

WYOMING FOREIGN LANGUAGE CONTENT AND PERFORMANCE STANDARDS

WYOMING STATE BOARD OF EDUCATION

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Adopted November 19, 2008

ACKNOWLEDGMENT

The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

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Pathway to 2014

Preamble to the Standards

Wyoming State Board of Education
February 20, 2008

At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will “prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . .” Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA’s for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.
 - What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?
 - What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?
2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.
 - What recommendation(s) should be considered by the SBE to accomplish this goal?
3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.
 - What improvements are needed?
 - How best do we accomplish these improvements?
4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.
 - What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?
 - What improvements are needed?
5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.
 - What else should we be doing to facilitate student success?
 - How best can we accomplish these successes?
6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.
 - What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?
 - What improvements are needed?

7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.
 - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?
 - What improvements are needed?
8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.
 - What evidence is there that the more cognitively complex components of the standards are being taught and assessed?
 - What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?
9. The Board believes that motivation and engagement are critical to learning.
 - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?
 - What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

WYOMING FOREIGN LANGUAGE CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The study of foreign language is a fundamental tool which enables all students to increase opportunities for success in a rapidly expanding global community. The ability to communicate meaningfully in a second language results in improved academic performance, higher order thinking skills and a greater understanding of other cultures. In order for these skills to be attained, a second language needs to be introduced at the primary level and sustained through a lifetime of learning. The need for early foreign language study has been supported by extensive research and further recognized by the Wyoming Legislature through W.S. 21-9-101(g), which states that “Not later than the 2002-2003 school year, all school districts shall provide instruction in foreign languages to students in kindergarten through grade 2 in accordance with standards promulgated by the state board.” The implementation of the Wyoming Foreign Language Content and Performance Standards will prepare students to meet the needs of the 21st century.

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students’ needs. Content and performance standards are identified for grade spans K-2, 3-4, and 9-12 with benchmarks at grades two, four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through second grade teachers, parents, and students work toward the achievement of the second grade benchmarks. Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These

benchmark standards specify the skills and content students must master along the way in order to reach the content standards by the time they graduate.

Performance Level Descriptors: These statements describe how well students must perform the benchmark standards. The “proficient” level is required to meet the standards. The level descriptors help teachers judge where students are performing in relation to the standards. A general definition of these levels is provided below.

Advanced: Students at the advanced performance level use their skills and knowledge of foreign language in basic social and transactional situations; some misunderstandings in main ideas and details may arise.

Proficient: Students at the proficient performance level use their skills and knowledge of foreign language in basic social and transactional situations; however, misunderstandings in main ideas and details arise frequently.

Basic: Students at the basic performance level use their skills and knowledge of foreign language in basic social and transactional situations with guidance, but misunderstandings in main ideas and details generally arise.

Below Basic: Students at the below basic performance level require extensive support or provide little or no evidence in meeting the standard.

INTRODUCTION TO THE STANDARDS

The Wyoming Foreign Language Content and Performance Standards represent a cooperative effort. In 1997-1998, representatives from each of the districts participated in regional groups along with community college, University, students, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Foreign Language Content and Performance Standards. These documents are listed below:

- Alaska Content Standards
- Arizona Standards
- Arkansas Content Standards
- Colorado Content Standards
- Florida Standards
- Illinois Standards
- Louisiana Content Standards
- Massachusetts Strands and Learning Standards
- Minnesota Content Standards
- New Mexico Content Standards
- New York Standards
- Tennessee Standards
- Utah Core Standards of the Course
- West Virginia Standards
- Wyoming Foreign Language Assistance Program (WYFLAP)
- Standards for Foreign Language Learning, Preparing for the 21st Century, 1996.

In 2002-2003, writing committees were convened to review and revise these standards.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education Board directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:

- a. The cognitive complexity of the standards.
- b. The degree of integration of the Common Core of Skills, 21st Century Skills, and Technology in the standards.
- c. How Wyoming Standards compare to national curriculum standards and other state standards.
- d. How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
- e. How urgent the need for substantive revision of the standards is in each content area.

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

STANDARDS

The Wyoming Foreign Language Content and Performance Standards describe realistic second language performance at the various benchmarks along the instructional sequence. The standards are organized into two standards: communication and culture. The other goal areas identified in the national standards for foreign language — connections, comparisons, and communities — are incorporated into the culture strand.

Communication

Communication, which encompasses speaking, listening, reading, writing, and non-verbal messages, is the heart of every language. The key to successful communication is knowing how, when, and why to say what to whom. Wyoming students must prepare themselves for the 21st century by acquiring the skills to communicate in a second language. These skills will become more sophisticated as students progress through elementary and secondary programs. As graduates, they will perform basic tasks, provide and obtain information for personal use, acquire goods and services, and express their opinions in order to understand and be understood in the worldwide neighborhood.

