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| **Global Competence Curriculum Framework** |

The Curriculum Framework for Global Competence is designed to assist educators in developing instructional units, lessons, or activities for building global competence within their students.  It is inclusive of "I Can" statements that enable the learner to self-assess their ability to meet the aligned competencies.  This framework illustrates the dynamic process of adapting teaching and learning to ensure students are successful within a global community.

Building global competence not only equips students with the skills and attributes to compete in a global job market, but equally importantly it cultivates their abilities to effectively, appropriately, and respectfully share ideas, problem solve, communicate, and interact across cultures which is critical to their success.

This framework can be used with any content or discipline at any level of academic development.  The framework is inclusive of four domains and aligned big ideas, essential questions, concepts, competencies, and standards and eligible content. To use the framework you may begin with a big idea or essential question that aligns with your instructional purpose.  Review the concepts and competencies for more specific ideas on the intended outcome.  Standards and eligible content are also offered as examples of aligned entry points.  The framework is not designed to be all inclusive nor is the framework a set of standards, rather it is designed to give you a jumping off point for teaching and learning that provides opportunity for building the skills and attributes of a globally competent individual.  Competencies are also tiered by specific grade level bands.  Given your students' entry points, you may have to build the skills from a previous band in your students before they may be able to move to a greater level of competency.

The framework may be utilized in conjunction with your district's curriculum to build a k-12 continuum; however, it is also designed to allow an individual teacher to access ideas and resources at any point within a given lesson and does not need to be linear in its use.

Global Competence overlaps the skills and attributes necessary for students to be career ready.  Business and Industry have identified key areas of growth for students entering the workforce.  These areas include (but are not limited to): being able to collaborate and work as a team, problem solving, communicating effectively to diverse populations, being respectful and tactful, taking initiative, being flexible and open minded, and being able to look at an idea or problem through multiple perspectives.   Building global competence builds career readiness.  The chart at the end of the Global Framework creates a crosswalk for the overlapping skills and can help an educator connect building global competence to career readiness skills and attributes.

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| **Model Framework: Global Competence** |

