

NCSSFL-ACTFL CAN-DO STATEMENTS

**Intercultural
Communicative Competence**

Novice-Superior



LINGUA[®]FOLIO

N C S S F L

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication and the **Reflection Tool for Learners** provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the **NCSSFL-ACTFL Can-Do Statements** for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

Cultures Goal: Interact with cultural competence and understanding.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Products and Perspectives** of the cultures studied.

World Readiness Standards

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:

- Provide samples of how learners can develop and demonstrate their ICC through the language they are learning. The extent to which one can fully understand and participate in a culture is related to the level of language proficiency.
- Apply to a variety of learning and life environments, such as in elementary school, an immersion class, a high school or college course, independent learning, a study abroad situation, or a work setting.
- Serve as a framework, not a curriculum, to integrate target language use and intercultural competencies in instruction, making clear the inextricable link between language and culture.
- Focus on communicative interaction in another culture, i.e., the ability to communicate and articulate in the target language and behave appropriately in the target culture.
- Are illustrated with examples for each proficiency level, paired as complementary examples as learners Investigate and Interact.
- Support deeper learning by providing a Reflection tool with sample scenarios that show how educators can organize activities for intercultural reflection, both inside the classroom in the target language and outside the classroom in English or the target language.
- Are meant to be used as part of a school-wide program that includes educator collaboration with other content areas and time for guided learner reflection on their intercultural experiences.

The use of the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication can be a first step in the process to simplify the complexities of ICC and provide guidance for educators and learners. Rather than a linear process, ICC is more iterative and interactive, like a mosaic of various cultural experiences informed by self-reflection. Each individual begins at different cognitive, cultural and linguistic stages and progresses at various rates.

| What this tool IS | What this tool is NOT |
|--|--|
| <p>Performance descriptors demonstrated consistently over time</p> <p><u>Benchmarks</u>: Identify overarching features of Intercultural Communication to set long term individual or course goals within each proficiency level.</p> <p><u>Indicators</u>: Break down broad benchmarks into manageable chunks to help learners chart progress or inform unit learning outcomes.</p> <p><u>Examples</u>: Break down indicators to show examples of intercultural language and behavior at each proficiency level and suggest real-life or lesson activities.</p> | <p>Not a checklist of tasks to be demonstrated once and checked off</p> <p>It is not sufficient for the learner to show competence in one specific situation.</p> <p>Competencies are spiraled throughout the learning process so that the learner can consistently demonstrate these skills in multiple contexts.</p> |
| <p>A set of learning examples that can be adapted to school or district curriculum as well as independent learning goals</p> <p>The Can-Do Statements are meant to be adapted to individual learning contexts. They include open-ended “I can...” statements for learners and teachers to customize to fit the content and context of the learning and the targeted proficiency level.</p> | <p>Not a prescribed curriculum</p> <p>The Can-Do Statements are designed to offer samples for modification or elaboration of language syllabi and curricula; they are not intended to provide ready-made intercultural lessons. The statements provided do not claim to be exhaustive or specific to a level of schooling.</p> |
| <p>One step in the process to develop the communicative aspect of ICC in a learned language</p> <p>The Can-Do statements are intended to be used in conjunction with the ICC Reflection Tool. ICC also requires curiosity, discovery, interaction, self-assessment and reflection for self-examination of attitudes and values.</p> | <p>Not a comprehensive ICC program</p> <p>The Can-Do statements are not meant to be used alone, but along with the ICC Reflection Tool. They can also be used as part of a school-wide program that includes teacher collaboration with other content areas and time for guided learner reflection on their intercultural experiences.</p> |
| <p>A starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading</p> <p>Teachers and learners use the statements for self-evaluation to become more aware of what they know and how they feel about their own and others’ cultures. By using statements aligned to the proficiency scale, it allows teachers to create rubrics that enable learners to chart their progress.</p> | <p>Not an instrument for determining a letter or number grade</p> <p>Growth in intercultural communication is measured over time when tasks are integrated into performance assessments and evaluated using rubrics based on the ACTFL proficiency descriptors.</p> |

What is Intercultural Communication?

