# Module 10: Cultures Standards

* 1. **Start Module**
     1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 10: Cultures Standards. This module will discuss the Cultures Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button where you can find a transcript of the full text of this module as well as a one-page summary.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* What is Practice 5: Cultures, and why is it important to develop proficiency in this Practice?
* What are the Massachusetts World Languages Standards for Cultures?
* How can I address the Cultures Standards in my classroom?

**1.2. Part 2: Cultures**

* + 1. **What is Practice 5: Cultures?**

Practice 5: Cultures involves gaining cultural competence and understanding. This Practice is an important component of what students must know to effectively communicate in the target language, and it is one of two Practices included in the Domain of Linguistic Cultures.

* + 1. **What do students do in Practice 5: Cultures?**

In Practice 5: Cultures, students acquire knowledge about the products, practices, and perspectives of many cultures, including target-language cultures and their own, and how these shape and interact with identity. Students also investigate, explain, and reflect on relationships among products, practices, and perspectives; their own identities and the role cultures play in developing those identities; and how cultures influence and interact with each other over time.

* + 1. **Why is it important to develop proficiency in Practice 5: Cultures?**

It is important to develop proficiency in the Cultures Practice for many reasons. Click on each section of the circle to learn more.

Proficiency in this Practice encourages students to respect and uphold the value of all cultures and languages, which increases their social and emotional competence through improved social awareness, relationship skills, and responsible decision-making abilities across diverse situations.

Proficiency in Practice 5: Cultures also supports students in developing global competence and critical consciousness. Students use their knowledge of cultural products, practices, and perspectives to appropriately interact with and advocate for others, allowing them to positively contribute to the world.

Proficiency in this Practice encourages students to understand the impact that language and culture have upon their own and others’ identities. As students consider their own identities and capacities to make connections, proficiency in this Practice is important for students’ overall growth and development through Deeper Learning.

Proficiency in this Practice also improves students’ abilities to recognize and correct stereotypes, systems, and privileges that harm members of different cultures, as students learn how to provide accurate and affirming representations of different histories, identities, expressions, values, beliefs, products, and practices.

Finally, proficiency in Practice 5: Cultures is essential for effectively communicating in the target language and applying what has been learned to make connections with diverse perspectives and communities.

**1.2.4: Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals of having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

Before we dive into the individual standards, consider the following questions:

* How do you think students might demonstrate mastery in Practice 5: Cultures?
* How will this Practice enable students to reflect on their own identity and behaviors? In what ways will it introduce students to diverse perspectives?
* How might this Practice inspire students to independently extend their learning of the language and/or culture?

**1.3. Part 3: Cultures Standards**

* + 1. **What are the Cultures Standards?**

The Cultures Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the area of Cultures and are organized by proficiency level from Novice Low to Superior. Each Cultures Standard contains between two and three different Functions, and each Function has a Standard Identifier numbered from 5.a to 5.c along with the proficiency level abbreviation.

* + 1. **How do the Cultures Standards progress across proficiency levels?**

In Module 9, you learned that Context progresses in a similar way across proficiency levels for all of the Linguistic Cultures Standards. You also learned that Text Type and Supports remain the same across proficiency levels, and Comprehensibility does not appear in these Standards. In addition to Context, Functions, which describe what students can do, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Linguistic Cultures Standards, though this progression may look different for each of the Practices. You will also notice that the black text at the end of the Standard introduction changes across proficiency levels, as students move from minimally to fully and consistently accomplishing Functions. This will be shown in greater detail in the following slides.

Click here to see a chart showing how Functions progress across proficiency levels within the Cultures Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark in a new row or a check mark with a plus sign). These Functions, which are brand new Functions that emerge at higher proficiency levels or new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. We will look at the Cultures Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which Context progresses from level to level throughout this Module.

* + 1. **What is the Cultures Standard at the Novice Low level?**

There are two Functions within the Cultures Standard at the Novice Low level, marked as NL 5.a and 5.b. Students at this level can identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities, and they can recognize and identify factors that contribute to individual and cultural identities.

* + 1. **What is the Cultures Standard at the Novice Mid level?**

There are two Functions within the Cultures Standard at the Novice Mid level, marked as NM 5.a and 5.b. Both of the Functions are repeated from the Novice Low level. The progression from Novice Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do?
  + 1. **What is the Cultures Standard at the Novice High level?**

There are three Functions within the Cultures Standard at the Novice High level, marked as NH 5.a, 5.b, and 5.c. As you can see, two Functions have more rigorous features of the previously acquired Functions, and one Function is brand new. As shown in NH 5.a, students at this level analyze products and practices to help understand perspectives, and they can investigate, explain, and reflect on how culture affects identity, as shown in NH 5.b. Students can also investigate, explain, and reflect on the similarities and differences of cultures over time, as shown in NH 5.c.

