

CONTENT STANDARD 8: Comparison Among Cultures

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

K-2	3-4	5-6	7-8	9-10	11-12
<p><i>Cultural Comparisons</i></p> <p>8.K-2. Imitate common gestures of the target culture(s) (e.g., bowing, hand-shaking, kissing on cheeks, embracing, etc.) Imitate greeting and farewell behaviors appropriate to target culture(s).</p> <p>8.K-2. Recognize the similarities and differences in the representation of animal sounds in the two languages/cultures (e.g., rooster is perceived as making different sounds – in English “cock-a-doodle-doo”, in French “cocorico,” in Spanish “Quiquiriqui.”)</p> <p>8.K-2. Recognize the similarities and differences in the representation of environmental sounds in the two languages/cultures (e.g., train is perceived as “clac-clac-clac” in Spanish, “hong-long, hong-long” in Chinese and “choo-choo” in English).</p> <p>8.K-2. Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing “Las Mañanitas” or piñata.)</p> <p>8.K-2. Recognize pictures of target country peers in their school</p>	<p><i>Cultural Comparisons</i></p> <p>8.3-4. Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skills, “calaveras de azúcar” for The Day of the Dead in Mexico).</p> <p>8.3-4. Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling “Parranda” in Puerto Rico using “maracas”, “guiro”, “cuatro” and guitar singing “aguinaldos” such as “Los Tres Santos Reyes” as compared to usually no instruments for carolers who sing “We Three Kings of Orient Are.” Also, climatic difference, hence, clothing difference for caroling activity.</p> <p>8.3-4. Compare weather and consequences (dress, sports, foods, houses, etc.) in a target culture city/town with Connecticut city/town. Make collage/poster of weather comparison highlighting a theme (e.g., hot weather in southern Mexico – women wear huipil/men wear light cotton shirts, pants and sandals as compared to four seasons in Connecticut with appropriate clothing).</p>	<p><i>Cultural Comparisons</i></p> <p>8.5-6. List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/ girl wakes up at _____ a.m., etc.</p> <p>8.5-6. Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the grandmother in _____ lives with the family). Present to class in target language with pictures.</p> <p>8.5-6. Compare and contrast school and family life in the target culture and the USA (e.g., extended family living under one roof or getting together every weekend, respect for parents, teachers, etc.)</p> <p>8.5-6. Illustrate/write about how birthday, Saint’s Day or “coming of age” is celebrated in both cultures (e.g., compare “quinceañera” party in Mexico with Bas Mitzvah in CT).</p> <p>8.5-6. Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year’s eve in Spain each family member eats twelve grapes/in US people watch TV or go to parties.</p>	<p><i>Cultural Comparisons</i></p> <p>8.7-8. Describe appropriate clothing and celebration activities for different holidays/ceremonies (e.g., gifts, etc.)</p> <p>8.7-8. Choose a profession and tell about the career in both cultures.</p> <p><i>Cultural Comparisons</i></p> <p>8.7-8. Describe a leisure activity in both native and target culture using the target culture.</p> <p>8.7-8. Describe an article or outfit in modern or traditional dress using the target language.</p> <p>8.7-8. Describe a particular myth associated with a celebration in both cultures that incorporates symbolism.</p>	<p><i>Cultural Comparisons</i></p> <p>8.9-10. Compare and contrast seasons and weather conditions of the target countries.</p> <p>8.9-10. Compare and contrast the concept of “snacks” in the two cultures.</p> <p>8.9-10. Discuss the similarities and differences between one’s own culture and the target culture as represented in the media and/or literature.</p> <p><i>Cultural Comparisons</i></p> <p>8.9-10. Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>8.9-10. Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>8.9-10. Compare and contrast a typical “lunch” at home and in the target culture.</p> <p>8.9-10. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>8.9-10. Compare and contrast career choices and social roles in the target cultures and their own.</p> <p>8.9-10. Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>8.9-10. Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p>	<p><i>Cultural Comparisons</i></p> <p>8.11-12. Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>8.11-12. Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>8.11-12. Compare and contrast a typical “lunch” at home and in the target culture.</p> <p>8.11-12. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>8.11-12. Compare and contrast career choices and social roles in the target cultures and their own.</p> <p>8.11-12. Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>8.11-12. Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p> <p><i>Cultural Comparisons</i></p> <p>8.11-12. Explain the meaning of non-verbal behavior in different cultures.</p> <p>8.11-12. Identify and explain the economic impact of weather on different cultures.</p> <p>8.11-12. Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits,</p>

