



NCSSFL-ACTFL CAN-DO STATEMENTS

Intercultural Communication and the Intercultural Reflection Tool

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 FOR LEARNING LANGUAGES

INTRODUCTION

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

- Provide **samples** of how learners can develop and demonstrate their Intercultural Communicative Competence (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 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 in another language and behave appropriately in that culture.
- **Illustrate with examples** for each proficiency level, paired as complementary activities as learners Investigate and Interact.
- **Support deeper learning by providing an Intercultural Reflection Tool** with sample scenarios across grade levels and proficiency sublevels that show how educators can organize activities for intercultural reflection, both inside the classroom in the new/focus language and outside the classroom in English/first language or the focus 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. Everyone begins at different cognitive, cultural, and linguistic stages and progresses at various rates.

WHAT THE INTERCULTURAL CAN-DO STATEMENTS ARE	WHAT THE INTERCULTURAL CAN-DO STATEMENTS ARE 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. 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 <i>Intercultural Can-Do Statements</i> are meant to be adapted to individual learning contexts. They include open-ended “I can...” statements for learners and educators 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 <i>Intercultural Can-Do Statements</i> 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 <i>Intercultural Can-Do statements</i> are intended to be used in conjunction with the <i>Communication Can-Do Statements</i> and the <i>ICC Reflection Tool</i>. 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 and Reflection Tool are not meant to be used in isolation. They can also be used as part of a school-wide program that includes educators 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>Educators 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 educators to create rubrics that enable learners to chart 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 each 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 diverse 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 (ICC) 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 educators to evaluate learners' progress. Educators 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 examples 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).

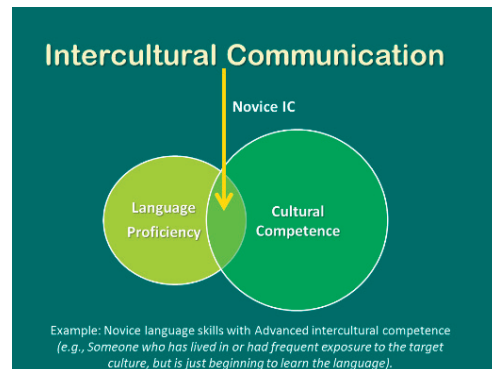


Figure 1

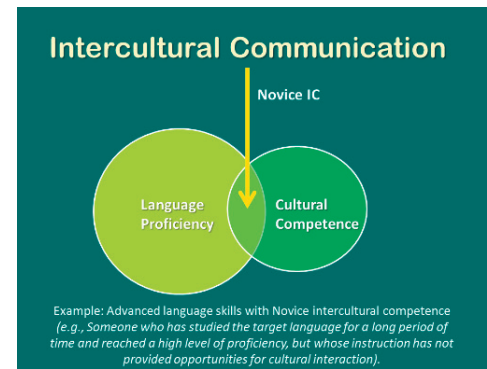


Figure 2

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* focus 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.

Why Use the Intercultural Reflection Tool with the Can-Do Statements?

Using the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* for self-assessment, goal setting, and planning for learning is only a first step on the journey to developing Intercultural Communicative Competence (ICC). **Another crucial step is reflection.**

Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. They begin to experience how language proficiency can limit or enhance their comfort level and success in these encounters. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes, which Byram (1997, 2002), Deardorff (2006) and Fantini (2006) state, that along with knowledge and skills, are the foundation of intercultural competence. Learning to examine and understand behaviors provides a factual base from which stereotypes and misconceptions can be explained and dispelled. To help develop a habit of self-reflection, it is important for learners to pause and withhold judgment when learning about, analyzing, and interpreting cultural products, practices, and perspectives.

The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s first language. For this reason, the reflective activities in the *Intercultural Reflection Tool* correspond to the Can-Do Statements performance indicators to allow for maximum use of the new/focus language during instructional time and an option for use of English or first language at home for deeper reflection. The framework for these reflective activities involves:

- an introductory in-class activity in the new/focus language;
- a deeper reflection outside of class in English/home language or in the focus language; and
- a follow-up in-class activity in the new/focus language.

INTERCULTURAL CAN-DO STATEMENT →	NOVICE	Elementary – 4th grade Spanish
	Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify locations to buy something and how cultures affect where people shop. • Interact: I can use rehearsed behaviors when shopping in a familiar type of store.
INTERCULTURAL ACTIVITY IN CLASS in the new/focus language →	INTERCULTURAL ACTIVITIES (in class, in the new/focus language)	
	Following a lesson on where people shop in another culture, learners are taken on a field trip to a local Mexican <i>tienda</i> . Learners greet and interact with the owner and/or sales-clerk(s) and in groups of 3 or 4 participate in a scavenger hunt to find certain items. When learners locate the specific items, they photograph them and write down their names for a later presentation.	
REFLECTION ACTIVITY AT HOME in English/home language or in the focus language →	REFLECTIONS (at home, in English/home language)	
	<ol style="list-style-type: none"> Write down in English what you noticed in the store beyond the products on the scavenger list, e.g., what people wore, what language customers were speaking, if there was a TV and what program was on, if hot food was sold, what products other than food were available, etc. How was this store similar to or different from grocery stores where your family shops? POLL: For each set of statements below, choose the one that best describes your reaction and say why you chose that statement. <ul style="list-style-type: none"> A. I felt very comfortable in the store and would like to go back. I felt relatively comfortable in the store. I felt uncomfortable in the store. B. I thought it was fun to discover new foods in the store and might like to try one. I learned about some new foods that other people use. This will help me in class. I like field trips, but I'm not really interested in learning about new foods. C. I felt very comfortable trying to talk with the owner/clerk(s). I felt okay talking with the owner/clerk(s). I felt uncomfortable talking with the owner/clerk(s). I didn't talk with the owner/clerk(s). 4. What have you learned about yourself and others from thinking about this? 	
CLOSING ACTIVITY IN CLASS in the new/focus language →	CLOSING ACTIVITY (in the new/focus language)	
	<p>The next day, groups share their findings. Teacher asks yes/no, either/or, and short answer questions in the language to help learners to think more deeply about the shared information.</p> <ul style="list-style-type: none"> • Did you see calendars for sale? Did they have photos of movies or religion on them? Why? (Because religion is important to them? etc.) • Was there a TV on in the store? What was playing? (Sporting event, singers, the news. If sports, which one? Why? Do they play ___ in ___? etc.) <p>Teacher and students chart the responses to the homework poll to show the cross section of reactions. Teacher brings in a food from the store for students to try.</p>	

