

## CONTENT STANDARD 4: Cultures

**Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.**

| <b>K-2</b>  | <b>3-4</b>   | <b>5-6</b>   | <b>7-8</b>  | <b>9-10</b>   | <b>11-12</b>  |
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| <p><i>Practices of Culture</i></p> <p>4.K-2. Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. (e.g., bowing, shaking hands, Mr., Mrs., Miss).</p> <p>4.K-2. Introduce self, family and/or teacher and respond to introductions.</p> <p>4.K-2. Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.</p> <p>4.K-2. Respond physically and/or orally to demonstrate respect and/or courtesy (e.g., in South America the principal walks in room and students stand up; in Germany, students rap on desks to express approval).</p> <p>4.K-2. Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.</p> <p>4.K-2. Participate in cultural activities and traditions (e.g., holidays, birthday, Saint’s day, celebrations).</p> <p>4.K-2. Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, samovar tea ceremony etc.)</p> <p>4.K-2. Participate in the creation of a group story on a cultural theme</p> <p>4.K-2. Describe selected ingredients</p> | <p><i>Practices of Culture</i></p> <p>4.3-4. Use cultural expressions (using formal and informal modes of discourse) and appropriate body language of greetings, farewells and introductions in a variety of situations.</p> <p>4.3-4. Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate effects type of dwelling, food, mealtime, etc.)</p> <p>4.3-4. Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)</p> <p>4.3-4. Identify chores of each member of the family in the target culture.</p> <p>4.3-4. Plan for and participate in a cultural activity (e.g., holidays, birthday, graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating habits, etc.)</p> <p>4.3-4. Identify and name selected commercial establishments in the target culture(s) (e.g., role play shopping).</p> <p>4.3-4. Recognize and write numbers according to cultural custom (e.g., one: 1, seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.)</p> <p><b>4.3-4.</b> Demonstrate the use of symbols and signs as a way</p> | <p><i>Practices of Culture</i></p> <p>4.5-6. Identify roles and responsibilities of men, women and children in the target culture(s).</p> <p>4.5-6. Explain attitudes toward concept of time in the target culture(s) (e.g., Spanish siesta, Swiss punctuality, etc.).</p> <p>4.5-6. Identify and name selected occupations that are specific to target culture(s) (e.g., matador, chocolate maker, shaman, etc.)</p> <p>4.5-6. Role play patterns of behavior and interactions of everyday settings in the target culture(s) (e.g., French practice of closing doors in house; standing up for school principals/teachers when they enter classroom, etc.)</p> <p>4.5-6. Describe staples and dishes unique to target culture(s) and indicate order in which these are served (e.g., soup at end of Chinese course, salad and cheese at end of meal in France). Accept/ refuse appropriately offers of food.</p> <p>4.5-6. Demonstrate a basic knowledge of the history and geography at the people/countries of the target culture(s).</p> <p>4.5-6. Use appropriate etiquette in initiating and responding to telephone conversations, e-mail and other types of communication.