Intercultural communication is a complex activity that combines cross-cultural knowledge and language skills. It involves initiating, understanding and responding to what is communicated, using culturally appropriate language and behavior in a given context.

For the purposes of this document, the term intercultural communication refers only to the use of culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.

Researchers such as Byram (1997, 2002), M.J. and J.M Bennett (2003), Deardorff (2006), and Fantini (2006) agreed that developing Intercultural Communicative Competence is a complex, non-linear process built from an accumulation of cultural knowledge, practices and social encounters experienced within a variety of cultural contexts. An apt metaphor is a mosaic whose total image is an assemblage of smaller, unique pieces. Each intercultural experience provides an opportunity for interpretation, discovery, interaction and reflection that motivates learners' curiosity and leads to awareness of self and others.

Because intercultural growth involves elements in the affective domain it can be a challenge, and sometimes impossible, for teachers to evaluate learners' progress. Teachers can, however, evaluate how well learners' language use demonstrates intercultural competence, given that the extent to which one can fully understand and participate in a culture is related to the level of language proficiency. The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* suggest tasks that allow for and support these opportunities for intercultural encounters.

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* show the intersection of language proficiency and cultural competence, which do not always align. One individual may possess strong cultural competence yet demonstrate a low level of language proficiency (figure 1). Another individual may display high language proficiency but minimal cultural competence (figure 2).

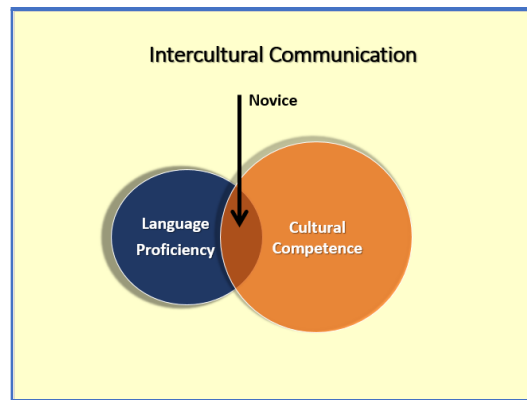


Figure 1

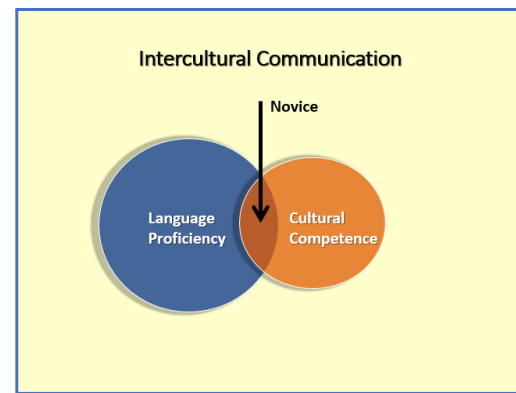


Figure 2

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* focuses on the extent to which learners can demonstrate their intercultural competence through verbal and non-verbal communication. These Intercultural Can-Do Statements are aligned with the Language Can-Do statements to ensure consistency with the ACTFL Proficiency Guidelines. The statements are intended to depict the linguistic competency from Novice to Distinguished levels of language proficiency across the modes of communication.

