

Dear Colleague,

Here's the sample of the Graduation Performance System (GPS) you requested. Thank you for your interest!

GPS is a unique set of frameworks and tools designed to help schools integrate global competence in the curriculum. The full Graduation Performance System encompasses six disciplines plus the interdisciplinary Global Leadership for grades 5, 8, 10, and 12. Each discipline and grade level consists of subject rationale, performance objectives, rubrics, and I Can statements that express learning goals in language students can embrace as proactive learners.

These tools combine global competence skills, knowledge, and dispositions with rigorous academic standards that align with the Common Core and other state standards in use around the country. You can be assured that when you use GPS for curriculum design and lesson planning, the results in the classroom will improve your students' preparedness for college, career, and the world.

This packet contains the following examples from the full Graduation Performance System:

5th Grade Arts

8th Grade English Language Arts

10th Grade History/Social Studies

10th Grade Science

12th Grade Math

12th Grade World Languages

*Note: The full Global Leadership framework is available for all four grade levels, at no charge, on our website. If you have not already downloaded this material, you can find it at <http://asiasociety.org/competence/leadership-global-competence>.*

I hope you will find these tools inspiring and eye-opening—they are meant to be used. Please incorporate them in your lesson planning, in conversations with your professional colleagues, and most of all in thinking about how you can be part of the global competence movement. I always appreciate hearing feedback, so please feel free to share your reactions and ideas with me.

Asia Society offers a variety of programs that train teachers and school leaders in using the GPS and performance assessment strategies to engage students and improve academic achievement. If you would like to learn more about professional development opportunities and programs, please don't hesitate to contact me.

Best regards,

Kate Farmer

Associate Director, School Partnerships

[kfarmer@asiasociety.org](mailto:kfarmer@asiasociety.org)

# Arts

## RATIONALE

*“The arts must be taken no less seriously than the sciences as modes of discovery, creation and enlargement of knowledge in the broad sense of advancement of understanding ... [The] arts obviously play a prominent role in worldmaking; our worlds are no more a heritage from scientists, biographers, and historians than from novelists, playwrights, and painters.”*

– Nelson Goodman (Ways of Worldmaking, 1978)

**T**he arts play a critical role in shaping a student’s worldview in ways that are at once deeply personal and universal. The exploration of dance, music, theatre, and visual arts allows students to experience their own culture and to meet other cultures and traditions in unique and inviting ways.

The arts with a global focus promote understanding of the world by asking:

- What are the arts skills and understandings our students need to know and be able to do to better investigate the world through artistic expression?
- What are the arts skills and understandings that students need to know and be able to do in order to recognize their own and weigh others’ perspectives?
- What are the arts skills and understandings that students need to know and be able to do in order to give personal and communal expression and communicate ideas in and about a complex world?
- What are the arts skills and understandings that students need to know and be able to do in order to take action and make a difference in the world?

Beyond exposure to global cultures, the arts particularly equip students to meet the challenges of the world. By exercising imagination in producing and exhibiting their own works of art, students build the creative muscle to approach problems and opportunities with spirit and innovation. In the course of learning about the works of others, they learn to interpret and share non-literal messages—a critical need in an era where a flood of information is increasingly visual and expressive rather than verbal and linear. From a broader perspective, students learn that the arts refresh the human spirit, restore hope, and remind us of the beauty in life. As students prepare to face the sometimes daunting challenges ahead, they can turn to art for inspiration, understanding, and rest.

# Arts

## PERFORMANCE OUTCOMES

### Investigate the World

*How effectively does the student work in and through the arts to investigate the world?*

- Identifies a local or regional issue that can be explored through the arts.
- Interprets a work of domestic or international visual or performing art, and generally explains how that work of art relates to a global issue.
- Gathers information on a global issue and creates an artistic expression related to the topic.
- Expresses an opinion about how well a work of visual or performing art helps an audience understand a globally significant issue; provides some explanation to support that opinion.

### Recognize Perspectives

*How effectively does the student recognize his/her own and others' perspectives in and through the arts?*

- Creates an artistic expression that reflects a personal perspective on an issue; provides a brief explanation of one's personal perspective on the issue.
- Describes the artistic perspective or method of an individual or group related to a particular global issue.
- Identifies an example of how one culture can interact with another culture in the arts.
- Identifies a specific example of an artistic expression that was influenced by access to artistic knowledge, experiences, and/or resources within a single timeframe or culture.

### Communicate Ideas

*How effectively does the student communicate his/her ideas and feelings in and through the arts to diverse audiences?*

- Describes own interpretations of an artistic expression.
- Uses appropriate arts-related language/terminology to describe the artistic expression.
- Uses artistic methods, forms, and/or media to create an artistic expression.
- Uses technology to communicate through an artistic expression.
- Identifies a personal benefit from work in the visual or performing arts.

## Take Action

*How skillfully does the student translate ideas and findings into artistic expressions intended to increase awareness and improve conditions?*

- Describes a local, regional, or global need or situation, and a plausible response through artistic expression.
- Proposes a hypothetical artistic action based on the perceived potential for impact.
- Describes a plan to take artistic action, individually or collaboratively, in response to a local, regional, or global situation; explains some of the artistic choices.
- Describes an individual artistic action, and its intent with regard to a local, regional, or global situation.

# Arts

## RUBRIC

### Investigate the World

*How effectively does the student work in and through the arts to investigate the world?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Explore Issues of Global Significance	Identifies a local or regional issue that has already been explored through the arts.	Identifies a broad local or regional issue that can be explored through the arts.	Identifies a local or regional issue that can be explored through the arts.	Identifies an issue or researchable question of local, regional, or global significance that can be explored through the arts.
Investigate Works of Art to Explore Global Issues	Identifies a work of domestic or international visual or performing art; attempts to identify its relevance to a global issue.	Makes observations about a work of domestic or international visual or performing art, and identifies its relevance to a global issue.	Interprets a work of domestic or international visual or performing art, and generally explains how that work of art relates to a global issue.	Interprets multiple works of domestic or international visual or performing art, and explains how those works of art relate to a globally significant issue.
Analyze and Integrate Research	When given information related to a global issue, attempts to create an artistic expression connected to that issue but the connection is not clear.	When given information related to a global issue, creates an artistic expression loosely connected to that information.	Gathers information on a global issue and creates an artistic expression related to the topic.	Analyzes and selects information related to a globally significant issue to create an artistic expression; explains the connection between the artistic expression and the issue.
Evaluate the Effectiveness of Works of Art	Attempts to express an opinion about how well a work of visual or performing art connects to a global topic.	Expresses an opinion about how well a work of visual or performing art connects to a global topic with minimal explanation.	Expresses an opinion about how well a work of visual or performing art helps an audience understand a globally significant issue; provides some explanation to support that opinion.	Evaluates the effectiveness of a work of visual or performing art in helping an audience understand a globally significant issue. Supports the evaluation with evidence representing one perspective.

## Recognize Perspectives

*How effectively does the student recognize his/her own and others' perspectives in and through the arts?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Reflect a Personal Artistic Perspective	Creates an artistic expression that attempts to make a connection to an issue; but the connection are unclear.	Creates an artistic expression that makes a connection to an issue.	Creates an artistic expression that reflects a personal perspective on an issue; provides a brief explanation of one's personal perspective on the issue.	Creates an artistic expression that reflects a personal perspective on a globally significant issue. Artist statement describes the personal perspective represented in the work.
Explain the Artistic Perspective of Others	Recognizes that artists communicate their perspectives through their artistic expressions.	Describes the artistic perspective of an individual related to a global theme.	Describes the artistic perspective or method of an individual or group related to a particular global issue.	Explains the artistic perspective or method of an individual or group related to a global issue. Describes possible influences on the artistic perspective.
Describe Cultural Interaction and the Arts	Makes an observation about a specific cultural artistic expression as distinct from other cultures.	Recognizes that one culture can interact with another culture in the arts.	Identifies an example of how one culture can interact with another culture in the arts.	Summarizes from a source how cultural interaction influences the development of artistic ideas, products, concepts, or aesthetics.
Understand Contexts	Recognizes that artistic expression varies across time periods or cultures.	Identifies a specific example of an artistic expression that is unique to a time period or culture.	Identifies a specific example of an artistic expression that was influenced by access to artistic knowledge, experiences, and/or resources within a single timeframe or culture.	Describes how a specific culture's access to artistic knowledge, experiences, and/or resources influenced the artistic expression within that group. Makes note of changes over time.

## Communicate Ideas

*How effectively does the student communicate his/her ideas and feelings in and through the arts to diverse audiences?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Demonstrate Awareness of Audience	Has a general awareness of own feelings about an artistic expression, but has difficulty articulating a perspective.	Identifies own perspective on an artistic expression.	Describes own interpretations of an artistic expression.	Describes own interpretations of an artistic expression, as well as meanings or reactions that others may have to the same artistic expression.
Use of Arts-Related Language/Terminology	Attempts to describe the artistic expression with some error in the use of arts-related language/terminology.	Describes the artistic expression using limited arts-related language/terminology.	Uses appropriate arts-related language/terminology to describe the artistic expression.	Uses appropriate arts-related language/terminology to explain the artistic product or process to a specific audience.
Use Artistic Methods, Forms and Media	Attempts to use artistic methods, forms, and/or media, but needs additional practice or support.	Uses artistic methods, forms, and/or media in a basic way to create an artistic expression.	Uses artistic methods, forms, and/or media to create an artistic expression.	Uses appropriate artistic methods, forms, and/or media to create an original artistic expression that communicates an artistic idea or theme.
Use Technology for Artistic Expression	Attempts to use technology to communicate through an artistic expression, but needs additional practice or support.	Use technology in a basic way to communicate through an artistic expression.	Use technology to communicate through an artistic expression.	Use appropriate technology to communicate through an artistic expression.
Reflect on the Impact of Collaborative Work in the Arts	Identifies an unclear benefit of work in the visual or performing arts.	Identifies a general benefit of work in the visual or performing arts.	Identifies a personal benefit from work in the visual or performing arts.	Describes a personal understanding of the world gained from work in the visual or performing arts.

## Take Action

*How skillfully does the student translate ideas and findings into artistic expressions intended to increase awareness and improve conditions?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify Opportunities for Artistic Action	Recognizes that people can use the arts in ways that contribute to local, regional, or global improvements.	Identifies a local, regional, or global need/situation that could be addressed through artistic expression.	Describes a local, regional, or global need/situation, and a plausible response through artistic expression.	Participates in a collaborative opportunity to produce an artistic expression that contributes to local, regional, or global improvement.
Assess Options and Plan Artistic Action	Proposes a hypothetical artistic action that is not supported by evidence about potential impact.	Proposes a hypothetical artistic action that is based on limited understanding of the situation, event, or issue.	Proposes a hypothetical artistic action based on the perceived potential for impact.	Plans an artistic action based on evidence and the perceived potential for impact.
Take Artistic Action	Identifies a specific individual artistic action but has difficulty explaining how it may lead to the improvement of a local, regional, or global situation.	Identifies a specific individual or collaborative artistic action that may be taken in response to a local, regional, or global situation.	Describes a plan to take artistic action, individually or collaboratively, in response to a local, regional, or global situation; explains some of the artistic choices.	Takes culturally appropriate artistic actions, individually or collaboratively, in response to a local, regional, or global situation. Describes the technical or aesthetic choices and the intended effect of the action.
Reflect on Artistic Action	Describes an individual artistic expression that has an unclear connection to a local, regional, or global situation.	Describes an individual artistic expression that has a limited connection to a local, regional, or global situation.	Describes an individual artistic action, and its intent with regard to a local, regional, or global situation.	Describes an individual or collaborative artistic action, and its intent with regard to a local, regional, or global situation. Reflects upon how she/he feels about the action or the situation.



## I CAN STATEMENTS

### Investigate the World

*How effectively does the student work in and through the arts to investigate the world?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies a local or regional theme/issue that can be explored through the arts.	I can identify a theme or issue that can be explored through the arts. This means I can recognize when something is important to my community. It also means that the arts are a good way to explore this issue.
Interprets a work of domestic or international visual or performing art and generally explains how that work of art is related to a global issue.	I can interpret a work of visual or performing art. This means I can analyze and understand an example of artistic expression.  I can also explain how that work of art is related to a global issue. This means I can describe how this artistic expression is connected to this issue.
Gathers information on a global issue and creates an artistic expression related to the topic.	I can gather information on a global issue. This means I can choose information from provided sources.  I can also create an artistic expression related to the topic.
Expresses an opinion about how well a work of visual or performing art helps an audience understand a globally significant issue and provides some explanation to support that opinion.	I can express an opinion about how well an artistic expression helps an audience understand a globally significant issue.  I can also provide some explanation to support my opinion.

## Recognize Perspectives

*How effectively does the student recognize his/her own and others' perspectives in and through the arts?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Creates an artistic expression that reflects a personal perspective on an issue. Provides a brief explanation of one's personal perspective on the issue.	<p>I can create an artistic expression reflecting my personal perspective on an issue. This means my perspective on the issue can be seen in my artistic expression.</p> <p>I can provide a brief explanation of my personal perspective on the issue.</p>
Describes the artistic expressions or methods of an individual or group related to a particular global issue.	I can describe the artistic expressions or methods of an individual or group related to a particular global issue. This means I can explain how a person, or a group of people views a specific issue.
Identifies an example of how one culture can interact with another culture in the arts.	I can identify an example of how one culture can interact with another culture in the arts.
Identifies a specific example of an artistic expression that was influenced by access to artistic knowledge, experiences, and/or resources within a single timeframe or culture.	I can identify a specific example of an artistic expression that was influenced by access to artistic knowledge, experiences, and/or resources within a single timeframe or culture. This means I understand how the resources people have affect the way they create artistic expressions.

## Communicate Ideas

*How effectively does the student communicate his/her ideas and feelings in and through the arts to diverse audiences?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Describes own interpretations of an artistic expression.	I can describe my interpretation of an artistic expression.
Uses appropriate arts-related language and terminology to describe the artistic expression.	I can explain an artistic expression by use appropriate arts-related language and terminology.
Uses artistic methods/tools, forms, and/or media to create an artistic expression.	I can create an original artistic expression by using appropriate artistic methods, tools, forms, or media.
Uses technology to communicate through an artistic expression.	I can use technology to communicate an artistic expression.
Identifies a personal benefit from work in the visual or performing arts.	I can identify a personal understanding of the world gained from work in the visual or performing arts. This means I know why it's valuable to create artistic expressions.

## Take Action

*How skillfully does the student translate ideas and findings into artistic expressions intended to increase awareness and improve conditions?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Describes a local, regional, or global need or situation, and a plausible response through artistic expression.	<p>I can describe a local, regional, or global need or situation. This means I can explain when there is a situation that needs action.</p> <p>I can also describe a plausible response through artistic expression. This means I can explain how an artistic expression could be used for improvement.</p>
Proposes a hypothetical artistic action based on the perceived potential for impact.	<p>I can propose a hypothetical way to take artistic action based on the perceived potential for impact. This means I can think about and then explain how an artistic expression could be used for improvement.</p>
Describes a plan to take artistic action, in response to a local, regional, or global situation, individually or collaboratively; describes some of the artistic choices.	<p>I can describe a plan to take artistic action, in response to a local, regional, or global situation. This means I can explain how artistic expression could be used to take action.</p> <p>I can also describe some of these artistic choices. This means I can think about which artistic expression could be used.</p>
Describes an individual artistic action and its intent with regard to a local, regional, or global situation.	<p>I can describe an individual artistic action and its intent with regard to a local, regional, or global situation. This means I can describe why a specific artistic action was chosen. It also means that this choice is connected to a significant issue.</p>

# English Language Arts

## RATIONALE

The English Language Arts (ELA) program for a globally focused school is designed to ensure that students are both globally competent and college-ready. To achieve these goals, students are challenged to understand, analyze, evaluate, embrace, harness, and create the different uses of language and communication they will need in the 21<sup>st</sup> century.