</p> <p>4.5-6. Role play shopping practices in target cultures (e.g., bargaining in marketplace,</p> | <p><i>Practices of Culture</i></p> <p>4.7-8. Identify subculture(s) within the target culture(s) (e.g., differences in “Spanish” cultures among Spain, Mexico, Puerto Rico, etc.).</p> <p>4.7-8. Use appropriate etiquette in initiating and responding to telephone communication.</p> <p>4.7-8. Identify the status of various occupations in target cultures(s) (e.g., status of teachers in Japan and Germany, status of nurses, engineers, etc. in western cultures).</p> <p>4.7-8. Demonstrate understanding of purchasing power of the currency of the target culture.</p> <p>4.7-8. Identify and describe various values reflected in food, clothing, and shelter in the target culture(s) e.g. kosher taboos, French herbal teas, extended family living quarters.</p> <p><i>Products of Culture</i></p> <p>4.7-8. Recognize the regions of the target culture(s).</p> <p>4.7-8. Identify the sports activities in the target culture(s).</p> <p>4.7-8. Describe styles of architecture used to design monuments.</p> <p>4.7-8. Identify and categorize television programs available in the target culture(s).</p> <p>4.7-8. Identify how people in the</p> | <p><i>Practices of Culture</i></p> <p>4.9-10. Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>4.9-10. Discuss how the roles of men and women and their occupations are changing.</p> <p>4.9-10. Describe attitudes toward money in the target culture(s).</p> <p>4.9-10. Identify practices and beliefs with regard to body hygiene.</p> <p><i>Products of Culture</i></p> <p>4.9-10. Research a cultural region of the target culture(s).</p> <p>4.9-10. Compare the contributions in sports between the target culture(s) and the U.S.</p> <p>4.9-10. Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.</p> <p>4.9-10. Identify and analyze the role of television in shaping attitudes and values in the target culture(s).</p> <p>4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open air markets, plazas, walled houses and cities, modes of transportation).</p> <p>4.9-10. Compare how artists use universal themes in the U.S. and in the target culture(s)</p> | <p><i>Practices of Culture</i></p> <p>4.11-12. Recognize and readjust behavior in response to nonverbal cues.</p> <p>4.11-12. Respond to and use humor appropriately.</p> <p>4.11-12. Interpret and explain a political cartoon, situation comedy or joke in the target culture.</p> <p>4.11-12. Identify cultural factors that affect meaning.</p> <p><i>Products of Culture</i></p> <p>4.11-12. Analyze the literature and arts that depict cultural products, practices and perspectives.</p> <p>4.11-12. Study and explain the role of different social, political, and economic institutions of the target culture.</p> <p>4.11-12. Study and analyze the cultural perspectives and practices in the films of the target culture.</p> <p>4.11-12. Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art.</p> <p>4.11-12. Analyze and discuss the challenges that the target culture’s economy faces.</p> <p><i>Practices of Culture</i></p> <p>4.11-12. Self-monitor and self-evaluate language use according to audience.</p> <p>4.11-12. Rephrase or reword an utterance when it results in cultural misunderstanding.</p> <p>4.11-12. Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>4.11-12. Interpret meaning through knowledge of cultural factors</p> |