NCSSFL-ACTFL CAN-DO STATEMENTS
Communication Proficiency Benchmarks

| NOVICE | INTERMEDIATE | ADVANCED | SUPERIOR | DISTINGUISHED |
|---|--|---|---|--|
| Interpretive Benchmarks | | | | |
| I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed. | I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. | I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed. | I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written or signed. | I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written or signed. |
| Interpersonal Benchmarks | | | | |
| I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. | I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. | I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics using series of connected sentences and probing questions. | I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses. | I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written or signed language. |
| Presentational Benchmarks | | | | |
| I can present information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language. | I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. | I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language. | I can deliver extended presentations on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written or signed language. | I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written or signed language. |

CAN-DO STATEMENTS FOR INTERCULTURAL COMMUNICATION

| INVESTIGATE | NOVICE Benchmark | INTERMEDIATE Benchmark | ADVANCED Benchmark | SUPERIOR Benchmark | DISTINGUISHED Benchmark |
|--|--|--|--|---|--|
| INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES | In my own and other cultures I can identify products and practices to help me understand perspectives. yes | In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. | In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. | In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives. | In my own and other cultures I can objectively evaluate products and practices and mediate perspectives. |

PERFORMANCE INDICATORS

| | | | | | |
|------------------------------|--|--|--|---|--|
| INVESTIGATE PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. Yes | In my own and other cultures I can compare products related to everyday life and personal interests or studies. | In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. | In my own and other cultures I can analyze how products of personal and public interest are related to perspectives. | In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints. |
| INVESTIGATE PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. Yes | In my own and other cultures I can compare practices related to everyday life and personal interests or studies. | In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives. | In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives. | In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints. |

| INTERACT | NOVICE Benchmark | INTERMEDIATE Benchmark | ADVANCED Benchmark | SUPERIOR Benchmark | DISTINGUISHED Benchmark |
|--|--|---|---|---|---|
| INTERACT WITH OTHERS IN AND FROM ANOTHER CULTURE | I can interact at a survival level in some familiar everyday contexts. | I can interact at a functional level in some familiar contexts. | I can interact at a competent level in familiar and some unfamiliar contexts. | I can interact in complex situations to ensure a shared understanding of culture. | I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures. |

PERFORMANCE INDICATORS

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|-------------------------------|--|---|--|---|--|
| INTERACT WITH LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. Yes | I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. | I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. | I can suspend judgement, adapt my language and make appropriate cultural references when interacting with others from the target culture in social and professional situations. | I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture. |
| | I can use appropriate rehearsed behaviors and | I can recognize that significant differences in behaviors exist | I can demonstrate awareness of subtle differences among | I can adhere to basic social and professional norms and | I can transition smoothly from formal to informal styles of |

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|-------------------------------|--|--|---|--|---|
| INTERACT WITH BEHAVIOR | recognize some obviously inappropriate behaviors in familiar everyday situations. Yes | among cultures, use appropriate learned behaviors and avoid major social blunders. | cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. | etiquette, read nonverbal cues and adjust my behavior in complicated situations. | behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy. |
|-------------------------------|--|--|---|--|---|

| EXAMPLES | NOVICE Examples | INTERMEDIATE Examples | ADVANCED Examples | SUPERIOR Examples | DISTINGUISHED Examples |
|--|---|--|---|---|--|
| INVESTIGATE Products and Practices to Understand Cultural Perspectives | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . |
| INTERACT With Others in and from Another Culture | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . |
| INVESTIGATE | In my own and other cultures I can identify locations to buy something and how culture affects where people shop. | In my own and other cultures I can compare how and why houses, buildings, and towns affect lifestyles. | In my own and other cultures I can describe the cultural influences on the design of houses, buildings and towns. | In my own and other cultures I can analyze the evolution of urban architectural design from traditional to current trends. | In my own and other cultures I can express various viewpoints about urban planning and its influence on society. |
| INTERACT | I can use rehearsed behaviors when shopping in a familiar type of store. | I can use learned behaviors when visiting someone's home or business and notice when I make a cultural mistake. | I can adjust my personal space and body language accordingly when interacting with others in a business, school or work environment.. | I can interact appropriately in professional meetings and adjust behaviors to accomplish my goals. | I can organize informal and formal social activities that validate the traditions of international visitors. |
| INVESTIGATE | In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people. | In my own and other cultures I can compare events and beliefs that drive the creation of a monument or the popularity of a landmark. | In my own and other cultures I can describe and explain how landmarks and monuments contribute to national identity. | In my own and other cultures I can analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture. | In my own and other cultures I can evaluate the cultural capital of landmarks and monuments from different viewpoints. |
| INTERACT | I can act appropriately when purchasing an entrance ticket to a landmark or historical site. | I can show respect when visiting an historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others. | I can manage my non-verbal reactions and personal space when in a crowded environment such as standing in line. | I can adjust the display of my emotional reactions when the cultural expectations differ from my own. | I can respond with appropriate behavior to the reactions of a diverse group at a political demonstration or other emotionally-charged event. |
| INVESTIGATE | In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. | In my own and other cultures I can compare school/learning environments and curricula to determine what is valued. | In my own and other cultures I can explain how beliefs and values are reflected in educational testing, ceremonies and certificates. | In my own and other cultures I can analyze the role family plays in schooling. | In my own and other cultures I can objectively evaluate the role of education in the quality of life. |
| INTERACT | I can answer simple questions about my study abroad plans. | I can meet with an advisor in the target culture to select courses | I can complete the requirements of an | I can interview parents about their role in their children's | I can collaborate on an educational research project with peers from other cultures, |