The ELA program hinges on student opportunities to explore and investigate multiple genres and text structures. This exploration leads to the capacity to use language to shape the world, as well as to reflect it. Asking good questions, analyzing information from various sources and of differing styles, identifying main ideas and arguments, recognizing point of view, and forming and defending opinions—these are all leadership skills that build in students the ability to grasp and communicate ideas. In an era when information is ubiquitous, freely available, contradictory, and confounding—as well as illuminating, revelatory, and vitally necessary—global competence in ELA reaches beyond standards and builds not only knowledge but also the skills, abilities, habits, and behaviors of communication, information architecture, and knowledge management.

The ELA performance outcomes and rubric express an expectation of students' knowledge and skills in four domains: investigate the world, recognize perspectives, communicate ideas, and take action. Within each of these domains, specific skills, knowledge, and dispositions give students multiple opportunities to develop their voices as writers; use a variety of communication tools for advocacy and information; and create original material that reflects their understanding of the world.

# English Language Arts

## PERFORMANCE OUTCOMES

### Investigate the World

*How effectively does the student investigate the world's complex and significant issues and ideas?*

Poses researchable question(s), informed by evidence from a domestic or international text(s) and/or media on a local, regional, and/or global issue and provides a reason for its importance to the global community

- Accurately summarizes details from the text and uses them to analyze explicit and inferred themes/central ideas.
- Accurately quotes and explains relevant evidence that supports analysis of text(s).
- Uses credible sources and evaluates the author's reasoning and the strength of evidence.
- Analyzes the impact of the author's choices on meaning and tone, and makes connections between these choices and the author's cultural context, audience, or purpose.
- Develops a clear position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions on a globally significant issue/topic.

### Recognize Perspectives

*How effectively does the student understand that an issue may be viewed from a variety of perspectives, and reflect different values and contexts?*

- Expresses a clear personal perspective on a situation, event, or issue, and explains the perspective with reasons and evidence.
- Determines an author's point of view on a global topic/issue, analyzing how the author acknowledges and responds to conflicting viewpoints.
- Interprets text(s) making a specific connection to their cultural or historical contexts, audience or purpose, or the author's personal experience/ perspective.
- Explains varying perspectives on a situations, events, or issues and provides an explanation of each perspective, on the basis of different contexts, such as differential access to literacy (education) or information.

## Communicate Ideas

*How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?*

- Introduces and develops a clear thesis with relevant, well-chosen details, examples, or definitions from sources.
- Introduces and supports a specific claim and makes note that there is a counterclaim.
- Develops a real or imagined experience, event, and/or character(s) representing a point of view, showing the relationships between these experiences and events.
- Communicates with very few distracting errors in grammar, usage, and mechanics. Attempts to vary sentences and word choice. Applies conventions that are generally appropriate to the genre, audience, and purpose.
- Accurately provides basic bibliographic information from all sources and cites sources within the text.
- Organizes ideas, reasons, and evidence in a logical, coherent sequence, using appropriate transitions within and between paragraphs to clarify relationships among ideas, reasons, and evidence.
- Selects and uses appropriate digital media to share, collaborate and to make content accessible.
- Reflects on the effectiveness and quality of the communication product and its likely impact on the understanding of a specific audience. Proposes specific changes that are likely to improve its accessibility to the audience.

## Take Action

*How deeply does the student reflect on his/her learning, changed views and attitudes? How effectively does the student develop and advocate a position or action?*

- Identifies opportunities for personal or collaborative action using language arts skills to address situations, events, or issues in a way that is likely to improve conditions.
- Assesses options and plans actions based on evidence from text or media.
- Describes how language arts skills were used to execute a specific plan of action, including how these skills can be improved.

# English Language Arts

## RUBRIC

### Investigate the World

*How effectively does the student investigate the world's complex and significant issues and ideas?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Pose Researchable Question(s)	Poses a question on a local or regional issue and provides a general reason for its importance to the global community.	Poses a researchable question on a local, regional, and/or global issue, informed by evidence from domestic or international text(s) and/or media; describes why it is important to the global community.	Poses a specific researchable question on a local, regional, and/or global issue, informed by evidence from a domestic or international text(s) and/or media; provides a reason for its importance to the global community.	Poses an innovative, specific researchable question(s) on a local, regional, and/or global issue, informed by evidence from domestic and international text(s) and/or media; explains its importance to the global community.
Analyze Evidence	Summarizes details from the text and identifies explicit and inferred main ideas.	Summarizes details from the text and uses them to analyze explicit and inferred themes/central ideas.	Accurately summarizes details from the text and uses them to analyze explicit and inferred themes/central ideas.	Analyzes explicit and inferred themes/central ideas in a text; analyzes different dimensions of the text.
Synthesize Evidence	Accurately quotes and includes information from the text(s) relevant to the purpose.	Accurately quotes and explains relevant evidence from text(s).	Accurately quotes and explains relevant evidence that supports analysis of text(s).	Accurately quotes and thoroughly explains relevant evidence that provides strong support for analysis of text(s).
Use Credible Sources and Evaluate Sources	Relies on one or two credible sources and explains how the author uses specific reasons and evidence to support particular points.	Uses credible sources and evaluates the argument or specific claims in a text, distinguishing among supported and unsupported claims.	Uses credible sources and evaluates the argument or specific claims in a text, including the author's reasoning and the strength of evidence.	Uses credible sources and evaluates the argument and specific claims in a text, including the author's reasoning and strength of evidence, perspective, audience or purpose.



<p>Analyze Author's Craft</p>	<p>Determines the meaning of words and phrases used by the author, including figurative language or how different sections of text fit together. Identifies the author's specific point of view, purpose, or cultural perspective.</p>	<p>Determines the meaning of words and phrases used by the author, including figurative, connotative, or technical meanings; or notes how a particular sentence, paragraph, chapter, or section contributes to the author's purpose. Makes a connection to the author's cultural context, audience, or purpose.</p>	<p>Analyzes the impact of the author's choices on meaning and tone, including specific word choices and their figurative, connotative, or technical meanings, or use of structure. Makes connections between these choices and the author's cultural context, audience, or purpose.</p>	<p>Analyzes the impact of the author's choices on meaning and tone, including style, specific word choices and their figurative, connotative, or technical meanings, analogies or allusions to other texts, or use of structure. Discusses how these choices reflect the author's cultural context, audience, or purpose.</p>
<p>Develop an Evidence- based Position and Draw Conclusions</p>	<p>Develops a clear opinion based on evidence from a source, and draws simple conclusions on a local, regional, or global issue.</p>	<p>Develops a position based on evidence from sources that reflects a particular perspective, and draws conclusions on a local, regional, or global issue that reflects that point of view.</p>	<p>Develops a position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions on a globally significant issue/topic.</p>	<p>Develops a clear position based on evidence from sources that considers multiple perspectives and draws well-supported conclusions on a globally significant issue/topic.</p>

## Recognize Perspectives

*How effectively does the student understand that an issue may be viewed from a variety of perspectives, and reflect different values and contexts?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Express Personal Perspective	Expresses a general personal perspective on a situation, event, or issue, and provides at least one reason for that perspective.	Expresses a personal perspective on a situation, event, or issue, and explains that perspective with reasons.	Expresses a clear personal perspective on a situation, event, or issue, and explains the perspective with reasons and evidence.	Expresses a clear personal perspective on a situation, event, or issue, and explains influences on that perspective.
Analyze Perspective and Demonstrate Cultural Understanding	Compares multiple accounts of the same global event or topic; notes important similarities and differences in the points of view represented.	Determines an author's point of view on a global topic/issue, and explains how it is conveyed in a text; distinguishes the author's perspective from another perspective.	Determines an author's point of view on a global topic/issue, and analyzes how the author acknowledges and responds to conflicting viewpoints; discusses one aspect of the cultural experiences or values reflected in the author's perspective.	Accurately interprets the author's perspective on a global topic/issue, and discusses another perspective; demonstrates a broad understanding of the cultural experiences and values reflected in the varied perspectives.
Understand Texts in Cultural Context	Makes a connection to the author's personal experience/perspective.	Response to text(s) makes a general connection to their cultural or historical contexts, audience or purpose; or to the author's personal experience/perspective.	Interprets text(s) making a specific connection to their cultural or historical contexts, audience or purpose; or to the author's personal experience/perspective.	Interpretation of text(s) reflects a broad understanding of their cultural or historical contexts, genres, audience or purpose, and/or author's personal experience/perspective.
Understand the Impact of Literacy Contexts on Perspective	Describes one author's perspective on a situation, event, or issue; explains that perspective referring to the author's access to literacy (education) or information.	Identifies an alternative perspective on a situation, event, or issue; explains that perspective referring to at least one contextual factor, such as limited access to literacy (education) or information.	Explains varying perspectives on a situation, event, or issue; provides an explanation of each perspective on the basis of different contexts, such as differential access to literacy (education) or information.	Explains varying perspectives on a situation, event, or issue; provides a thorough explanation of each perspective on the basis of different contexts, such as differential access to literacy (education) or information.

## Communicate Ideas

*How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her/their voice and style, and use digital technology and communication tools?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Thesis (Use with Informational/ Explanatory Tasks)	Introduces a topic clearly with a specific observation or focus. Develops the topic with related information such as details, facts, or definitions.	Introduces a general thesis. Develops the topic with relevant details, facts, or definitions.	Introduces a clear thesis. Develops thesis with relevant, well-chosen details, examples, or definitions from sources.	Introduces a clear and precise thesis. Develops thesis with relevant, well-chosen details, examples, and extended definitions from sources.
Argument (Use with Argumentation Tasks)	Expresses a specific opinion on topics or texts. Supports point of view with reasons, facts, and details.	Introduces a general claim. Supports claim with reasons and relevant evidence from sources.	Introduces a specific claim and makes note that there is a counterclaim. Supports claim with clear reasons and relevant evidence from sources.	Introduces a clear, precise claim and acknowledges a counterclaim. Develops and supports claim(s) with relevant evidence and includes details pertaining to a counterclaim from sources.
Narrative (Use with Narrative Tasks)	Develops a real or imagined experience, event, and/or character(s); uses basic narrative techniques, details, and clear event sequences.	Develops a real or imagined experience, event, and/or character(s) representing a point of view; uses narrative techniques, descriptive details, and clear event sequences.	Develops a real or imagined experience, event, and/or character(s) representing a point of view; uses narrative techniques, descriptive details, and clear event sequences that show relationships among experiences and events.	Develops a real or imagined experience, event, and/or character(s) representing one or more points of view; uses effective narrative techniques, well-chosen details, and event sequences that create coherence.
Language Conventions (Writing and Speaking)	Communicates with minor errors in standard English conventions that have a slight impact on readability. Includes a complete list of sources.	Communicates with few distracting errors in grammar, usage, or mechanics. Accurately provides basic bibliographical information for all sources.	Communicates with very few distracting errors in grammar, usage, and mechanics. Attempts to vary sentences and word choice. Applies conventions that are generally appropriate to the genre, audience, and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text.	Communicates with very few errors in standard English conventions. Varies sentence and word choice. Applies conventions appropriate to the genre, audience, and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.

Structure and Organization	Groups and orders reasons logically. Uses appropriate transitional words and phrases to link ideas and reasons.	Organizes ideas, reasons, and evidence logically. Uses appropriate transitions within and between paragraphs to show relationships among ideas, reasons, and evidence.	Organizes ideas, reasons, and evidence logically and clearly. Uses appropriate transitions within and between paragraphs to clarify relationships among ideas, reasons, and evidence.	Organizes ideas, reasons, and evidence logically and clearly. Uses appropriate and varied transitions within and across paragraphs to link major sections of the text and create cohesion; shows clear relationships among ideas, reasons, and evidence.
Effective Use of Multimedia (When applicable)	Uses digital media to share products of learning or to interact and collaborate with others. Applies tools within the selected media in a basic way.	Uses appropriate digital media to share products of learning or to interact and collaborate with others. Applies appropriate tools within the selected media to make content accessible.	Selects and uses appropriate digital media to share products of learning or to interact and collaborate with others. Consistently applies appropriate tools within the selected media to make content accessible.	Selects and uses the most appropriate digital media to share products of learning or to interact and collaborate with others. Skillfully applies a range of appropriate tools within the selected media to make content accessible.
Reflection and Communication	Reflects on the general effectiveness and quality of the communication product, citing one or two general areas for improvement.	Reflects on the effectiveness and quality of the communication product and its likely impact on a general audience; proposes specific changes intended to improve its general effectiveness.	Reflects on the effectiveness and quality of the communication product and its likely impact on the understanding of a specific audience; proposes specific changes that are likely to improve its accessibility to the audience.	Reflects on the effectiveness and quality of the communication product and its impact on the understanding of a diverse audience; proposes specific and substantive changes that are likely to improve its effectiveness and accessibility to the audience.

## Take Action

*How deeply does the student reflect on his/her learning, changed views and attitudes? How effectively does the student develop and advocate a position or action?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify Opportunities for Personal and Collaborative Action	Identifies a specific need for improvement of a situation, event, or issue, and a plausible personal action using language arts skills (reading, writing, listening, speaking).	Participates in collaborative opportunities for action using language arts skills (reading, writing, listening, speaking) to address a situation, event, or issue.	Identifies opportunities for personal or collaborative action using language arts skills (reading, writing, listening, speaking) to address a situation, event, or issue in a way that is likely to improve conditions.	Creates opportunities for personal or collaborative action using language arts skills (reading, writing, listening, speaking) to address a situation, event, or issue in a way that is likely to improve conditions.
Assess Options and Plan Evidence-based, Culturally Appropriate Actions	Proposed actions and rationale are based on evidence from text or media, and demonstrate a general awareness of cultural, societal, or personal values and contexts.	Plans plausible actions based on evidence from text or media. Proposed actions and rationale demonstrate some understanding of appropriateness of the action given specific cultural, societal, or personal values and contexts.	Assesses options and plans actions based on evidence from text or media. Proposed actions and rationale demonstrate understanding of the importance of cultural, societal, and personal values and contexts.	Assesses options and plans actions based on evidence from text or media, and the perceived potential for impact. Proposed actions and rationale demonstrate detailed understanding of the importance of cultural, societal, and personal values and contexts.
Reflect on Actions	Identifies language arts skills (reading, writing, listening, speaking) that need further personal development in order to participate effectively in advocacy and action.	Identifies language arts skills (reading, writing, listening, speaking) that were used to participate in a collaborative opportunity for action, and general areas for improvement.	Describes how language arts skills (reading, writing, listening, speaking) were used to execute a specific plan of action, and some areas for improvement.	Describes the effective language arts skills (reading, writing, listening, speaking) that were used to execute a specific plan of action, and specific skills that need improvement.

