

Global Leadership

12TH GRADE

Contains Performance Outcomes, I Can Statements, and Rubric for students aged 16-18.

Performance Outcomes I Can Statements Rubric for Students Aged 16-18

Global Leadership

RATIONALE

In *Educating for Global Competence*, Veronica Boix-Mansilla and Anthony Jackson define global competence as “the capacity and disposition to understand and act on issues of global significance.” In this context, the word “global” refers not just to different places on the planet, but to the great variety of interconnected people, cultures, ideas, problems, and opportunities that constitute all human experience. The globally competent student learns how to synthesize information and ideas from many different sources and perspectives, and makes well-informed decisions to act on what is learned. It is this constellation of knowledge, disposition, and action that characterizes Global Leadership.

Global Leadership gives students many opportunities to transcend their local boundaries by developing global competence across disciplines of art, English language arts, history/social studies, mathematics, science, and world languages. A well-rounded global curriculum not only opens students’ eyes, but sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

The skills required for successful participation in the world—such as responsible citizenship, innovative entrepreneurship, and active leadership, among others—are not specific to any one course or classroom. A globally focused school fosters the development of these skills through service learning, internships, field trips, performances and exhibits, and other experiential projects during the school day and via afterschool and summer programs.

In the course of developing global competence, students investigate the world, learn more about where people come from and how they live, and come back to reflect on their own lives with honesty. Recognizing different perspectives, communicating and defending ideas with respect and empathy, and accounting for the thoughts and opinions of others are the roots of effective leadership and collaboration. The seeds of action—identifying a local, regional or global issue, researching questions about its causes and possible solutions, and taking responsibility for personal action in response—may be sown in a class or in an afterschool program, but in a globally-focused curriculum, those seeds germinate everywhere in school, at home, and in community life.

Students need to know they do have an impact and that they are not powerless in the face of large, complex, and often seemingly intractable global issues they study. Grounding a decision to act in Global Leadership allows them to demonstrate their knowledge of the world and teaches them how to be part of a global community.

Global Leadership

PERFORMANCE OUTCOMES

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?

- Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
- Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.
- Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question.
- Develops a clear position based on evidence from sources that considers multiple perspectives, and draws defensible conclusions 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)?

- Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.
- Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.
- Explains how perspectives influence human interactions and understandings of a situation, event, issue, or phenomenon.
- Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, issue, or phenomenon.

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?

- Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.
- Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.
- Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.
- Makes accurate, specific observations about audience response and/or feedback, and makes appropriate changes leading to improved communication.

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?

- Identifies and creates opportunities for personal or collaborative actions to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.
- Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and/or potential consequences.
- 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.
- Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; and honestly describes the results of actions and implications for future actions and advocacy.

Global Leadership

I CAN STATEMENTS

grade
12

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.	<p>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.</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 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.	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.

