	<p>1.3 Presentational Communication Learners present information, concepts, and ideas to various audiences of listeners, readers, and viewers.</p>
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PERFORMANCE INDICATORS

	NOVICE LOW	NOVICE MID	NOVICE HIGH
Interpersonal	1.1.NL Engage in exchanges on everyday topics using practiced or memorized words and phrases.	1.1.NM Engage in spontaneous exchanges on very familiar topics using practiced or memorized words and phrases.	1.1.NH Engage in spontaneous exchanges on very familiar topics using practiced or memorized phrases and simple sentences including questions.
Interpretive	1.2.NL Understand single words and phrases that have been practiced and memorized from simple, highly predictable language with strong visual support.	1.2.NM Understand a variety of words and phrases that have been practiced and memorized to identify the topic in simple, highly predictable language with strong visual support.	1.2.NH Understand phrases and simple sentences that have been practiced and memorized to identify the topic and some basic details with strong visual support.
Personal	1.3.NL Present information on everyday topics using highly practiced or memorized words from the target language.	1.3.NM Present information on very familiar topics using practiced or memorized words and phrases.	1.3.NH Present information on very familiar topics using practiced or memorized phrases and simple sentences from the target language.

	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Interperson	1.1.IL Engage in spontaneous exchanges on very familiar topics creating simple sentences to ask and answer a variety of questions.	1.1.IM Engage in spontaneous exchanges on very familiar topics creating sentences and some series of connected sentences to ask and answer a variety of questions.	1.1.IH Engage in spontaneous exchanges on familiar topics creating sentences and series of sentences to ask and answer a variety of questions.
Interpretive	1.2.IL Understand the main idea and some pieces of information from simple sentences on familiar topics.	1.2.IM Understand the main idea and key information from sentences and some series of connected sentences that are on familiar topics.	1.2.IH Understand phrases and simple sentences that have been practiced and memorized to identify the topic and some basic details with strong visual support.
Personal	1.3.IL Communicate information, make presentations, and express thoughts about familiar topics, using simple sentences from the target language.	1.3.IM Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences from the target language.	1.3.IH Present information on very familiar topics using practiced or memorized phrases and simple sentences from the target language.
	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpersonal	1.1.AL Exchange information and ideas on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse using various tenses.	1.1.AM Utilize probing questions and provide detailed responses on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics using various tenses and moods.	1.1.AH Discuss and sometimes debate a variety of complex concrete, hypothetical, and some abstract academic, social, and professional topics using precise questions and explanations.
Interpretive	1.2.AL Understand the main idea and supporting details on a wide variety of familiar and general interest topics across various tenses.	1.2.AM Understand the main idea, underlying messages, and most supporting details in a variety of tenses and moods on familiar and some unfamiliar topics.	1.3.AH Comprehend narrative and descriptive information. Understand most special interest, abstract, and unfamiliar topics. Sometimes follow extended arguments and different points of view.
Personal	1.3.AL Share stories and present information about personal experiences framed by school, community, and global events, using paragraphs or dialogue across various tenses and moods.	1.3.AM Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various tenses and moods.	1.3.AH Deliver complex detailed presentation and information beyond the concrete, often addressing abstract experiences or hypothetical issues.

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GOAL 2

Goal 2: Cultures

Interact with cultural competence and understanding.

STANDARDS

2.1 Relating Cultural Practices to Perspectives

Learners investigate, explain, and reflect on the relationship of the practices to the customs, traditions, and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives

Learners investigate, explain, and reflect on the relationship of the products to the customs, traditions, and perspectives of the cultures studied.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
Practices	<p>2.1.N.a Identify language and behaviors that are appropriate to the target culture.</p> <p>2.1.N.b Identify the relationship of the practices to the customs, traditions, and perspectives of the target culture using the language.</p> <p>2.1.N.c Identify some commonly held generalizations about the culture studied.</p>	<p>2.1.I.a Describe and analyze cultural characteristics and behaviors in everyday life.</p> <p>2.1.I.b Produce language and behaviors that are appropriate to the target culture.</p> <p>2.1.I.c Discuss issues and challenges that affect practices in the target culture.</p> <p>2.1.I.d Analyze and discuss some commonly held generalizations about the culture studied.</p>	<p>2.1.A.a Demonstrate awareness of subtle differences among cultural behaviors and adjust one's own behavior accordingly in familiar and unfamiliar situations.</p> <p>2.1.A.b Exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.</p> <p>2.1.A.c Examine and discuss issues and challenges affecting the target culture.</p> <p>2.1.A.d Integrate culturally embedded words, phrases, and idioms into everyday verbal and nonverbal communication.</p>