# English Language Arts

## I CAN STATEMENTS

### Investigate the World

*How effectively does the student investigate the world's complex and significant issues and ideas?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Poses a specific researchable question, informed by evidence from a domestic or international text(s) and/or media on a local, regional, and/or global issue and provides a reason for its importance to the global community	I can pose a specific researchable question. This means my question is informed by evidence from a domestic or international text(s) and/or media. It also means my question addresses an important issue and provides a reason for its importance to the global community
Accurately summarizes details from the text and uses them to analyze explicit and inferred themes/central ideas.	I can accurately summarize details from the text. This means I can describe the main idea from the text.  I can also use these details to analyze explicit and inferred themes or central ideas.
Accurately quotes and explains relevant evidence that supports analysis of text(s).	I can accurately quote and explains relevant evidence that supports my analysis of a text.
Uses credible sources and evaluates the author's reasoning and the strength of evidence.	I can use credible sources. This means I can evaluate the author's reasoning and strength of evidence.
Analyzes the impact of author's choices on meaning and tone, and makes connections between these choices and author's cultural context, audience, or purpose.	I can analyze the impact of author's choices. This means I can think about the importance of meaning and tone.  I can also make connections between these choices and author's cultural context, audience, or purpose.
Develops a clear position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions on a globally significant issue/topic.	I can develop a clear position. This means my position is based on evidence from sources that considers multiple perspectives. It also means my perspective draws reasonable conclusions on a globally significant issue or topic.

## Recognize Perspectives

*How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses a clear personal perspective on a situation, event, or issue, and explains the perspective with reasons and evidence.	I can express a clear personal perspective. This means my perspective addresses a specific situation, event, or issue.  I can also explain my perspective with reasons and evidence.
Determines an author's point of view on a global topic/issue, analyzing how the author acknowledges and responds to conflicting viewpoints.	I can determine an author's point of view on a global topic or issue. This means I can analyze how the author addresses conflicting viewpoints.
Interprets text(s) making a specific connection to their cultural or historical contexts, audience/purpose, or author's personal experience/ perspective.	I can interpret a text. This means I can make a specific connection to the text's cultural or historical contexts, audience or purpose. It also means I understand the author's personal experience or perspective.
Explains varying perspectives on a situations, events, or issues and provides an explanation of each perspective, on the basis of different contexts, such as differential access to literacy (education) or information.	I can explain varying perspectives on a situation, event, or issues. This means I can provide an explanation of how each perspective is formed through different contexts, such as access to literacy or information.

## Communicate Ideas

*How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Introduces and develops a clear thesis with relevant, well-chosen details, examples, or definitions from sources.	I can introduce and develop a clear thesis. This means I develop my thesis with relevant, well-chosen details, examples, or definitions from sources.
Introduces and supports a specific claim and makes note that there is a counterclaim.	I can introduce and support a specific claim. This means my claim is supported by evidence. I can also identify that there is a counterclaim.
Develops a real or imagined experience, event, and/or character(s) representing a point of view, showing the relationships between these experiences and events.	I can develop a real or imagined experience, event, and/or character. This means these represent a single point of view. I can also show the relationships between these experiences and events.
Communicates with very few distracting errors in grammar, usage, and mechanics. Attempts to vary sentences and word choice. Applies conventions that are generally appropriate to the genre, audience, and purpose.  Accurately provides basic bibliographic information from all sources and cites sources within the text.	I can communicate with very few distracting errors in grammar, usage, and mechanics. I can attempt to vary sentences and word choice. I can apply conventions that are generally appropriate to the genre, audience, and purpose. I can accurately provide basic bibliographic information from all sources. I can also cite sources within the text.
Organizes ideas, reasons, and evidence in a logical, coherent sequence, using appropriate transitions within and between paragraphs to clarify relationships among ideas, reasons, and evidence.	I can organize ideas, reasons, and evidence in a logical, coherent sequence. This means I use appropriate transitions within and between paragraphs. It also means I clarify relationships among ideas, reasons, and evidence.
Selects and uses appropriate digital media to share, collaborate and to make content accessible.	I can select and use appropriate digital media to share content. This means I know correct ways to digitally share my ideas. It also means I share my ideas in ways that are easy for people to understand. I can select and use appropriate digital media to collaborate. This means I know correct ways to digitally work with others.
Reflects on the effectiveness and quality of the communication product and its likely impact on the understanding of a specific audience; proposes specific changes that are likely to improve its accessibility to the audience.	I can reflect on the effectiveness and quality of my communication product. This means I can think about how clear my work is to others. I can also propose specific changes that are likely to improve its accessibility to the audience.



## Take Action

*How deeply does the student reflect on his/her learning and changed views and attitudes, and how effectively does the student develop and advocate a position or action?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies opportunities for personal or collaborative action using language arts skills to address situations, events, or issues in a way that is likely to improve conditions.	I can identify opportunities to take action. This means I know when language arts skills can address situations, events, or issues in a way that is likely to improve conditions.
Assesses options and plans actions based on evidence from text or media.	I can assess options and plan actions. This means I base my plan on evidence from text or media.
Describes how language arts skills were used to execute a specific plan of action, including how these skills can be improved.	I can describe how language arts skills were used to take action. I can also describe how these skills can be improved.

# History/Social Studies

## RATIONALE

An understanding of global events and conditions is incomplete—even impossible—without the perspective of history and social studies. History strives to answer questions about *what* happened, and social studies strives to answer questions about *why* things happen. Awareness of these forces informs students' ideas about how to respond and act in the face of events and circumstances around the world.

By looking at the influences of history and social studies on their immediate environment, students begin to extrapolate about the factors that create living conditions, social movements, economies, conflict, alliance, and cultural and political institutions. Looking at these influences on their own lives prompts students to ask questions, synthesize knowledge and information, and apply ideas and hypotheses to explain the world. They can then learn to apply these same skills and behaviors in looking at the historical and social influences affecting other parts of the world. Inquiries like these inform greater understanding of issues such as world poverty, economic policy, resource distribution, and international initiatives around trade, environment, and human rights.

The study of history and social science has always contained a component of citizenship education. Learning how to participate in social and political institutions, make good decisions on issues beyond one's own personal interests, and contribute productively to the economy and to society in general are all founded on a recognition that the individual is accountable for the events that become history and for society's initiatives. A global approach to history/social studies enables students to recognize how their local actions touch and influence others half a world away. Having achieved this realization, students can then imagine ways to address local and global challenges for the benefit of all.

The pace of change in the world is accelerating, and the problems of the world are increasingly big and complex. The capacity to respond requires commitment, rational optimism, inventiveness, and the willingness to act. Examples of these characteristics abound in history, across boundaries and cultures. These examples were influenced by the societies, traditions, and institutions from which they arose. Through a comprehensive study of global history and cultures, students learn by these examples that history can be changed through individual and collective action.

# History/Social Studies

## PERFORMANCE OUTCOMES

### Investigate the World

*What is the evidence that a student can situate and analyze social questions beyond his/her immediate environment and time?*

- Explains a local, regional, and/or or global issue; poses a researchable social science-related question on the issue; and explains how the question matters to a local, regional, or global community beyond one's own.
- Selects relevant primary and secondary sources that vary in format, and includes domestic or international perspectives other than one's own.
- References the origins of the sources, and uses them to understand authors' perspectives and purposes.
- Accurately analyzes the credibility, bias or subtext of one source in relation to a specific researchable question.
- Makes connections between sources by comparing information and types of sources.
- Draws reasonable conclusions based on social science evidence in response to a global question, and raises specific unanswered questions for further investigation.

### Recognize Perspectives

*What is the evidence that a student uses sources from historical and contemporary contexts to consider his/her own and others' perspectives?*

- Clearly explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to one contextual influence.
- Compares perspectives on a situation, event, global issue, or phenomenon using examples, details and/or quotes; explains how specific conditions are relevant to those perspectives.
- Explains the impact of a cultural or global interaction on people, societies, events, or the development of knowledge; uses an example to demonstrate a specific understanding of global interdependence.
- The account of a particular group's options, choices, or lived experiences reflects a well-informed understanding of how people are shaped by their particular contexts.

### Communicate Ideas

*What is the evidence that a student advances and defends arguments that foster collaboration among diverse audiences?*

- Introduces clear, precise claim(s); develops claim(s) through an explanation of relevant evidence from sources.
- Introduces a counterclaim and includes details relevant to a counterclaim from sources.
- Communicates by accurately using social science language, conventions, style and tone appropriate to the audience and purpose. Cites sources correctly.
- Selects appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others. Applies appropriate tools within the selected media to make content accessible.

## Take Action

*What is the evidence that a student compares and prioritizes choices, and what are the implications for engaging in advocacy or action?*

- Identifies opportunities for personal or collaborative action or civic engagement to address a situation, event, global issue or phenomenon in a way that is likely to improve conditions.
- Assesses options and plans actions based on evidence, and the perceived potential for impact.
- Acts individually or collaboratively to execute a plan that is supported by social science knowledge, is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation. Assesses the merit of the action.
- Describes the social science understandings and skills that were used to execute a plan of action, and identifies specific skills that need improvement.

# History/Social Studies

## RUBRIC

### Investigate the World

*What is the evidence that a student can situate and analyze social questions beyond his/her immediate environment and time?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Pose Significant Researchable Questions	Identifies a local, regional, or global issue; and poses a social science-related question relevant to the issue.	Explains a local, regional, or global issue; and poses a social science-related question that matters to the local, regional, or global community.	Explains a local, regional, and/or or global issue; poses a researchable social science-related question on the issue; and explains how the question matters to a local, regional, or global community beyond one's own.	Explains a local, regional, and/or or global issue; poses a specific researchable question on the issue that requires social science investigation; and explains its significance to the global community.
Select Varied Sources	Selects multiple secondary sources relevant to a social science-related question.	Selects relevant primary or secondary sources that vary in format.	Selects relevant primary and secondary sources that vary in format, and includes domestic or international perspectives other than one's own.	Selects relevant primary and secondary sources that represent a variety of formats, and domestic and international perspectives other than one's own.
Analyze the Origin of Sources	Provides accurate source information when using direct quotes and facts.	Introduces sources by referring to their origins, and provides accurate source information when using direct quotes and facts.	References the origins of the sources, and uses them to understand authors' perspectives and purposes.	References the origins of sources, and accurately uses them to explain authors' perspectives and purposes.
Analyze Source Credibility	Questions the credibility or bias of a source and includes a logical reason.	Questions the credibility or identifies the bias of a source using specific details.	Accurately analyzes the credibility, bias or subtext of one source in relation to a specific researchable question.	Accurately analyzes the credibility, bias, or subtext of sources in relation to a specific researchable question.

Compare Sources	Uses information from multiple sources to support a claim.	Makes connections between documents by comparing information or types of sources.	Makes connections between sources by comparing information and types of sources.	Makes connections between sources by grouping similar positions or identifying differences between sources, demonstrating a substantial understanding of the issue.
Draw Evidence-Based Conclusions and Raise Logical Implications	Draws simple conclusions based on evidence from a source in response to a global question, and raises an unanswered question related to the source or issue.	Draws conclusions based on evidence from sources in response to a global question, and raises unanswered questions for further investigation.	Draws reasonable conclusions based on social science evidence in response to a global question, and raises specific unanswered questions for further investigation.	Draws logical conclusions based on social science evidence in response to a global question, and raises specific unanswered questions for further investigation.

## Recognize Perspectives

*What is the evidence that a student uses sources from historical and contemporary contexts to consider his/her own and others' perspectives?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Explain Personal Perspective	Expresses a perspective on a situation, event, global issue, or phenomenon.	Clearly explains own perspective on a situation, event, global issue, or phenomenon, and identifies one context that influences their perspective.	Clearly explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to one contextual influence.	Clearly and concisely explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to multiple contextual influences.
Compare Multiple Perspectives	Identifies more than one perspective on a situation, event, global issue, or phenomenon across different groups of people or regions of the world.	Discusses more than one perspective on a situation, event, global issue, or phenomenon; makes a connection between a perspective and specific conditions.	Compares perspectives on a situation, event, global issue, or phenomenon using examples, details and/or quotes; explains how specific conditions are relevant to those perspectives.	Compares perspectives on a situation, event, global issue, or phenomenon; explains differences or similarities by discussing important conditions that shape each perspective.
Explain the Impact of Global Interactions	Discusses several ways that different communities interact.	Discusses a specific example of cultural or global interaction, and some of the effects of that interaction.	Explains the impact of a cultural or global interaction on people, societies, events, or the development of knowledge; uses an example to demonstrate a specific understanding of global interdependence.	Explains the impacts of cultural and global interactions on people, societies, events, or the development of knowledge; demonstrates a complex understanding of global interdependence.
Understand Contexts	Identifies a particular contextual factor and how that might influence a group's lived experiences.	The account of a particular group's options, choices, or lived experiences makes an accurate connection to contextual factors.	The account of a particular group's options, choices, or lived experiences reflects a well-informed understanding of how people are shaped by their particular contexts.	Explains how different contexts shape the options, choices, and lived experiences of different groups of people around the world.

## Communicate Ideas

*What is the evidence that a student advances and defends arguments that foster collaboration among diverse audiences?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Introduce Argument and Provide Explanation	Expresses a specific perspective on topics or texts, supported with reasons, facts, and details.	Introduces a clear claim; supports claim with reasons and relevant evidence from sources.	Introduces clear, precise claim(s); develops claim(s) through an explanation of relevant evidence from sources.	Introduces clear, precise, and knowledgeable claim(s); develops the claim(s) through an explanation and synthesis of significant and relevant evidence from sources.
Introduce Counterclaim	N/A	Identifies a counterclaim.	Introduces a counterclaim and includes details relevant to a counterclaim from sources.	Introduces a clear counterclaim(s) and develops counterclaim(s) fairly, through an explanation of significant and relevant evidence from sources.
Communicate with Language Conventions Appropriate to Audience and Purpose	Communicates by using social science language; has a general awareness of the audience and purpose. Includes a complete list of sources.	Communicates by using social science language, conventions, style and tone generally appropriate to the audience and purpose, with minor lapses. Cites sources.	Communicates by accurately using social science language, conventions, style and tone appropriate to the audience and purpose. Cites sources correctly.	Communicates by accurately and consistently using social science language, conventions, style and tone appropriate to the audience and purpose. Cites sources consistently and correctly.
Use of Multimedia	Uses digital media to share products of learning, or to interact and collaborate with others. Applies tools within the selected media in a basic way.	Selects appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others. Demonstrates some application of tools within the selected media to make content accessible.	Selects appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others. Applies appropriate tools within the selected media to make content accessible.	Selects the most appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others. Consistently applies appropriate tools within the selected media to make content accessible and engage the audience.



