

# 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 question on a local, regional, or global issue and identifies its significance to the global community.	I can pose a question on an issue. This means the issue needs to be important to many different people. This also means that research will help me answer my question.
Selects and uses a few domestic sources to identify evidence that addresses a global question.	I can select and use sources. This means my sources need to be from my own country and other countries.  I can also use these sources to identify evidence that addresses a global question. This means that information for my sources help me answer a global question.
Provides an accurate summary of evidence from sources relevant to a global question.	I can summarize the information from my sources. This means I can describe the main idea of this information. It also means my summary helps me answer a global question.
Develops an opinion based on evidence from a source in response to a global question.	I can form an opinion on what I think about this global issue. This means I can use evidence to support my opinion.

## 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 personal perspective on situations, events, issues, or phenomena.	I can express a personal perspective on a topic or idea. This means I can share my point of view.
Identifies the perspectives of other people, groups, or individuals.	I can identify someone else's perspective.
Identifies how perspectives affect the way different people react to situations, events, issues, or phenomena.	I can identify how perspective affects how someone will react to something. This means I know when someone has a different point of view. It also means I understand how this perspective may cause a person to react in a certain way.
Identifies alternative perspectives on situations, events, issues, or phenomena, and provides a plausible reason for that perspective.	<p>I can identify an alternative perspective. This means I know when someone has a different point of view from my own.</p> <p>I can also give a good reason why they might have a different perspective.</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
Explains the perspective of an audience on a topic.	I can explain the perspective of an audience on a topic.
Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.	I can use general skills to communicate. I can also use general skills to collaborate.
Applies provided resources, such as technology and media to communicate with individuals from a background different from their own.	I can use provided resources to communicate. This means I understand how to use a specific resource to help me communicate.
Makes observations about audience response and/or feedback, and proposes relevant changes to communication choices.	I can make observations about an audience's response or listen to their feedback.  I can identify relevant ways to improve my communication. This means I can take this feedback to describe how I might change the way I communicate.

## 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 specific needs for improvement of situations, events, issues, or phenomena, and a plausible personal response.	I can identify when a situation needs to be changed. This means I know when an important issue needs improvement.
Proposes hypothetical actions based on the perceived potential for impact.	I can create a plan to take action based on a potential for impact. This means I think about what I've learned to help me plan my action. It also means I think about the possible success of my actions.
Describes a plausible plan to act individually or collaboratively, in response to a local, regional, or global situation in a way that is intended to improve the situation.	I can describe a plan to improve a situation. This means my plan address an important issue in a positive way.
Reflects on the likely effectiveness of proposed actions and advocacy for improvement.	I can reflect on how effective my plan might be. This means I can think about my plan and if it might be successful.