| *Investigating Our World* | | | | | | | |
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| Big Idea | Globally competent learners take risks and explore challenging questions affecting people worldwide. | | | | | | |
| Essential Questions | * How do I identify local, regional, and global issues; generate questions; and explain their significance? * Why is this issue important to the world, to my community, and to me? * How do I develop a lasting curiosity to learn about the world? * How do I identify and utilize new experiences and opportunities to expand my comfort zone and understanding of other cultures? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | English Language Arts (ELA) | Civics;  Career Education | Environ-  ment &  Ecology | American Council on the Teaching of Foreign Languages (ACTFL) | United Nations Sustain-  able Goals (UN) |
| Identifying a Topic of Importance to the Community that has Global Implications | 9-12 | Reflect on and prioritize how a local/global topic connects to the issues of people from within that community and throughout the world.  “I can explain various perspectives on the same situation, event, issue, or phenomenon at the local/global levels. I can describe the way something is viewed differently by several people. I can explain how this can affect solutions.” | CC1.4.9-10.A CC1.4.11-12..A  CC1.5.9-10.A  CC1.5.11-12.A | 5.4.12.C  5.4.12/E  5.4.9.E  5.4.9.B. | 4..1.12.C  4.1.12.B  4.1.10.B  4.4.10.A  4.4.10.B  4.4.12.A  4.4.12.B | C2.1: C2.2;  C3.2; C4.2 | G10, G17 |
| 6-8 | Collaborate with people in your local/global community to identify and investigate a global issue.  “I can pose a researchable question on a local, regional, and/or global issue. I can explain why my question is significant to many different people within the global community.” | CC1.4.6.V  CC1.4.7.V  CC1.4.8.V  CC1.5.6.A  CC1.5.7.A  CC1.5.8.A | 5.4.6.A  5.4.8.C |  | C2.1; C2.2; C.3.2, C4.2 |  |
| 3-5 | Interview people in your community about a local/global issue they have and consider a solution.  “I can ask a question about an issue important to my community or the world. I can explain why it is important. I can summarize what others have done to solve a local/global problem.” |  |  | 4.4.4.B | C2.1; C2.2; C3.2; C4.2 |  |
| PK-2 | Record a list of issues/concerns and solutions about your local/global community.  “With prompting and support, I can ask a question(s) about an idea that is important to my community. I explain why the question is important to my community.” |  | 5.2.2.A  5.2.2.B  5.2.2.C | 4.5.PKA  4.5.PKB  4.5.PKC  4.5.PKD  4.3.K.B | C2.1; C2.2; C3.2; C4.2 |  |
| Investigating Purposeful Questions | 9-12 | Develop and respond to feedback on the identification of a question on a global topic by defending your choice with evidence.  “I can express clear and personal perspective on a topic or idea. I can describe my perspective clearly, identify an influence(s) on my perspective, and defend the validity of my question.” | CC.1.4.9-10.V  CC.1.4.11-12.V  CC.1.5.9-10.A  CC.1.5.11-12.A | 5.4.12.A | 4.4.12.A  4.4.12.B  4.4.10.A  4.4.10.B | C2.1; C2.2; C3.2; C4.2; C5.2 | G1-17 |
| 6-8 | Investigate relevant and meaningful questions on a community issue and their impact on the global community by synthesizing sources.  “I can choose sources and integrate evidence from them to address a global question.” | CC1.4.6.V  CC1.4.7.V  CC1.4.8.V | 5.4.8.C |  | C2.1; C2.2; C3.2; C4.2 |  |
| 3-5 | Generate questions on a local topic and discuss their relevance on the global community  “I can generate a question about an issue important to my community or the world. I can explain why my question is important to many different people.” | (writing)  CC1.4.3.C  CC1.4.4.C  CC1.4.5.C |  | 4.4.4.B | C2.1, C2.2, C3.2, C4.2 |  |
| PK-2 | Generate questions about a given topic.  “When given a topic, I can come up with a list of questions that help me learn more about that topic.” | CC1.5.PKB  CC1.5.KB  CC1.5.1B  CC1.5.2B | 5.2.2.B | 4.3.K.B  4.4.PKB  4.3.PKA  4.3.2.A  4.3.PKB | C2.1; C.2: C3.2 |  |
| Identifying Local/Global Partners to Facilitate Collaborative Efforts | 9-12 | Appropriately select and work with local/global peers and organizations on a problem without borders.  “I can identify partners with whom to take action to improve conditions. I can identify and create opportunities for collaborative work.” | CC1.5.9-  10A  CC1.5.11-  12A | 5.2.C.D  5.4.C.B  Career Ed.: 13.3.11.B |  | C1.1; C2.2; C1.3; C2.1; C2.2; C3.1; C3.2; C4.2; C5.1; C5.2 | G17 |
| 6-8 | Identify with local/global peers on a problem without borders  “I can identify partners with whom to collaborate to address various issues.” | CC1.5.6.A  CC1.5.7.A  CC1.5.8.A | 5.4.6.A  5.4.7.A  Career Ed.: 13.3.8.B |  | C1.1; C1.2; C1.3; C2.1; C2.2; C3.1; C3.2; C4.2; C5.1; C5.2 |  |
| 3-5 | Communicate with local/global peers about a community issue.  “I can converse verbally or in writing with my local and global peers about a community issue.” | CC1.5.3.A  CC1.5.4.A  CC1.5.5.A | 5.4.2.D  Career Ed.: 13.3.5.B |  | C2.1; C2.2; C3.2; C4.2 |  |
| PK-2 | Interview a local/global community member about a community issue.  “I can talk with another about an important issue. I can also know what another’s opinion is by how they explain or describe the issue.” | CC1.5.PKC  CC1.5.KC  CC1.5.1.C  CC1.5.2.C | 5.2.2.D  Career Ed.: 13.3.3.B |  | C2.1; C2.2;  C3.2 |  |
| Recognizing the Global Impact of One’s Actions | 9-12 | Explore and apply an identified solution to a personal choice that has global consequences.  “I can realize global consequences of my actions. I can research problems for possible solutions.” | CC1.4.9-10.V  CC1.4.11-12.V | 5.4.9.E  5.4.12.D,E | 4.1.12.E  4.1.10.E  4.3.12.A  4.3.10.A  4.5.12.B | C2.1; C2.2; C3.2; C4.2, C5.2 | G10, G16 |
| 6-8 | Evaluate personal choices that have global consequences.  “I can explain how my actions are connected to global issues, and I can determine if my actions are helping to fix the problem.” |  | 5.2.C.D  5.4.6.A  5.4.7.A | 4.5.7.B  4.4.7.D  4.5.6.A  4.5.7.A | C2.1; C2.2; C4.2, C5.2 |  |
| 3-5 | Identify personal choices that have global consequences.  “I can identify examples of personal actions and choices that can impact the world. I can identify the connections between those actions and their global consequences.” |  | Career Ed.: 13.1.3.A | 4.5.4.C  4.5.3.C  4.5.3.D  4.5.3.A  4.4.4.D | C2.1; C2.2; C4.2 |  |
| PK-2 | Identify cause and effect patterns.  “I can recognize and explain the causes and effects in a story to help understand what I have read. This means that I recognize the connection between action and consequences.” |  | 5.2.2.A  5.2.2.B  5.2.2.C | 4.5.PKC  4.5.1.D  4.5.2.D |  |  |