## Take Action

*What is the evidence that a student compares and prioritizes choices, and what are the implications for engaging in advocacy or action?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify Opportunities for Personal and Collaborative Action	Identifies a specific need for improvement of a situation, event, global issue, or phenomenon, and a plausible personal response.	Participates in collaborative opportunities for action or civic engagement to address a situation, event, global issue or phenomenon.	Identifies opportunities for personal or collaborative action or civic engagement to address a situation, event, global issue or phenomenon in a way that is likely to improve conditions.	Identifies and creates opportunities for personal or collaborative action or civic engagement to address a situation, event, global issue, or phenomenon in a way that is likely to improve conditions.
Assess Options and Plan Action	Proposes hypothetical actions based on the perceived potential for impact.	Plans actions based on evidence and the perceived potential for impact.	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, feasibility, and/or potential consequences.
Act Creatively and Responsibly	Describes a plausible plan to act individually or collaboratively in response to a local, regional, or global situation, and in a way that is intended to improve the situation.	Acts individually or collaboratively in response to a local, regional, or global situation, and in a way that is appropriate and intended to improve the situation.	Acts individually or collaboratively to execute a plan that is supported by social science knowledge, is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.	Applies the knowledge and methods of the social sciences to act individually or collaboratively; executes a plan that is culturally responsive, innovative, and strongly likely to improve a local, regional, and/or global situation; and assesses the immediate impact of the action based on evidence.
Reflect on Actions	Identifies social science understandings and skills that need further personal development, in order to participate effectively in advocacy and action.	Describes how social science understandings and skills were used to execute a plan of action, and identifies some areas for improvement.	Describes the social science understandings and skills that were used to execute a plan of action, and identifies specific skills that need improvement.	Reflects on own social science understandings and skills for taking action and supporting the improvement of a local, regional, and/or global situation; identifies strategies that may support skill development.

# History/Social Studies

## I CAN STATEMENTS

### Investigate the World

*What is the evidence that a student can situate and analyze social questions beyond his/her immediate environment and time?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Explains a local, regional, and/or or global issue, poses a researchable social-science related question on the issue, and explains how the question matters to a local, regional, or global community beyond one's own.	<p>I can explain a local, regional, and/or global issue.</p> <p>I can pose a researchable question. This means my question requires investigation of social sciences (i.e. history, politics, geography, economics).</p> <p>I can also explain how my question matters to a specific community. This means I can describe why my question is important to a group of people outside my own community.</p>
Selects relevant primary and secondary sources that vary in format, and includes domestic or international perspectives other than one's own.	I can select a variety of relevant primary and secondary sources. These sources should represent a variety of formats and perspectives different than my own, from my own country or other countries.
References the origins of the sources and uses them to understand authors' perspectives and purposes.	I can reference the origins of the sources I select. This means I can identify the author, and understands the author's perspective or purpose.
Accurately analyzes the credibility, bias or subtext of one source in relation to a specific researchable question.	I can accurately analyze the credibility, bias or subtext of one source. This means I understand the perspective of the source's author. It also means that I understand how this perspective connects to a specific question.
Makes connections between sources by comparing information and types of sources.	I can make connections between sources. This means I can compare the information I find in multiple sources and explain how they are connected.
Draws reasonable conclusions based on social science evidence in response to a global question and raises specific unanswered questions for further investigation.	<p>I can draw reasonable conclusions in response to a global question. This means I base my conclusions on social science (i.e. history, politics, geography, economics) evidence. It also means that I can explain how this evidence generally supports my conclusion.</p> <p>I can also raise specific unanswered questions for further research. This means I can create open-ended questions as I research a specific issue.</p>

## Recognize Perspectives

*What is the evidence that a student uses sources from historical and contemporary contexts to consider his/her own and others' perspectives?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Clearly explains own perspective on a situation, event, global issue, or phenomenon, and explains how this perspective is tied to one contextual influence.	<p>I can clearly explain my own perspective. This means I can describe my perspective and provide supporting evidence.</p> <p>I can also explain how my perspective is tied to one contextual influence. This means I can describe how a single influence has helped me form my perspective.</p>
Compares perspectives on a situation, event, global issue, or phenomenon using examples, details and/or quotes and explains how specific conditions are relevant to those perspectives.	<p>I can compare various perspectives. This means I can compare various perspectives on the same situation, event or global issue.</p> <p>I can also explain how specific conditions are relevant to these perspectives. This means I understand some of the reasons why people formed these different perspectives.</p>
Explains the impact of a cultural or global interaction on people, societies, events, or the development of knowledge, using an example that demonstrates a specific understanding of global interdependence.	<p>I can explain the impact of a cultural or global interaction on people, societies, events, or the development of knowledge. This means I can describe why global interactions are important. This also means that I use an example that demonstrates a specific understanding of global interdependence.</p>
Account reflects a well-informed understanding of how the options, choices, and lived experiences of a group of people are shaped by their particular contexts.	<p>I can explain how the options, choices, and lived experiences of a group of people are shaped by their particular contexts. This means I understand that these experiences are an important influence on any perspective.</p>

## Communicate Ideas

*What is the evidence that a student advances and defends arguments that foster collaboration among diverse audiences?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Introduces clear, precise claim(s) and develops claim(s) through an explanation of relevant evidence from sources.	<p>I can introduce a clear and precise claim. This means I can use language to clarify my claim. It also means that my claim addresses a specific issue.</p> <p>I can also use relevant evidence from sources to support my claim.</p>
Introduces a counterclaim and includes details relevant to a counterclaim from sources.	<p>I can introduce a counterclaim with relevant supporting details from sources.</p>
Communicates appropriately and accurately using the language of the social sciences by applying conventions and a style/tone appropriate to the audience and purpose and citing sources appropriately.	<p>I can communicate appropriately and accurately using the language of the social sciences (i.e. history, politics, geography, economics). This means I can use vocabulary and evidence from social science disciplines in my communication.</p> <p>I can apply conventions and a style or tone appropriate to the audience and purpose. This means I understand my audience, and communicate in a way to help them understand my message.</p> <p>I can also cite sources appropriately.</p>
Selects appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others and applies appropriate tools within the selected media to make content accessible.	<p>I can select appropriate digital media to share information with various audiences.</p> <p>I can select appropriate digital media to interact with various audiences.</p> <p>I can select appropriate digital media to collaborate with various individuals or groups.</p> <p>I can also apply appropriate tools within the selected media to make content accessible. This means I understand the different ways to use specific technologies, and can choose the ways that help me convey my message.</p>

## Take Action

*What is the evidence that a student compares and prioritizes choices, and what are the implications for engaging in advocacy or action?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies opportunities for personal or collaborative action or civic engagement to address a situation, event, global issue or phenomenon in a way that is likely to improve conditions.	I can identify opportunities to take action in ways that improves conditions. This opportunities need to focused on a situation, event, or global issue.
Assesses options and plans actions based on evidence and the perceived potential for impact.	<p>I can assess the options for action based on evidence. This means think about previous approaches, different perspectives, and consequences of previous actions. It also means I use this knowledge as I make decisions.</p> <p>I can also plan actions based on evidence. This means I can use evidence to support what my plan might achieve.</p>
Acts individually or collaboratively to execute a plan that is supported by social science knowledge, is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation. Assesses the merit of the action.	<p>I can apply the knowledge and methods of the social sciences to act individually or collaboratively. This means I can use what I've learned in social sciences (i.e. history, politics, geography, economics ) to take action.</p> <p>I can take action in a way that is culturally appropriate and likely to improve a local, regional, and/or global situation. This means I understand how likely my actions will be helpful.</p> <p>I can also assess the merit of the action I've taken.</p>
Describes the social science understandings and skills that were used to execute a plan of action, and specific skills that need improvement.	<p>I can describe which social science knowledge and skills I used when taking action.</p> <p>I can also describe specific skills I need to improve to continue taking action.</p>

# Mathematics

## RATIONALE

The goal of a mathematics program at a globally focused school is to develop an individual's capacity to understand the role of mathematics in the world; to study issues, situations or events of global significance that call for a mathematical approach or solution; and to use mathematics to support conclusions, arguments, and decisions that lead them to act as reflective, constructive and concerned citizens of the world.

A globally-focused teacher of mathematics asks:

- What is the mathematics our students need to better understand the world?
- What is the mathematics that students need to know in order to solve complex problems in a complex world?
- How do students need to think about and behave toward mathematics in their daily lives and in the rest of the curriculum?
- How do we organize the mathematics content in a globally focused school to support students' capacity to think mathematically?

To be able to describe the mathematics that students need to study, it is important to understand that the world consists of situations, events, and phenomena:

- that can be represented, described, or quantified, entailing a solid understanding of algebra and the mathematics of generalization;
- that involve relationships among quantities, necessitating an understanding of functions and analysis;
- that are often physical, spatial and have measurable attributes, requiring a background in geometry and geometric measurement; and
- that are often inherently variable and uncertain, requiring an understanding of probability and statistics.

These domains of study constitute the basis of the mathematics program in a globally focused school.

However, the right content is not enough; one must ensure that students have access to the appropriate experiences that will guide them in their use of the mathematics to better study and contribute to the world.

To aid in this challenge, the GPS performance

outcomes and rubric can serve as a focal point for organizing instructional experiences. The performance outcomes and rubric were developed to address the four expectations for any globally competent individual: that they can investigate the world, recognize perspectives, communicate ideas and take action. Within each of these expectations are specific skills, knowledge, and dispositions that will guide teachers in their decision-making for what should be taught and how it could be taught in a mathematics classroom focused on a global environment.

# Mathematics

## PERFORMANCE OUTCOMES

### Investigate the World

*How well does the student use mathematics to model and investigate a given issue, situation, or event?*

- Builds or integrates comprehensive mathematical models to describe or diagram globally significant issues.
- Describes how the mathematical relationships in a model reflect a situation, and evaluates and refines a model for limitations.
- Employs mathematical tools, procedures, or representations in a unique way to explore and analyze a global issue, situation, or event. Articulates the insights to be gained and the limitations of different tools.
- Incorporates multiple solution strategies to arrive at a correct approach and solution to the problem, and revises strategy when appropriate.
- Make claims and conjectures by building, justifying, and revising logical progression of statements to explore the truth of their claims.
- Evaluates the implications of the conjecture, conclusion, decision, or argument within the global context; uses the evaluation to revise or amend the conjecture, conclusion, decision, or argument within a global context.

### Recognize Perspectives

*How well does the student recognize the impact of his/her mathematical analyses on themselves and others?*

- Collaborates and seeks external verification or validation of the appropriateness of their model, tools, procedures, solutions, analyses, conclusions, arguments, or decisions; makes revisions based on external critique to strengthen outcomes.
- Recognizes, articulates, and addresses different perspectives; revises original conclusions, decisions, or opinions when appropriate, incorporating specific elements of these perspectives.
- Strengthens the conjectures, conclusions, or procedures through additional mathematical analyses or research; engages in mathematical discourse to interpret, evaluate and amend the conclusions, arguments, and decisions.
- Evaluates and explains reasoning in increasingly complex arguments, and revises argument to improve effectiveness.

## Communicate Ideas

*How clearly and accurately does the student communicate and defend his/her mathematical thinking, approaches, representations, solution, and decisions?*

- Explains and justifies complex mathematical reasoning, concepts, procedures, and relationships using precise mathematical language in an organized and sequenced way, referencing a variety of mathematical models for clarity when appropriate.
- Defends multiple conjectures, conclusions, decisions, or arguments with relevant and accurate concepts, procedures, or data from one or more related models using precise mathematical language.
- Decontextualizes a mathematical idea in multiple ways by correctly using precise mathematical terms, symbols, and conventions; and contextualizes by evaluation of the process using precise mathematical terminology and symbols.
- Engages in clear oral and written mathematical discourse, analyzing the context of a problem to determine the level of precision that is needed. Identifies sources of error in estimates and evaluates its potential impact on the solution.
- Selects and uses appropriate media to effectively communicate mathematical ideas. Evaluates and refines media choices and mathematical ideas.

## Take Action

*How well does the student advocate for, engage in, and reflect on plausible and responsible actions that are supported by his/her mathematics?*

- Extends elements of a course of action beyond the scope of the task's audience to a new audience, or beyond the scope of the task.
- Develops and implements a viable, manageable, and responsible plan of action supported by the mathematics; and consistent with the argument, conclusion, or decision.
- Articulates the importance of the plan(s) of action within the context of the global community. Analyzes and evaluates the plan of action for limitations and potential improvements supported by the data or other conclusions.



# Mathematics

## RUBRIC

### Investigate the World

*How well does the student use mathematics to model and investigate a given issue, situation, or event?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Develop Models	Builds a mathematical model using both concrete referents (objects, drawings, diagrams and actions) and abstractions (symbols and equations) to describe a globally significant issue, or applies a model that has been successful previously in similar situations. Attends to most given constraints.	Builds a comprehensive mathematical model using primarily abstractions to describe or diagram a globally significant issue; or adapts a previous model to be applicable to a globally significant issue. Attends to all given constraints.	Builds a comprehensive mathematical model using primarily abstractions to describe a situation or to diagram a globally significant issue; or integrates one or more familiar models to represent a globally significant issue. Attends to all given constraints.	Uses additional contextual information or relationships in the mathematical model; or presents and considers several models, selecting the best model for the given context.
Revise Models	Describes how elements in a model relate to elements in a situation. Uses models that have both concrete referents (objects, drawings, diagrams and actions) and abstractions (symbols and equations).	Describes how the mathematical relationships in a model reflect a situation. Uses models that rely primarily on abstractions. Evaluates a model for limitations.	Describes how the mathematical relationships in a model reflect a situation. Uses models that rely primarily on abstractions. Evaluates a model for limitations and refines a model. Specifies the domain for which the model is interpretable.	Evaluates and accurately articulates why the model selected is the best choice and explains the mathematical limitations based on the assumptions used to create the model.

Use Appropriate Tools Strategically	Distinguishes between appropriate mathematical tools, procedures, and representations to explore a global issue, situation, or event. Articulates why a particular tool or procedure was selected.	Employs appropriate mathematical tools, procedures, or representations to explore a global issue, situation, or event. Articulates the insights to be gained and the limitations of different tools.	Employs familiar mathematical tools, procedures, or representations in a unique way to explore and analyze a global issue, situation, or event. Articulates the insights to be gained and the limitations of different tools. Increasingly makes use of digital tools (graphing calculators, dynamic software, simulations).	Evaluates and uses appropriate and efficient mathematical tools, procedures, and representations to explore, manipulate, and analyze the global issue, situation, or event.
Formulate Solution Strategies	Generates a range of appropriate strategies and differentiates between the applicability of the strategies to the given situation.	Formulates multiple appropriate solution strategies, and evaluates how one or more will represent a correct approach and solve the problem.	Incorporates multiple solution strategies to arrive at a correct approach and solution to the problem; revises strategy when appropriate.	Identifies or derives additional information to enhance the model that leads to the use of innovative approaches to the problem or to novel solutions.
Develop Claims and Arguments	Constructs or verifies arguments of a more generalized nature, but may support with concrete referents (objects, drawings, diagrams, and actions). Justifies argument using both descriptions of procedures and mathematical reasoning.	Make claims and conjectures by building a logical progression of statements to explore the truth of their claims. Justifies argument using stated assumptions, definitions, and previously established results in constructing argument.	Make claims and conjectures by building a logical progression of statements to explore the truth of their claims. Justifies argument using stated assumptions, definitions, and previously established results in constructing argument. Revises conjectures based on analysis and evaluation.	Defends and validates conjecture, conclusions, arguments, and decisions with additional mathematical analyses, supported by external research, or by public review. Incorporates comments and critique into conjecture or conclusions as appropriate.
Evaluate Implications	Expresses and evaluates some implications of a conclusion, conjecture, or argument arising from a mathematical model or process; uses data or information from the model as support.	Evaluates some implications of the conjecture, conclusion, decision, or arguments in the context of a wider range of reference, including national and global scales.	Evaluates the implications of the conjecture, conclusion, decision, or argument within the global context; uses the evaluation to revise or amend the conjecture, conclusion, decision, or argument within a global context.	Extends the implications within the global context and uses the mathematics of the given situation to support or address the implications beyond the context of the issue, situation, or event, including consideration of ethics and compassion.

