CULTURES STANDARD

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.
### Cultures Standard
**Ohio’s Learning Standards: World Languages**

<table>
<thead>
<tr>
<th>K–12</th>
<th>6–12</th>
<th>9–12</th>
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</thead>
<tbody>
<tr>
<td>Cultures Competency #1 – Analyze and explain relationships among common products, practices and perspectives, and compare them across cultures.</td>
<td>Cultures Competency #2 – Experience the target language and cultures(s), and share information and personal reactions with others.</td>
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### ACTFL STANDARDS | NCSSFL INTERCULTURALITY Can-Do Statements 2012

<table>
<thead>
<tr>
<th>CULTURES</th>
<th>INTERCULTURALITY NCSSFL – ACTFL Benchmark</th>
<th>INTERCULTURALITY Progress Indicators</th>
<th>INTERCULTURALITY Sample Learning Targets Suggestions</th>
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</thead>
</table>
| Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student’s native culture. Students become better able to understand other people’s points of view, ways of life and contributions to the world. | I can explain some diversity among products and practices in other cultures and my own. | I can explain some of the factors that contribute to why products and practices vary across cultures. | • I can explain how cultural factors influence art.  
• I can explain how popular songs reflect the culture in which they were created.  
• I can explain how a country’s cuisine is influenced by its regional culture.  
• I can explain how creators of advertisements use elements of culture to market their products.  
• I can describe the use of cultural elements in filmmaking  
• I can … |
| I can explain how people’s practices and behaviors reflect their cultures. | • I can explain why people worship on a certain day(s) of the week.  
• I can explain why practices of disciplining children differ among cultures.  
• I can explain some dietary preferences between cultures. | | |
<table>
<thead>
<tr>
<th>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</th>
<th>I can explore topics of personal and professional interest.</th>
<th>I can explain why people place importance on long vacations in some cultures.</th>
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<td>I can explain why families in some cultures spend more time at meals than others.</td>
<td>I can explain why people hold certain professions in higher regard than others.</td>
<td>I can explain why people arrange marriages in a culture.</td>
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<tr>
<td>I can explain why people prefer certain sports.</td>
<td>I can sometimes tell the difference between a fashion choice that is personal versus a cultural norm.</td>
<td>I can analyze and explain some cultural perspectives of individuals and institutions within a society.</td>
</tr>
</tbody>
</table>
| I can explain how social, political, religious and economic institutions reflect cultural beliefs. | I can explain why universal health care is provided in some cultures.  
I can explain why a country has a democracy instead of a monarchy.  
I can explain why certain symbols are found in places of worship.  
I can explain the practice of how and why business cards are presented.  
I can … |
|---|---|
| I can interact at a competent level in familiar and some unfamiliar cultural contexts.  
I can comfortably interact and converse with peers and colleagues at school, work or play. | I can collaborate on a project with peers from another culture.  
I can interact appropriately when I am a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.)  
I can engage in social conversations at a sporting event with peers.  
I can differentiate between appropriate and inappropriate topics, and participate in conversations about most of them.  
I can … |
| I can interact with people in some situations outside of my normal routine. | I can participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.  
- I can participate in a community service learning project, such as volunteering at a health fair for immigrants.  
- I can interview someone for a research project or news article.  
- I can carry on a conversation with someone during a job shadowing experience.  
- I can … |
|---|---|
| I can navigate some formal and official procedures. | I can follow the steps to make an online purchase from a foreign website.  
- I can help fill out forms for visas, travel and work permits, and registrations.  
- I can explain my point of view in a minor legal procedure such as a traffic violation.  
- I can … |