| *Investigating Our World* | | | | | | | |
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| Big Idea | Globally competent learners intellectually and emotionally weigh and integrate evidence to create coherent informed responses, defensible conclusions, and applicable solutions to investigate the world. | | | | | | |
| Essential Questions | * How do I select credible domestic and international sources to address globally significant, researchable questions? * How do I apply multiple perspectives and compelling evidence to develop defensible conclusions? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics;  Career Ed. | Env &  Ecology | ACTFL | UN |
| Engaging in Inclusive Discourse | 9-12 | Reflect on how your paradigm has shifted by engaging in inclusive discourse with those beyond your community.  “I can describe how my perspective is shaped by what I’ve learned or experienced. I can communicate with others beyond my community.” | CC1.5.9-  10.A  CC1.5.11-  12A | 5.4.9.C  Career Ed.: 13.3.11.B |  | C1.1; C1.2; C1.3; C3.1; C3.2; C4.2; C5.1; C5.2 | G1-17 |
| 6-8 | Consider and evaluate different points of view respectfully with people beyond your community.  “I can summarize why different groups of people will respond to the same situation, event, issue, or phenomenon differently.” | CC1.5.6.A  CC1.5.7.A  CC1.5.8.A | 5.4.6.B  Career Ed.: 13.3.8.C |  | C2.1; C3.2; C4.2 |  |
| 3-5 | Discuss different points of view respectfully with people within your community.  “I can work with a partner or in a group. I can agree and disagree respectfully. I can listen to other people and ask questions or ask for explanations without judging others.” | CC1.5.3E  CC1.5.4.E  CC1.5.5.E  CC1.5.3.A  CC1.5.4.A  CC1.5.5.A | 5.2.C.D  Career Ed., 13.3.3.C  13.3.5.C |  |  |  |
| PK-2 | Listen and speak respectfully with your family and peers.  “I can speak to share my ideas with others and listen to their ideas too. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so my family and peers can understand them. I can listen quietly without interrupting my family or peers.” | CC1.5.PK.E  CC1.5.K.E  CC1.5.1.E  CC1.5.2.E | 5.2.2.A |  |  |  |
| Evaluating Information for Validity and Credibility | 9-12 | Select and evaluate multiple sources to measure their validity and credibility.  “I can evaluate sources of evidence and think critically about how well specific evidence supports my response.” | CC1.4..9-  10V  CC1.4.11-  12V  CC1.4.9-  10W  CC1.4.9.11-12W | 5.3.C.H  5.4.12.B  5.4.9.B |  | C1.2; C2.2; C3.1; C3.2; C4.1; C4.2; C5.1; C5.2 |  |
| 6-8 | Investigate the validity and credibility of sources.  “I can determine the strength of a source using a credibility checklist or rubric.” | CC1.4.6.W  CC1.4.7.W  cc1.4.8.W | 5.4.9.C,D,E  5.4.12.C,D,E |  | C1.2; C2.2; C3.1; C3.2; C4.1; C4.2; C5.1 |  |
| 3-5 | Identify what makes a source trustworthy.  “I can identify the difference in trustworthiness between different forms of news (e.g. personal stories, legitimate news stories, blogs, and social media).” | CC1.4.3.W  CC1.4.4.W  CC1.4.5.W |  |  |  |  |
| PK-2 | Identify ways to locate information.  “I can read books, watch videos, or look at pictures to answer my question(s). I can find and use sources to answer my question(s).” | CC1.5.PK.C  CC1.k.K.C  CC1.5.1.C  CC1.5.2.C  CC1.4.PK.W  CC1.4.K.W  CC1.4.1.W  CC1.4.2.W | 5.4.1.D  5.4.2.D |  |  |  |
| Synthesizing Diverse Global Resources | 9-12 | Formulate viable conclusions that reference diverse authors and global resources.  “I can integrate local and global sources of evidence. This means I can take evidence from different sources and combine their responses.” | CC1.2.9  10B  CC1.2.11-  12B | 5.3.C.H  5.4.12.B,C |  | C1.2; C1.3; C2.1; C2.2; C3.1; C3.2; C4.2; C5.1; C5.2 | G16 |