It is worth noting that the lack of sufficient language proficiency does not prevent the internalization of cultural perspectives, it only hinders the ability to communicate them in the new language. Learners internalize perspectives by reflecting on them and expressing them in their first language before they express those perspectives in the new language. In the early stages of learning a language, learners develop an understanding of products and practices, while internalizing the perspectives associated with them. Later, as their language proficiency grows, learners are able to express and apply their knowledge of perspectives in intercultural contexts.

The development of cognitive and affective skills is a factor in intercultural reflection and growth. Young learners need guided experience and can benefit from parental or caregiver involvement at home. **Observing, noticing, discovering, comparing, considering, thinking, and higher-level skills such as recommending, planning, hypothesizing, and creating,** are among the cognitive acts associated with reflection and are vital to the evolution of attitudes. Affective components such as **receiving, feeling, imagining, valuing, appreciating, and preferring** need to be considered, as they, too, play an important role in the reflective process.

The accumulation of individual experiences and the quality of reflection on those experiences pave the path to growth in ICC. The language classroom provides a prime environment for nurturing these dispositions and skills, crucial to whole child development. However, it should not be the sole responsibility of language educators to develop a learner's ICC. Educators across content areas can collaborate and partner with outside organizations to build a more extensive and integrated schoolwide ICC program.

What are the Theoretical Frameworks and Research that Support the NCSSFL-ACTFL Can-Do Statements?

Too often learners are seen as subjects of assessment, not users of assessments. To become the primary users of assessment information, learners must make what they learn part of themselves. One important means for involving learners in their own learning process is by having them participate in a goal setting process to monitor their own progress to determine how well they are accomplishing their learning targets. Learning goals form the foundation for motivation in an instructional setting and for where working memory is being allocated. Motivation is critical to learning because, "without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language" (Dörnyei, 2010, p. 74). It is vital to understand motivation in order to promote learner autonomy, which is key to the continuation of language learning beyond the classroom.

Learning targets, expressed in terms of Can-Do Statements, provide an important venue for setting learning goals to provide language learners with the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals. SMART (specific, measurable, achievable, relevant, time bound) goals, such as the Can-Do Statements, provide a clear direction to focus learners' language learning efforts that will help them meet these goals. Such a constructivist, or sociocultural worldview, regards learning as an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning, aimed at developing self-regulation and self-efficacy.

The impact on learners and learner achievement of Can-Do Statements, as evidenced in LinguaFolio® (LF®) and its European predecessor, the European Language Portfolio (ELP), has been investigated through a growing body of research. LinguaFolio® was designed to help language educators develop autonomous learning and learner empowerment. Research at the classroom level has revealed that goal setting, which is at the heart of LF® and ELP, promotes self-regulated learning, increases language and academic achievement, enhances motivation and task value, and improves self-assessment when implemented regularly and frequently (Burton & Swain, 2014; Ciesielkiewicz & Coca, 2013; Little, 2009; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Ziegler, 2014; Ziegler & Moeller, 2012; Clarke, 2013; Moeller & Yu, 2015). Learners who experienced LF® as an intervention in the world language classroom achieved higher academic outcomes as measured by cumulative GPA and ACT scores in math, science, reading, and English in comparison to students who were not exposed to LF® (Clarke, 2013).

These studies have shown that the major components of setting goals, documenting progress, and self-assessment of learning are critical in developing learner autonomy and self-regulation in language learners that contribute to increased motivation, higher language achievement, and academic success.

NCSSFL-ACTFL CAN-DO STATEMENTS GLOSSARY OF KEY TERMS

TERM	EXPLANATION	EXAMPLES
<p>Authentic Texts and Media</p>	<p>The Interpretive Can-Do Statements describe learner performance when accessing a variety of authentic texts and media across cultures for reading, viewing, and listening, beginning at Novice Low. Early exposure to cultural materials is essential for developing intercultural communicative competence for all learners.</p> <p>In the context of the Interpretive Can-Do Statements, <i>authentic texts</i> indicate print, digital, or media materials created by members of a language and culture group for members of the same language and culture group, and which learners would encounter beyond the classroom or learning environment.</p> <p>Educators also incorporate a variety of high-quality materials and strategies that help learners achieve their goals for Interpretive Communication, which might include textbooks, readers, or teacher-created materials that serve as a scaffold or bridge to accessing authentic materials at every level.</p>	<p>Novice Level Resources</p> <p><i>Titles (job, film, book, song)</i></p> <p><i>Headlines or lists</i></p> <p><i>Signage, posters, flyers</i></p> <p><i>Stories or poetry excerpts</i></p> <p><i>Simple lyrics</i></p> <p><i>Social media posts</i></p> <p><i>Commercials or ads</i></p> <p><i>Commerce websites</i></p> <p><i>Organization websites</i></p> <p><i>Education websites</i></p> <p><i>Tourism websites</i></p> <p><i>Simple infographics</i></p> <p><i>Maps (heat, geography)</i></p> <p><i>Reports (weather, census)</i></p> <p><i>Step-by-step instructions</i></p> <p><i>Museum online exhibits</i></p> <p><i>Receipts or bills</i></p> <p><i>Games or gaming</i></p> <p><i>Genealogy charts</i></p>
<p>Connected Sentences</p>	<p>A series of sentences that logically build on each other to share an idea. They are beyond the level of simple sentences but do not yet have the organizational structure of a full paragraph, such as an introduction and conclusion.</p>	<p><i>I work in an office, and I help customers every day. Usually, I answer emails and phone calls. When the office is busy, I feel stressed, but I like my job.</i></p>
<p>Everyday</p>	<p>Everyday contexts are those in which learners have knowledge of words, content, or contexts related to their daily life, interests, or community.</p>	<p><i>Meals and eating habits</i></p> <p><i>Transportation options</i></p> <p><i>Housing and daily routines</i></p>