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|--|--|--|--|---|--|
| EXAMPLES | | that match my preferences and academic goals. | undergraduate course in the target culture. | education. and analyze their responses. | mediating objections during the process. |
| | NOVICE Examples | INTERMEDIATE Examples | ADVANCED Examples | SUPERIOR Examples | DISTINGUISHED Examples |
| INVESTIGATE Products and Practices to Understand Cultural Perspectives | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . |
| INTERACT With Others in and from Another Culture | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . |
| INVESTIGATE | In my own and other cultures I can identify some artists and musicians, their styles and contributions. | In my own and other cultures I can compare how traditions and events influence music and art. | In my own and other cultures I can explain messages expressed in music and art. | In my own and other cultures I can analyze perceptions of beauty and aesthetics that are reflected in art and music. | In my own and other cultures I can evaluate, through multiple lenses, the evolution of beauty, music and art from traditional to current trends. |
| INTERACT | I can recommend sites to experience a variety of local art and music styles. | I can talk about similarities and differences between art and music festivals with a peer from another culture. | I can share my interpretations of a piece of art or music with someone else while respecting theirs. | I can work with others to select works for a gallery show or a concert based on a mediated perception of beauty. | I can collaborate on a retrospective of an artist's or musician's work. |
| INVESTIGATE | In my own and other cultures I can identify geographical forms and how they affect a country's natural resources. | In my own and other cultures I can compare efforts people take to protect the environment. | In my own and other cultures I can explain how people's practices or values contribute to environmental problems or solutions. | In my own and other cultures I can analyze how environmental initiatives contribute to a people's cultural identity or pride. | In my own and other cultures I can analyze and critique environmental policies from multiple perspectives. |
| INTERACT | I can work with a peer in another culture to create a digital presentation on each country's natural resources. | I can work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program. | I can write a blog entry about how to respect and conform to local environmental practices and respond to comments. | I can respect a country's environmental policies when negotiating a business opportunity or participating in a service project with locals. | I can conduct a comparative analysis of environmental laws and share my findings. |
| INVESTIGATE | In my own and other cultures I can identify examples of entertainment, social media and literature and peoples' attitudes toward them. | In my own and other cultures I can tell why people think differently about entertainment, social media and literature. | In my own and other cultures I can explain the values reflected in a literary or social media text. | In my own and other cultures I can identify and analyze implicit bias in social media reactions to the coverage of news and events. | In my own and other cultures I can evaluate the changing attitudes toward entertainment, social media and literature, and how it impacts lives. |
| INTERACT | I can use some Internet slang abbreviations to communicate a short message through social media. | I can compare video game preferences with a peer in the target culture. | I can respond to a social media post in a culturally appropriate manner. | I can recognize and respect other points of view, when discussing a story or film plotline. | I can conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry. |