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>

Global Leadership

RUBRIC

**grade
12**

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?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Pose Significant Researchable Question(s)	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	Poses an original and specific researchable question on a local, regional, and/or global issue; and convincingly explains its significance to the global community.
Select Varied Relevant Evidence	Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.	Selects and uses a variety of international and domestic sources in multiple formats or media to identify and weigh the most important evidence that addresses a global question.
Analyze, Integrate and Evaluate Sources	Analyzes and integrates evidence from sources to develop a response to a global question; demonstrates understanding of the issue.	Analyzes and integrates evidence from sources to develop a well-supported response to a global question; demonstrates an informed understanding of the issue.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question; demonstrates thorough understanding of the issue.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported, and original response to a global question; demonstrates a thorough and complex understanding of the issue.
Develop an Evidence-based Position and Draw Conclusions	Develops a position based on evidence from sources that reflects a particular perspective in response to a global question; draws conclusions that reflect a partial understanding of the issue.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.	Develops a clear position based on evidence from sources that considers multiple perspectives; draws defensible conclusions in response to a global question.	Develops a clear and specific position based on evidence from sources that considers multiple perspectives; draws defensible, logical conclusions 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)?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Express Personal Perspective	Expresses a clear personal perspective on a situation, event, issue, or phenomenon.	Expresses a clear personal perspective on a situation, event, issue, or phenomenon, and identifies an influence on that perspective.	Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.	Expresses and justifies a clear personal perspective on a situation, event, issue, or phenomenon, and explains in detail the influences on that perspective.
Explain Perspective of Others	Summarizes the perspectives of other people, groups, or scholars, which may be different from their own perspective.	Explains the perspectives of other people, groups, or scholars as distinct from one's own perspective.	Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.	Demonstrates a clear and accurate understanding of the perspectives of other people, groups, or scholars.
Explain Cultural Interactions	Summarizes how perspectives affect how different people react to a situation, event, issue, or phenomenon.	Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.	Explains how perspectives influence human interactions, affecting people's understandings of a situation, event, issue, or phenomenon.	Provides a complex analysis of how varying perspectives influence human interactions, and how this affects people's understandings of a situation, event, issue, or phenomenon.
Understand Contexts	Identifies an alternative perspective on a situation, event, issue, or phenomenon, and makes a connection to a contextual factor, such as access to knowledge, technology, or resources.	Explains various perspectives or interpretations of a situation, event, issue, or phenomenon, and reflects an understanding of different contexts, such as access to knowledge, technology, or resources.	Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, issue, or phenomenon.	Explains how different contexts, including access to knowledge, technology, and resources influence perspectives through a multi-faceted, complex interpretation of a situation, event, issue, or phenomenon.

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?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Understand Diverse Audiences	Predicts how a specific audience with particular perspectives will respond to communicated information.	Anticipates how a specific audience with particular perspectives will interpret communicated information; applies that understanding to adjust the communication to meet the audience’s specific needs.	Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.	Demonstrates a precise understanding of the unique perspectives of diverse audiences and how that impacts their interpretation of communicated information; applies that understanding to meet the needs of the diverse audience.
Communicate with Diverse People	Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are generally appropriate to the specific audience.	Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are appropriate to the specific audience.	Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.	Demonstrates a precise and detailed understanding of diverse audiences by communicating and collaborating skillfully and effectively using verbal and non-verbal behaviors, language, and strategies that are customized to specific audiences.
Use Technology and Media	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.	Selects and skillfully applies appropriate resources, such as technology and media, to communicate and collaborate expertly with diverse individuals and groups.
Reflect on Effectiveness of Communication	Makes observations about audience response and/or feedback, and proposes appropriate changes in communication choices: message, strategies, and/or resources.	Makes accurate, specific observations about audience response and/or feedback, and proposes targeted changes to communication choices: message, strategies, and/or resources.	Makes accurate, specific observations about audience response and/or feedback, and makes appropriate changes to communication choices—message, strategies, and/or resources—that are likely to lead to improved communication.	Evaluates the effectiveness of communication choices based on audience response and/or feedback and makes targeted changes that clearly lead to improved communication.

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?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify Opportunities for Personal or Collaborative Action	Participates in collaborative opportunities for action to address a situation, event, issue or phenomenon.	Identifies opportunities for personal or collaborative action to address a situation, event, issue or phenomenon in a way that is likely to improve conditions.	Identifies and creates opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.	Identifies and creates opportunities for personal and collaborative action across disciplines, industries, and/or borders to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.
Assess Options and Plan Actions	Plans actions based on evidence and the perceived potential for impact.	Assesses options and plans actions based on evidence, and the perceived potential for impact.	Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and/or potential consequences.	Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and potential consequences, both intended and unintended.
Act Creatively and Responsibly	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.	Acts individually or collaboratively to execute a plan that is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.	Acts individually or collaboratively to execute a plan that is culturally responsive, innovative, and strongly likely to improve a local, regional, and/or global situation; assesses the impact of the action.	Acts individually and collaboratively to execute a plan that is culturally situated, innovative, sustainable, and results in the improvement of a local, regional, and/or global situation; assessment of the impact of the action is supported by results and evidence.
Reflect on Actions	Reflects on the appropriateness of own actions and advocacy for improvement.	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.	Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; honestly describes the results of actions and describes their implications for future actions and advocacy.	Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; honestly and realistically evaluates evidence of short and long-term results of actions, and describes implications, issues, shortfalls, and/or remedies for future actions and advocacy.