### NCSSFL-ACTFL CAN-DO STATEMENTS

#### PROFICIENCY BENCHMARKS

<table>
<thead>
<tr>
<th>ADVANCED PROFICIENCY BENCHMARK</th>
<th>SUPERIOR PROFICIENCY BENCHMARK</th>
<th>DISTINGUISHED PROFICIENCY BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
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</tr>
<tr>
<td><em>I can</em> 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.*</td>
<td><em>I can</em> 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.</td>
<td><em>I can</em> 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.</td>
</tr>
<tr>
<td><em>I can</em> 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.</td>
<td><em>I can</em> 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.</td>
<td><em>I can</em> 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.</td>
</tr>
<tr>
<td><em>I can</em> 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.</td>
<td><em>I can</em> deliver extended presentations on abstract or hypothetical 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.</td>
<td><em>I can</em> 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.</td>
</tr>
</tbody>
</table>

#### INTERCULTURAL COMMUNICATION

| 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. |
| In my own and other cultures *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. |

© 2017 NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS
What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?

**PERFORMANCE INDICATOR**

I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?

**PERFORMANCE INDICATOR**

I can follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

**PERFORMANCE INDICATOR**

I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

a) text complexity or length

b) familiarity with topic and background knowledge

c) ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms.
# Interpersonal Communication

## Proficiency Benchmarks + Performance Indicators

### Superior

**Proficiency Benchmark**

*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.

**How can I exchange information and ideas in conversations?**

**Performance Indicator**

*I can* discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

**How can I meet my needs or address situations in conversations?**

**Performance Indicator**

*I can* interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

**How can I express, react to, and support preferences and opinions in conversations?**

**Performance Indicator**

*I can* discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

### Distinguished

**Proficiency Benchmark**

*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.

**How can I exchange information and ideas in conversations?**

**Performance Indicator**

*I can* debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

**How can I meet my needs or address situations in conversations?**

**Performance Indicator**

*I can* interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

**How can I express, react to, and support preferences and opinions in conversations?**

**Performance Indicator**

*I can* tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.
### PRESENTATIONAL COMMUNICATION
**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

#### SUPERIOR

**PROFICIENCY BENCHMARK**

*I can* deliver extended presentations on abstract or hypothetical 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.

#### PERFORMANCE INDICATOR

*I can* present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

#### DISTINGUISHED

**PROFICIENCY BENCHMARK**

*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.

#### PERFORMANCE INDICATOR

*I can* narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

---

**How can I present information to narrate about my life, experiences and events?**

#### PERFORMANCE INDICATOR

*I can* deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

#### PERFORMANCE INDICATOR

*I can* tell a sophisticated presentation to advocate my own or another’s point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

---

**How can I present information to give a preference, opinion or persuasive argument?**

#### PERFORMANCE INDICATOR

*I can* deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

#### PERFORMANCE INDICATOR

*I can* deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

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**How can I present information to inform, describe, or explain?**
### Intercultural Communication

**Proficiency Benchmarks + Performance Indicators**

#### Advanced

<table>
<thead>
<tr>
<th>Proficiency Benchmark</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain some diversity among products and practices and how it relates to perspectives. (I can)</td>
<td>suspend judgment while critically examining products, practices, and perspectives. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
<td>In my own and other cultures</td>
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</table>

#### Investigate

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how a variety of products of public and personal interest are related to perspectives. (I can)</td>
<td>analyze how products of personal and public interest are related to perspectives. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
<td>In my own and other cultures</td>
</tr>
</tbody>
</table>

#### Products

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how a variety of practices within familiar and social situations are related to perspectives. (I can)</td>
<td>analyze how practices within informal and formal situations are related to perspectives. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
<td>In my own and other cultures</td>
</tr>
</tbody>
</table>

#### Practices

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact at a competent level in familiar and some unfamiliar contexts. (I can)</td>
<td>Interact in complex situations to ensure a shared understanding of culture. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
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</tbody>
</table>

#### Interact

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. (I can)</td>
<td>suspend judgment, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
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</tbody>
</table>

#### Language

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. (I can)</td>
<td>adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations. (I can)</td>
</tr>
<tr>
<td>In my own and other cultures</td>
<td>In my own and other cultures</td>
</tr>
</tbody>
</table>

#### Behavior

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy. (I can)</td>
<td></td>
</tr>
</tbody>
</table>
INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

What can I understand, interpret or analyze
in authentic informational texts that I hear, read or view?

