Standards Alignment Tool for Cultures

Introduction

The Standards Alignment Tool for Cultures aligns the Expectations for Learning section of the Model Curriculum to Ohio’s New Learning Standard for Cultures. The Expectations for Learning describe and explain what students can do at each level of proficiency. By becoming familiar with this tool, the teacher will be able to:

- understand how the Expectations for Learning are aligned to our world language standards.
- understand how students can use the target language to examine the relationship among the products, practices and perspectives of the target culture.
- understand the interculturality goals and limitations of students at each proficiency level.
- plan activities that will allow students to transition to progressively higher levels of cultural knowledge and competence.
- use the Expectations for Learning to write a standards-based curriculum

To see the Standards Alignment Tool for Cultures and Communication, click here.

To see Ohio’s Learning Standards for K–12 World Languages, click here.
On the first page of the Standards Alignment Tool is the Cultures Standard, which explains the interculturality expectations for learners.

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.
On the remaining pages are the Cultural competency statements from Ohio’s Learning Standards for K–12 World Languages. These are aligned to the ACTFL Proficiency Levels and then to the NCSSFL Interculturality Can-Do Statements. The Can-Do benchmarks are our Expectations for Learning, which provide a clear view of alignment between national, state and local levels.

**Competency statements for the Cultures standard.**

**NOVICE - STANDARDS ALIGNMENT TOOL for CULTURES**

<table>
<thead>
<tr>
<th>Cultures Standard</th>
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<tbody>
<tr>
<td>Ohio’s New Learning Standards: World Languages K-12 6-12 9-12</td>
</tr>
<tr>
<td>Cultures Competency #1 – Identify, examine and describe relationships common products, practices and perspective and compare them across cultures.</td>
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<tr>
<td>Cultures Competency #2 – Experience the target language and cultures and share information and personal reactions with others.</td>
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<tr>
<th>ACTFL STANDARDS</th>
<th>NCSSFL INTERCULTURALITY Can-Do Statements 2012</th>
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<tbody>
<tr>
<td>CULTURES</td>
<td>INTERCULTURALITY NCSSFL – ACTFL Benchmark</td>
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<tr>
<td>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.</td>
<td>I can identify some common products and practices of cultures.</td>
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**ACTFL Cultural Guidelines**

Benchmarks are a general statement of performance at this level. This is the performance target.

**Progress Indicators**

Clarify the Performance Target.

**Sample Learning Targets**

Are suggestions of activities that students can do. Teachers may substitute their own examples in this section.