| 6-8 | Locate and read texts from multiple global resources.  “I can find and read resources from a variety of global resources (e.g. BBC, Al Jazeera, CNN, etc.)” | CC1.2.6B  CC1.2.7.B  CC1.2.8.B  CC1.2.6.H  CC1.2.7.H  CC1.2.8.H  CC1.2.6.I  CC1.2.7.I  CC1.2.8.I  CC1.2.6.D  CC1.2.7.D  CC1.2.8.D | 5.2.C.H  5.4.8.D  5.4.9  D  5.4.12.A,B,C,D |  | C1.2; C2.2; C3.1; C3.2; C4.2; C5.1; C5.2 |  |
| 3-5 | Read diverse texts to draw cultural comparisons and contrasts.  “I can use diverse types of text to compare and contrast different cultures. I can provide evidence from diverse books and media to answer questions about different cultures.” | CC1.2.3L  CC1.2.4.L  C1.2.5.L  CC1.3.3.K  CC1.3.4.K  CC1.3.5.K |  |  | C1.2;C2.1; C2.2; C3.2; C4.2 |  |
| PK-2 | Recognize there are people of diverse cultures.  “I can recognize that everybody is different. This means I understand that people might believe different things.” |  | 5.4.2.B |  | C2.1; C2.2;  C4.2 |  |
| Research Evidence Based Sources and Artifacts | 9-12 | Analyze and evaluate multiple global sources and/or artifacts across communities and over time.  “I can choose relevant sources and artifacts from different countries and from different time periods.” | CC1.5.9-  10A  CC1.5.11-  12A | 5.2.C.B  5.2.2.C  5,4.8.D  5.4.9.D  5.4.12.A,B,C,D | 4.2.12.A  4.2.12.B | C.1.2; C.2;2; C3.1; C3.2; C4.1; C4.2; C5.1, C5.2 |  |
| 6-8 | Compare and contrast sources and artifacts to learn about issues affecting our global community.  “I can find similarities and differences between sources and artifacts to build my understanding of a global issue.” | CC1.5.6.A  CC1.5.7.A  CC1.5.8.A | 5,4.8.D  5.4.9.D  5.4.12.A,B,C,D |  | C.1.2; C.2.1; C2.2; C.3.1; C3.2, C4.2; C5.1; C5.2 |  |
| 3-5 | Explore an issue within a community by brainstorming and examining multiple resources and/or artifacts with your peers.  “I can work collaboratively with peers to brainstorm and examine resources and items of cultural and historical interest.” | CC1.5.6.A  CC1.5.7.A  CC.1.5.8.A |  | 4.2.6.C  4.3.4.A | C2.2, C2.1; C2.2; C3.1; C3.2, C4.2 |  |
| PK-2 | Identify what artifacts and resources are and what you can learn from them.  “I can locate and use artifacts and resources about an issue important to me or my community. This means with support I can choose a resource that will help me answer my question(s).” |  | 5.4.1.D  5.4.2.D |  |  |  |
| Identifying Alternative Solutions to Global Issues | 9-12 | Articulate and present solutions to global problems.  “I can present a variety of solutions that reflect different viewpoints and perspectives.” | CC1.4.9-  10U  CC1.4.11-  12U | 5.2.C.B  5.4.C.B | 4..5.12.C  4.5.10.C  4.5.10.E  4.3.12.D  4.5.12.E | C1.1;; C1.3; C2.1; C2.2; C3.1; C3.2; C4.2; C5.1; C5.2 | G10, G17 |
| 6-8 | Evaluate several solutions to a global problem by engaging the design thinking model.  “I can evaluate multiple solutions to a global problem by following the design thinking process.” |  | 5.4.8.C |  | C2.1; C2.2;  C3.1; C3.2; C4.2 |  |
| 3-5 | Create several solutions to a problem through brainstorming, brainwriting, and ideation.  “I can generate multiple solutions to an identified problem through creative brainstorming (e.g. mind maps, brain writing).” |  |  | 4..3.5.D |  |  |
| PK-2 | Realize that there are several solutions to a problem.  “I can ask questions and identify options for solving a problem or idea. This means I understand there are many different ways to solve a problem.” |  | 5.2.2.B  5.2.2.C  5.4.K.B  5.4.1.B  5.4.2.B | 4.5.3.C  4.5.3.D  4.3.3.D |  |  |