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

PERFORMANCE INDICATOR

I can easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

EXAMPLES: Written

I can... (customize with specific content).
I can understand an article advocating for educational reform to meet global needs.
I can understand a transcript from a court case.
I can understand texts about comparative religious philosophies.
I can understand the inferences in a literary review.
I can read an article from a professional journal unrelated to my field.
I can understand a technical report on economics.

EXAMPLES: Written

I can... (customize with specific content).
I can understand historical works with embedded cultural references.
I can understand the details and subtleties of an academic paper on ethical conduct.
I can understand a technical manual on genetics.
I can understand editorials whose arguments are indirect rather than literal.
I can understand subtleties of political satire in essays or blogs.

EXAMPLES: Spoken, Viewed or Signed

I can... (customize with specific content).
I can understand a speaker’s double entendres in a monologue.
I can understand the historical inferences in a movie.
I can understand the political agenda in a live or recorded lecture.
I can understand satirical humor in a comedy routine.
I can understand shades of meaning when listening to politically-charged songs.

EXAMPLES: Spoken, Viewed or Signed

I can... (customize with specific content).
I can understand the arguments in an international policy debate.
I can follow original historical language in classical theatre.
I can understand the cultural references and allusions in an opera.
I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: a) text complexity or length; b) familiarity with topic and background knowledge; and c) ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms.
## INTERPRETIVE COMMUNICATION

**SUPERIOR**

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATOR**

*I can* follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

### EXAMPLES: Written

- I can... *(customize with specific content).*
  - I can understand satirical humor in a poem.
  - I can infer the attitude of an author.
  - I can understand the multiple perspectives conveyed in an historical fiction novel.
  - I can follow the complex interactions that led to a protagonist's downfall.

### EXAMPLES: Spoken, Viewed or Signed

- I can... *(customize with specific content).*
  - I can understand satirical humor in a joke.
  - I can infer the attitude of a storyteller.
  - I can understand the multiple perspectives conveyed in an opera.
  - I can follow the complex interactions leading to a protagonist's downfall.

## DISTINGUISHED

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATOR**

*I can* interpret tone, nuance, and mood in almost any genre of fictional texts.

### EXAMPLES: Written

- I can... *(customize with specific content).*
  - I can understand the cultural inferences conveyed in a parody.
  - I can understand highly idiomatic expressions of a dialect spoken by characters in a novel.
  - I can understand the humor aimed at a specific cultural issue in a satire.
  - I can understand rhetorical techniques an author uses to tailor writing to a particular audience.

### EXAMPLES: Spoken, Viewed or Signed

- I can... *(customize with specific content).*
  - I can understand the cultural inferences conveyed in a parody.
  - I can understand highly idiomatic expressions of a dialect spoken by characters in a drama.
  - I can understand the humor aimed at a specific cultural issue in a satirical play.
  - I can understand rhetorical devices a storyteller uses to tailor language to a particular audience.

### What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: a) text complexity or length; b) familiarity with topic and background knowledge; and c) ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.
# Interpretive Communication

## Proficiency Benchmarks + Performance Indicators + Examples

### Superior Proficiency Benchmark

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.

### Distincted Proficiency Benchmark

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.

### What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

#### Performance Indicator

I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

#### Examples: Written

I can... (customize with specific content).

I can understand diverse opinions expressed in online discussions on the cognitive and social benefits of world language education.

I can interpret various solutions to stop human trafficking proposed by international experts in an online symposium.

I can understand varied points of view on religious perspectives expressed in a Wiki white paper draft.

I can understand an online conversation about the intended and unintended impact of WikiLeaks.

#### Examples: Spoken, Viewed or Signed

I can... (customize with specific content).

I can understand diverse opinions expressed in a discussion on the value of the arts.

I can understand the points of view expressed by residents and candidates at a town meeting.

I can understand religious perspectives expressed in conversation among interfaith leaders.

I can understand a conversational dispute about visa requirements between an airline passenger and customs officials.

### What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

- **a)** text complexity or length;
- **b)** familiarity with topic and background knowledge; and
- **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms.
INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATOR

I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

PERFORMANCE INDICATOR

I can debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

EXAMPLES: Speaking/Listening or Signing

I can... (customize with specific content).

I can participate in a formal conversation with local community leaders about the benefits of ethnic diversity in a community.
I can debate the scientific and social issues related to stem cell research.
I can participate in a panel discussing social justice.