TERM	EXPLANATION	EXAMPLES
Familiar	Familiar contexts are those in which learners have been exposed to language and content related to a specific topic or focus that may be new or unfamiliar. This new knowledge can also serve as background knowledge for future learning.	<i>Environmental actions</i> <i>Culture-specific celebration</i> <i>Food sources or agriculture</i> <i>Arts, music, and literature</i> <i>Social norms and etiquette</i>
Infer Meaning	Use background knowledge, literacy skills, or literary devices to make meaning or understand content, nuance, tone, purpose, etc.	<i>Cognates, context clues, background knowledge, word families, alliteration, juxtaposition, symbolism</i>
Intercultural Communicative Competence (ICC)	ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one's own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is essential in a global society.	<i>Observing, noticing, discovering, comparing, considering, thinking, recommending, planning, hypothesizing, feeling, creating, receiving, valuing, imagining, appreciating, preferring</i>
Intercultural Investigation: Identify Compare Explain Analyze Evaluate	Identify: to notice, recognize, name, or list products and practices to help understand perspectives. Compare: to look at products and practices side by side and describe their relationship in an organized way to help understand perspectives. Explain: to describe and elaborate on the reasons for how products and practices are related to perspectives. Analyze: to examine how products, practices, and perspectives fit together or influence each other based on patterns, structures, or causes. Evaluate: to assess the impact of the relationship between products, practices, and perspectives using criteria, viewpoints, or other evidence to support reasoning.	Landmarks/Monuments Identify: List familiar landmarks and monuments and what they represent to people. Compare: Describe events and beliefs that drive the creation of a monument or the popularity of a landmark. Explain: Describe the relationship of landmarks and monuments to cultural values, attitudes, or beliefs. Analyze: Examine the changes in the significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture. Evaluate: Assess the cultural capital of landmarks and monuments from different viewpoints.




TERM	EXPLANATION	EXAMPLES
Literacy Skills	<p>Learners bring prior skills and experiences to making and sharing meaning when acquiring a new language. These include reading, writing, speaking, listening, viewing, and signing skills across all three modes of intercultural communication. Factors that impact how well learners understand texts and produce language include:</p> <ul style="list-style-type: none"> • text complexity and length • familiarity with the topic and background knowledge • existing and developing literacy skills and strategies 	<p><i>Recognize key words</i></p> <p><i>Detect the main idea</i></p> <p><i>Identify supporting details</i></p> <p><i>Use self-questioning to monitor understanding</i></p> <p><i>Note organizational features</i></p> <p><i>Guess meaning from context</i></p> <p><i>Make logical inferences</i></p> <p><i>Identify the author’s purpose</i></p> <p><i>Identify cultural perspectives and norms</i></p> <p><i>Make personal and text-to-text connections</i></p>
Paragraph	<p>A group of related sentences that develop a single main idea in a clear, organized way and that goes beyond simple or connected sentences.</p>	<p><i>Includes a focus topic, introduction, supporting details, conclusion, and logical connections</i></p>
Performance vs Proficiency	<p>Performance refers to what an individual can do within familiar contexts and content areas, using language functions, structures, and vocabulary that have been learned and practiced in a learning or instructional context.</p> <p>Proficiency refers to what an individual can do regardless of the setting, or where, when, and how the language was learned. Proficiency describes an individual’s ability to use the language in all types of situations about topics that may or may not be familiar and in contexts that may or may not have been encountered previously.</p>	<p>Performance: <i>A learner explains local transportation options in a francophone city using vocabulary and structures practiced during a unit on travel.</i></p> <p>Proficiency: <i>A traveler in a francophone city missed their train connection and must negotiate with the station manager for an alternative method of transportation.</i></p>
Straightforward Texts or Media	<p>Texts or media that have a clear structure (beginning, middle, end); logical flow with clear transitions; consistent formatting; and/or clear and concise language.</p>	<p><i>An infographic with images, bullets, and brief phrases or sentences.</i></p>

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COMMUNICATION PROFICIENCY BENCHMARKS

