



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?

- **LEAD9-10.INV1.ISSUE.** Identifies and describes a local, regional, or global issue and explores relevant questions about it.
- **LEAD9-10.INV2.EVDNC.** Uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
- **LEAD9-10.INV3.RSPNS.** Analyzes and integrates evidence collected to construct a response to a global question.
- **LEAD9-10.INV4.POSTN.** Develops a position that considers multiple perspectives in response to a global question.

RECOGNIZE PERSPECTIVES

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

- **LEAD9-10.PERS1.SELF.** Defends personal perspective on situations, events, issues, or phenomena.
- **LEAD9-10.PERS2.OTHR.** Identifies and describes the perspectives of other people, groups, or schools of thought.
- **LEAD9-10.PERS3.AFFCT.** Identifies and describes how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.
- **LEAD9-10.PERS4.APLIC.** Draws on an understanding of more than one perspective and/or context in interpreting and communicating information about 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?

- **LEAD9-10.COMM1.ADNCE.** Identifies the expectations and perspectives of diverse audiences and applies that understanding to address the audience's needs.
- **LEAD9-10.COMM2.STRTG.** Communicates and collaborates effectively by selecting appropriate verbal and non-verbal strategies.
- **LEAD9-10.COMM3.RSRC.** Uses appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.
- **LEAD9-10.COMM4.REVSN.** Reflects on audience response and/or feedback and revises communication choices: message, strategies, and/or resources.

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?

- **LEAD9-10.ACT1.OPORT.** Identifies and creates opportunities for individual action to address a situation, event, issue or phenomena.
- **LEAD9-10.ACT2.PLANS.** Assesses options and plans actions based on evidence and the perceived potential for impact.
- **LEAD9-10.ACT3.CNTRB.** Acts individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.
- **LEAD9-10.ACT4.IMPLC.** Reflects on own actions and advocacy for improvement, and considers implications for future action and advocacy.