

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.