## Recognize Perspectives

*How well does the student recognize the impact of his/her mathematical analyses on themselves and others?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Verify with External Sources	Seeks external verification or validation of results of independent work or collaboration, and outlines conclusions or processes needing verification.	Collaborates and seeks external verification or validation of the appropriateness of their model, tools, procedures, solutions, analyses, conclusions, arguments, or decisions; considers possible revisions based on external critique.	Collaborates and seeks external verification or validation of the appropriateness of their model, tools, procedures, solutions, analyses, conclusions, arguments, or decisions; makes revisions based on external critique to strengthen outcomes.	Collaborates to validate work with professional sources or a larger, global community.
Recognize Different Perspectives	Recognizes, articulates, and addresses different perspectives.	Recognizes, articulates, and addresses different perspectives by revising original ideas.	Recognizes, articulates, and addresses different perspectives; revises original conclusions, decisions, or opinions when appropriate, incorporating specific elements of these perspectives.	Recognizes and supports different perspectives with additional mathematical analyses or external research; justifies perspective and constructively critiques differing perspectives.
Defend Conjecture	Articulates a valid conjecture that reflects the mathematical process procedure model, resulting in a mathematically valid conclusion; engages in mathematical discourse to justify conjecture.	Engages in mathematical discourse to justify conjectures, conclusions, and procedures, critiquing the reasoning of others; uses external critique to analyze, review, and begin to revise conjecture, conclusion, or procedure.	Strengthens the conjectures, conclusions, or procedures through additional mathematical analyses or research; engages in mathematical discourse to interpret, evaluate and amend the conclusions, arguments, and decisions.	Strengthens the conjectures, conclusions, or procedures through additional mathematical analyses, research, or discourse; incorporates other mathematics and external research into the conclusions, arguments, and decisions.
Critique the Reasoning of Others	Identifies correct and flawed reasoning in arguments, using concrete referents (objects, drawings, diagrams, and actions) and abstractions (symbols and equations). Evaluates and explains why the logic is flawed, if it is, using informal and formal reasoning. Provides suggestions to improve the argument.	Identifies correct and flawed reasoning in increasingly complex arguments, relying more on abstractions. Evaluates and explains why the logic is flawed, if it is, drawing on formal logic such as counterexamples. Revises to improve the argument. Compares the effectiveness of plausible arguments.	Identifies correct and flawed reasoning in increasingly complex arguments (concrete referents and abstractions). Evaluates and explains why the logic is flawed, if it is, drawing on formal logic such as counterexamples. Revises to improve the argument. Compares the effectiveness of plausible arguments, given audiences or standards of evidence.	Recognizes and supports different perspectives with additional mathematical analyses or external research; justifies perspective and constructively critiques differing perspectives.

## Communicate Ideas

*How clearly and accurately does the student communicate and defend his/her mathematical thinking, approaches, representations, solution, and decisions?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Use Symbols and Abstractions	Explains and justifies complex mathematical reasoning, concepts, procedures, and relationships using precise mathematical language in a way that is mostly organized and sequenced.	Explains and justifies complex mathematical reasoning, concepts, procedures, and relationships using precise mathematical language in an organized and sequenced way, referencing visual representations.	Explains and justifies complex mathematical reasoning, concepts, procedures, and relationships using precise mathematical language in an organized and sequenced way, referencing a variety of mathematical models for clarity (when appropriate).	Explains and justifies complex mathematical concepts, procedures, and relationships using detailed and elegant visual representations.
Defend Conclusions	Defends a conclusion, conjecture, decision, or argument with some mathematical concepts, procedures, or data from the model using precise mathematical language.	Defends a complex conclusion, conjecture, decision, or argument with relevant and accurate concepts, procedures, or data from the model using precise mathematical language.	Defends multiple conjectures, conclusions, decisions, or arguments with relevant and accurate concepts, procedures, or data from one or more related models using precise mathematical language.	Uses additional data, deeper analyses, or a secondary model to support and defend decisions, conclusions, or arguments using precise mathematical language.
Engage in Mathematical Discourse	Decontextualizes a mathematical idea using mathematical terms, symbols, and conventions; and begins to contextualize by some evaluation of the process using mathematical language.	Decontextualizes a mathematical idea correctly using precise mathematical terms, symbols, and conventions; and contextualizes by evaluating the process using precise mathematical terminology and symbols.	Decontextualizes a mathematical idea in multiple ways by correctly using precise mathematical terms, symbols, and conventions; and contextualizes by evaluating the process using precise mathematical terminology and symbols.	Decontextualizes a mathematical idea in multiple ways by using mathematical terms, symbols, and conventions; and contextualizes by evaluating the process in precise mathematical language, and enhancing meaning through use of common language.

<p>Apply Convention and Precision</p>	<p>Engages in clear oral and written mathematical discourse that uses mathematical terminology, symbols, and conventions correctly, and is generally free of errors in grammar, usage, and punctuation. Analyzes the context of a problem to determine the level of precision that is needed.</p>	<p>Engages in clear oral and written mathematical discourse that is free of mathematical misconception and errors in grammar, usage, and mechanics. Analyzes the context of a problem to determine the level of precision that is needed. Identifies sources of error in estimates or given data set.</p>	<p>Engages in clear oral and written mathematical discourse using precise mathematical terminology and language, as well as correct grammar, usage, and mechanics. Analyzes the context of a problem to determine the level of precision that is needed. Identifies sources of error in estimates or given data set, and evaluates its potential impact on the final solution.</p>	<p>Engages in clear oral and written mathematical discourse using precise mathematical terminology and language, as well as correct grammar, usage, and mechanics so that the communication of mathematical meaning is enhanced. Analyzes the context of a problem to determine the level of precision that is needed. Identifies sources of error in estimates or given data set, and evaluates its potential impact on the final solution.</p>
<p>Select Appropriate Media</p>	<p>Selects and uses an appropriate medium to effectively communicate mathematical ideas.</p>	<p>Selects and uses appropriate media to efficiently communicate and evaluate mathematical ideas.</p>	<p>Selects and uses appropriate media to effectively communicate mathematical ideas; evaluates and refines media choices and mathematical ideas.</p>	<p>Selects appropriate media; uses advanced features/tools to elegantly and efficiently communicate, and strategically analyze mathematical ideas.</p>

## Take Action

*How well does the student advocate for, engage in, and reflect on plausible and responsible actions that are supported by his/her mathematics?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Advocate for a Course of Action	Advocates for a course of action that is plausible, responsible, and supported by mathematics.	Advocates for multiple possible courses of action that are plausible, responsible, and supported by mathematics.	Extends elements of a course of action beyond the scope of the task's audience to a new audience, or beyond the scope of the task.	Extends advocacy beyond the scope of the task's audience to new audiences, or extends the courses of action beyond the scope of the task.
Develop a Plan of Action	Identifies a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible; and related to the argument, conclusion, or decision.	Develops and implements a viable, manageable, and/or responsible plan of action supported by the mathematics; and primarily consistent with the argument, conclusion, or decision.	Develops and implements a viable, manageable, and responsible plan of action supported by the mathematics; and consistent with the argument, conclusion, or decision.	Plans novel or innovative actions supported by the mathematics, and consistent with the argument, conclusion, or decision. OR Continues to engage in the action beyond the scope of the task.
Describe the Plan's Importance	Describes the importance of the plan of action, with some connection to the global community, supported by the data or conclusions.	Articulates the importance of the plan(s) of action within the context of the global community, and identifies the limitations and potential improvements, supported by the data or conclusions.	Articulates the importance of the plan(s) of action within the context of the global community. Analyzes and evaluates the limitations and potential improvements, supported by the data or conclusions.	Develops new insights and can articulate the changes in personal views, attitudes, or mathematical understanding as a result of the action(s).

# Mathematics

## RATIONALE

The goal of a mathematics program at a globally focused school is to develop an individual's capacity to understand the role of mathematics in the world; to study issues, situations or events of global significance that call for a mathematical approach or solution; and to use mathematics to support conclusions, arguments, and decisions that lead them to act as reflective, constructive and concerned citizens of the world.

A globally-focused teacher of mathematics asks:

- What is the mathematics our students need to better understand the world?
- What is the mathematics that students need to know in order to solve complex problems in a complex world?
- How do students need to think about and behave toward mathematics in their daily lives and in the rest of the curriculum?
- How do we organize the mathematics content in a globally focused school to support students' capacity to think mathematically?

To be able to describe the mathematics that students need to study, it is important to understand that the world consists of situations, events, and phenomena:

- that can be represented, described, or quantified, entailing a solid understanding of algebra and the mathematics of generalization;
- that involve relationships among quantities, necessitating an understanding of functions and analysis;
- that are often physical, spatial and have measurable attributes, requiring a background in geometry and geometric measurement; and
- that are often inherently variable and uncertain, requiring an understanding of probability and statistics.

These domains of study constitute the basis of the mathematics program in a globally focused school.

However, the right content is not enough; one must ensure that students have access to the appropriate experiences that will guide them in their use of the mathematics to better study and contribute to the world.

To aid in this challenge, the GPS performance

outcomes and rubric can serve as a focal point for organizing instructional experiences. The performance outcomes and rubric were developed to address the four expectations for any globally competent individual: that they can investigate the world, recognize perspectives, communicate ideas and take action. Within each of these expectations are specific skills, knowledge, and dispositions that will guide teachers in their decision-making for what should be taught and how it could be taught in a mathematics classroom focused on a global environment.

# Science

## RATIONALE

**C**limate change, population growth, pandemic diseases, nuclear arms proliferation, pollution. Green technologies, new mobility systems, and advances in biotechnology. The globally focused science classroom is a powerful place for students to explore the implications of these worldwide problems and opportunities.

Globally focused science classrooms form an environment where students learn science from interdisciplinary and global perspectives. Global case studies engage students in problem-based learning tasks and scientific investigations founded on research in scientific literature. Students investigate complex biological, chemical, physical, earth-environmental, and human systems, recognize and consider the power of divergent perspectives, communicate about science effectively with diverse audiences around the world, and translate their scientific ideas and findings into actions that make a difference in their local community and the world.

As scientific innovation becomes increasingly cooperative rather than competitive among nations, the role of language, symbols, tools, technologies, and processes of science inquiry and literacy are foundational to understanding and advancing science knowledge. Science inquiry shows students how to initiate the inquiry, design and conduct experiments, present and analyze data, interpret results and draw conclusions. Science literacy teaches them how to discuss a science-related issue, put the issue into context, conduct research, develop and support a thesis, discuss the implications and communicate about the work.

Science offers the potential for medical cures, and for doing things better and faster and with fewer materials. But science also can be at the center of complex interrelationships between scientific results, unforeseen consequences, and ethical, legal and social implications. To understand the impact of global issues—and their current solutions—students need experiences with questioning current scientific understandings and technological practices, engaging with scientists around the globe and collaborating on potential solutions to existing problems.

In a globally focused science classroom, students learn to think like scientists. They observe natural phenomena that cause them to wonder, ask their own questions and test their ideas. When they interpret their data, new questions arise leading them into focused, purposeful research of the literature and further inquiry.

The result is students who can understand, analyze, apply, and evaluate existing scientific knowledge in the context of global cultural perspectives, politics, economics and history. Students learn to ask essential questions: How are the results of each action changing the global system dynamics? What are the complex interrelationships between local causes and worldwide effects? Do the benefits outweigh the costs? Are we reflecting on the known impacts and inquiring into the unknown effects? Students probe for deeper understanding and reflect on the results and unforeseen consequences of



# Science

## PERFORMANCE OUTCOMES

### Investigate the World

*What is the evidence that the student uses scientific procedures and disciplines to investigate natural and/or human global phenomena?*

- Asks scientific testable questions about a global issue. Questions build on an evaluation of existing evidence, a model, engineering design, or the premise of an argument.
- Develops a hypothesis identifying key variables to be investigated, the relationships between the variables, and provides a rationale.
- Develops a clear research thesis supported by prior scientific evidence from credible sources.
- Gathers and analyzes relevant background information from a variety of primary and secondary sources representing domestic or international perspectives. Evidence is directly related to a global issue and the hypothesis or research thesis.
- Uses an existing theory and/or develops a model related to a scientific question on a global issue and evaluates the credibility or limitation of the theory or model.
- Designs a “fair test” experiment identifying the controlled, independent, and dependent variables. Identifies the possible effect of confounding variables and evaluates the design to ensure variables are controlled.
- Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws plausible conclusions about the scientific question, hypothesis or research thesis. Analyzes and interprets the impact of inconsistencies or error in the data or research.

### Recognize Perspectives

*What is the evidence that the student interprets and discusses scientific data in the context of complex global systems?*

- Expresses a clear personal perspective on a local or global issue and explains how it has been influenced by science.
- Explains the perspectives and cultural experiences of two scientists with competing views on the same local or global issue.
- Explains a local or global issue, using information about relevant local or global context(s) to understand and identify implications for addressing the issue.
- Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws plausible conclusions about the scientific question, hypothesis or research thesis. Analyzes and interprets the impact of inconsistencies or error in the data or research.
- Poses new questions relevant to the research findings.

## Communicate Ideas

*What is the evidence that the student understands and discusses global implications of scientific ideas, research, or inquiry results?*

- Explains experimental and/or research procedures in sufficient detail to be accurately replicated and provides a rationale for the selection of the procedures.
- Presents data with multiple visual representations that clearly support explanation of the global issue and engages the audience.
- Develops, analyzes, and/or evaluates arguments or explanations supported by empirical evidence and/or scientific reasoning to support or refute counterclaims.
- Selects and applies appropriate technology to present and discuss scientific ideas or share data in accessible ways, or to collaborate beyond the classroom.
- Communicates with few errors in grammar, usage, and mechanics that do not impact readability. Applies scientific conventions and a style/tone appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.

## Take Action

*What is the evidence that the student translates scientific inquiry or research results into actions that increase awareness and improve global conditions?*

- Identifies a specific need for improvement of a situation, event, or global issue and develops an action plan that details personal OR collaborative actions based on experimental or research findings that have the potential to improve conditions locally and globally.
- Considers various options and determines an action plan, based on scientific evidence, feasibility, or the perceived potential for local and global impacts.
- Creates opportunities for personal or collaborative action using scientifically based solutions to address a situation, event, or issue in a way that is likely to improve conditions.
- Explains the effectiveness and appropriateness of personal and/or group actions for improvement AND explains the role of scientific knowledge and skills that were used in supporting the ability to take action and contribute to the improvement of a local, regional, and/or global situation. Identifies strategies that might support skill development.