EXAMPLES: Speaking/Listening or Signing

I can... (customize with specific content).

I can persuasively argue a viewpoint with colleagues about a controversial interpretation of a literary work.
I can tailor my language in a political forum to discuss social reform with a diverse cultural audience.
I can interact in a debate by hypothesizing about the societal implications of the ubiquity of artificial intelligence.

EXAMPLES: Writing/Reading

I can... (customize with specific content).

I can work with others through online exchanges to select works for a gallery show based on perceptions of beauty.
I can defend my position on gun control in an online debate with international colleagues.
I can participate actively and react to others appropriately in academic debates, providing facts and rationales to back up my statements.

EXAMPLES: Writing/Reading

I can... (customize with specific content).

I can collaborate online to select the works for a retrospective of an architect’s work, to showcase the artist’s cultural perspectives.
I can participate in an online discussion on the political and social impact and implications of decolonization.
I can collaborate to create consensus for a position statement about the impact of high stakes testing on learner motivation, performance and academic achievement.
# INTERPERSONAL COMMUNICATION

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

## SUPERIOR

**PROFICIENCY BENCHMARK**

- *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.

## DISTINGUISHED

**PROFICIENCY BENCHMARK**

- *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.

## How can I meet my needs or address situations in conversations?

## PERFORMANCE INDICATOR

- *I can* interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

## EXAMPLES: Speaking/Listening or Signing

- *I can*... (customize with specific content).
  - *I can* participate with ease in a complex discussion on the challenges of immigration showing awareness of cultural perspectives.
  - *I can* interact and fully participate in a job interview to discuss in detail why the foreign company interests me and should hire me.
  - *I can* participate in financial discussions to increase an organization’s revenue.

## EXAMPLES: Writing/Reading

- *I can*... (customize with specific content).
  - *I can* mediate a conflict regarding the rights of indigenous people in an online forum.
  - *I can* lead an online discussion to craft a proposal to be submitted for funding.
  - *I can* participate in a technical discussion in my field.

## EXAMPLES: Speaking/Listening or Signing

- *I can*... (customize with specific content).
  - *I can* collaborate on an international environmental research project.
  - *I can* negotiate a contract for a business enterprise.
  - *I can* mediate a community dispute involving participants with vastly differing opinions.

- *I can*... (customize with specific content).
  - *I can* provide online assistance to an international aid organization that needs to negotiate with a local government in the target culture.
  - *I can* mediate an online political forum and redirect unreasonable participants.
  - *I can* work with a local immigrant group to mediate misunderstandings and conflicts.
### INTERPERSONAL COMMUNICATION

**SUPERIOR**

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATOR**

*I can* discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

**EXAMPLES: Speaking/Listening or Signing**

*I can... (customize with specific content).*

- I can discuss the issues related to a global banking system and its implication for fraud potential.
- I can discuss religious issues with interfaith groups.
- I can advise community leaders during their discussion on the selection of an artistic work to represent the diversity of the citizenry.

**EXAMPLES: Writing/Reading**

*I can... (customize with specific content).*

- I can articulate my views in an online conversation about the practice of animal testing to develop medicinal treatments.
- I can mediate an online debate on the potential impact of online degrees.
- I can advocate for or against maintaining a country’s membership in NATO.

### DISTINGUISHED

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATOR**

*I can* tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

**EXAMPLES: Speaking/Listening or Signing**

*I can... (customize with specific content).*

- I can mediate the discussion of international groups on complex political and social issues, providing support for making a difficult decision such as on renewable energy.
- I can discuss alternative arguments for the analyses of literary texts using multiple cultural and historical perspectives.
- I can persuasively debate the ethical responsibility of nations to eliminate human trafficking.

**EXAMPLES: Writing/Reading**

*I can... (customize with specific content).*

- I can persuasively participate in a global online debate on publicly funded treatment of drug addicts.
- I can participate on a shared site in the writing of a policy paper on international treatment of prisoners.
- I can mediate an international electronic discussion on third World access to technology.

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*NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017*
How can I present information to narrate about my life, experiences and events?

**SUPERIOR**

**PROFICIENCY BENCHMARK**

*I can* deliver extended presentations on abstract or hypothetical 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.

**PERFORMANCE INDICATORS**

*I can* present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

**EXAMPLES:** Speaking or Signing

- *I can* present an analysis on how age or gender affects roles in family, school, or the workplace, in my own and other cultures
- *I can* present detailed fictional narrations following cultural conventions of the storytelling genre.
- *I can* present hypotheses about the impact of complex decisions in my field of expertise.
- *I can* present a technical analysis of an experiment or scholarly investigation conducted in my field of expertise and the potential scientific or societal ramifications.