	NOVICE	INTERMEDIATE	ADVANCED
Products	2.2.N. Identify the relationship of the products to the customs, traditions, and perspectives of the cultures studied using the language.	<p>2.2.I.a Analyze the contributions of the target culture.</p> <p>2.2.I.b Analyze the relationship among cultural perspectives, customs, and traditions as represented in expressive forms of the culture studied.</p>	<p>2.1.A.a Explain and reflect on the cultural significance of objects, images, and symbols of the target culture(s).</p> <p>2.2.A.b Describe and evaluate contributions of influential figures, past and current, from the target culture(s).</p> <p>2.2.A.c Investigate and discuss the role and significance of the contributions of the target culture(s) in today's world.</p> <p>2.2.A.d Examine and explain the cultural perspectives found in the target culture(s) through such things as visual arts, architecture, oral stories, literature, dance, and/or music.</p>

Culture Goal for Classical Languages

Culture Goal for Indigenous Languages

Culture Goal for American Sign Language

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GOAL 3

Goal 3: Connections

Connect with other disciplines and acquire information and diverse perspectives to apply the language in academic and career-related situations.

STANDARDS

3.1 Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.

3.2 Acquiring Information and Diverse Perspectives

Learners access, evaluate, and reflect upon diverse perspectives and information available through language and its cultures.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
Making Connections	<p>3.1.N.a Connect information and skills from other content areas to experiences related to the target language and cultures.</p> <p>3.1.N.b Reinforce and expand their knowledge of authentic target language sources for use in other content areas.</p>	<p>3.1.I.a Transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p> <p>3.1.I.b Identify and organize authentic target language sources for use in other content areas.</p>	<p>3.1.A.a Interpret information and skills from other content areas to apply to and expand experiences related to target language cultures.</p> <p>3.1.A.b Analyze and apply authentic target language sources for use in other content areas.</p>
Acquire Information	<p>3.2.N.a Identify and examine information acquired from authentic target language sources in the classroom and beyond.</p> <p>3.2.N.b Access authentic sources and the diverse perspectives of the target language and cultures.</p>	<p>3.2.I.a Organize and incorporate information acquired from authentic target language sources in the classroom and beyond.</p> <p>3.2.I.b Access and evaluate authentic sources and the diverse perspectives of the target language and cultures.</p>	<p>3.2.A.a Reflect on and incorporate information acquired from the authentic target language sources in the classroom and beyond.</p> <p>3.2.A.b Access, evaluate, and reflect on authentic sources and the diverse perspectives of the target language and cultures.</p>

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GOAL 4

Goal 4: Comparisons

Interact with and celebrate multilingual communities with cultural competence at home and around the world.

STANDARDS

4.1 Language Comparisons

Learners investigate, explain, and reflect on the nature of language through comparisons of two or more languages.

4.2 Cultural Comparisons

Learners investigate, explain, and reflect on the concept of culture through comparisons of two or more languages.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
Language Comparisons	<p>4.1.N.a Investigate and describe similarities and differences between two or more languages.</p> <p>4.1.N.b Identify familiar sound and structural patterns of the target language and compare to other languages.</p> <p>4.1.N.c Recognize idiomatic expressions among languages.</p>	<p>4.1.I.a Explain similarities and differences between two or more languages.</p> <p>4.1.I.b Apply familiar sound and structural patterns of the target language and compare to other languages.</p> <p>4.1.I.c Compare and contrast idiomatic expressions among languages.</p>	<p>4.1.A.a Explain, provide details, and give specific examples in the target language of differences and similarities between two or more languages.</p> <p>4.1.A.b Use knowledge of structural patterns of known language(s) and the target language for effective communication.</p> <p>4.1.A.c Apply idiomatic expressions in a variety of social contexts in the target language.</p>
Cultural Comparisons	<p>4.2.N.a Investigate and describe verbal and nonverbal behavior between cultures.</p> <p>4.2.N.b Recognize and begin to compare, and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the target culture.</p>	<p>4.2.I.a Summarize and explain the similarities and differences in verbal and nonverbal behavior among cultures.</p> <p>4.2.I.b Recognize, compare, and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the target culture.</p>	<p>4.2.A.a Apply appropriate verbal and nonverbal behavior between cultures.</p> <p>4.2.A.b Analyze cross-cultural similarities and differences in the practices, products, and perspectives of the target culture.</p>