# Science

## RUBRIC

### Investigate the World

*What is the evidence that the student uses scientific procedures and disciplines to investigate natural and/or human global phenomena?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Ask Questions	Asks scientific testable questions about a global science issue. Questions clarify and/or seek additional information about the issue.	Asks scientific testable questions about a global issue. Questions build on and challenge existing evidence (data sources), a model, an engineering design, or premise of an argument.	Asks scientific testable questions about a global issue. Questions build on an evaluation of existing evidence (data sources), a model, engineering design, or the premise of an argument.	Asks specific testable scientific questions about a significant global issue. Questions build on an evaluation of prior interpretations of evidence (data sources), a model, engineering design, or the premise of an argument.
Develop a Hypothesis (Use with Experimental Tasks)	Develops a hypothesis identifying key variables to be investigated	Develops a hypothesis identifying key variables to be investigated and the relationships between the variables.	Develops a hypothesis identifying key variables to be investigated, the relationships between the variables, and provides a rationale.	Develops a directional hypothesis that specifies what happens to a dependent variable when an independent variable is manipulated.
Develop a Research Thesis (Use with Research Tasks)	Develops a research thesis that reflects findings from prior scientific research.	Develops a research thesis that reflects prior scientific evidence from sources.	Develops a clear research thesis supported by prior scientific evidence from credible sources.	Develops and explains a clear and logical research thesis that clearly builds on up-to-date scientific evidence drawn from credible sources.
Gather and Analyze Sources	Gathers and summarizes background information from multiple secondary sources representing a domestic perspective. Evidence is directly related to a global issue and refers to the hypothesis or research thesis	Gathers and summarizes relevant background information from a variety of primary and secondary sources representing domestic perspectives. Evidence is directly related to a global issue and the hypothesis or research thesis.	Gathers and analyzes relevant background information from a variety of primary and secondary sources representing domestic or international perspectives. Evidence is directly related to a global issue and the hypothesis or research thesis.	Gathers and analyzes relevant background information from primary and secondary sources representing domestic and international perspectives. Evidence is directly related to a global issue that either supports or refutes the hypothesis or research thesis.

<p>Develop and/ or Use Models or Theories</p>	<p>Uses an existing theory or develops a model to show the relationship between variables related to a scientific question on a global issue.</p>	<p>Uses an existing theory or develops a model related to a scientific question on a global issue and analyzes the credibility of the theory or model.</p>	<p>Uses an existing theory and/or develops a model related to a scientific question on a global issue and evaluates the credibility or limitation of the theory or model.</p>	<p>Uses multiple theories and/or develops multiple models related to a scientific question on a global issue. Evaluates the credibility or limitations of each theory or model, citing evidence for the best-fit theory and/or model.</p>
<p>Plan and Carry Out an Investigation (“Fair test” investigations control all variables except the one being tested and include multiple trials of data collection)</p>	<p>Designs an experiment using some “fair test” criteria and identifies the independent and dependent variables to test a global scientific question. Selects appropriate tools to collect, record, and analyze data for a specific global scientific question.</p>	<p>Designs a “fair test” experiment identifying the controlled, independent, and dependent variables. Identifies the possible effect of confounding variables. Selects appropriate methods or tools to collect, record, analyze, and evaluate data to meet the goals of the investigation.</p>	<p>Designs a “fair test” experiment identifying the controlled, independent, and dependent variables. Identifies the possible effect of confounding variables and evaluates the design to ensure variables are controlled. Selects appropriate methods and tools to collect, record, analyze, and evaluate data to meet the goals of the investigation, and considers the limitations of the methods or tools.</p>	<p>Designs a “fair test” experiment identifying the controlled, independent, and dependent variables. Identifies and evaluates the effect of confounding variables on design; and considers limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refines the design. Selects appropriate methods and tools to collect, record, analyze, and evaluate data and analyzes the limitations of the methods and/or tools.</p>
<p>Analyze and Interpret Data (Use with Experiment or Research)</p>	<p>Identifies patterns or relationships in the research claims or data using grade level mathematical or statistical analysis. Identifies inconsistencies in the data or research.</p>	<p>Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws conclusions about the scientific question, hypothesis/ research thesis. Analyzes and interprets the impact of inconsistencies in the data or research.</p>	<p>Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws plausible conclusions about the scientific question, hypothesis or research thesis. Analyzes and interprets the impact of inconsistencies or error in the data or research.</p>	<p>Evaluates different patterns or relationships in the research claims or data with accurate mathematical or statistical analysis and draws logical, specific conclusions about the scientific question, hypothesis or research thesis. Evaluates impacts of error and inconsistencies in the data or research.</p>

## Recognize Perspectives

*What is the evidence that the student interprets and discusses scientific data in the context of complex global systems?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Recognize Personal Perspectives	Expresses a personal perspective on a local or global science issue and explains the perspective with general reasons.	Expresses a personal perspective on a local or global science issue and identifies how it has been influenced by science.	Expresses a clear personal perspective on a local or global science issue and explains how it has been influenced by science.	Expresses and explains a clear personal perspective on a global issue and analyzes how it has been influenced or changed by science.
Recognize and Explain Perspectives	Determines a scientist's point of view on and cultural experience with a local or global science issue and describes how the scientist acknowledges and responds to conflicting viewpoints or data on the issue.	Describes the differences between the perspectives and cultural experiences of two scientists with competing views on the same local or global science issue.	Explains the perspectives and cultural experiences of two scientists with competing views on the same local or global science issue, demonstrating a clear understanding of why scientific perspectives on the same issue may vary.	Analyzes and explains the perspectives and cultural experiences of multiple scientists with competing views on the same local or global science issue, demonstrating a clear understanding of how cultural experiences and values are reflected in the varying viewpoints.
Recognize the Role of Contexts	Describes a specific perspective on a specific local or global science issue and makes a connection to a local or global context.	Explains two different perspectives on a local or global science issue, and the different local or global contexts associated with those perspectives.	Explains a local or global science issue, using information about relevant local or global context(s) (e.g., competing interests and viewpoints within and across groups) to understand and identify implications for addressing the issue.	Explains a global issue, using information about relevant context(s) (e.g., economic, environmental, political, and social pressures or competing interests) to understand the issue beyond the science context, and identify implications for addressing the issue.
Analyze and Interpret Data (Use with Experiment or Research)	Identifies patterns or relationships in the research claims or data using grade level mathematical or statistical analysis. Identifies inconsistencies in the data or research.	Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws conclusions about the scientific question, hypothesis/research thesis. Analyzes and interprets the impact of inconsistencies in the data or research.	Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws plausible conclusions about the scientific question, hypothesis or research thesis. Analyzes and interprets the impact of inconsistencies or error in the data or research.	Evaluates different patterns or relationships in the research claims or data with accurate mathematical or statistical analysis and draws logical, specific conclusions about the scientific question, hypothesis or research thesis. Evaluates impacts of error and inconsistencies in the data or research.
Pose New Questions	Poses a new question with minimal relevance to understanding the topic.	Poses new questions relevant to understanding the topic.	Poses new questions relevant to the research findings.	Poses new questions with clear relevance to the research findings.

## Communicate Ideas

*What is the evidence that the student understands and discusses global implications of scientific ideas, research, or inquiry results?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Communicate Procedures (Use with Experiment or Research)	Describes most of the experimental or research procedures in enough detail to be replicated.	Describes experimental and/or research procedures in sufficient detail to be accurately replicated.	Explains experimental and/or research procedures in sufficient detail to be accurately replicated and provides a rationale for the selection of the procedures.	Explains experimental and/or research procedures in a detailed, complete, and replicable way, and provides a rationale for the selection of the procedures.
Represent Data (Use with Experiment or Research)	Presents data with visual representations that mostly support an understanding of the global issue.	Presents data with multiple visual representations that clearly support explanations of the global issue	Presents data with multiple visual representations that clearly support explanation of the global issue and engages the audience.	Presents data with multiple visual representations that enhance understanding of the global issue and findings for diverse audiences.
Develop or Evaluate an Argument or Explanation	Develops an argument or explanation with relevant evidence, data, or a model.	Develops or analyzes arguments or explanations supported by empirical evidence, models, and/or scientific reasoning to support or refute counterclaims.	Develops, analyzes, and/or evaluates arguments or explanations supported by empirical evidence and/or scientific reasoning to support or refute counterclaims.	Develops, analyzes, and/or evaluates arguments, counterclaims, evidence, and/or explanations, based on current scientific knowledge to determine the merits of the explanation or argument.
Select & Apply Appropriate Technology/Media	Applies technology (simulations, scientific tools e.g., lab probe) multi-media, and/or digital platforms) in a basic way to present and discuss scientific ideas share data, or collaborate within the classroom.	Selects and applies technology (simulations, scientific tools (e.g., lab probe) multi-media, and/or digital platforms) to present and discuss scientific ideas, to share data, or to collaborate beyond the classroom.	Selects and applies appropriate technology (simulations, scientific tools (e.g., lab probe) multi-media, and/or digital platforms) to present and discuss scientific ideas or share data in accessible ways, or to collaborate beyond the classroom.	Selects and applies most appropriate technology (simulations, scientific tools (e.g., lab probe) multi-media, and/or digital platforms) for specific purposes to present and discuss scientific ideas or share data in accessible or engaging ways, or collaborate across local and global contexts.
Use Conventions	Communicates with few distracting errors in grammar, usage, and mechanics. Applies scientific conventions that are generally appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text.	Communicates with very few errors in grammar, usage, and mechanics. Applies scientific conventions appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.	Communicates with few errors in grammar, usage, and mechanics that do not impact readability. Applies scientific conventions and a style/tone appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.	Communicates with few errors in grammar, usage, and mechanics that do not impact readability. Applies scientific conventions and a style/tone appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.

## Take Action

*What is the evidence that the students translate scientific inquiry or research results into actions that increase awareness and improve global conditions?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Develop an Action Plan	Develops an action plan that describes positive actions based on experimental or research findings.	Identifies a general need for improvement of a situation, event, or global issue, and develops an action plan that describes collaborative actions based on experimental or research findings.	Identifies a specific need for improvement of a situation, event, or global issue and develops an action plan that details personal OR collaborative actions based on experimental or research findings that have the potential to improve conditions locally and globally.	Identifies a specific need for improvement of a situation, event, or global issue and develops an action plan that details individual OR collaborative actions or proposes a policy based on experimental or research findings. Includes a thorough explanation of how the plan will improve conditions locally and globally.
Assess Feasibility of Action Plans	Considers limited options and proposes an action plan based on perceived potential for local or global impacts.	Considers limited options and determines an action plan based on scientific evidence, feasibility, or the perceived potential for local or global impacts.	Considers various options and determines an action plan, based on scientific evidence, feasibility, or the perceived potential for local and global impacts.	Evaluates various options and considers primary and alternative action plans based on scientific evidence, feasibility, or the perceived potential for local and global impacts.
Take Action	Participates in collaborative opportunities for action intended to improve a local, regional, or global situation, event, or global issue using scientifically based solutions.	Identifies opportunities for personal or collaborative action using scientifically based solutions to address a situation, event, or global issue in a way that is likely to improve conditions.	Creates opportunities for personal or collaborative action using scientifically based solutions to address a situation, event, or global issue in a way that is likely to improve conditions.	Creates opportunities for personal OR collaborative action using scientific based solutions, and evaluates data to measure the impacts of actions and identify any possible unintended consequences.
Reflect on Actions	Reflects on the specific appropriateness of personal and/or group actions and advocacy for improvement; describes the specific scientific knowledge or skills that were used in the carrying out the action.	Reflects on the effectiveness of personal and group actions and advocacy for improvement; explains the role of scientific knowledge and skills that were used in carrying out the action.	Explains the effectiveness and appropriateness of personal and/or group actions for improvement AND explains the role of scientific knowledge and skills that were used in supporting the ability to take action and contribute to the improvement of a local, regional, and/or global situation. Identifies strategies that might support skill development.	Evaluates the effectiveness of the role of scientific knowledge and skills in executing the plan of action and its impact on contributing to the improvement of a local, regional, and/or global situation. Describes specific strategies that are likely to improve skills.

# Science

## I CAN STATEMENTS

### Investigate the World

*What is the evidence that the student uses scientific procedures and disciplines to investigate natural and/or human global phenomena?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Asks scientific testable questions about a global issue. Questions build on an evaluation of existing evidence, a model, engineering design, or the premise of an argument.	I can ask scientific testable questions about a global issue. This means my questions build from my evaluation of existing evidence, a model, engineering design, or the premise of an argument.
Develops a hypothesis identifying key variables to be investigated, the relationships between the variables, and provides a rationale.	I can develop a hypothesis. This means my hypothesis includes key variables to be investigated, the relationships between the variables, and provides a rationale.
Develops a clear research thesis supported by prior scientific evidence from credible sources.	I can develop a clear research thesis. This means my thesis is supported by prior scientific evidence from credible sources.
Gathers and analyzes relevant background information from a variety of primary and secondary sources representing domestic or international perspectives. Evidence is directly related to a global issue and the hypothesis or research thesis.	<p>I can gather relevant background information from a variety of primary and secondary sources. This means my sources represent domestic or international perspectives. It also means my evidence is directly related to a global issue and the hypothesis or research thesis.</p> <p>I can also analyze this evidence. This means I can identify what's important, and how it applies to my hypothesis or thesis.</p>
Uses an existing theory and/or develops a model related to a scientific question on a global issue and evaluates the credibility or limitation of the theory or model.	<p>I can use an existing theory related to a scientific question on a global issue. This means I can refer an existing perspective on this question or issue.</p> <p>Or I can develop a model related to a scientific question on a global issue. This means I can identify a way to test this question or issue.</p> <p>I can also evaluate the credibility or limitations of the theory or model.</p>



Designs a “fair test” experiment identifying the controlled, independent, and dependent variables. Identifies the possible effect of confounding variables and evaluates the design to ensure variables are controlled.

I can design a “fair test” experiment. This means I have identified the controlled, independent, and dependent variables. This also means I need to use “fair test” criteria, changing one factor at a time while keeping all other conditions the same.

I can identify the possible effect of confounding variables. This means I can explain how variables I didn’t include in my design have affected the outcome.

I can also evaluate the design to ensure variables are controlled.

Selects appropriate methods and tools to collect, record, analyze, and evaluate data to meet the goals of the investigation, and considers the limitations of the methods or tools.

I can select appropriate methods and tools to collect, record, analyze, and evaluate data to meet the goals of the investigation. This means I understand good methods to manage my investigation.

I can also consider the limitations of my methods or tools.