**EXAMPLES:** Writing

- *I can* write an analysis of how age or gender affects roles in family, school, or the workplace, in my own and other cultures
- *I can* write detailed fictional or historical narrations, following cultural conventions of the storytelling genre.
- *I can* write an article for a professional journal about the impact of complex decisions in my field of expertise.
- *I can* write a comprehensive review of a historical, factual or literary work related to my field of expertise.

**DISTINGUISHED**

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATORS**

*I can* narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

**EXAMPLES:** Speaking or Signing

- *I can* present an evaluation on how family structure impacts social issues and political decision-making, both historically and in the future, in my own and other cultures.
- *I can* narrate using culturally relevant rhetorical devices to convey humor, irony or satire.
- *I can* make a formal awards speech about the past, current, and potential future impact of a particular person or foundation, making culturally authentic references to connect with my audience.
- *I can* make presentations on related events on a wide range of issues, incorporating appropriate culturally and historically authentic references to connect with my audience.

**EXAMPLES:** Writing

- *I can* write an evaluation of how family structure impacts social issues and political decision-making, both historically and in the future, in my own and other cultures.
- *I can* compose a short or lengthy written literary or expository work, using culturally relevant rhetorical devices to convey humor, irony or satire.
- *I can* chronicle a related series of events, incorporating appropriate culturally and historically authentic references to connect with my audience.
- *I can* write researched non-fiction texts for the target culture audience, incorporating appropriate culturally and historically authentic references.
### SUPERIOR

**PROFICIENCY BENCHMARK**

I can deliver extended presentations on abstract or hypothetical 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.

### DISTINGUISHED

**PROFICIENCY BENCHMARK**

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.

### How can I present information to give a preference, opinion or persuasive argument?

**PERFORMANCE INDICATORS**

I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

**EXAMPLES:** Speaking or Signing

- I can make a presentation about selecting works for a gallery show or a concert based on a mediated perception of beauty.
- I can construct, develop and present evidence-based hypotheses to explore alternative possibilities to an established practice.
- I can restructure an existing presentation to reflect a particular point of view for a new audience.
- I can defend or challenge a controversial action taken by a person or group.

**EXAMPLES:** Writing

- I can write about how to work with others to select works for a gallery show or a concert based on a mediated perception of beauty.
- I can write an academic thesis or dissertation taking a stance on an issue or set of issues.
- I can write a comprehensive policy statement challenging readers to consider multiple perspectives.
- I can write a review of a written work for a literary magazine or scholarly journal.

**PERFORMANCE INDICATORS**

I can tailor a sophisticated presentation to advocate my own or another’s point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

**EXAMPLES:** Speaking or Signing

- I can... (customize with specific content).
- I can present a retrospective of an artist’s or musician’s work.
- I can present persuasive and hypothetical discourse in my field of expertise.
- I can present and advocate a position that is not necessarily my own, incorporating well recognized examples from the target culture to enrich my presentation.
- I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.

**EXAMPLES:** Writing

- I can... (customize with specific content).
- I can write a retrospective of an artist's or musician's work.
- I can write a political speech for a candidate to deliver in the target culture.
- I can write an editorial advocating for the target culture government to take a particular stance on global warming, food scarcity or similar topics.
- I can use culturally appropriate comedic devices or cultural references to enhance my argument in an opinion piece for a news website.
## SUPERIOR

**PROFICIENCY BENCHMARK**

*I can* deliver extended presentations on abstract or hypothetical 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.

### PERFORMANCE INDICATORS

*I can* deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

### EXAMPLES: Speaking or Signing

*I can*... *(customize with specific content).*

I *can* present an analysis of the role played by schooling in family and society, in my own and other cultures.

I *can* present extensively on a concept or trend in my field of specialization, such as in a TED Talk.

I *can* present a lecture for a variety of purposes in a way that aligns the presentation with the intended objectives.

I *can* provide a balance of evidence and explanations in a presentation on a complex issue and make adjustments as needed to address the audience’s lack of knowledge on a particular topic.

### EXAMPLES: Writing

*I can*... *(customize with specific content).*

I *can* write an analysis of the role played by schooling in family and society, in my own and other cultures.

I *can* write extensively on a concept or trend in my field of specialization.

I *can* write an article for submission to a professional or specialized journal.