<p>country peers in their school or everyday clothes (e.g., school uniform in some public schools abroad versus T-shirts and blue jeans in Connecticut).</p>	<p>8.3-4. Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p>	<p>8.5-6. Create a “mock” marketplace typical of target countries) and assign rolls to students to represent vendors and customers. Buy and sell with play target currency. Bargain and/or trade according to norms of culture. Recognize and identify inventory that is typical of target culture that would not usually be present in a US supermarket.</p>			<p>8.11-12. Compare and contrast various institutions in different cultures (e.g., family education, religion, health care, etc.).</p>
<p>8.K-2. Identify dolls, pictures and/or photos of people in traditional/folkloric clothing at the target culture(s) and compare with costumes for American traditions/folklore (e.g., costumes of Veracruz and square dancing outfits).</p>	<p>8.3-4. Compare and contrast through Venn diagrams how selected holidays are celebrated in target culture(s) and in US (e.g., on Independence Day in both US and Chile, people eat picnics/cook-outs but, in US the menu is usually hotdogs and hamburgers, whereas in Chile people usually eat “empanadas”.</p>	<p>8.5-6. Compare and contrast beliefs regarding sickness and ____?_____ (e.g., role play US doctor attending to broken arm and Chinese acupuncturist attending to patient’s pain).</p>			<p>8.11-12. Identify and analyze cultural perspectives as reflected in a variety literary genres.</p>
<p>8.K-2. Experience/taste fruit or deserts/pastries are native to target culture(s) and compare with fruits/desserts/pastries typical of USA (e.g., mango vs. apple/crepe vs. cookie).</p>	<p>8.3-4. Compare and contrast meals and eating styles/practices in the target culture(s) with North American equivalents (e.g., cheese is served before meal in US and after meal in France).</p>	<p>8.5-6. Compare and contrast folktales and animal stories in US children’s literature and authentic cultural literature in simplified language (e.g., Simple Simon and Juan Bobo/image of fox in both cultures).</p>			
<p>8.K-2. Identify toys and/or games of the target culture and compare with toys/games of children from the United States (e.g., “el trompo” and “el emboque” are toys from many Latin American countries composed to marbles, pegs or the latest fad in children’s toys).</p>	<p>8.3-4. Plan a menu associated with two similar holidays in two cultures (e.g., cut and past pictures as a group project and present in target language).</p>	<p>8.5-6. Compare and contrast male and female heroes from both cultures and how people celebrate their heroes (e.g., equestrian statutes, legends, pictures, etc.)</p>			
<p>8.K-2. Identify pictures of houses and stores typical of target culture(s) and of Connecticut.</p>	<p>8.3-4. Compare and contrast dress (e.g., modern/urban and clothing for special holidays) in two cultures. Draw pictures and label in target language. Present to class.</p>	<p>8.5-6. Compare and contrast music or art from same time period/style in US and target cultures). (e.g., French Impressionists and US Impressionists).</p>			
<p>8.K-2. Compare two versions of a folktale/song/game/nursery rhyme through pictures and hearing text read aloud from the US and target culture. (e.g., “The Farmer in the Dell: ends in English with “the cheese stands alone” and in French with “le fromage est battu.”)</p>	<p>8.3-4. Compare and contrast work activities of people in US with similar and different occupations in target cultures (e.g., doctors and nurses in both countries; however bullfighter in Spain as compared to basketball player in US).</p>	<p>8.5-6. Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture(s) and US. This may be carried out partly in English. (e.g., “You move your feet and you lose your seat.”/“El que se va a Sevilla/melipilla, pierde su silla”/“Celui qui va à la chasse, perd sa place.”</p>			
	<p>8.3-4. Discuss in very simple target language, the roles of men, women, and children in their own cultures (e.g., the father works in the office; the mother sells at the market; the children go to school and help</p>	<p>8.5-6. Identify cultural activities/sports that take</p>			

	8.3-4.	in the market). Compare and contrast superstitions in target language/culture(s) and in USA. (e.g., bad luck on Friday 13 th or Tuesday 13 th a South American good luck brought by rabbit's foot or chimney sweep in Germany and Switzerland or Ekeko in Bolivia).	place according to seasons and compare with similar US activities/sports. (e.g., skiing takes place in both Germany and US in winter, hiking in summer activity, more prevalent in Germany than USA.)			
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