

# Global Leadership

PRIMARY GRADES

## Performance Outcomes I Can Statements Rubric for Students Aged 4-7

# 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

## I CAN STATEMENTS

### grade K

### 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?*

- With prompting and support, I can ask a question about an idea that is important to my community.
- With prompting and support, I can use resources about an idea important in my community. This means with help I can choose a resource to learn more about my question.
- I can read or talk with others to answer my question.
- With prompting and support, I can identify opinions about an idea. This means with help I understand there are many different opinions.

### Recognize Perspectives

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

- With prompting and support I can tell what I think about a problem in my classroom.
- With prompting and support, I can identify when someone else has an idea that is different from my own.
- With prompting and support, I can identify how I react to a situation.
- With prompting and support, I can explain how someone else feels about an idea.

### 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?*

- I can speak and write to share my ideas with others. This means with help I can look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.
- I can work with a partner or in a group. This means with help I can take turns while talking, and I can ask questions when I don't understand.
- I can use resources to communicate with people outside my classroom.

### 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?*

- I can tell others about a problem.
- I can tell how to solve the problem.

# Global Leadership

## I CAN STATEMENTS

### grade 1

### 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?*

- I can ask a question about an idea that is important to my community. This means I can ask a question and explain why my question is important.
- I can use resources about an idea important in my community. This means with help I can choose a resource to learn more about my question.
- I can read books, watch videos, or look at pictures to answer my question.
- I can identify opinions about an idea and reasons for each opinion. This means I understand there are many different opinions.

### Recognize Perspectives

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

- I can explain what I think about an important problem related to my home or school.
- I can also share one reason for my opinion.
- I can identify when someone else has an idea that is different from my own.
- I can identify how I react to a situation.
- I can explain how someone else feels about an idea.

### 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?*

- I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.
- I can work with a partner or in a group. This means I can take turns while talking, I can agree and disagree respectfully, I can add on to what my peers say, I can ask my peers to explain their thinking, and I can work with others to reach a goal.
- I can use resources to communicate with people outside my classroom.

### 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?*

- I can tell others about a problem.
- I can also share the reason for my opinion about this problem
- I can give ideas of ways to solve the problem.
- I can describe a plan for solving the problem.

# Global Leadership

## I CAN STATEMENTS

### grade 2

### 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?*

- I can ask a question about an idea that is important to my community or the world. This means I can ask a question and explain why my question is important to many different people.
- I can use resources about an issue important to my community or the world. This means with support I can choose a resource that will help me answer my question.
- I can locate and explain evidence from the source that helps answer my question.
- I can choose an opinion about an important issue. I can also know what an author's opinion by how they explain or describe an issue.

### Recognize Perspectives

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

- I can share my personal perspective on an issue. This means I can explain what I think about the issue. I can also share one reason for my opinion.
- I know that people have perspectives that are different from my own. This means I can identify that people may think differently than I do.
- I can identify how someone reacts to a situation differently than I do.
- I can identify someone else's perspective on an issue in the community or the world. This means I know what someone else thinks about the issue.

### 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?*

- With prompting and support, I can identify my audience's perspective. This means, with help, I know what my audience thinks about my topic.
- I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.
- I can work with a partner or in a group. This means I can agree and disagree respectfully, I can add on to what my peers say, I can ask my peers to explain their thinking, and I can work with others to achieve a goal.
- I can use resources to communicate with people around the world.
- With prompting and support, I can describe how an audience responds to my ideas. I can also describe the feedback people give to my ideas.

## 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?*

- I can identify when a situation needs to be changed or improved. I can also share reasons why this situation needs to be improved.
- I can think of different ways to make a change and can explain how they may improve a situation.
- I can describe a plan to take action for improving a situation. I can also share the details for my plan.
- With prompting and support, I can reflect on my plan. This means I can think about my plan and if it will help solve an issue.