

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 researchable question on a local, regional, and/or global, and explains its significance to the global community.
- Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
- Analyzes and integrates evidence from sources to develop a well-supported response to a global question.
- Develops a position based on evidence from sources that considers multiple perspectives, and draws reasonable 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 a clear personal perspective on a situation, event, issue, or phenomenon, identifying an influence on that perspective.
- Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective.
- Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.
- 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.

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 a specific audience with particular perspectives will interpret communicated information; and adjusts the communication to meet the audience's specific needs.
- 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.
- Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.
- Makes accurate, specific observations about audience response and/or feedback, and proposes specific, targeted changes to communication choices.

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 opportunities for personal or collaborative action 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, and the perceived potential for impact.
- Acts individually or collaboratively to execute a plan that is culturally appropriate, and likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.
- 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.