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 from words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.	I can interpret and infer meaning on a range of unfamiliar, abstract, and specialized issues or themes in academic, technical, and professional texts that are spoken, written, or signed.	I can interpret and infer meaning on a wide range of global issues or themes and highly abstract concepts, with deeply embedded cultural references, colloquialisms, and language varieties from dense, structurally sophisticated texts that are spoken, written, or signed.
 INTERPERSONAL BENCHMARKS				
I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	I can interact 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 and concrete unfamiliar topics using series of connected sentences and probing questions.	I can engage in extended spoken, written, or signed discussions and debates on concrete and abstract issues and ideas and some areas of specialized expertise, using complex discourse with supporting arguments and exploring hypotheses.	I can engage in conceptually and linguistically complex spoken, written, or signed discussions and debates on a wide range of global issues and abstract concepts, using complex discourse and adapting to the cultural context of the conversation.
 PRESENTATIONAL BENCHMARKS				
I can share 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 provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	I can present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	I can present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
	PROFICIENCY BENCHMARK				
INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	I can compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	I can explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.	I can analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	I can objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.
	PERFORMANCE INDICATORS				
INVESTIGATE PRODUCTS	I can identify some products to help me understand perspectives in familiar everyday contexts.	I can compare products to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of products are related to perspectives in familiar and some unfamiliar contexts.	I can analyze how a wide range of concrete and abstract products are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract products reflect perspectives.
INVESTIGATE PRACTICES	I can identify some practices to help me understand perspectives in familiar everyday contexts.	I can compare practices to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of practices are related to perspectives in familiar and some unfamiliar contexts.	I can analyze how a wide range of concrete and abstract practices are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract practices reflect perspectives.
	PROFICIENCY BENCHMARK				
INTERACTION Interact Across Cultures And Communities	I can interact at a limited level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact competently in familiar and some unfamiliar contexts.	I can interact in complex situations to ensure a shared understanding of cultures.	I can mediate and bridge cultural and pluricultural perspectives with ease.
	PERFORMANCE INDICATORS				
INTERACT WITH LANGUAGE	I can communicate with others from a variety of cultures and communities, including my own, in familiar everyday situations using memorized language and basic cultural awareness.	I can interact with others from a variety of cultures and communities, including my own, in familiar situations and demonstrate some understanding of cultural similarities and differences.	I can interact with others from a variety of cultures and communities, including my own, in familiar and some unfamiliar situations and apply my understanding of cultural similarities and differences.	I can suspend judgment, adapt my language, and use a depth of cultural knowledge to interact with others from a variety of cultures and communities, including my own, in various situations.	I can engage with empathy and cultural nuance when interacting with others from a variety of cultures and communities, including my own, in almost any situation.
INTERACT WITH BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behaviors exist among cultures and use some culturally appropriate behaviors in familiar situations.	I can demonstrate awareness of subtle differences among cultural behaviors and integrate culturally appropriate behaviors in familiar and some unfamiliar situations.	I can adapt to cultural norms and etiquette, read nonverbal cues, and adjust my behavior in various situations.	I can adjust my formal and informal styles of behavior, respond effectively to nonverbal cues, and mediate smoothly and respectfully in almost any situation.

INTERCULTURAL COMMUNICATION

EXAMPLES

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

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
Across cultures and communities including my own, I can... (customize with specific content).					
INVESTIGATE Products And Practices To Understand Cultural Perspectives	<i>I can</i> identify some artists and musicians, their styles, and contributions.	<i>I can</i> compare how traditions and events influence music and art.	<i>I can</i> explain messages expressed in music and art.	<i>I can</i> analyze perceptions of beauty and aesthetics that are reflected in art and music.	<i>I can</i> evaluate evolutions of beauty, music, and art from traditional to current trends through multiple lenses.
INTERACT With Language and Behavior	<i>I can</i> recommend sites to experience a variety of local art and music styles.	<i>I can</i> talk about similarities and differences between art and music festivals with a peer from another culture.	<i>I can</i> share my interpretations of a piece of art or music with someone else while respecting theirs.	<i>I can</i> work with others to select works for a gallery show or a concert based on a mediated perception of beauty.	<i>I can</i> collaborate on a retrospective of an artist's or musician's work.
INVESTIGATE	<i>I can</i> identify geographical forms and how they affect a country's natural resources.	<i>I can</i> compare efforts people take to protect the environment.	<i>I can</i> explain how people's practices or values contribute to environmental problems or solutions.	<i>I can</i> analyze how environmental initiatives contribute to a people's cultural identity or pride.	<i>I can</i> analyze and critique environmental policies from multiple perspectives.
INTERACT	<i>I can</i> work with a peer in another culture to create a digital presentation on each country's natural resources.	<i>I can</i> work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.	<i>I can</i> write a blog entry about how to respect and conform to local environmental practices and respond to comments.	<i>I can</i> respect a country's environmental policies when negotiating a business opportunity or participating in a service project with locals.	<i>I can</i> conduct a comparative analysis of environmental laws and share my findings.
INVESTIGATE	<i>I can</i> identify examples of entertainment, social media and literature and peoples' attitudes toward them.	<i>I can</i> tell why people think differently about entertainment, social media, and literature.	<i>I can</i> explain the values reflected in a literary or social media text.	<i>I can</i> identify and analyze implicit bias in social media reactions to the coverage of news and events.	<i>I can</i> evaluate the changing attitudes toward, and impacts of, entertainment, social media, and literature.
INTERACT	<i>I can</i> use some internet slang abbreviations to communicate a short message through social media.	<i>I can</i> compare video game preferences with a peer in another culture.	<i>I can</i> respond to a social media post in a culturally appropriate manner.	<i>I can</i> recognize and respect other points of view when discussing a story or film plotline.	<i>I can</i> conduct research and share findings on attitudes and beliefs as reflected in social media, literature, and the entertainment industry.
INVESTIGATE	<i>I can</i> identify some products that reveal a stereotype or exaggerated view of a culture.	<i>I can</i> compare and contrast how people label nationalities and why they do so.	<i>I can</i> explain how stereotypes influence a country's products or marketing paths.	<i>I can</i> analyze the values reflected in political decisions based on stereotypes.	<i>I can</i> evaluate what evidence gave rise to a stereotype in order to demystify it.
INTERACT	<i>I can</i> work with a peer in another culture to create posters exposing stereotyped images of each other's countries.	<i>I can</i> work with a partner class in another culture to survey everyone's views toward yet another culture and identify common stereotypes.	<i>I can</i> collaborate on an online project to explain misconceptions underlying stereotypes.	<i>I can</i> post an analysis of and answer questions about campaign rhetoric around immigration and its reliance on stereotyped ideas, adapting my language to neutralize the stereotype.	<i>I can</i> facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias.