I *can* write an editorial for a newspaper or magazine about a current social, cultural or political issue or controversy.

## DISTINGUISHED

**PROFICIENCY BENCHMARK**

*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.

### PERFORMANCE INDICATORS

*I can* deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

### EXAMPLES: Speaking or Signing

*I can*... *(customize with specific content).*

I *can* present an objective evaluation of the role of education in the quality of life in my own and other cultures.

I *can* present a coherent and articulate presentations on highly abstract topics related to my interests and expertise, such as artificial intelligence or space exploration.

I *can* make coherent and articulate presentations on global concepts such as environmental issues, population growth or genetically modified organisms.

I *can* gauge the level of comprehension of my audience and adjust my presentation’s content, style or delivery as appropriate.

### EXAMPLES: Writing

*I can*... *(customize with specific content).*

I *can* write an objective evaluation of the role of education in the quality of life in my own and other cultures.

I *can* write a text as short as a poem or as long as a treatise, based upon its purpose.

I *can* write extensively on global concepts such as food scarcity, human rights, or the long-term impact of pesticides.

I *can* write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.
### SUPERIOR

**PROFICIENCY BENCHMARK**

In my own and other cultures *I can* suspend judgment while critically examining products, practices, and perspectives.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCTS</strong></td>
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<tr>
<td><strong>PRACTICES</strong></td>
</tr>
</tbody>
</table>

**INTERACT**

*I can* interact in complex situations to ensure a shared understanding of culture.

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
</tr>
<tr>
<td><strong>BEHAVIOR</strong></td>
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</table>

### EXAMPLES: Linking Investigation and Interaction

*I can*... *(customize with specific content)*.

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
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</thead>
<tbody>
<tr>
<td>In my own and other cultures <em>I can</em> analyze the evolution of urban architectural design from traditional to current trends.</td>
<td><em>I can</em> interact appropriately in professional meetings and adjust behaviors to accomplish my goals.</td>
<td>In my own and other cultures <em>I can</em> analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.</td>
<td><em>I can</em> adjust the display of my emotional reactions when the cultural expectations differ from my own.</td>
<td>In my own and other cultures <em>I can</em> analyze how products of personal and public interest are related to perspectives.</td>
<td><em>I can</em> interview parents about their role in their children’s education and analyze their responses.</td>
<td>In my own and other cultures <em>I can</em> analyze the values represented by scheduling of daily routines, and other events.</td>
<td><em>I can</em> easily conform to norms when scheduling events in a professional setting, such as arrival time and lunch schedules.</td>
<td>In my own and other cultures <em>I can</em> analyze perceptions of beauty and aesthetics that are reflected in art and music.</td>
<td><em>I can</em> work with others to select works for a gallery show or a concert based on a mediated perception of beauty.</td>
<td>In my own and other cultures <em>I can</em> analyze how environmental initiatives contribute to a people’s cultural identity or pride.</td>
<td><em>I can</em> respect a country’s environmental policies when negotiating a business opportunity or participating in a service project with locals.</td>
<td>In my own and other cultures <em>I can</em> identify and analyze implicit bias in social media reactions to the coverage of news and events.</td>
<td><em>I can</em> recognize and respect other points of view when discussing a story or film plotline.</td>
</tr>
</tbody>
</table>
### INTERCULTURAL COMMUNICATION

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

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<tr>
<th>INVESTIGATE</th>
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<tr>
<td>Investigate Products And Practices To Understand Cultural Perspectives</td>
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<tr>
<td>Investigate In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.</td>
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<tr>
<td>LANGUAGE</td>
<td>I can suspend judgment, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.</td>
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<tr>
<td>BEHAVIOR</td>
<td>I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.</td>
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<td>I can greet, interact with and take leave from people across cultures in social and professional situations.</td>
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<tr>
<td>In my own and other cultures I can analyze how age or gender affects roles in family, school, or the workplace.</td>
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<tr>
<td>I can interact with members of someone’s family in a professional capacity while respecting their cultural values.</td>
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<tr>
<td>In my own and other cultures I can analyze how people’s beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits.</td>
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<td>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.</td>
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**INTERCULTURAL COMMUNICATION**
**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

