



# Proposed 2024 World Languages & Cultures

## Wyoming Content & Performance Standards (WYCPS)

Effective - xx, 2025

To be Fully Implemented in Districts by the Beginning of School Year 2028-29

### **Rationale:**

The Wyoming World Language (WL) Standards are grounded in *The World-Readiness Standards for Learning Languages* (2015) and *The ACTFL Performance Descriptors for Language Learners*. The World Language Standards are meant to be inclusive of all languages taught in Wyoming schools, including Native American Languages and American Sign Language (ASL). The Wyoming World Language Content and Performance Standards (WYCPS) are adapted from the five goal areas from the national standards (Communication, Culture, Communities, Connections, and Comparisons), and reorganized into two domains that focus on the three modes of communication: Interpersonal, Interpretive, and Presentational.

Wyoming statute (21-9-101(g)) mandates that all school districts “provide instruction in world languages to students in Kindergarten through grade 2...” This means in grades K-2, instruction must be provided to all students annually. The K-2 World Language Standards require exposure to world languages and cultures and are intended to be accessible to any classroom teacher. The standards for grades 3-12 are designed to reflect the learning expected of Level 1 learners at the conclusion of one year of instruction. Performance Level Descriptors for learners beyond one year of study may be developed at the district level, according to the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines.

Senate Enrolled Act 47 of the 2022 Wyoming Legislature created a Wyoming Seal of Biliteracy and Wyoming Seal of Biliteracy with Advanced Distinction. Students who meet these requirements have attained functional proficiency in two or more languages, including English; defined as intermediate-mid proficiency according to the ACTFL proficiency benchmarks to earn the Wyoming Seal of Biliteracy and intermediate high for the Wyoming Seal of Biliteracy with Advanced Distinction. The WL standards are a starting place for students aiming for this functional proficiency. Districts may develop a sequence of learning to support student’s acquisition from these level 1 standards toward the goal of functional proficiency.

### **Organization of the Standards:**

**Standard Code** = Grade.Content Area.Domain & Standard#

**Key:** K-2.WL.1.1 = Grades K-2. World Language . Domain 1 . Standard 1

### **Domain:**

The core concepts to be studied in World Languages & Cultures are 1) Communication and 2) Cultures. These two domains should focus on the three modes of communication: Interpersonal, Interpretive, and Presentational.

# Grade K-2 World Languages & Cultures Content Standards

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## Communication

Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

**K-2.WL.1.1** Interpretive Communication: Students understand what is heard, viewed, or read through exposure to a variety of topics, in a language other than English.

## Cultures

Develop and expand cultural competence and understanding.

**K-2.WL.1.2** Concept of Culture: Students investigate and explore concepts of world cultures through a variety of opportunities.

**K-2.WL.1.3** Connections and Comparisons: Students make comparisons and connections between their own culture and other world cultures through a variety of opportunities.

# Grade 3-12 World Languages & Cultures Content Standards

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## Communication

Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

**3-12.WL.1.1** Interpersonal Communication: Students interact in spoken, signed, or written conversations, in a language other than English.

- The Proficient student communicates in spontaneous spoken, signed, or written conversations on familiar topics, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

**3-12.WL.1.2** Interpretive Communication: Students understand what is heard, viewed, or read, in a language other than English.

- The Proficient student identifies some basic information in familiar contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, signed, or written.

**3-12.WL.1.3** Presentational Communication: Students present information and ideas in spoken, signed, or written form, in a language other than English.

- The Proficient student presents information on familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, signed, or written language.

## Cultures

Develop and expand cultural competence and insight for effective interaction in social, academic, or career-related contexts.

**3-12.WL.2.1** Cultures and Comparisons: Students use level-appropriate language to explore the relationships between the creations, behaviors, and viewpoints of the target cultures and compare them with their own.

- The Proficient student identifies and compares the creations, behaviors, and viewpoints of the target cultures with their own

**3-12.WL.2.2** Interdisciplinary Connections: Students use the diverse perspectives gained from their study of language and culture to connect with other disciplines.

- The Proficient student The proficient student recognizes diverse and distinctive viewpoints from the target cultures and connects them with other disciplines.