

# 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 issue, and provides a general reason for 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 through research.</p> <p>I can also explain why my question is significant to the global community. This means I can briefly describe why my question and issue are important to many different people.</p>
Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	<p>I can select and use a variety of international and domestic sources. This means my sources need to be from my own country and other countries.</p> <p>I can also use these sources to identify evidence that addresses a global question. This means I can choose sources to examine a global question.</p>
Analyzes and integrates evidence from sources to develop a response to a global question.	<p>I can analyze sources of evidence to develop a 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 reflects a particular perspective in response to a global question, drawing conclusions that reflect a partial understanding of the issue.	<p>I can develop a 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 also draw a conclusion that reflects a partial understanding of the issue. This means my conclusions will show that I have a general understanding of the issue.</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 clear personal perspectives on situations, events, issues, or phenomena.	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.
Summarizes the perspectives of other people, groups, or scholars, which may be different from own.	I can summarize the perspective of others. This means I can describe the main idea of another person's perspective. The perspective I'm describing could be similar or different from my own perspective.
Summarizes how perspectives affect how different people react to situations, events, issues, or phenomena.	I can summarize how perspective affects how someone will react to something. This also means I can describe the main idea of how a point of view affects the way people react.
Identifies alternative perspectives on situations, events, issues, or phenomena, and makes connections to a contextual factor, such as access to knowledge, technology, or resources.	<p>I can explain an alternative perspective on the same situation, event, issue or phenomenon. This means I can describe how someone can have a different point of view from my own.</p> <p>I can also make connections to the 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
Predicts how a specific audience with its particular perspectives will respond to communicated information.	I can predict 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.
Demonstrates understanding of a specific audience by communicating and collaborating using generally appropriate verbal and non-verbal behavior, languages, and strategies.	I can use general skills and behaviors to communicate. This means I understand cultural differences when I communicate with a group of people.  I can also use general skills to collaborate with a specific audience. This means I understand cultural differences when I work with other people.
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own.	I can select and use resources to communicate. This means I understand which technology or media will best help me communicate my message.  I can also select and use resources to collaborate. This means I understand which technology or media will best help me collaborate.
Makes observations about audience response and/or feedback and proposes appropriate changes in communication choices.	I can make observations about an audience's response or listen to their feedback.  I can identify appropriate 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
Participates in collaborative opportunities for action to address situations, events, issues or phenomena.	I can collaborate with others to address various issues. This means I can work with others to try to improve conditions.
Plans actions based on evidence and the perceived potential for impact.	I can create a plan to take action based on evidence and perceived 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.
Acts individually or collaboratively in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.	I can take action in response to a local, regional, or global situation. This means I can think about the impact of my plan, and how well it might improve the situation.
Reflects on the appropriateness of own actions and advocacy for improvement.	I can reflect on the appropriateness of my actions and advocacy. This means I can also think about my actions, and if they were correct for the situation.