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
Across cultures and communities including my own, I can... (customize with specific content).					
INVESTIGATE Products And Practices To Understand Cultural Perspectives	<i>I can</i> identify some traditional products and show how and why they are globalized such as fast food, jeans, or media.	<i>I can</i> identify and compare the values that promote globalized products, such as efficiency and comfort.	<i>I can</i> explain how globalized products impact society and individual lifestyles.	<i>I can</i> analyze the attitudes toward the environmental impact of globalized products.	<i>I can</i> evaluate the impact of globalization on economic and political perspectives.
INTERACT With Language and Behavior	<i>I can</i> share with peers in another culture restaurants and foods that might be familiar to them.	<i>I can</i> exchange information with a peer in another culture about their preferred technology for communicating.	<i>I can</i> work with others to determine appropriate supplies to contribute to a disaster relief effort.	<i>I can</i> collaborate in international efforts to promote global citizenry.	<i>I can</i> participate on a panel to discuss countries' actions to address global warming.
INVESTIGATE	<i>I can</i> identify social practices such as greetings, leave-taking, introductions, and thanking people.	<i>I can</i> compare how attitudes toward informality and formality in relationships affect behavior and language.	<i>I can</i> explain how the role of personal space and topics of conversation influence social interaction.	<i>I can</i> analyze how the use of sarcasm, irony and humor reflects societal attitudes.	<i>I can</i> critically interpret, evaluate, and mediate verbal and nonverbal behaviors in informal and formal contexts.
INTERACT	<i>I can</i> greet and take leave from someone using polite rehearsed behaviors.	<i>I can</i> use appropriate greeting and leave-taking gestures and behaviors in familiar informal and formal situations.	<i>I can</i> greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.	<i>I can</i> greet, interact with, and take leave from people across cultures in social and professional situations.	<i>I can</i> greet, interact with, and take leave from people across cultures in diverse situations and mediate others' miscues.
INVESTIGATE	<i>I can</i> identify whom people consider to be part of their family.	<i>I can</i> compare the roles of family members.	<i>I can</i> explain the degree to which society supports the family and family values.	<i>I can</i> analyze how age or gender affects roles in family, school, or the workplace.	<i>I can</i> evaluate how family structure impacts social issues and political decision-making.
INTERACT	<i>I can</i> appropriately address members of a family who represent different generations and genders.	<i>I can</i> respond in an appropriate informal and formal manner in familiar family situations.	<i>I can</i> interact appropriately at a family event based on cultural norms and family dynamics.	<i>I can</i> interact with members of someone's family in a professional capacity while respecting their cultural values.	<i>I can</i> collaborate in decision-making in crisis situations involving families.
INVESTIGATE	<i>I can</i> identify how people count and measure.	<i>I can</i> identify differences in math operations and consider the possible cultural influences.	<i>I can</i> access and elicit information needed to graph the percentage of government funding for education and explain why there are differences.	<i>I can</i> 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>I can</i> evaluate the economic impact of math and science education and defend or dispute current related policies.
INTERACT	<i>I can</i> work with a language peer and use math skills to compare the area of our living spaces.	<i>I can</i> work with a newcomer and compare how we perform a particular math operation.	<i>I can</i> work with a language peer and use math skills to survey others on a topic and graph and present results.	<i>I can</i> share ideas when analyzing the budget or architectural design for a new building.	<i>I can</i> arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning.

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
Across cultures and communities including my own, I can... (customize with specific content).					
INVESTIGATE Products And Practices To Understand Cultural Perspectives	<i>I can</i> identify how, what, and why people eat what they do.	<i>I can</i> compare how food is organized on a nation's food plate or pyramid, based on factors such as geography, economy, or health attitudes.	<i>I can</i> explain the attitudes toward meals, health, and fitness.	<i>I can</i> analyze how people's beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits.	<i>I can</i> evaluate multiple viewpoints toward such issues as healthcare, hunger, and obesity, and implications on laws and quality of life.
INTERACT With Language and Behavior	<i>I can</i> act appropriately when obtaining food in familiar situations, like grocery shopping or eating in a restaurant.	<i>I can</i> demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.	<i>I can</i> demonstrate and adjust basic table manners as a guest in a home or restaurant.	<i>I can</i> demonstrate proper table etiquette and conversation at formal functions such as a wedding or a business dinner.	<i>I can</i> participate confidently in informal and formal corporate events in another culture, as a participant and a planner.
INVESTIGATE	<i>I can</i> identify how people use their free time and why.	<i>I can</i> compare how and why the options for sports and leisure activities vary depending on cultural attitudes.	<i>I can</i> explain how sports and leisure activities reflect personal and national identity.	<i>I can</i> analyze what values are promoted through local or national events, such as sporting events, reading week, marathons, or film festivals.	<i>I can</i> examine and evaluate how attitudes toward personal time influence laws and regulations concerning work and vacation time.
INTERACT	<i>I can</i> participate in a sport with peers of another culture by observing and imitating them.	<i>I can</i> follow the rules and etiquette when playing a sport with peers from another culture.	<i>I can</i> help coach a sport in another culture and build relationships with the players.	<i>I can</i> referee a sporting event in another culture and demonstrate impartiality during controversial rulings.	<i>I can</i> mediate objections during the process of planning sports events with representatives of multiple nations.
INVESTIGATE	<i>I can</i> identify how people celebrate local and national holidays or festivals.	<i>I can</i> identify and compare the values expressed by the ways people celebrate holidays or festivals.	<i>I can</i> explain how the expectations associated with celebrating a holiday or festival influence behaviors.	<i>I can</i> analyze the historical origins and evolution of holiday or festival practices.	<i>I can</i> interpret and mitigate conflicting ideas people may have about various holiday or festival rituals.
INTERACT	<i>I can</i> observe and imitate appropriate behaviors at a holiday or festival celebration.	<i>I can</i> adjust the way I dress to make it appropriate for a celebration or event.	<i>I can</i> offer an appropriate gift in a socially conventional manner as a guest at a birthday, dinner, or holiday celebration.	<i>I can</i> participate appropriately in activities related to most holiday celebrations or festivals of another culture.	<i>I can</i> organize an event, a holiday celebration, or a festival in accordance with the beliefs of international visitors.
INVESTIGATE	<i>I can</i> identify how people travel, such as driving, taking the train, or riding a bike, and why they choose to travel this way.	<i>I can</i> compare how various options for travel are determined by geography, economics, and ecology.	<i>I can</i> explain how people's attitudes toward environmental factors determine how they travel.	<i>I can</i> analyze how decisions are made in the travel industry based on individual and collective values.	<i>I can</i> evaluate how legislators' beliefs and motivations impact the transportation industry financially and politically.
INTERACT	<i>I can</i> access simple information about transportation options based on my location.	<i>I can</i> choose an appropriate means of transportation based on my location, needs, and local options.	<i>I can</i> discuss why certain cultures place a priority on environmentally friendly transportation.	<i>I can</i> arrange a trip that respects local values and traditions and meets travelers' needs and habits.	<i>I can</i> debate the benefits and consequences of introducing a new form of transportation given the local context.