Culture

Culture, which encompasses the philosophical perspectives, behavioral practices, and tangible and intangible products of a society, is a broad component of language learning and is inseparable from communication. The study of culture helps the student make connections to other subject areas, compare first and second language cultures, and apply communication skills in multilingual communities at home and around the world. This understanding helps students better interact with other cultures.

FOREIGN LANGUAGE PERFORMANCE LEVEL DESCRIPTORS FOR THE BODY OF EVIDENCE

2nd Grade

Advanced: In order to understand and be understood in the worldwide community, second grade students who perform at the proficient level understand and initiate simple oral language. From activities supported by visuals, they use verbal and non-verbal responses to demonstrate listening comprehension of everyday language. They independently use memorized vocabulary and non-verbal cues to perform tasks such as exchanging common courtesies and greetings, responding to simple questions, and giving simple descriptions. They describe selected products and practices of the target culture and their own culture.

Proficient: In order to understand and be understood in the worldwide community, second grade students who perform at the proficient level in a language other than English understand and mimic simple oral language. From activities supported by visual cues, they use verbal and non-verbal responses to demonstrate listening comprehension of everyday language. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as exchanging common courtesies and greetings, responding to simple questions, and giving simple descriptions. They describe selected products and practices of the target culture.

Basic: In order to understand and be understood in the worldwide community, second grade students who perform at the basic level understand or mimic a language other than English in a very limited way. They identify selected cultural products and practices.

Below Basic: Second grade students who perform at the below basic level are unable to comprehend or mimic a language other than English. They are unable to identify selected cultural products and practices.

4th Grade

Advanced: In order to understand and be understood in the worldwide community, fourth grade students who perform at the advanced level understand and independently use isolated words and high-frequency phrases to communicate in a language other than English. Using simple vocabulary, they initiate and respond to simple questions; express preferences, needs, and emotions; and name and describe people places and objects with a cooperative communication partner. They demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

Proficient: In order to understand and be understood in the worldwide community, fourth grade students who perform at the proficient level understand and use isolated words and a few high-frequency phrases to communicate in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as exchanging common courtesies, making simple statements, and asking/answering simple questions. They demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

Basic: In order to understand and be understood in the worldwide community, fourth grade students who perform at the basic level are limited to simple, isolated words and are nearly always dependent upon the cooperative communication partner to communicate in a language other than English. They demonstrate very limited awareness that other cultures have different cultural products, practices, and perspectives.

Below Basic: Fourth grade students who perform at the below basic level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in a language other than English. They are unable to demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

8th Grade

Advanced: In order to understand and be understood in the worldwide community, eighth grade students who perform at the advanced level demonstrate the ability to create with a language other than English by initiating, sustaining, and closing communications in a variety of uncomplicated tasks and social situations. They are able to participate in simple spontaneous communication beyond their most immediate needs. They accurately identify, analyze, and evaluate cultural products, practices, and perspectives of their own and the target culture.

Proficient: In order to understand and be understood in the worldwide community, eighth grade students who perform at the proficient level communicate in a limited way in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as providing and obtaining simple information for personal use, acquiring goods and services, and expressing opinions and needs. They demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

Basic: In order to understand and be understood in the worldwide community, eighth grade students who perform at the basic level communicate in a very limited way in a language other than English. They primarily use basic, isolated words and are nearly always dependent upon the cooperative communication partner to obtain and provide

basic information. They demonstrate limited awareness that other cultures have different cultural products, practices, and perspectives.

Below Basic: Eighth grade students who perform at the below basic level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in a language other than English. They are unable to demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

11th Grade

Advanced: In order to understand and be understood in the worldwide community, eleventh grade students who perform at the advanced level demonstrate the ability to create with a language other than English by initiating, sustaining, and closing communications in a wide variety of uncomplicated tasks and social situations. They are able to participate in simple spontaneous communication beyond their most immediate needs. They accurately identify, analyze, and evaluate cultural products, practices, and perspectives of their own and the target culture.

Proficient: In order to understand and be understood in the worldwide community, eleventh grade students who perform at the proficient level communicate in a limited way in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as providing and obtaining simple information for personal use, acquiring goods and services, and expressing opinions and needs. They demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

Basic: In order to understand and be understood in the worldwide community, eleventh grade students who perform at the basic level communicate in a very limited way in a language other than English. They primarily use basic, isolated words and are nearly always dependent upon the cooperative communication partner to obtain and provide basic information. They demonstrate limited awareness that other cultures have different cultural products, practices, and perspectives.