| EXAMPLES | | | | | |
|--|--|--|--|--|---|
| | NOVICE Examples | INTERMEDIATE Examples | ADVANCED Examples | SUPERIOR Examples | DISTINGUISHED Examples |
| INVESTIGATE Products and Practices to Understand Cultural Perspectives | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . |
| INTERACT With Others in and from Another Culture | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . |
| INVESTIGATE | In my own and other cultures I can identify some products that reveal a stereotype or exaggerated view of a culture. | In my own and other cultures I can compare and contrast how people label nationalities and why they do so. | In my own and other cultures I can explain how stereotypes influence a country's products or marketing strategies. | In my own and other cultures I can analyze the values reflected in political decisions based on stereotypes. | In my own and other cultures I can evaluate what evidence gave rise to a stereotype in order to demystify it. |
| INTERACT | I can work with a peer in the target culture to create posters exposing stereotyped images of each other's countries. | I can work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes. | I can collaborate on an online project to explain misconceptions underlying stereotypes. | I can post an analysis of and answer questions about campaign rhetoric around stereotyped ideas, adapting my language to neutralize the stereotype. | I can facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias. |
| INVESTIGATE | In my own and other cultures I can identify some traditional products and show how and why they are globalized such as fast food, jeans or social media. | In my own and other cultures I can identify and compare the values that promote globalized products, such as efficiency and comfort. | In my own and other cultures I can explain how globalized products impact society and individual lifestyles. | In my own and other cultures I can analyze the attitudes toward the environmental impact of globalized products. | From my own and other cultures' viewpoints I can evaluate the impact of globalization on economic and political perspectives. |
| INTERACT | I can share with peers in another culture restaurants and foods that might be familiar to them. | I can exchange information with a peer in another culture about their preferred technology for communicating. | I can work with others to determine appropriate supplies to contribute to a disaster relief effort. | I can collaborate in international efforts to promote global citizenry. | I can participate on a panel to discuss countries' actions to address global warming. |
| INVESTIGATE | In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people. | In my own and other cultures I can compare how attitudes toward informality and formality in relationships affect behavior and language. | In my own and other cultures I can explain how the role of personal space and topics of conversation influence social interaction. | In my own and other cultures I can analyze how the use of sarcasm, irony and humor reflects societal attitudes. | In my own and other cultures I can critically interpret, evaluate and mediate verbal and nonverbal behaviors in informal and formal contexts. |
| INTERACT | I can greet and take leave from someone using polite rehearsed behaviors. | I can use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations. | I can greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior. | I can greet, interact with and take leave from people across cultures in social and professional situations. | I can greet, interact with and take leave from people across cultures in diverse situations and mediate others' miscues. |