Comparisons Goal for Classical Languages

Comparisons Goal for Indigenous Languages

Comparisons Goal for American Sign Language

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GOAL 5

Goal 5: Communities

Interact with and celebrate multilingual communities with cultural competence at home and around the world.

STANDARDS

<p>5.1 School and Global Learners use the language to interact with cultural, collaborate, and contribute both within and beyond the classroom.</p>	<p>5.2 Lifelong Learner Learners set goals and reflect on personal progress in using languages for enjoyment, enrichment, advancement, and in celebrations.</p>	<p>5.3 Value and Celebrate Communities Languages Learners value and promote Indigenous, Heritage, and native languages and show interest in efforts to preserve and revitalize those that are endangered.</p>
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PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
School and Global Communities	<p>5.1.N.a Interact in the target language in real-life situations.</p> <p>5.1.N.b Explore connections with the target culture using technology, media, and authentic sources.</p> <p>5.1.N.c Discover resources in the community to research the target culture.</p>	<p>5.1.I.a Interact and collaborate in the target language in real-life situations.</p> <p>5.1.I.b Establish connections with the target culture using technology, media, and authentic sources.</p> <p>5.1.I.c Use resources in the community to research the target culture.</p>	<p>5.1.A.a Interact, collaborate, and contribute appropriately to the target language in real-life situations.</p> <p>5.1.A.b Seek new connections while maintaining existing connections with the target culture using technology, media, and authentic sources.</p> <p>5.1.A.c Provide services (e.g., tutoring, volunteer work, assisting others, or work experience) within and beyond the school community using the target language.</p>

	NOVICE	INTERMEDIATE	ADVANCED
Lifelong Learning	<p>5.2.N.a Set goals on personal progress for enjoyment, enrichment, advancement, and in celebration.</p> <p>5.2.N.b Explore benefits and opportunities that go along with learning a target language.</p>	<p>5.2.I.a Regularly self-assess goals on the progress made and material learned, and then set new goals.</p> <p>5.2.I.b Investigate benefits and opportunities that go along with learning the target language.</p> <p>5.2.I.c Use various media in the target language.</p>	<p>5.2.A.a Utilize a variety of sources for personal interests and to reach personal goals.</p> <p>5.2.A.b Apply the benefits and opportunities that go along with learning the target language in daily life and community celebrations.</p> <p>5.2.A.c Initiate and sustain long-term associations with others proficient in the language.</p> <p>5.2.A.d Analyze, discuss, and debate current issues using the target language.</p>
Value and Celebrate Language	<p>5.3.N.a Attend intergenerational community activities pertaining to any language or culture.</p> <p>5.3.N.b Investigate and share information on cultural activities.</p> <p>5.3.N.c Interact with Indigenous, Heritage, or native language users; attend presentations given by and for them.</p>	<p>5.3.I.a Participate in intergenerational community events pertaining to any language and culture.</p> <p>5.3.I.b Participate in events that celebrate languages and cultures.</p> <p>5.3.I.c Interact and engage in dialogue with Indigenous, Heritage, or native language users.</p>	<p>5.3.A.a Assist in organizing intergenerational community events pertaining to any language or culture.</p> <p>5.3.A.b Engage in community events that celebrate cultural and linguistic diversity, including but not limited to Indigenous, refugee, and immigrant events.</p> <p>5.3.A.c Initiate, celebrate, and maintain meaningful interactions with Indigenous, Heritage, or native language users.</p>

Communities Goal for Classical Languages

Communities Goal for Indigenous Languages

Communities Goal for American Sign Language

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