

Make copies **within this document** for your multiple courses, as well as multiple standards with the course

Exploring World Cultures

Priority Standard (WC1) Compare traditions, lifestyles, and/or holidays of the culture being studied and their own.		
Learning Targets	<ul style="list-style-type: none"> I can identify the traditions, lifestyles and/or holidays of the culture being studied. I can compare and contrast the traditions, lifestyles and/or holidays of the culture being studied with those of my own. I can draw connections as to how the traditions, lifestyles and/or holidays of the culture being studied impact the daily experience of a student in that country. I can collaborate with peers to engage and reflect upon authentic learning experiences related to the culture being studied. 	
Common Student Misconceptions/Mistakes	Holidays are all celebrated the same way. Holidays can be global even if we celebrate them in America. Belief that comparison indicates positive/negative or better/worse	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can accurately identify, compare, and draw connections to traditions, lifestyles and/or holidays of the culture being studied with their own and collaborate to reflect upon those connections	A student who is approaching mastery may identify but not compare or draw connections to traditions, lifestyles and/or holidays of the culture being studied or may not yet collaborate or reflect or may	The Beginning to Learn student may not yet identify or compare traditions, lifestyles and/or holidays of the culture being studied with their own.

independently and consistently.	meet the standard inconsistently or with teacher assistance	
Examples of Evidence of Mastery	Multi-media projects, reflective writing, oral presentation or small group discussion.	
Previous Level what students who are struggling at a Beginning level might need to revisit	Students can watch additional/different videos, or research the traditions, lifestyles or holidays using things like Discovery Education or other resources to help them learn more about the traditions, lifestyles or holidays that they are struggling to understand.	
Next Level what students can do if they have consistently mastered the standard	Students can look into additional cultures that might display similar traditions, lifestyles, or holidays, to see variances around the world. For example: if the class studied how one holiday is celebrated in one country, they could look into other countries celebrating the same holiday to compare differences (even within the same target culture)	

Priority Standard (WC2) Make connections between location, values, beliefs and etiquette in the culture being studied.	
Learning Targets	<ul style="list-style-type: none"> • I can identify the location of the country/countries associated with the culture being studied. • I can compare practices (such as etiquette and gestures) of the culture being studied with those of my own. • I can compare perspectives (such as values and beliefs) of the culture being studied with those of my own. • I can identify and compare practices and perspectives of various cultures who share the same language.

<p align="center">Common Student Misconceptions/Mistakes</p>	<p>Etiquette is the same or similar around the world. Countries have the same perspectives or beliefs. Languages can be spoken outside the country of origin, or even on a different continent.</p>	
<p align="center">Meeting Expectations</p>	<p align="center">Approaching Expectations</p>	<p align="center">Beginning to Learn</p>
<p>A student who has mastered this standard can make thorough connections between location, values, beliefs and etiquette for countries sharing a language independently and consistently.</p>	<p>A student who is approaching mastery may make some connections between location, values, beliefs and etiquette for countries sharing a language or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet be able make connections between location, values, beliefs and etiquette for countries sharing a language.</p>
<p align="center">Evidence of Mastery</p>	<p>Does not rely on notes to identify locations, values, beliefs and etiquette of the culture being studied, and successfully demonstrates how countries studied in class may or may not share the same values, beliefs and etiquette.</p>	
<p align="center">Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Students can revisit information about countries studied in class that share the same language who may or may not share the same values, beliefs and etiquette.</p>	
<p align="center">Next Level what students can do if they have consistently mastered the standard</p>	<p>Students can examine and compare the values, beliefs and etiquette practices of their culture with various countries that share the same language.</p>	

Priority Standard (WC3)
Interpret and utilize written and spoken language to express basic pleasantries, preferences and feelings.

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can greet peers using basic pleasantries in the language being studied. • I can express my likes and dislikes in the language being studied. • I can share my opinions and feelings on daily topics in the language being studied. • I can respond to other people’s opinions and perspectives in the language being studied. 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Formal and Informal usage of a language can impact a polite conversation. Pronunciation of words (paying attention to accents and structure) can impact a conversation.</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can greet peers, express likes and dislikes, share opinions and feelings and respond to others’ opinions and perspectives in both written and oral activities independently and consistently.</p>	<p>A student who is approaching mastery may Greet peers, express likes and dislikes, share opinions and feelings and respond to others’ opinions and perspectives with little assistance and some errors in structure, vocabulary or placement or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet be able to greet peers, express likes and dislikes, share opinions and feelings and respond to others’ opinions and perspectives without a lot of assistance and some errors in structure, vocabulary or placement.</p>
<p>Evidence of Mastery</p>	<p>Short conversation (back and forth) with peers (without using notes), answering questions with ease. Answering questions on a written exit ticket, google form, or other activity.</p>	
<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Students can revisit vocabulary by using games, flashcards and notes to practice questions/answers from the activities in class.</p>	

<p style="text-align: center;">Next Level</p> <p>what students can do if they have consistently mastered the standard</p>	<p>Students can discover additional vocabulary that interests them to enhance the conversation and practice using the new vocabulary in conversation.</p>
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<p>Priority Standard (WC4) Engage in simple conversations using basic vocabulary.</p>		
<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can ask for information from peers in the language being studied. • I can respond to information from peers in the language being studied. • I can participate in simple conversations in the language being studied. 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Words translate directly, and context isn't important. Using more words will make you sound experienced (instead of sticking with simpler phrases that you are comfortable with).</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can engage in simple conversations independently and consistently.</p>	<p>A student who is approaching mastery may engage in a simple conversation with little assistance and some errors in structure, vocabulary or placement, or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet be able to engage in a simple conversation.</p>
<p>Evidence of Mastery</p>	<p>Does not rely on notes to carry on a simple conversation. Uses complete sentences and not one-word answers.</p>	