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

INTERCULTURAL REFLECTION TOOL

The *Intercultural Reflection Tool* is used in conjunction with the Can-Do Statements and provides self-reflection scenarios at a level that is both cognitively and linguistically appropriate when developing proficiency in another language. The framework for these reflective activities is shown below.

INTERCULTURAL CAN-DO STATEMENT →

NOVICE	Elementary – 4 th grade Spanish
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify locations to buy something and how cultures affect where people shop. • Interact: I can use rehearsed behaviors when shopping in a familiar type of store.

**INTERCULTURAL ACTIVITY IN CLASS
in the new/focus language** →

INTERCULTURAL ACTIVITIES *(in class, in the new/focus language)*

Following a lesson on where people shop in another culture, learners are taken on a field trip to a local Mexican *tienda*. Learners greet and interact with the owner and/or sales-clerk(s) and in groups of 3 or 4 participate in a scavenger hunt to find certain items. When learners locate the specific items, they photograph them and write down their names for a later presentation.

REFLECTIONS *(at home, in English/home language)*

- Write down in English what you noticed in the store beyond the products on the scavenger list, e.g., what people wore, what language customers were speaking, if there was a TV and what program was on, if hot food was sold, what products other than food were available, etc.
- How was this store similar to or different from grocery stores where your family shops?
- POLL: For each set of statements below, choose the one that best describes your reaction and say why you chose that statement.
 - A. I felt very comfortable in the store and would like to go back.
I felt relatively comfortable in the store.
I felt uncomfortable in the store.
 - B. I thought it was fun to discover new foods in the store and might like to try one.
I learned about some new foods that other people use. This will help me in class.
I like field trips, but I'm not really interested in learning about new foods.
 - C. I felt very comfortable trying to talk with the owner/clerk(s).
I felt okay talking with the owner/clerk(s).
I felt uncomfortable talking with the owner/clerk(s).
I didn't talk with the owner/clerk(s).
4. What have you learned about yourself and others from thinking about this?

**REFLECTION ACTIVITY AT HOME
in English/home language or in
the focus language** →

CLOSING ACTIVITY *(in the new/focus language)*

The next day, groups share their findings. Teacher asks yes/no, either/or, and short answer questions in the language to help learners to think more deeply about the shared information.

- Did you see calendars for sale? Did they have photos of movies or religion on them? Why? (Because religion is important to them? etc.)
- Was there a TV on in the store? What was playing? (Sporting event, singers, the news. If sports, which one? Why? Do they play ___ in ___? etc.)

Teacher and students chart the responses to the homework poll to show the cross section of reactions. Teacher brings in a food from the store for students to try.

**CLOSING ACTIVITY IN CLASS
in the new/focus language** →

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

NOVICE	Early Learners, PK-2
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify social practices such as greetings, introductions, leave-taking, and thanking people. • Interact: I can greet and take leave from someone using polite rehearsed behaviors.

INTERCULTURAL ACTIVITIES <i>(in class, in the new/focus language)</i>
<ul style="list-style-type: none"> • Learners watch video clips of various people meeting one another in different contexts – family members, friends, business associates. <ul style="list-style-type: none"> – Ask learners to repeat what was said in the various interactions. – Make a chart on the board, with columns for family members, friends, and business associates. – Review the videos and ask the learners to guess which interactions were among family members, friends, and business associates. – Point out that in some interactions, the people kiss the cheek of the person they are meeting (“Faire la bise”). – Have learners take note that some people do 2 kisses, whereas some do 3 and some do 4. Show a map of France and show Paris and how many kisses people do in different areas. – Give situations and ask learners what they would say. Would they “faire la bise?” • Ask for volunteers to use puppets or stuffed animals to demonstrate how people in the culture greet/say good-bye to friends, family and teachers, based on what they saw in the videos. • Learners think about how comfortable they would feel using the appropriate greeting in another culture. As the teacher points to /says each line of the chart, learners give Thumbs UP, Thumbs SIDEWAYS, or Thumbs DOWN.
REFLECTIONS <i>(at home, in English/home language)</i>
<p>Interactive Journal. Parents will interview their child and record responses in their journal.</p> <p>A. How do French kids greet their family members? Do you greet your family in this way?</p> <p>B. How do French kids greet their friends? Do you greet your friends in this way?</p> <p>C. How do French adults greet their friends? Do your parents greet their friends in this way?</p> <p>D. How do French adults greet their business associates? Do your parents greet their business associates in this way?</p> <p>E. Would you feel comfortable greeting your family members with a bise? What about your friends?</p> <p>F. If you were to travel to France, would you think it is important to greet people with a bise? Why or why not?</p>
CLOSING ACTIVITY <i>(in the new/focus language)</i>
<p>Teacher will respond in writing to learners’ journal entries. Parents will share responses with their child.</p>

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

NOVICE	Elementary – 4 th grade Spanish
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify locations to buy something and how cultures affect where people shop. • Interact: I can use rehearsed behaviors when shopping in a familiar type of store.