Below Basic: Eleventh grade students who perform at the below basic level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in a language other than English. They are unable to demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

WYOMING FOREIGN LANGUAGE CONTENT AND PERFORMANCE STANDARDS

GRADE SPAN K-2

CONTENT STANDARD 1. <u>COMMUNICATION</u> Students communicate in a language other than English.	
CODE	GRADE 2 BENCHMARKS
FL2.1.1	Students mimic everyday language.
FL2.1.2	Students demonstrate listening comprehension of everyday language, including: common courtesies; common greetings; simple questions; and simple descriptions.
GRADE 2 PERFORMANCE LEVEL DESCRIPTORS 1. <u>COMMUNICATION</u> <u>ADVANCED PERFORMANCE</u> 2 nd grade students at the advanced performance level understand and initiate simple oral language. From activities supported by visuals, they use verbal and non-verbal responses to demonstrate listening comprehension of everyday language. They independently use memorized vocabulary and non-verbal cues to perform tasks such as exchanging common courtesies and greetings, responding to simple questions, and giving simple descriptions. <u>PROFICIENT PERFORMANCE</u> 2 nd grade students at the proficient performance level in a language other than English understand and mimic simple oral language. From activities supported by visual cues, they use verbal and non-verbal responses to demonstrate listening comprehension of everyday language. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as exchanging common courtesies and greetings, responding to simple questions, and giving simple descriptions. <u>BASIC PERFORMANCE</u> 2 nd grade students at the basic performance level understand or mimic a language other than English in a very limited way. <u>BELOW BASIC PERFORMANCE</u> 2 nd grade students at the below basic performance level are unable to comprehend or mimic a language other than English.	

CONTENT STANDARD

2. CULTURE

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

CODE

GRADE 2 BENCHMARKS

FL2.2.1

Students demonstrate an awareness of products and practices of the target culture.

GRADE 2 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE

ADVANCED PERFORMANCE

2nd grade students at the advanced performance level describe selected products and practices of the target culture and their own culture.

PROFICIENT PERFORMANCE

2nd grade students at the proficient performance level describe selected products and practices of the target culture.

BASIC PERFORMANCE

2nd grade students at the basic performance level identify selected cultural products and practices.

BELOW BASIC PERFORMANCE

2nd grade students at the below basic performance level are unable to identify selected cultural products and practices.

GRADE SPAN 3-4

CONTENT STANDARD 1. <u>COMMUNICATION</u> Students communicate in a language other than English.	
CODE	GRADE 4 BENCHMARKS
FL4.1.1	Students use memorized information from basic vocabulary to: exchange common courtesies; ask and answer questions; make statements; express preferences; express needs; express emotions; describe people, places, and objects.
<p>GRADE 4 PERFORMANCE LEVEL DESCRIPTORS</p> <p>1. <u>COMMUNICATION</u></p> <p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>4th grade students at the advanced performance level understand and independently use isolated words and high-frequency phrases to communicate in a language other than English. Using simple vocabulary, they initiate and respond to simple questions; express preferences, needs, and emotions; and name and describe people, places, and objects with a cooperative communication partner.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>4th grade students at the proficient performance level understand and use isolated words and a few high-frequency phrases to communicate in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as exchanging common courtesies, making simple statements, and asking or answering simple questions.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>4th grade students at the basic performance level are limited to simple, isolated words and are nearly always dependent upon the cooperative communication partner to communicate in a language other than English.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic performance level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in a language other than English.</p>	

CONTENT STANDARD

2. CULTURE

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

CODE

GRADE 4 BENCHMARKS

FL4.2.1

Students demonstrate an awareness of products and practices of the target language.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE

ADVANCED PERFORMANCE

4th grade students at the advanced performance level describe cultural products, practices, and perspectives of the target culture.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level demonstrate awareness that other cultures have different cultural products, practices, and perspectives.

BASIC PERFORMANCE

4th grade students at the basic performance level demonstrate very limited awareness that other cultures have different cultural products, practices, and perspectives.

BELOW BASIC PERFORMANCE

4th grade students at the below basic performance level are unable to demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

GRADE SPAN 5-8

CONTENT STANDARD 1. <u>COMMUNICATION</u> Students communicate in a language other than English.	
CODE	GRADE 8 BENCHMARKS
FL8.1.1	Students use expanded vocabulary to: request goods and services; ask and answer questions; express opinions; and express needs.
<p style="text-align: center;">GRADE 8 PERFORMANCE LEVEL DESCRIPTORS 1. <u>COMMUNICATION</u></p> <p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>8th grade students performing at the advanced performance level demonstrate the ability to communicate with a language other than English by initiating, sustaining, and closing communications in a variety of uncomplicated tasks and social situations. They are able to participate in simple, spontaneous communication beyond their most immediate needs.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>8th grade students performing at the proficient performance level communicate in a limited way in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as providing and obtaining simple information for personal use, acquiring goods and services, and expressing opinions and needs.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>8th grade students performing at the basic performance level communicate in a very limited way in a language other than English. They primarily use basic, isolated words and are nearly always dependent upon the cooperative communication partner to obtain and provide basic information.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students performing at the below basic performance level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in language other than English.</p>	

