

Global Leadership

I CAN STATEMENTS

Investigate the World

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Poses a researchable question on a local, regional, and/or global, and explains its significance to the global community.	<p>I can pose researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed by researching a specific issue.</p> <p>I can also explain why my question is significant to the global community. This means I can describe why my question and issue are important to many different people.</p>
Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	<p>I can select and use multiple international and domestic sources to identify evidence that addresses a global question. This means I can choose sources from different countries to examine a global question.</p>
Analyzes and integrates evidence from sources to develop a well-supported response to a global question.	<p>I can analyze sources of evidence to develop a well-supported response to a global question. This means I can examine evidence to help explain my response.</p> <p>I can also integrate sources of evidence. This means I can take evidence from different sources and combine into my response.</p>
Develops a position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions in response to a global question.	<p>I can develop an evidence-based position in response to a global question. This means my response needs to be supported by the evidence I've selected.</p> <p>I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints.</p> <p>I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.</p>

Recognize Perspectives

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses a clear personal perspective on situations, events, issues, or phenomena, identifying an influence on that perspective.	<p>I can express a clear and personal perspective on a topic or idea. This means I can describe my perspective. It also means I can describe my perspective in a clear way.</p> <p>I can also identify an influence on my perspectives. This means I can identify some experience that helped me form my perspective.</p>
Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective.	I can explain the perspective of others. This means I can describe a perspective that is different than my own.
Identifies and describes how perspectives affect how people interpret and respond to situations, events, issues, or phenomena.	<p>I can identify and describe how perspective affects how someone will respond to something. This means I can explain how having different perspectives affects the way people view the world.</p>
Explains various perspectives or interpretations of situations, events, issues, or phenomena and reflects an understanding of different contexts, such as access to knowledge, technology, or resources.	<p>I can explain various perspectives on the same situation, event, issue or phenomenon. This means I can describe the way something is viewed differently by at least two people.</p> <p>I can also understand that different contexts affect a person's perspective. This means I know that the resources or knowledge a person has can change the way they view the world.</p>

Communicate Ideas

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Anticipates how a specific audience with its particular perspectives will interpret communicated information; and adjusts the communication to meet the specific needs of the audience.	<p>I can anticipate how an audience with a specific perspective will interpret communication. This means I can think about the group's perspective and how this influences them.</p> <p>I can also adjust my communication to meet an audience's need. This means I can use what I know about people's perspectives to adjust the way I deliver information.</p>
Demonstrates understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies appropriate to the specific audience.	<p>I can use a variety of skills to communicate with a specific audience. This means I understand cultural differences when I communicate with a group of people who have a similar perspective. It also means I know what skills and strategies will help me communicate with this audience.</p> <p>I can also use a variety of skills to collaborate with a specific audience. This means I understand cultural differences when I work with people of different backgrounds. It also means I know what skills and strategies will help me collaborate with this group.</p>
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	<p>I can select and use resources to communicate effectively. This means I understand which technology or media will best help me communicate with a specific person.</p> <p>I can also select and use resources to collaborate effectively. This means I understand which technology or media will best help me collaborate with a specific person.</p>
Makes accurate, specific observations about audience response and/or feedback and proposes specific, targeted changes to communication choices.	<p>I can identify ways to improve my communication after I accurately observe an audience's response or listen to their specific feedback. This means I can take this feedback to describe how I might change the way I communicate.</p>

Take Action

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies opportunities for personal or collaborative action to address situations, events, issues or phenomena in a way that is likely to improve conditions.	I can identify opportunities to take action to improve conditions.
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 I can think about what I've learned to help me decide on a possible plan.</p> <p>I can also plan actions based on evidence and perceived potential for impact. This means I can support my plan with evidence. It also means I can support my plan by describing the potential for success.</p>
Acts individually or collaboratively to execute a plan that is culturally appropriate, and likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.	I can take action in a way that is likely to improve a condition. This means I can think about the impact of my plan. It also means I can describe if it appropriate to the cultural values of people affected by my actions.
Reflects on the effectiveness and appropriateness of own actions and advocacy for improvement, describes outcomes of actions and makes note of implications for future action and advocacy.	<p>I can reflect on the effectiveness and appropriateness of my actions and advocacy. This means I can think about the results of my actions. This means I can also think about whether my actions were appropriate for the situation.</p> <p>I can also make note about whether these actions can lead to future action and advocacy. This means I think about what I did this time when faced with another situation or issue.</p>