INTERCULTURAL ACTIVITIES *(in class, in the new/focus language)*

Following a lesson on where people shop in another culture, learners are taken on a field trip to a local Mexican *tienda*. Learners greet and interact with the owner and/or sales-clerk(s) and in groups of 3 or 4 participate in a scavenger hunt to find certain items. When learners locate the specific items, they photograph them and write down their names for a later presentation.

REFLECTIONS *(at home, in English/home language)*

1. Write down in English what you noticed in the store beyond the products on the scavenger list, e.g., what people wore, what language customers were speaking, if there was a TV and what program was on, if hot food was sold, what products other than food were available, etc.
2. How was this store similar to or different from grocery stores where your family shops?
3. POLL: For each set of statements below, choose the one that best describes your reaction and say why you chose that statement.
 - A. I felt very comfortable in the store and would like to go back.
 - I felt relatively comfortable in the store.
 - I felt uncomfortable in the store.
 - B. I thought it was fun to discover new foods in the store and might like to try one.
 - I learned about some new foods that other people use. This will help me in class.
 - I like field trips, but I'm not really interested in learning about new foods.
 - C. I felt very comfortable trying to talk with the owner/clerk(s).
 - I felt okay talking with the owner/clerk(s).
 - I felt uncomfortable talking with the owner/clerk(s).
 - I didn't talk with the owner/clerk(s).
4. What have you learned about yourself and others from thinking about this?

CLOSING ACTIVITY *(in the new/focus language)*

The next day, groups share their findings. Teacher asks yes/no, either/or, and short answer questions in the language to help learners to think more deeply about the shared information.

- Did you see calendars for sale? Did they have photos of movies or religion on them? Why? (Because religion is important to them? etc.)
- Was there a TV on in the store? What was playing? (Sporting event, singers, the news. If sports, which one? Why? Do they play ___ in ___? etc.)

Teacher and students chart the responses to the homework poll to show the cross section of reactions. Teacher brings in a food from the store for students to try.

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

NOVICE	Middle / High School
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify locations to buy something and how culture affects where people shop. • Interact: I can use rehearsed behaviors when shopping in a familiar type of store.

INTERCULTURAL ACTIVITIES *(in class, in the new/focus language)*

- Learners view a video clip of a family grocery shopping for the week, in another culture. It may include shopping in a supermarket; shopping in a supermarket and in some specialty shops; or shopping exclusively in specialty shops.
- In small groups, learners complete a T-chart in which they compare the shopping experience in the video with their own family's grocery shopping experience.

	Video Observations	How My Family Shops
List the store(s) where they shopped:		
List what they bought:		
List how much they bought of each item:		
Categorize what was bought:		

- The teacher facilitates a class summary in the language as the groups share their results.

REFLECTIONS *(at home, in English/home language)*

Interactive Journal. Learners will reflect on/answer the following questions in their journal.

1. Describe how a family shops in <culture>.
2. How does this compare to the way your family shops?
3. What do you think accounts for some of the differences? Why do you think the family in <culture> bought certain groceries and not others?
4. What groceries will they have to buy before the next week's shopping trip?
5. Name some specialty food shops in our city. Who shops at specialty food shops?
6. How practical would it be for your family to shop like the family in <culture>?
7. What new insights about yourself and others have you gained from thinking about this?

CLOSING ACTIVITY *(in the new/focus language)*

The teacher facilitates the completion of a class Venn diagram to summarize the similarities and differences of grocery shopping in <culture>. Learners then role play shopping in various specialty shops in <culture>.

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

NOVICE	Middle / High School
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify social practices such as greetings, introductions, leave-taking, and thanking people. • Interact: I can greet and take leave from someone using polite rehearsed behaviors.

INTERCULTURAL ACTIVITIES *(in class, in the new/focus language)*

- Draw the following T-chart on the board. Modify as needed for the focus culture.

GREETINGS / GOOD-BYE	USA	<Country/Culture>
With friends		
With family		
With teachers		

- Ask for volunteers to demonstrate how they greet/say good-bye to their friends; to their family members; to their teachers. The teacher will fill out the USA column, with simple language or images, to summarize what the learners did (e.g., high five, fist bump, hug).
- Ask for volunteers to demonstrate how they think people in another culture greet/say good-bye to friends, family, and teachers. The teacher fills out the second column, with simple language or images, summarizing what the learners did.
- Show snippets of videos with speakers from <culture> greeting or saying good-bye to friends, family, and teachers. The teacher and learners then edit the second column together, based on the videos.
- Ask learners to think about how comfortable they would feel using the appropriate greeting in another culture. As the teacher points to /says each line of the chart, have learners give Thumbs Up, Thumbs Down, Thumbs Sideways, to indicate their comfort level.

REFLECTIONS *(at home, in English/home language)*

Interactive Journal. Learners will reflect on/answer the following questions in their journal.

1. Describe how students in <culture> greet family, friends, and teachers.
2. How is this similar and/or different from your way of greeting?
3. How comfortable or uncomfortable would you be using the appropriate greetings/good-byes in another culture, with friends, family, and teachers? Why do you think you would react this way?
4. How important would it be for you to adjust your behavior to fit in with teens in another culture?
5. What do you think a teen from <culture> would think about the way American students greet their friends, family, and teachers? Do you think it would be hard for them to adjust their behavior?
6. What new insights about yourself and others have you gained from thinking about this?

CLOSING ACTIVITY *(in the new/focus language)*

Teacher responds in writing to the students' journal reflections.