## Recognize Perspectives

*What is the evidence that the student interprets and discusses scientific data in the context of complex global systems?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses a clear personal perspective on a local or global issue and explains how it has been influenced by science.	<p>I can express a clear personal perspective on a local or global issue. This means I can describe my perspective and provide some supporting evidence.</p> <p>I can also explain how my perspective has been influenced by science.</p>
Explains the perspectives and cultural experiences of two scientists with competing views on the same local or global issue.	<p>I can explain the perspectives and cultural experiences of two scientists with competing views on the same local or global issue. This means I can explain the different ways scientists may view the same issue. This also means I understand how the scientists' cultural experiences have helped form these perspective.</p>
Explains a local or global issue, using information about relevant local or global context(s) to understand and identify implications for addressing the issue.	<p>I can use information about relevant local or global context(s) to explain a local or global issue. This means I can explain the issue beyond the science context.</p> <p>I can also identify implications for addressing the issue. This means I can describe how the issue could be affected by doing further research and study.</p>
Analyzes patterns and relationships in the research claims or data using appropriate grade level application of mathematical or statistical techniques and draws plausible conclusions about the scientific question, hypothesis or research thesis. Analyzes and interprets the impact of inconsistencies or error in the data or research.	<p>I can analyze patterns and relationships in the research claims or data. This means I can use mathematical or statistical techniques to better understand the data.</p> <p>I can draw plausible conclusions about the scientific question, hypothesis or research thesis. This means I can connect my data back to my question, hypothesis or thesis.</p> <p>I can also analyze and interpret the impact of inconsistencies or error in the data or research. This means I understand how mistakes in collecting data have an affect on the outcome.</p>
Poses new questions relevant to the research findings.	<p>Poses new questions relevant to the research findings. This means I can create new questions for further research. It also means that these new questions are based on evidence.</p>

## Communicate Ideas

*What is the evidence that the student understands and discusses global implications of scientific ideas, research, or inquiry results?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Explains experimental and/or research procedures in sufficient detail to be accurately replicated and provides a rationale for the selection of the procedures.	<p>I can explain experimental and/or research procedures in sufficient detail to be accurately replicated. This means I can organize my information clearly enough that someone else could use this information to conduct the experiment.</p> <p>I can also provide a rationale for the selection of the procedures. This means I can use evidence to explain why I conducted the experiment the way I did.</p>
Presents data with multiple visual representations that clearly support explanation of the global issue and engages the audience.	I can use multiple visual representations to present data that clearly support explanation of the global issue. This means I can use visual information to help make my findings easier to understand. It also means these visuals help engage the audience.
Develops, analyzes, and/or evaluates arguments or explanations supported by empirical evidence and/or scientific reasoning to support or refute counterclaims.	I can develop, analyze, and/or evaluate arguments or explanations. This means I use empirical evidence and/or scientific reasoning to support this and refute counterclaims.
Selects and applies appropriate technology to present and discuss scientific ideas or share data in accessible ways, or to collaborate beyond the classroom.	<p>I can select and apply appropriate technology to present and discuss scientific ideas. This means I know how to use technology to help me present my ideas.</p> <p>Or, I can select and apply appropriate technology to share data in accessible ways. This means I know how to use technology to help me share information.</p> <p>Or, I can select and apply appropriate technology to collaborate beyond the classroom. This means I know how to use technology to help me work with others in remote locations.</p>
Communicates with few errors in grammar, usage, and mechanics that do not impact readability. Applies scientific conventions and a style/ tone appropriate to the audience and purpose. Accurately provides basic bibliographic information from all sources. Cites sources within the text appropriately.	<p>I can communicate with few errors in grammar, usage, and mechanics that do not impact readability.</p> <p>I can apply scientific conventions and a style/ tone appropriate to the audience and purpose. This means I can use the correct scientific language and style to make my message clear.</p> <p>I can accurately provide basic bibliographic information from all sources. This means I can cite sources within the text appropriately.</p>

## Take Action

*What is the evidence that the student translates scientific inquiry or research results into actions that increase awareness and improve global conditions?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies a specific need for improvement of a situation, event, or global issue and develops an action plan that details personal OR collaborative actions based on experimental or research findings that have the potential to improve conditions locally and globally.	<p>I can identify a specific need for improvement of a situation, event, or issue.</p> <p>I can develop a plan to take action. This means I can detail actions based on experimental or research findings that have the potential to improve conditions locally and globally.</p>
Considers various options and determines an action plan, based on scientific evidence, feasibility, or the perceived potential for local and global impacts.	<p>I can consider various options for taking action. This means I can determine a plan to take action, based on scientific evidence, feasibility, or the perceived potential for local and global impacts.</p>
Creates opportunities for personal or collaborative action using scientifically based solutions to address a situation, event, or issue in a way that is likely to improve conditions.	<p>I can create opportunities for taking action using scientifically based solutions. This means I can address a situation, event, or issue in a scientific way that is likely to improve conditions.</p>
Explains the effectiveness and appropriateness of personal and/or group actions for improvement AND explains the role of scientific knowledge and skills that were used in supporting the ability to take action and contribute to the improvement of a local, regional, and/or global situation. Identifies strategies that might support skill development.	<p>I can explain the effectiveness and appropriateness of personal and/or group actions for improvement.</p> <p>I can explain the role of scientific knowledge and skills that supported the ability to take action. This means I can describe what skills and knowledge helped improve a local, regional, and/or global situation.</p> <p>I can also identify what strategies might support developing these skills.</p>

# World Language

## RATIONALE

There are many practical reasons why students can benefit from learning another language. Neighborhoods grow more diverse, with many languages spoken in vicinities where English once prevailed. Employment is increasingly global in nature, and those who speak more than one language may have greater opportunities than those who do not. Cooperation among nations in trade, policy, and environment is facilitated when participants speak each other's languages. The simple fact of the internet and the ease with which we exchange information around the world and with speakers of all the world's languages indicates the practical value of speaking more than one of them ourselves.

The reasons to study world languages go beyond the practical, however. Global competence explicitly requires the ability to understand one's own culture as well as others. Since language both shapes and reflects culture and human experience, learning another language opens a door to understanding the people who speak that language and the culture in which they live in ways that cannot be replicated by any other means.

In the recent past, foreign language curricula have focused on building proficiency and on learning "survival language," providing students with the vocabulary, structures, and phrases needed to communicate at a basic level if ever they found themselves traveling in another country. The emphasis was on learning about "the other" to the degree necessary in order to check into a hotel or order in a café.

In the 21<sup>st</sup> century, the needs of our language students have changed dramatically. Instead of using language simply as a tool for survival in a foreign land, students must embrace it as a tool for empowerment and collaboration with peers both at home and abroad. Political boundaries between countries are seemingly more arbitrary to this generation of learners, as social media put students in direct contact with their global neighbors in new and more interactive ways. They no longer need to board a plane in order to put their skills to use. To meet these changing needs, our students need a deeper and more nuanced understanding of culture and context, and of how differing values and norms affect communication, action, and our relationships with the world.

With exposure to world languages and opportunities to use them in an authentic setting, students gain invaluable skills that are transferable to other subject areas and integral to their ability to engage as global citizens. Through language study, students become resourceful and respond to new situations and cultural contexts with ease. They can cultivate meaningful relationships with others based on shared understandings and mutual respect. Through the use of emerging technologies, world language students can communicate directly and effectively with real-world partners. Studying other languages allows students to reflect on how language is structured and how their own language can be used as a tool for communication, persuasion, and negotiation. Studying other cultures gives students a deeper appreciation for their home culture and the values that affect their interactions with others. When learning about others in a collaborative environment, students are invariably curious and eager to learn more.

# World Language

## PERFORMANCE OUTCOMES

### Investigate the World

*How effectively does the student apply knowledge of the native and target languages to investigate a cultural issue, situation, or event?*

- Identifies a local, regional, or global issue significant to the target language community, and poses specific researchable questions that reflect substantial knowledge of language and culture.
- Selects and uses multiple domestic and international sources and experiences in the target language to identify evidence relevant to a research question.
- Analyzes and synthesizes evidence to develop a coherent, well-supported response to a research question and demonstrates a substantial understanding of the cultural and linguistic context.
- Develops a clear position on a globally significant issue based on knowledge of the target language and culture, and evidence from sources that reflect multiple perspectives and draws reasonable conclusions.

### Recognize Perspectives

*How well does the student demonstrate an understanding of cultural and linguistic diversity and nuance both within and across culture(s)?*

- Expresses a clear and specific personal perspective on a situation, event, global issue, or phenomenon and explains how that perspective is informed by one's culture and language.
- Accurately represents the perspectives of other people, groups, or scholars in the target language culture, and explains, using specific and relevant examples, how culture and language influence that perspective.
- Explains, using specific examples, how the practices, perspectives, and/or products of one's own culture and language have been influenced by those of the target culture and language, and vice versa.
- Explains, using specific examples, how two countries/regions in the world where people speak the target language have interacted and influenced each other in terms of practices, perspectives, and/or products.
- Explains how different contexts, such as language proficiency and access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, global issue, or phenomenon.

## Communicate Ideas

*How effectively does the student interact and share his/her thinking in the target language in a culturally appropriate way?*

- Compares the structure and conventions of the target language and the native language in terms of oral and written expression, and consistently applies this knowledge to interpret or translate into the target language appropriately and accurately.
- Explains, using specific examples, how a person from the target language culture and a person from one's own culture interpret the same words or non-verbal cues in different ways and how this difference impacts communication and collaboration.
- Uses the target language for interpersonal communication and oral use of target language is fluent and free from grammatical, syntactical, or pronunciation errors.
- Accurately interprets detailed information in the target language and presents the information to an audience using verbal and non-verbal behaviors appropriate to the audience.
- Selects and uses appropriate technology and media to develop and present a creative product OR to present information, ideas, or concepts of global significance to native speakers of the target language, using the target language with fluency.
- Uses appropriate vocabulary, cultural information, and features of language to communicate effectively and spontaneously with the target language community in an authentic language environment or scenario.
- Explains, using specific examples, how the use and knowledge of multiple languages promotes effective inter-cultural communication, understanding, and collaboration.

## Take Action

*How effectively does the student use the target language in an authentic context to pursue a meaningful goal?*

- Uses the native and target language to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally.
- Uses linguistic and cultural knowledge to assess options and plan an action that is realistic and culturally appropriate for the target language culture. Considers varied perspectives, potential consequences, and/or, previous approaches.
- Uses the target language to act individually or collaboratively in response to a local, regional, or global situation and assesses the impact of the action. Response is culturally responsive, innovative, and strongly likely to improve the situation.
- Reflects on how proficiency in more than one language contributed to the plan of action and the outcome of the action and honestly describes the results of actions and implications for future actions.

# World Language

## RUBRIC

### Investigate the World

*How effectively does the student apply knowledge of the native and target languages to investigate a cultural issue, situation, or event?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Pose Researchable Questions	Identifies a local, regional, or global issue significant to the target language community, and poses researchable questions that reflect some knowledge of language and culture.	Identifies a local, regional, or global issue significant to the target language community, and poses relevant researchable questions that reflect knowledge of language and culture.	Identifies a local, regional, or global issue significant to the target language community, and poses specific researchable questions that reflect substantial knowledge of language and culture.	Identifies a local, regional, or global issue significant to the target language community, and poses specific and innovative research questions that reflect a thorough knowledge of language and culture.
Gather Relevant Evidence	Selects and uses a variety of domestic sources to identify evidence relevant to a research question.	Selects and uses multiple domestic and international sources (including multi-media sources, sources in the target language, or sources from other disciplines) and experiences in the target language to identify evidence relevant to a research question.	Selects and uses a variety of domestic and international sources (including multi-media sources, sources in the target language, and/or sources from other disciplines) and experiences in the target language to identify and weigh the most important evidence that addresses a research question.	Selects and uses a variety of domestic and international sources (including multi-media source, sources in the target language, and sources from other disciplines) and experiences in the target language to identify and weigh the most important evidence that addresses a research question.
Analyze, Integrate, Evaluate Sources	Analyzes and integrates evidence from sources to develop a response to a research question and demonstrates an understanding of the cultural and linguistic context.	Analyzes and integrates evidence from sources to develop a well-supported response to a research question and demonstrates an informed understanding of the cultural and linguistic context.	Analyzes and synthesizes evidence to develop a coherent, well-supported response to a research question and demonstrates a substantial understanding of the cultural and linguistic context.	Analyzes, synthesizes, and evaluates sources of evidence to develop a coherent, well-supported, and original response to a global question; demonstrates a thorough and complex understanding of the cultural and linguistic context.



Develop an  
Evidence-Based  
Position

Develops a position on a globally significant issue based on knowledge of the target language or culture, evidence from sources that reflect a particular perspective, and draws conclusions.

Develops a position on a globally significant issue based on knowledge of the target language and culture, and evidence from sources that reflect multiple perspectives and draws reasonable conclusions.

Develops a clear position on a globally significant issue based on knowledge of the target language and culture, and evidence from sources that reflect multiple perspectives and draws reasonable conclusions.

Develops a clear and specific position on a global issue based on knowledge of the target language and culture, evidence from sources that reflect multiple perspectives, and draws defensible, logical conclusions.

## Recognize Perspectives

*How well does the student demonstrate an understanding of cultural and linguistic diversity and nuance both within and across culture(s)?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Personal Perspective	Expresses a clear personal perspective on a situation, event, global issue, or phenomenon, and recognizes that one's perspective is influenced by culture and/or language.	Expresses a clear personal perspective on a situation, event, global issue, or phenomenon, and explains, using some examples, how that perspective is informed by one's culture and/or language.	Expresses a clear and specific personal perspective on a situation, event, global issue, or phenomenon and explains how that perspective is informed by one's culture and language.	Expresses and justifies a clear personal perspective on a situation, event, global issue, or phenomenon and thoroughly explains using specific examples how that perspective is informed by one's culture and language.
Perspective of Others	Summarizes the perspectives of other people, groups, or scholars in the target language culture, and generally explains how culture and/or language influence that perspective.	Discusses the perspectives of other people, groups, or scholars in the target language culture, and explains, using some examples, how culture and language influence that perspective.	Accurately represents the perspectives of other people, groups, or scholars in the target language culture, and explains, using specific and relevant examples, how culture and language influence that perspective.	Demonstrates a clear and accurate understanding of the perspectives of other people, groups, or scholars in the target language culture, and explains, using specific and relevant examples, how that perspective is shaped by language and culture.
Cultural & Linguistic Interactions A	Describes some similarities and differences between the practices, perspectives, or products of one's own culture and language and that of the target culture.	Explains, using examples, how the practices, perspectives, or products of one's own culture and language have been influenced by those of the target culture.	Explains, using specific examples, how the practices, perspectives, and/or products of one's own culture and language have been influenced by those of the target culture and language, and vice versa.	Explains how interaction (cultural and linguistic) between one's own culture and the target culture has influenced the practices, perspectives, and/or products of each culture, including the development of knowledge. Explanation reflects a strong understanding of both cultures and languages.
Cultural & Linguistic Interactions B	Identifies cultural and linguistic similarities and differences between countries and regions in the world where people speak the target language.	Explains using examples, how the practices, perspectives, and/or products of a country or region in the world where people speak the target language has been influenced by another country or region in the world where people speak the target language.	Explains, using specific examples, how two countries/regions in the world where people speak the target language have interacted and influenced each other in terms of practices, perspectives, and/or products.	Explains how various countries/regions in the world where people speak the target language have interacted and influenced each other in terms of practices, perspectives, and/or products. Explanation reflects a strong understanding of those cultures and the target language.