* + 1. **What is the Cultures Standard at the Intermediate Low level?**

There are three Functions within the Cultures Standard at the Intermediate Low level, marked as IL 5.a, 5.b, and 5.c. All of the Functions are repeated from the Novice High level. The progression from Novice High is instead seen in students minimally but consistently accomplishing the Functions instead of only often succeeding.

* + 1. **What is the Cultures Standard at the Intermediate Mid level?**

There are three Functions within the Cultures Standard at the Intermediate Mid level, marked as IM 5.a, 5.b, and 5.c. All of the Functions are repeated from the Intermediate Low level. The progression from Intermediate Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do?
  + 1. **What is the Cultures Standard at the Intermediate High level?**

There are three Functions within the Cultures Standard at the Intermediate High level, marked as IH 5.a, 5.b, and 5.c. As you can see, each Function has more rigorous features of the previously acquired Functions. As shown in IH 5.a, students at this level can explain variations among products and practices, and they can analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities, as shown in IH 5.b. Students can also analyze and explain manifestations of intercultural harmony and/or conflict over time, as shown in IH 5.c.

* + 1. **What is the Cultures Standard at the Advanced Low level?**

There are three Functions within the Cultures Standard at the Advanced Low level, marked as AL 5.a, 5.b, and 5.c. All of the Functions are repeated from the Intermediate High level. The progression from Intermediate High is instead seen in students minimally but consistently accomplishing the Functions in a wide variety of settings.

* + 1. **What is the Cultures Standard at the Advanced Mid level?**

There are three Functions within the Cultures Standard at the Advanced Mid level, marked as AM 5.a, 5.b, and 5.c. All of the Functions are repeated from the Advanced Low level. The progression from Advanced Low is instead seen in students fully and consistently accomplishing the Functions.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do?
  + 1. **What is the Cultures Standard at the Advanced High level?**

There are three Functions within the Cultures Standard at the Advanced High level, marked as AH 5.a, 5.b, and 5.c. As you can see, each Function has more rigorous features of the previously acquired Functions. As shown in AH 5.a, students at this level can analyze and evaluate variations among products and practices, and they can analyze and evaluate the contributions of various cultural influences in the development of identity, as shown in AH 5.b. Students can also investigate solutions to intercultural conflicts across generations around the globe, as shown in AH 5.c.

* + 1. **What is the Cultures Standard at the Superior level?**

There are three Functions within the Cultures Standard at the Superior level, marked as S 5.a, 5.b, and 5.c. All of the Functions are repeated from the Advanced High level. The progression from Advanced High is instead seen in students accomplishing the Functions without help.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
  1. **Part 4: Addressing the Standards**
     1. **How do I address the Cultures Standards in my classroom?**

To address the Cultures Standards in your classroom, it is important to embed Cultures into your unit goals/objectives, your summative assessment tasks, and your learning activities and experiences. Rather than being addressed in isolation or through mini-lessons on topics related to culture, the Cultures Standards should be simultaneously addressed through tasks and activities targeting each of the communicative modes.

**1.4.2. How should the Cultures Standards be assessed?**

When assessing the Cultures Standards in your classroom, you may find it helpful to use alternative forms of assessment, such as self-assessment activities, reflective journals or diaries, and cultural portfolios. Portfolios are particularly useful for both formative and summative assessment purposes, as they allow students to demonstrate their cultural understanding and awareness over time with the support of ongoing reflection and feedback. This form of assessment promotes students’ agency and ownership of their learning, and it also provides students with different learning abilities and needs the opportunity to demonstrate their knowledge and skills in different ways (Schulz, 2007). In addition to alternative forms of assessment, it is important to embed cultures into Integrated Performance Assessments (IPAs) and performance tasks designed for the different communicative modes. This can be done by designing tasks around authentic texts that present products, practices, and perspectives in your assessments and encouraging deeper interaction with cultures through these tasks (Adair-Hauck et al., 2013).

**1.4.3.** **How should the Cultures Standards be taught?**

Click on each tab to learn more about teaching the Cultures Standards in your classroom.