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

INTERMEDIATE	High School / Post-Secondary
Learning Target for Intercultural Communication	<p>Investigate: I can describe how attitudes toward informality and formality in relationships affect behavior and language.</p> <p>Interact: I can use appropriate greetings and leave-taking gestures and behaviors in familiar informal and formal situations.</p>

INTERCULTURAL ACTIVITIES <i>(in class, in the new/focus language)</i>
<p>Learner Discussion:</p> <ul style="list-style-type: none"> • How does the level of formality between students and teachers in the USA compare to that of <culture>? • What might be some reasons for similarities or differences in formality in both cultures? • How much formality do you prefer with teachers? Why? • How do people use behavior and language to show their attitude toward another person in the USA? And in another culture?
REFLECTIONS <i>(at home, in English/home language)</i>
<p>In a journal or shared online space:</p> <ol style="list-style-type: none"> 1. Describe how formal or informal you are with people in your life (parents, friends, teachers). How does your language or behavior change when interacting with various people? 2. How is this similar to or different from teens in <culture>? Why do you think there are these similarities or differences? 3. How do you know what level of formality someone else expects? 4. Do you think American parents are too informal with their children? 5. Do you think teachers in the USA are too informal with their students? 6. What are the advantages and drawbacks to an informal teacher-student or parent-child relationship? 7. How does the level of formality between the student and teacher affect the classroom environment? 8. How does the level of formality between the parent and child affect the home environment? 9. What new insights about yourself and others have you gained from thinking about this?
CLOSING ACTIVITY <i>(in class, in the focus language)</i>
<p>Essay topic: Pick one of the following topics:</p> <ol style="list-style-type: none"> A. Choose one of your classes in which the teacher is either very formal with students or very informal with the students. Tell how this affects the atmosphere of the class, teacher-student interactions, and the behavior and language in the class. How does this level of formality affect your experience in the class? How might this be similar or different to a class in <culture>? B. Write from the point of view of an exchange student from <culture> staying in the USA for a year. What might surprise them regarding the level of formality between American teens and their parents/teachers/other adults? How might they have to adjust their own behavior and language?

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

INTERMEDIATE	High School / Post-Secondary
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can identify and compare the values expressed by the way people celebrate holidays or festivals. • Interact: I can adjust the way I dress to make it appropriate for a celebration or event.

REFLECTIONS *(at home, in English/home language or in the focus language if proficiency level allows)*

Learners journal about the 4th of July/Independence Day, answering these questions:

1. Does your family celebrate this holiday? Why or why not?
2. What are a few of the traditions associated with its celebration in your family and/or in the USA?
3. Does everyone in your town celebrate this holiday and if so, do they celebrate it the same way? Why or why not?
4. What underlying values does this holiday represent for you and/or for people who live in the USA?
5. What is a similar holiday that exists in <culture>?
6. How do the people of <culture> celebrate their holiday?
7. How is this similar to the way you or others celebrate?

INTERCULTURAL ACTIVITIES *(in class, in the focus language)*

The teacher:

- A. Holds a live video call with a personal contact from <culture>;
- B. Helps learners do a live video call or other correspondence with a peer class in <culture>; or
- C. Invites a speaker of the language to class to talk about how they celebrate their national holiday.

- Learners ask the guest(s) prepared and/or impromptu questions about why and how the holiday is celebrated and what the holiday represents. Additional questions could be asked to find out what the speaker’s knowledge and impressions are of the celebration of July 4th in the U.S.A.
- Learners create a Venn diagram that illustrates the ways various cultures celebrate these holidays and the values they represent.

REFLECTIONS *(at home, in English/home language or in the focus language if proficiency level allows)*

In a journal or shared online space:

Learners write about insights they have gained about themselves and others regarding the celebration of national holidays and people’s values.

Intercultural Communication and Reflection

SAMPLE ACTIVITIES

ADVANCED	High School / Post-Secondary
Learning Target for Intercultural Communication	<ul style="list-style-type: none"> • Investigate: I can explain how the role of personal space and topics of conversation influence social interaction. • Interact: I can greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.

INTERCULTURAL ACTIVITIES <i>(in class, in the focus language)</i>
<p>Learner discussion:</p> <ul style="list-style-type: none"> • How does personal space vary based on the person with whom you are talking? • How do you react when someone stands/sits too close or too far away from you? • How do you know what is the “appropriate” distance between yourself and another person? • How does personal space differ between your culture and <culture>? • How does your topic of conversation vary based on the person with whom you are talking? • How do you react when someone brings up a topic that might be considered inappropriate for the social situation? • How do you know what is an “appropriate” topic of conversation? • How do conversation topics differ in your culture as compared to another culture?
REFLECTIONS <i>(at home, in English/home language or in the focus language if proficiency level allows)</i>
<p>In a journal or shared online space:</p> <ol style="list-style-type: none"> 1. What is the appropriate amount of personal space in the USA for various social situations? 2. Research the appropriate amount of personal space in another culture for various social situations. 3. How can one overcome feelings of discomfort brought on by another person being too close (or too far), based on cultural norms? How can one react or adjust without offending the other? 4. How do your topics of conversation differ, based on your social interactions? 5. Research what topics of conversation are appropriate in another culture, based on the social situation. 6. How can one control strong reactions or emotions that might be brought on by a controversial topic of conversation? 7. What are some possible ways to repair a “faux pas” or an incorrect behavior in your own or another culture? 8. What new insights about yourself and others have you gained from thinking about this?
CLOSING ACTIVITY <i>(in class, in the focus language)</i>
<p>Scenarios</p> <p>Learners brainstorm scenarios that would make a person from another culture uncomfortable (either an American in another culture, or a foreign visitor to the USA). These could involve personal space, controversial topics, socially unacceptable behavior or language, etc. Learners then discuss appropriate ways to react in these scenarios. Finally, learners role play the scenarios spontaneously with a peer, monitoring their language and behaviors as needed.</p>