GRADUATION  
PERFORMANCE  
SYSTEM

grade  
12

WORLD  
LANGUAGE  
RUBRIC

Understanding Contexts	Identifies an alternative perspective on a situation, event, global issue, or phenomenon, and makes a connection to a contextual factor, such as language proficiency, access to knowledge, technology, or resources.	Explanation of varying perspectives or interpretations of a situation, event, issue, or phenomenon reflects an understanding of different contexts, such as language proficiency and access to knowledge, technology, or resources.	Explains how different contexts, such as language proficiency and access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, global issue, or phenomenon.	Explains how different contexts, including language proficiency, access to knowledge, technology, and resources influence perspectives through a multi-faceted, complex interpretation of a situation, event, global issue, or phenomenon.
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## Communicate Ideas

*How effectively does the student interact and share his/her thinking in the target language in a culturally appropriate way?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Structure and Conventions	Identifies the structure and conventions of the target language in terms of oral and written expression, and applies this knowledge to interpret or translate into the target language appropriately.	Compares the structure and conventions of the target language and the native language in terms of oral and written expression, and applies this knowledge to interpret or translate into the target language appropriately.	Compares the structure and conventions of the target language and the native language in terms of oral and written expression, and consistently applies this knowledge to interpret or translate into the target language appropriately and accurately.	Compares the structure and conventions of the target language and the native language in terms of oral and written expression, and consistently applies this knowledge to interpret or translate into the target language appropriately, accurately, and authentically.
Differences in Interpreting Words and Non-Verbal Cues	Explains, using a specific example, how a person from the target language culture may interpret a word or non-verbal cue differently from a person from one's own culture.	Explains, using examples, how a person from the target language culture and a person from one's own culture interpret the same words or non-verbal cues in different ways and how this difference impacts communication.	Explains, using specific examples, how a person from the target language culture and a person from one's own culture interpret the same words or non-verbal cues in different ways and how this difference impacts communication and collaboration.	Explains, using a variety of specific examples, how individuals from different regions or countries associated with the target language culture interpret the same words and non-verbal cues in different ways and how this difference impacts communication and collaboration.
Interpersonal Communication	Uses the target language for interpersonal communication (e.g., express feelings, ideas); oral use of target language is mostly free from grammatical or syntactical errors with minor errors in pronunciation.	Uses the target language for interpersonal communication (e.g., express feelings, ideas); oral use of target language is mostly free from grammatical, syntactical, or pronunciation errors.	Uses the target language for interpersonal communication (e.g., express feelings, ideas); oral use of target language is fluent and free from grammatical, syntactical, or pronunciation errors.	Uses the target language for interpersonal communication (e.g., express feelings, ideas); oral use of target language approaches near native fluency and is free from grammatical, syntactical, and pronunciation errors.
Interpret and Communicate Information	Interprets information in the target language and responds or reacts in the target language in a way that demonstrates understanding.	Interprets detailed information in the target language and responds or reacts in the target language in a way that demonstrates understanding.	Accurately interprets detailed information in the target language and presents the information to an audience using verbal and non-verbal behaviors appropriate to the audience.	Accurately interprets detailed and complex information and presents the information to an audience with near native fluency in the target language, using verbal and non-verbal behaviors that are specifically tailored to the audience.

Technology and Media Use	Uses available technology and/or media to develop and present a creative product OR to present information to an audience and uses the target language with minor errors that do not interfere with comprehensibility. .	Selects and uses appropriate technology and/or media to develop and present a creative product OR to present information, ideas, or concepts of global significance to native speakers of the target language, using the target language.	Selects and uses appropriate technology and media to develop and present a creative product OR to present information, ideas, or concepts of global significance to native speakers of the target language, using the target language with fluency.	Selects and uses the most appropriate technology and media to develop and present a creative product OR to present information, ideas, or concepts of global significance to native speakers of the target language, using the target language with near native fluency.
Communicating in an Authentic Environment	Uses vocabulary words, cultural information, or features of language to communicate in the target language in an authentic language environment or scenario. Language errors are minor and do not interfere with comprehensibility.	Uses mostly appropriate vocabulary, cultural information, and features of language to communicate adequately in the target language in an authentic language environment or scenario.	Uses appropriate vocabulary, cultural information, and features of language to communicate effectively and spontaneously with the target language community in an authentic language environment or scenario.	Uses appropriate vocabulary, cultural information, and features of language to communicate effectively and spontaneously with the target language community in an authentic language environment or scenario. Communication exchange is effortless and approaches native fluency.
Reflecting on the Use of Diverse Languages	Explains how the use and knowledge of multiple languages promotes effective inter-cultural communication.	Explains, using examples, how the use and knowledge of multiple languages promotes effective inter-cultural communication and understanding.	Explains, using specific examples, how the use and knowledge of multiple languages promotes effective inter-cultural communication, understanding, and collaboration.	Explains, using specific and convincing examples, how the use and knowledge of multiple languages promotes effective inter-cultural communication, understanding, and collaboration.

## Take Action

*How effectively does the student use the target language in an authentic context to pursue a meaningful goal?*

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Create Opportunities for Personal and/or Collaborative Action	Uses the native language and sometimes the target language to communicate with members of the target language community in order to undertake a collaborative action that improves conditions either locally and/or globally.	Uses the native and target language to interact with members of the target language community in order to identify or create opportunities for collaborative action that improves conditions either locally and/or globally.	Uses the native and target language to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally.	Uses the native language, target language, and relevant cultural knowledge, to interact effectively and productively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally.
Assess Options and Plan Actions	Uses linguistic and/or cultural knowledge to plan an action meant to improve conditions for the target language culture and explains the likely results of the action.	Uses linguistic and cultural knowledge to assess options and plan an action that is culturally appropriate for the target language culture. Considers potential consequences and/or previous approaches.	Uses linguistic and cultural knowledge to assess options and plan an action that is realistic and culturally appropriate for the target language culture. Considers varied perspectives, potential consequences, and/or previous approaches.	Uses linguistic and cultural knowledge to assess options and plan an innovative action that is realistic and culturally appropriate for the target language culture; evaluates varied perspectives, potential consequences, and, previous approaches.
Act Creatively and Responsibly	Uses the target language in minimal ways to act individually or collaboratively in response to a situation in the target language community. Response is culturally appropriate and intended to improve the situation.	Uses the target language in modest ways to act individually or collaboratively in response to a local regional, or global situation and assesses the merit of the action. Response is culturally appropriate, and is likely to improve the situation.	Uses the target language to act individually or collaboratively in response to a local, regional, or global situation and assesses the impact of the action. Response is culturally responsive, innovative, and strongly likely to improve the situation.	Uses the target language fluently to act individually and collaboratively in response to a local, regional, or global situation. Response is culturally situated, innovative, sustainable, and results in the improvement of conditions; assessment of the impact of the action is supported by results and evidence.
Reflection of Actions	Reflects on how improving proficiency in the target language could have affected either the plan of action or the outcome of the action.	Reflects on how proficiency in more than one language contributed to either the plan of action or the outcome of the action. Describes outcomes of actions and makes note of implications for future action and advocacy.	Reflects on how proficiency in more than one language contributed to the plan of action and the outcome of the action; honestly describes the results of actions and implications for future actions.	Reflects on how proficiency in more than one language contributed to the plan of action and the outcome of the action; describes how improving proficiency in the target language could affect the capacity for future actions and advocacy.

# World Language

## I CAN STATEMENTS

### Investigate the World

*How effectively does the student apply knowledge of the native and target languages to investigate a cultural issue, situation, or event?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies a local, regional, or global issue significant to the target language community, and poses specific researchable questions that reflect substantial knowledge of language and culture.	<p>I can identify a local, regional, or global issue significant to the target language community. This means the issue is important to members of communities speaking this language.</p> <p>I can also pose specific researchable questions that reflect substantial knowledge of language and culture. This means the questions I create can be addressed by researching a specific issue important to this community. It also means that my knowledge of language and culture are evident in my questions.</p>
Selects and uses a variety domestic and international sources and experiences in the target language to identify evidence relevant to a research question.	<p>I can select and use a variety of domestic and international sources to identify evidence relevant to a research question. This means I can choose sources from different countries, and sources of different types to as I examine my question.</p> <p>I can select and use experiences in the target language to identify evidence relevant to a research question. This means I can use my own experiences working with this language and culture to examine my question.</p>
Analyzes and synthesizes evidence to develop a coherent, well-supported response to a research question and demonstrates a substantial understanding of the cultural and linguistic context.	<p>I can analyze evidence to develop a coherent, well-supported response to a research question. This means I can examine evidence to help develop my response.</p> <p>I can synthesize evidence to develop a coherent, well-supported response to a research question. This means I can take evidence from different sources and combine into my response.</p> <p>I can also demonstrate a substantial understanding of the cultural and linguistic context. This means I that my responses show I have a strong understanding of the culture and language</p>

Develops a clear position on a globally significant issue based on knowledge of the target language and culture, and evidence from sources that reflect multiple perspectives and draws reasonable conclusions.

I can develop a clear position on a globally significant issue based on knowledge of the target language and culture. This means my perspective on an important issue is based on a clear understanding of this language and culture.

I can use evidence from sources that reflect multiple perspectives. This means I need to select a variety of sources that include different viewpoints.

I can also draw reasonable conclusions from this evidence. This means I can think about the evidence and understand the perspective.



## Recognize Perspectives

*How well does the student demonstrate an understanding of cultural and linguistic diversity and nuance both within and across culture(s)?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses a clear and specific personal perspective on a situation, event, global issue, or phenomenon and explains how that perspective is informed by one's culture and language.	<p>I can express a clear and specific personal perspective on a situation, event, global issue, or phenomenon. This means I can describe my perspective and support it with specific evidence and details.</p> <p>I can also explain how my perspective is informed by one's culture and language. This means I can describe how my perspective is shaped by what I've learned or experienced in my own culture.</p>
Accurately represents the perspectives of other people, groups, or scholars in the target language culture, and explains, using specific and relevant examples, how culture and language influence that perspective.	<p>I can accurately represent the perspectives of other people, groups, or scholars in the target language culture. This means I can describe in detail a perspective that is not necessarily my own.</p> <p>I can also explain, using specific and relevant examples, how culture and language influence that perspective. This means I can use evidence to explain how perspectives are formed through cultural experiences.</p>
Explains, using specific examples, how the practices, perspectives, and/or products of one's own culture and language have been influenced by those of the target culture and language, and vice versa.	<p>I can explain how my culture has been influenced by another culture. This means I can reference specific practices, perspectives and products that show an influence of another culture.</p> <p>I can also explain how another culture has been influenced by my culture.</p>
Explains, using specific examples, how two countries/regions in the world where people speak the target language have interacted and influenced each other in terms of practices, perspectives, and/or products.	<p>I can explain how two countries or regions where the same language is spoken have interacted and influenced each other. This means I can reference specific practices, perspectives and products that show interactions between these cultures.</p>
Explains how different contexts, such as language proficiency and access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, global issue, or phenomenon.	<p>I can explain how different contexts influence perspectives and interpretations of a situation, event, global issue, or phenomenon. This means I can reference how language proficiency, knowledge, technology, or resources influence perspectives.</p>

## Communicate Ideas

*How effectively does the student interact and share his/her thinking in the target language in a culturally appropriate way?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Compares the structure and conventions of the target language and the native language in terms of oral and written expression, and consistently applies this knowledge to interpret or translate into the target language appropriately and accurately.	<p>I can compare the structure and conventions of the target and native language. This means I can describe the differences and similarities between these two languages in the way they are spoken and written.</p> <p>I can also consistently apply this knowledge to interpret or translate into the target language appropriately and accurately. This means I can use this knowledge to help me understand this language.</p>
Explains, using specific examples, how a person from the target language culture and a person from one's own culture interpret the same words or non-verbal cues in different ways and how this difference impacts communication and collaboration.	<p>I can explain how a person from the target language culture and a person from my culture interpret the same words or non-verbal cues in different ways. This means I can reference specific examples where similar words or cues could have different meanings.</p> <p>I can also explain how this difference impacts communication and collaboration.</p>
Uses the target language for interpersonal communication and oral use of target language is fluent and free from grammatical, syntactical, or pronunciation errors.	<p>I can use the target language for interpersonal communication. This means I can use this language to communicate with a speaker of that language.</p> <p>Also, my oral use of this language fluently and free from grammatical, syntactical, or pronunciation errors.</p>
Accurately interprets detailed information in the target language and presents the information to an audience using verbal and non-verbal behaviors appropriate to the audience.	<p>I can accurately interpret detailed information in the target language. This means I understand information presented in this language.</p> <p>I can also present information to an audience using verbal and non-verbal behaviors appropriate to the audience. This means I can present to an audience in this language.</p>
Selects and uses appropriate technology and media to develop and present a creative product OR to present information, ideas, or concepts of global significance to native speakers of the target language, using the target language with fluency.	<p>I can use target language with fluency to select and uses appropriate technology and media to develop and present a creative product. This means I know what technology and media is best to present a creative product. It also means I use this language with this technology and media.</p> <p>Or, I can use this language with fluency to present information, ideas, or concepts of global significance to native speakers. This means I can present important ideas to speakers of this language.</p>
Uses appropriate vocabulary, cultural information, and features of language to communicate effectively and spontaneously with the target language community in an authentic language environment or scenario.	<p>I can communicate effectively and spontaneously with the target language community in a place where this language is usually spoken.</p> <p>This means I can use appropriate vocabulary, cultural information, and features of this language.</p>

Explains, using specific examples, how the use and knowledge of multiple languages promotes effective inter-cultural communication, understanding, and collaboration.

I can explain how the use and knowledge of multiple languages promotes effective inter-cultural communication, understanding, and collaboration. This means I can use specific examples to show how being multi-lingual helps to communicate, understand or work with others.

## Take Action

*How effectively does the student use the target language in an authentic context to pursue a meaningful goal?*

PERFORMANCE OUTCOME	I CAN STATEMENT
Uses the native and target language to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally.	<p>I can use the native and target language to interact effectively with members of the target language community. This means I can use both languages to better communicate.</p> <p>I can also use this interaction to create opportunities for collaboration on improving local and global conditions. This means I use this better communication is to help improve specific conditions.</p>
Uses linguistic and cultural knowledge to assess options and plan an action that is realistic and culturally appropriate for the target language culture. Considers varied perspectives, potential consequences, and/or, previous approaches.	<p>I can use linguistic and cultural knowledge to assess options and plan an action that is realistic and culturally appropriate for the target language culture. This means that understanding language and culture will help me better plan ways to take action.</p> <p>I can also consider varied perspectives, potential consequences, and/or, previous approaches. This means I think about others' perspectives, what has been done before and how likely my plan will work.</p>
Uses the target language to act individually or collaboratively in response to a local, regional, or global situation and assesses the impact of the action. Response is culturally responsive, innovative, and strongly likely to improve the situation.	<p>I can use the target language to take action in response to a local, regional, or global situation. This means I can use this language to respond to an important issue.</p> <p>I can assess the impact of the action. This means I can evaluate how well my action was received.</p> <p>I can also act in a way that is culturally responsive, innovative, and strongly likely to improve the situation. This means my actions are creative, appropriate to the situation and likely to improve conditions.</p>
Reflects on how proficiency in more than one language contributed to the plan of action and the outcome of the action and honestly describes the results of actions and implications for future actions.	<p>I can reflect on how proficiency in more than one language contributed to the plan of action and the outcome of the action. This means I can describe how being multi-lingual helped the action's outcome.</p> <p>I can also honestly describe the results of actions and implications for future actions. This means I can describe the effect of the action. It also means I can describe how this action might inform future actions.</p>