When teaching the Cultures Standards, you should move beyond surface-level aspects of culture to help students understand the perspectives that contribute to and influence the products and practices found within diverse cultures and communities. This relationship between products, practices, and perspectives is often depicted using an iceberg, as shown in the image on the slide, in which products and practices are described as being “above the surface”, with perspectives, including values, attitudes, and belief systems, living “beneath the surface”. While products and practices are essential components of the Standards, it is important to also teach students about the driving forces behind these more visible aspects of culture.

It is also important to teach about culture in context, rather than in isolation, and students will benefit from learning about and discussing culture in the target language to the extent possible depending on their age, developmental, and proficiency levels. More information about teaching Cultures to Novice learners can be found in Module 9.

Students should have opportunities to explore diverse cultural products, practices, and perspectives through authentic resources that provide real-life examples of culture, as these resources are designed by members of target-language cultures for members of target-language cultures.

Activities and instructional materials should highlight diversity within and among target-language cultures. It is important to teach students about minoritized and marginalized cultures within the dominant target-language culture, and you should provide opportunities for students to investigate the perspectives of these groups in addition to their products and practices.

Finally, students will benefit from opportunities to act with cultural competence, including those that involve interacting with and advocating for members of diverse target-language cultures.

Click on the boxes at the bottom of the slide to view resources from [ACTFL](https://www.actfl.org/sites/default/files/publications/standards/Cultures.pdf), [STARTALK](https://www.startalk.info/educators-principles-integrating/), [the NFLC Virtual Summit](https://www.youtube.com/results?search_query=nflc+virtual+summit+cultures), and [the California Department of Education](https://www.cde.ca.gov/ci/fl/cf/documents/wlfwteachtheculturesstds.docx) that may be helpful for addressing the Cultures Standards.

* + 1. **What does addressing Cultures look like in different contexts?**

Click on the boxes to see examples of how Cultures can be embedded into goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary, Novice
  + Context: Elementary Chinese (Novice High)
  + Goal/objective: I can ask and answer a variety of questions to explain and reflect on how celebrations of a famous holiday in target-language cultures have changed over time.
  + Task: Using visual supports, students engage in short, paired conversations in Chinese about traditional and modern-day celebrations of the Dragon Boat Festival in different regions of China.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Classical, Novice
  + Context: Classical Languages (Novice Mid)
  + Goal/objective: I can identify important historical figures to help understand the perspectives of target-language cultures.
  + Task: Students view photographs of vases depicting ancient gods and heroes and write short phrases in Ancient Greek to describe them.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Novice
  + Context: Secondary Portuguese (Novice High)
  + Goal/objective: I can investigate and give some simple information about how culture affects identity in target-language communities.
  + Task: Students compile images of products and practices from Brazilian and Portuguese culture and deliver small group presentations in Portuguese about the national identities of these countries.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary, Advanced:
  + Context: Secondary Spanish (Advanced Mid)
  + Goal/objective: I can analyze and discuss how cultural perspectives have contributed to my own identities.
  + Task: Students participate in small group discussions in Spanish about how policies and ideologies surrounding the use of Spanish in the U.S. have impacted their perceptions of self and their worldviews.
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
    1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience embedding Cultures into unit goals/objectives?
* What learning activities or assessment tasks have you used to target Cultures in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Cultures?
  1. **Part 5: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 10. Let’s summarize the topics this module covered. In Module 10, we learned what Practice 5: Cultures is and why it is important to develop proficiency in this Practice; what the Cultures Standards are; and how to address the Cultures Standards in your classroom.

You can check the Resources section for a one-page summary of the topics covered in this module.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

* + - 1. **Question 1**

True or false: Practice 5: Cultures focuses on gaining an understanding of the products, practices, and perspectives of one’s own culture and other cultures.

* + - 1. **Question 2**

What are Novice Low to Novice Mid students able to do in Practice 5: Cultures? Select all that apply.

* + - 1. **Question 3**

Match the Function with the appropriate proficiency level.

* + - 1. **Question 4**

Which of the following is explored in Practice 5: Cultures? Select all that apply.

* + - 1. **Question 5**

Which of the following linguistic components progresses across proficiency levels in the Cultures Standards? Select all that apply.

* + - 1. **Question 6**

Which of the following is not an effective way of teaching Cultures?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 11: Comparison Standards.

* + 1. **Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!

**References**

Adair‐Hauck, B., & Troyan, F. J. (2013). A descriptive and co‐constructive approach to integrated performance assessment feedback. *Foreign Language Annals, 46*(1), 23-44.

Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals, 40*(1), 9-26.