| EXAMPLES | NOVICE Examples | INTERMEDIATE Examples | ADVANCED Examples | SUPERIOR Examples | DISTINGUISHED Examples |
|--|---|--|---|--|--|
| INVESTIGATE Products and Practices to Understand Cultural Perspectives | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . |
| INTERACT With Others in and from Another Culture | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . |
| INVESTIGATE INTERACT | In my own and other cultures I can identify whom people consider to be part of their family. I can appropriately address members of a family who represent different generations and genders. | In my own and other cultures I can compare the roles of family members. I can respond in an appropriate informal and formal manner in familiar family situations. | In my own and other cultures I can explain the degree to which society supports the family and family values. I can interact appropriately at a family event based on cultural norms and family dynamics. | In my own and other cultures I can analyze how age or gender affects roles in family, school or the workplace. I can interact with members of someone's family in a professional capacity while respecting their cultural values. | In my own and other cultures I can evaluate how family structure impacts social issues and political decision-making. I can collaborate in decision-making in crisis situations involving families. |
| INVESTIGATE INTERACT | In my own and other cultures I can identify how people count and measure. I can work with a target language peer and use math skills to compare the area of our living spaces. | In my own and other cultures I can identify differences in math operations and consider the possible cultural influences. I can work with a newcomer EL and compare how we perform a particular math operation. | In my own and other cultures I can access and elicit information needed to graph the percentage of government funding for education and explain why there are differences. I can work with a target language peer and use math skills to survey others on a topic and graph and present results. | In my own and other cultures I can analyze the government's fiscal support for math and science education and draw conclusions about how and why these areas of study are valued. I can share ideas when analyzing the budget or architectural design for a new building. | In my own and other cultures I can evaluate the economic impact of math and science education and defend or dispute current related policies. I can arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning. |
| INVESTIGATE INTERACT | In my own and other cultures I can identify how, what and why people eat what they do. I can act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant. | In my own and other cultures I can compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy or attitudes toward health. I can demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink. | In my own and other cultures I can explain the attitudes toward meals, health and fitness. I can demonstrate and adjust basic table manners as a guest in a home or restaurant. | In my own and other cultures I can analyze how people's beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits. I can demonstrate proper table etiquette and conversation at formal functions such as a wedding or a business dinner. | In my own and other cultures I can evaluate multiple viewpoints toward such issues as healthcare, hunger and obesity, and the implications on laws and quality of life. I can participate confidently in informal and formal corporate events in another culture, as a participant and a planner. |
| EXAMPLES | NOVICE Examples | INTERMEDIATE Examples | ADVANCED Examples | SUPERIOR Examples | DISTINGUISHED Examples |

| | | | | | |
|--|--|---|---|--|--|
| INVESTIGATE Products and Practices to Understand Cultural Perspectives INTERACT With Others in and from Another Culture | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . | In my own and other cultures I can... <i>(customize)</i> . |
| | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . | I can... <i>(customize)</i> . |
| INVESTIGATE INTERACT | In my own and other cultures I can identify how culture is reflected in currencies. I can use rehearsed behaviors when purchasing items in a familiar setting. | In my own and other cultures I can compare how buying and selling products and services reflects local and community customs. I can use the currency with a clear understanding of its conversion value. | In my own and other cultures I can explain what cultural factors influence peoples' method of buying and selling. I can act appropriately when purchasing items in unfamiliar business settings. | In my own and other cultures I can assess and explain the impact of cultural competence on business negotiations. I can open and manage a business bank account. | In my own and other cultures I can evaluate values reflected in a nation's economic policies for foreign investment and international trade. I can trade on a foreign stock exchange. |
| INVESTIGATE INTERACT | In my own and other cultures I can identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times. I can select clothing that fits in with what others are wearing. | In my own and other cultures I can identify and compare the values that promote globalized practices, such as use of time and social interaction. I can use technology to communicate with peers in the target culture. | In my own and other cultures I can explain how globalized practices impact individual lifestyles. I can maintain the lifestyle of the family with whom I am staying. | In my own and other cultures I can analyze the effects of globalization on how people see and demonstrate their personal and national identity. I can market a product in the target culture. | In my own and other cultures I can evaluate and explain the impact of globalization on economic and political perspectives. I can organize a conference that meets the needs and expectations of a global audience. |
| INVESTIGATE INTERACT | In my own and other cultures I can interpret simple schedules and consider how people think about time. I can schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules. | In my own and other cultures I can compare how people express time and think about it in similar and different ways. I can consider socially appropriate times and punctuality when inviting someone to go out informally. | In my own and other cultures I can explain how a culture's concept of time influences decisions in business, education and social scheduling. I can consider how people within a culture regard time when participating in a business or social event. | In my own and other cultures I can analyze the values represented by scheduling of daily routines and other events. I can easily conform to norms when scheduling events in a professional setting, such as arrival time and lunch schedules. | In my own and other cultures I can evaluate how and why people conceptually organize time and events. I can mediate differences to show respect for how the other considers time and space while organizing an event for native speakers. |