



INVESTIGATE THE WORLD

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

	Emerging	Developing	Proficient	Advanced
LEAD9-10.INV1.ISSUE	Identifies a local, regional, or global issue.	Identifies and describes a local, regional, or global issue.	Identifies and describes a local, regional, or global issue and explores relevant questions about it.	Identifies, describes, and frames questions about an issue and explains how that issue is local, regional, and/or global.
LEAD9-10.INV2.EVDNC	Uses a single source to identify evidence that addresses a global question.	Uses few international or domestic sources to identify evidence that addresses a global question.	Uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	Uses a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.
LEAD9-10.INV3.RSPNS	Summarizes evidence to address a global question.	Analyzes evidence to address a global question.	Analyzes and integrates evidence collected to construct a response to a global question.	Analyzes, integrates, and evaluates evidence to formulate a coherent response to a global question.
LEAD9-10.INV4.POSTN	Adopts an existing position in response to a global question.	Develops a single-perspective position in response to a global question.	Develops a position that considers multiple perspectives in response to a global question.	Develops a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions in response to a global question.

RECOGNIZE PERSPECTIVES

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	Emerging	Developing	Proficient	Advanced
LEAD9-10.PERS1.SELF	Describes personal perspective on situations, events, issues, or phenomena.	Describes personal perspective clearly on situations, events, issues, or phenomena.	Defends personal perspective on situations, events, issues, or phenomena.	Defends personal perspective clearly on situations, events, issues, or phenomena and describes influences on that perspective.
LEAD9-10.PERS2.OTHR	Recognizes that other people, groups, or schools of thought have a perspective different from own.	Identifies the perspectives of other people, groups, or schools of thought.	Identifies and describes the perspectives of other people, groups, or schools of thought.	Explains the perspectives of other people, groups, or schools of thought and identifies possible influences on those perspectives, including access to information and resources.
LEAD9-10.PERS3.AFFCT	Recognizes that perspectives affect how people react to different situations, events, issues, or phenomena.	Identifies how perspectives affect how people react to different situations, events, issues, or phenomena.	Identifies and describes how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.	Explains how perspectives influence human interactions, affecting people's understandings of situations, events, issues, or phenomena.
LEAD9-10.PERS4.APLIC	Identifies the role own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.	Uses an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.	Draws on an understanding of more than one perspective and/or context in interpreting and communicating information about situations, events, issues, or phenomena.	Applies an understanding of multiple perspectives and/or contexts in interpreting and communicating information about situations, events, issues, or phenomena.

COMMUNICATE IDEAS

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

	Emerging	Developing	Proficient	Advanced
LEAD9-10.COMM1.ADNCE	Identifies the general expectations and perspectives of an audience.	Identifies the expectations and perspectives of diverse audiences.	Identifies the expectations and perspectives of diverse audiences and applies that understanding to address the audience's needs.	Identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet the audience's needs.
LEAD9-10.COMM2.STRTG	Communicates and collaborates with some effectiveness using both verbal and non-verbal strategies.	Communicates and collaborates effectively using appropriate verbal and non-verbal strategies.	Communicates and collaborates effectively by selecting appropriate verbal and non-verbal strategies.	Communicates and collaborates effectively using appropriate verbal and non-verbal strategies, describes how strategies are selected and applied to meet the needs of the audience or collaborators.
LEAD9-10.COMM3.RSRC	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with some success.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.	Selects and applies appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate effectively with diverse individuals and groups.
LEAD9-10.COMM4.REVSN	Reflects on audience response and/or feedback.	Reflects on audience response and/or feedback and begins to revise communication choices: message, strategies, and/or resources.	Reflects on audience response and/or feedback and revises communication choices: message, strategies, and/or resources.	Reflects on audience response and/or feedback and revises communication choices – message, strategies, and/or resources – based on the impact of communication.

TAKE ACTION

What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

	Emerging	Developing	Proficient	Advanced
LEAD9-10.ACT1.OPORT	Recognizes the need for improvement of a situation, event, issue, or phenomena.	Identifies opportunities for individual action to address a situation, event, issue or phenomena.	Identifies and creates opportunities for individual action to address a situation, event, issue or phenomena.	Identifies collaborators across disciplines and industries and creates opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.
LEAD9-10.ACT2.PLANS	Identifies a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	Identifies a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	Assesses options and plans actions based on evidence and the perceived potential for impact.	Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.
LEAD9-10.ACT3.CNTRB	Plans actions based on the perceived potential for impact.	Plans actions based on evidence and the perceived potential for impact.	Acts individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.	Acts individually or collaboratively, in creative and responsible ways, to contribute to improvement locally, regionally, and/or globally and assesses the impact of the action.
LEAD9-10.ACT4.IMPLC	Reflects on some elements of won actions and advocacy for improvement.	Reflects on the whole of own actions and advocacy for improvement.	Reflects on own actions and advocacy for improvement, and considers implications for future action and advocacy.	Reflects on own actions and advocacy for improvement and describes implications for future actions and advocacy.