<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Students can revisit vocabulary and practice questions/answers from in-class activities.</p>
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>Add in additional vocabulary to enhance the conversation.</p>

Investigating a World Language

Priority Standard (WL1) Interpret and utilize written and spoken language to express basic information about self, preferences and everyday activities.		
Learning Targets	<ul style="list-style-type: none"> • I can appropriately use basic information about myself in the language being studied. • I can express my likes and dislikes in the language being studied. • I can share information about my daily activities. 	
Common Student Misconceptions/Mistakes	Basic information shared is the same type of basic information that individuals in the target cultures would share in conversation. Individuals in other countries have the same/similar day to day activities and interests.	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can express basic information about self, preferences and everyday activities in both written and oral activities independently and consistently.	A student who is approaching mastery may express basic information about self, preferences and everyday activities with little assistance and some errors in structure, vocabulary or placement, or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may not yet be able to express basic information about self, preferences and everyday activities without a lot of assistance and some errors in structure, vocabulary or placement.
Evidence of Mastery	Does not rely on notes to express basic information about self, preferences and everyday activities. Uses complete sentences and not one-word answers.	

<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Students can revisit vocabulary and practice questions/responses from the activities in class.</p>
<p>Next Level what students can do if they have consistently mastered the standard</p>	<p>Students can discover additional vocabulary that interests them to enhance their expressions.</p>

<p>Priority Standard (WL2) Engage in conversation by exchanging information and expressing feelings/opinions.</p>		
<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can initiate a basic conversation in the target language using common pleasantries and questions. • I can share my opinions and feelings on daily topics in the language being studied. • I can respond to other people’s opinions and perspectives in the language being studied. 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Formal and Informal usage of a language are the same thing. Just “yes” and “no” are sufficient answers in a conversation.</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can engage in conversation by</p>	<p>A student who is approaching mastery may engage in conversation by</p>	<p>The Beginning to Learn student may not yet be able to engage in conversation by</p>

exchanging information and expressing feelings/opinions independently and consistently.	exchanging information and expressing feelings/opinions with little assistance and some errors in structure, vocabulary or placement or may meet the standard inconsistently or with teacher assistance.	exchanging information and expressing feelings/opinions without a lot of assistance and some errors in structure, vocabulary or placement.
Evidence of Mastery	Does not rely on notes to carry on a simple conversation. Uses complete sentences and not one-word answers.	
Previous Level what students who are struggling at a Beginning level might need to revisit	Students can revisit vocabulary and practice questions/responses from the activities in class.	
Next Level what students can do if they have consistently mastered the standard	Students can discover additional vocabulary that interests them to enhance the conversation.	

Priority Standard (WL3) Present information and ideas and react to basic needs and preferences.	
Learning Targets	<ul style="list-style-type: none"> • I can express basic needs and preferences related to familiar and everyday activities in the target language. • I can react to the basic needs and preferences of others in the target language. • I can interpret and reflect upon information and ideas presented to me in the target language.

Common Student Misconceptions/Mistakes	Pronunciation of words (paying attention to accents and structure) won't impact a conversation. Expecting basic needs or preferences to be the same within the target culture.	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can present information, reflect on ideas and react to basic needs and preferences (in the target language) independently and consistently.	A student who is approaching mastery may present some incomplete information or partial reflections or not yet be able to react to basic needs and preferences (in the target language) or may meet the standard inconsistently or with teacher assistance.	The Beginning to Learn student may not yet be able to present information or reflect on ideas presented in class and may not yet be able to react to basic needs and preferences (in the target language).
Evidence of Mastery	Does not rely on notes to present information, reflect on ideas and react to basic needs and preferences.	
Previous Level what students who are struggling at a Beginning level might need to revisit	Students can revisit vocabulary and information about basic needs and preferences.	
Next Level what students can do if they have consistently mastered the standard	Students can discover additional vocabulary that interests them to react to basic needs and preferences, and to deepen their reflection about information and ideas presented to them (in the target language)	

Priority Standard (WL4)

Compare products, practices and perspectives of the culture/language being studied and their own.

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can compare practices (such as etiquette and gestures) of the culture being studied with those of my own. • I can compare perspectives (such as values and beliefs) of the culture being studied with those of my own. • I can compare and contrast the different products (such as music, food, and clothing) of the culture being studied with those of my own. 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Etiquette and gestures are the same from country to country/language to language.</p> <p>Values and Beliefs are the same from country to country/language to language.</p> <p>Products created in my country are more important/recognized than those created in other countries.</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can identify and compare products, practices and perspectives of the culture/language being studied with their own in meaningful ways independently and consistently.</p>	<p>A student who is approaching mastery may be able to identify, but not thoughtfully compare, products, practices and perspectives of the culture/language being studied with their own or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet be able to identify and compare the products, practices and perspectives of the culture/language being student and their own.</p>
<p>Evidence of Mastery</p>	<p>Does not rely on notes to identify and make thoughtful comparisons of products, practices and perspectives of the culture/language being studied.</p>	
<p>Previous Level what students who are struggling at a Beginning level might need to revisit</p>	<p>Students can revisit notes over the products, practices and perspectives of the culture/ language being studied.</p>	

Next Level

what students can do if they have consistently mastered the standard

Students can seek out meaningful connections with products, practices and perspectives, such as listening to music, watching movies, finding events to participate in within their own community.