### DISTINGUISHED

**PROFICIENCY BENCHMARK**
- In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.

**PRODUCTS**
- In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.

**PRACTICES**
- In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.

**PERFORMANCE INDICATORS**

**LANGUAGE**
- I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.

**BEHAVIOR**
- I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

### EXAMPLES: Linking Investigation and Interaction

**I can… (customize with specific content).**

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<tbody>
<tr>
<td>In my own and other cultures <strong>I can</strong> express various viewpoints about urban planning and its influence on society.</td>
<td><strong>I can</strong> organize informal and formal social activities that validate the traditions of international visitors.</td>
<td>In my own and other cultures <strong>I can</strong> evaluate the cultural capital of landmarks and monuments from different viewpoints.</td>
<td><strong>I can</strong> respond with appropriate behavior to the reactions of a diverse group at a political demonstration or other emotionally-charged event.</td>
<td>In my own and other cultures <strong>I can</strong> objectively evaluate the role of education in the quality of life.</td>
<td><strong>I can</strong> collaborate on an educational research project with peers from other cultures, mediating objections during the process.</td>
<td>In my own and other cultures <strong>I can</strong> evaluate how and why people conceptually organize time and events.</td>
<td><strong>I can</strong> mediate differences to show respect for how the other considers time and space while organizing an event for native speakers.</td>
<td>In my own and other cultures <strong>I can</strong> evaluate, through multiple lenses, the evolution of beauty, music and art from traditional to current trends.</td>
<td><strong>I can</strong> collaborate on a retrospective of an artist's or musician's work.</td>
<td>In my own and other cultures <strong>I can</strong> analyze and critique environmental policies from multiple perspectives.</td>
<td><strong>I can</strong> conduct a comparative analysis of environmental laws and share my findings.</td>
<td>In my own and other cultures <strong>I can</strong> evaluate the changing attitudes toward entertainment, social media and literature, and how it impacts lives.</td>
<td><strong>I can</strong> conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry.</td>
<td>In my own and other cultures <strong>I can</strong> evaluate what evidence gave rise to a stereotype in order to demystify it.</td>
<td><strong>I can</strong> facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias.</td>
</tr>
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</table>
### INVESTIGATE

**Investigate Products And Practices To Understand Cultural Perspectives**

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</thead>
<tbody>
<tr>
<td><strong>PRODUCTS</strong></td>
<td>In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.</td>
</tr>
<tr>
<td><strong>PRACTICES</strong></td>
<td>In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.</td>
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</tbody>
</table>

### INTERACT

**Interact With Others In And From Another Culture**

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</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
<td>I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.</td>
</tr>
<tr>
<td><strong>BEHAVIOR</strong></td>
<td>I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.</td>
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### EXAMPLES: Linking Investigation and Interaction

**I can… (customize with specific content).**

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<tbody>
<tr>
<td>In my own and other cultures I can...</td>
<td>I can...</td>
</tr>
<tr>
<td>critically interpret, evaluate, and mediate verbal and nonverbal behaviors in informal and formal contexts.</td>
<td>I can greet, interact with and take leave from people across cultures in diverse situations and mediate others’ miscues.</td>
</tr>
<tr>
<td>evaluate how family structure impacts social issues and political decision-making.</td>
<td>I can collaborate in decision-making in crisis situations involving families.</td>
</tr>
<tr>
<td>evaluate the economic impact of math and science education and defend or dispute current related policies.</td>
<td>I can arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning.</td>
</tr>
<tr>
<td>evaluate multiple viewpoints toward such issues as healthcare, hunger, and obesity, and the implications on laws and quality of life.</td>
<td>I can participate confidently in informal and formal corporate events in another culture, as a participant and a planner.</td>
</tr>
<tr>
<td>examine and evaluate how attitudes toward personal time influence laws and regulations concerning work and vacation time.</td>
<td>I can mediate objections during the process of planning sports events with representatives of multiple nations.</td>
</tr>
<tr>
<td>interpret and mitigate conflicting ideas people may have about various holiday or festival rituals.</td>
<td>I can organize an event, a holiday celebration or a festival in accordance with the beliefs of international visitors.</td>
</tr>
<tr>
<td>evaluate how legislators’ beliefs and motivations have financial and political implications on the transportation industry.</td>
<td>I can debate the benefits and consequences of introducing a new form of transportation given the local context.</td>
</tr>
<tr>
<td>evaluate values reflected in a nation’s economic policies for foreign investment and international trade.</td>
<td>I can trade on a foreign stock exchange.</td>
</tr>
<tr>
<td>evaluate and explain the impact of globalization on economic and political perspectives.</td>
<td>I can organize a conference that meets the needs and expectations of a global audience.</td>
</tr>
</tbody>
</table>