CONTENT STANDARD

2. CULTURE

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

CODE	GRADE 8 BENCHMARKS
FL8.2.1	Students demonstrate an understanding of the products, practices, and perspectives of the target culture.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE

ADVANCED PERFORMANCE

8th grade students performing at the advanced performance level accurately identify, analyze, and evaluate cultural products, practices, and perspectives of their own and the target cultures.

PROFICIENT PERFORMANCE

8th grade students performing at the proficient performance level demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

BASIC PERFORMANCE

8th grade students performing at the basic performance level demonstrate limited awareness that other cultures have different cultural products, practices, and perspectives.

BELOW BASIC PERFORMANCE

8th grade students performing at the below basic performance level are unable to demonstrate an awareness that other cultures have different cultural products, practices, and perspectives.

GRADE SPAN 9-12

CONTENT STANDARD 1. <u>COMMUNICATION</u> Students communicate in a language other than English.	
CODE	GRADE 11 BENCHMARKS
FL11.1.1	Engage in an exchange to perform basic tasks; provide and obtain information for personal use; acquire goods and services; express opinions; and express needs.
GRADE 11 PERFORMANCE LEVEL DESCRIPTORS 1. <u>COMMUNICATION</u> <u>ADVANCED PERFORMANCE</u> 11 th grade students at the advanced performance level demonstrate the ability to communicate with a language other than English by initiating, sustaining, and closing communications in a wide variety of uncomplicated tasks and social situations. They are able to participate in simple spontaneous communication beyond their most immediate needs. <u>PROFICIENT PERFORMANCE</u> 11 th grade students at the proficient performance level communicate in a limited way in a language other than English. They depend upon memorized vocabulary, non-verbal cues, and a cooperative communication partner to perform tasks such as providing and obtaining simple information for personal use, acquiring goods and services, and expressing opinions and needs. <u>BASIC PERFORMANCE</u> 11 th grade students at the basic performance level communicate in a very limited way in a language other than English. They primarily use basic, isolated words and are nearly always dependent upon the cooperative communication partner to obtain and provide basic information. <u>BELOW BASIC PERFORMANCE</u> 11 th grade students at the below basic performance level are unable to communicate independently and must rely entirely upon others to provide and obtain basic information in a language other than English.	

CONTENT STANDARD

2. CULTURE

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

CODE	GRADE 11 BENCHMARKS
FL11.2.1	Students analyze similarities and differences among the products, practices, and perspectives of the cultures of the first and second languages.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE

ADVANCED PERFORMANCE

11th grade students at the advanced performance level accurately identify, analyze, and evaluate cultural products, practices, and perspectives of their own and target culture.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level demonstrate awareness that other cultures have different cultural products, practices, and perspectives.

BASIC PERFORMANCE

11th grade students at the basic performance level demonstrate limited awareness that other cultures have different cultural products, practices, and perspectives.

BELOW BASIC PERFORMANCE

11th grade students at the basic performance level are unable to demonstrate awareness that other cultures have different cultural products, practices, and perspectives.

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PERFORMANCE STANDARDS
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John Grtierrez, Campbell #1	Scott Underbrink, Natrona #1
Gary Hoopes, Niobrara #1	Katherine Vialpando, Laramie #1
Christine Jauregui, Sweetwater #1	Carol Walker, Sweetwater #2
	Cathy Wallace, Sheridan #2

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Amsco Publishing, 315 Hudson Street, New York, New York 10013.
Rocky Mountain Representative, Tom Keller (303) 757-8641

National Textbook Company, 4255 W. Toulhy Avenue, Lincolnwood, Illinois 60646-1975.

Carlex, PO Box 81786, Ranchester, Michigan 48308-1786; 1-800-526-3768.

EMC Publishing, 300 York Avenue, St. Paul, Minnesota 55101.

Heinle & Heinle Publishers, Boston, Massachusetts 02116.

Teacher's Discovery, 2741 Paldan Drive, Auburn Hills, Michigan 48326; 1-800 TEACHER
(1-800-832-2437).

MEP, 915 Foster Street, Evanston, Illinois 60201-3199; 1-800-380-8919.

The French Workshop, PO Box 690, Pass Christian, Mississippi 39571; 1-800-692-7409.