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| <p>4.K-2. in meals of the target culture. Match animals with sounds perceived by target culture (e.g., rooster said “Cocorico” in France, “Quiquiriqui” in Spain, “Cucuricul” in Sweden</p> | <p>4.3-4. of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)</p>  | <p>4.5-6. bartering in Amazon rainforest, etc.) Identify how people in the target culture(s) interact with their environment (e.g., living space according to available materials, modes of transportation – metro, chivitas,, recreational space, etc.)</p> | <p>4.7-8. target culture(s) interact with their environment (e.g., living space, modes of transportation, recreational space). Identify and name forms of government and major political leaders in the target culture(s) (e.g., monarchy, social democracy, dictatorships).</p> | <p>4.9-10. (e.g., love, grief, friendship, beauty). Compare form(s) of government in the roles of the major political leaders in the target culture(s) with those of the U.S.</p> | <p>4.11-12. that effect meaning (e.g., word choice, intonation, setting, etc.) Decide when use of slang is appropriate.</p>  |
| <p><b>4.K-2. Products of Culture</b></p>  | <p>4.3-4. Describe tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, sushi, fondue, toga, lederhosen).</p>   | <p><b>4.5-6.</b> Interpret military/train station time (hours only) e.g., The train leaves at 22:00 – 10:00 pm).</p>   | <p><i>Practices of Culture</i></p>   | <p>4.9-10. Identify emigration and immigration patterns to and from target culture country.</p>   | <p><i>Products of Culture</i></p>  |
| <p>4.K-2. Listen and respond to stories, songs, and rhymes of the target culture(s).</p>  | <p>4.3-4. Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Anders, Alacama desert, Antarctica and Pacific Ocean).</p> | <p><i>Products of Culture</i></p>  | <p>4.7-8. Identify and describe elements of subculture(s) within the target culture(s) (e.g., music genre, poems, dress, and folktales).</p>   | <p><i>Practices of Culture</i></p>  | <p>4.11-12. Identify and describe how artists and writers have influenced the history of the target culture (J.J. Rousseau, Voltaire, Picasso, Delacroix, Goya, Rockwell).</p>           |
| <p>4.K-2. Participate in children’s games representative of the target culture(s).</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify ways of life, family structures and pastimes from written, oral, and visual texts (e.g., video clips from a Mexican or Puerto Rican quinceañera celebration).</p>   | <p>4.7-8. Use appropriate etiquette in public places</p>   | <p>4.9-10. Identify the perspectives and practices in regard to what causes and/or cures illness or death.</p>  | <p>4.11-12. Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.</p> |
| <p>4.K-2. Identify and color flags and a few landmarks of the target culture(s).</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492).</p>  | <p>4.7-8. Describe attitudes of general population toward police, fire and other public service institutions (e.g., public vs. private).</p>   | <p>4.9-10. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p>                     | <p>4.11-12. Create a video/film that reflects the cultural practices and/or perspectives of the target culture.</p>  |
| <p>4.K-2. Identify artwork (visual and performing arts) as a reflection of the target culture(s).</p>   | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Astérix, Mafaldo, Zorro, etc.)</p>   | <p>4.7-8. Name technology present in daily lives in target culture(s) (e.g., MINITEL, TV, radio, banks and exchanges).</p>   | <p>4.9-10. Exchange opinions with classmates on social issues from the target culture.</p>  | <p>4.11-12. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).</p>  |
| <p>4.K-2. Dramatize simplified authentic folktales from the target culture(s).</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Recognize and/or taste/make foods and crafts from target culture(s) (e.g., crêpes, job de Dies, origami).</p>  | <p>4.7-8. Compare shopping practices in the target culture(s) (e.g., bartering, bargaining, a set price).</p>  | <p>4.9-10. Recognize elements of humor, irony, and satire in the target language and culture.</p>   | <p><b>4.11-12.</b> Describe the challenges that religion and religious institutions currently face in the target culture.</p>  |
| <p>4.K-2. Create a calendar with cultural holidays.</p>   | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify and participate in sports activities and/or recess games typical of the target culture(s) (e.g., “chueca”, the sport of the Mapuches, “pomme, pêche, poire” from France, “Doña Ana” from Puerto Rico.</p>                                 | <p>4.7-8. Identify culturally appropriate wording in formal correspondence.</p>  | <p>4.9-10. Interpret and respond appropriately to nonverbal cues and body language.</p>   | <p>4.11-12. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).</p>  |
| <p>4.K-2. Celebrate selected target culture national holiday with games, dances, songs, food, etc</p>   | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Recognize use of slang, dialectics, and regionalisms in conversations.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Identify utilitarian and/or esthetic objects of the target culture(s) (e.g., chopsticks, Russian dolls, boleadoras).</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify and participate in sports activities and/or recess games typical of the target culture(s) (e.g., “chueca”, the sport of the Mapuches, “pomme, pêche, poire” from France, “Doña Ana” from Puerto Rico.</p>                                 | <p>4.7-8. Identify sociocultural elements represented in texts (e.g., idioms, proverbs, humor, etc.)</p>   | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, signs).</p>                                  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Interpret and respond appropriately to nonverbal cues and body language.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
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| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p>  | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p>  | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p>  | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p>  | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p>   | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p>   |

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|  |  | <p><b>4.5-6.</b> Describe cultural achievements and/or symbols of the target culture(s) (e.g., Mona Lisa, Statues of Simon Bolivar, Fados of Portugal, castles, cathedrals, pyramids and fountains).</p> | <p>within a limited period of time in US history and the target culture's history.</p> <p>4.7-8. Describe the regions of the target culture(s).</p> <p>4.7-8. Compare and contrast the role of television in the target culture(s) and the US.</p> | <p>and practices that represent subculture(s) of the target culture (e.g., Creole food, Algerian clothing, reggae music).</p> <p>4.9-10. Identify the economic situation of the target culture country and its position in the global economy.</p> <p>4.9-10. Explore the role religion and religious institutions play in the target culture.</p> |  |
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