

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 specific researchable questions on a local, regional, and/or global issue, and explains its significance to the global community.	<p>I can pose specific 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 in my own words why my question and issue are important to many different people.</p>
Selects and uses a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.	<p>I can select and use a variety of 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> <p>I can also weigh evidence that addresses a global question. This means I can evaluate how well the evidence helps me address the question.</p>
Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question.	<p>I can analyze sources of evidence to develop a coherent, well-supported response to a global question. This means I can examine evidence to help explain my response. It also means the evidence I use is organized in a clear way.</p> <p>I can integrate sources of evidence. This means I can take evidence from different sources and combine into my response.</p> <p>I can also evaluate sources of evidence. This means I can think critically about how well specific evidence supports my response.</p>
Develops a clear position based on evidence from sources that considers multiple perspectives and draws defensible conclusions in response to a global question.	<p>I can develop a clear, evidence-based position in response to a global question. This means my response needs to logically follow 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 and explains clear and specific personal perspectives on situations, events, issues, or phenomena and describes influences on those perspectives.	<p>I can express a clear and specific personal perspective on a topic or idea. This means I can describe my perspective and support it with evidence and details.</p> <p>I can also describe the influences on my perspectives. This means I can describe how my perspective is shaped by what I've learned or experienced.</p>
Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.	<p>I can explain the perspective of others. This means I can describe a perspective that is not necessarily my own.</p> <p>I can also distinguish another's perspective from my own. This means I can describe the way another's perspective differs, or is similar to my own.</p>
Explains how perspectives influence human interactions and understandings of situations, events, issues, or phenomena.	I can explain how perspective influence human interaction and understandings. This means I can give examples of how having different perspectives affects the way people view the world.
Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of situations, events, issues, or phenomena.	I can explain how access to knowledge, technology and resources influence perspectives. This means I can describe how these contexts have an effect on the way different people view specific situations, events, issues, or phenomena.

Communicate Ideas

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.	<p>I can anticipate how diverse audiences will interpret communication. This means I can think about the different people's perspectives and how this influences them.</p> <p>I can also apply this understanding 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 diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies appropriate to specific audiences.	<p>I can use behavior, language and strategies to communicate with diverse audiences. This means I understand cultural differences when I communicate with a group of people with different perspectives. It also means I know what skills and strategies will help me communicate with this audience.</p> <p>I can also use behavior, language and strategies to collaborate with diverse 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 effectively with diverse individuals and groups.	<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 or group.</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 or group.</p>
Makes accurate, specific observations about audience response and/or feedback to make specific, appropriate changes leading to improved communication.	<p>I can 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 make changes in 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 and creates opportunities for personal or collaborative actions to address situations, events, issues, or phenomena in a way that is likely to improve conditions.	<p>I can identify opportunities to take action to improve conditions.</p> <p>I can also create opportunities to take action to improve conditions.</p>
Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	<p>I can assess the options for action based on evidence. This means I can think about previous approaches, different perspectives, and consequences of previous actions.</p> <p>I can also plan actions based on evidence that indicates the potential for impact. This means I can think about previous approaches, different perspectives, and evaluate the consequences of possible actions.</p>
Acts individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.	<p>I can take action in a way that is likely to improve a condition. This also means I can think about the impact of my plan, and if it respects the cultural values of people affected by my actions.</p>
Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement, honestly describing the results of actions and implications for future actions and advocacy.	<p>I can reflect on the effectiveness and cultural 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 respect the cultural values of people affected by my actions.</p> <p>I can also think 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>