| *Investigating Our World* | | | | | | | |
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| Big Idea | Globally competent learners demonstrate an understanding of connections within and across cultures. | | | | | | |
| Essential Questions | * How do my experiences connect and relate to the experiences of others? * How have historical events impacted contemporary culture? * How do beliefs and values affect diverse views? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics;  Career Ed. | Env &  Ecology | ACTFL | UN |
| Determine the Value of Personal and Cultural Connections | 9-12 | Analyze and synthesize how cross-cultural connections improve collaboration and problem solving.  “I can see the value of my personal intercultural connections and use them to collaborate and problem solve.” |  | 5.4.9.C,E  5.4.12C,E  5.4.8.C |  | C2.1; C2.2; C3.2;  C4.2;  C5.2 | G16 |
| 6-8 | Explain how shared experiences within your community reflect the culture of your community.  “I can explain why my community values its traditions and shared experiences and what it tells other people about ourselves.” |  | 5.4.8.C  Career Ed., 13.3.8.B |  | C2.1;  C2.2;  C4.2; C5.1;  C5.2 |  |
| 3-5 | Identify common experiences between peers.  “I can identify the things I have in common with my peers, irrespective of background differences in culture.” |  |  |  |  |  |
| PK-2 | Identify important experiences in your life and family.  “I can share stories about experiences my family has had and how they have affected our lives.” |  | 5.4.1.B,E |  |  |  |
| Analyze Significant Events and People that Have Influenced the World | 9-12 | Analyze the effect of historical events and people on decision making and problem solving within contemporary culture and the global community.  “I can describe how historical events and contexts have an effect on the way different people view specific situations, events, issues or phenomena.” |  | 5.4.12.A,B | 4.3.12.B  4.3.10.B | C2.1; C2.2: C3.1;  C3.2;  C4.2; C5.2 |  |
| 6-8 | Evaluate how historical events and people connect across countries and affect global perspectives.  “I can make connections to explain how different countries and cultures were impacted by historical events and people.” |  | 5.4.7.A  5.4.8.A,C | 4..3.7..B  4.5.6.C | C2.1; C2.2;  C3.1; C3.2; C4.2; C5.2 |  |
| 3-5 | Determine how significant events and people from your country affect the global community.  “I can identify important events and people in our country and state 1-2 ways that those people or events have an effect on the world.” |  |  |  | C2.1 C2.2; C3.2;  C4.2 |  |
| PK-2 | Identify significant events and people within your family and community.  “I can talk about people and events that have made a difference in my family and community. This means I can link behaviors with outcomes.” |  | 5.4.2.A |  | C2.1; C2.2 |  |
| Evaluate how Personal Context Influences Worldviews | 9-12 | Analyze and reflect on the interactions between and among diverse people with different perspectives.  “I can explain how personal perspectives influence human interaction and understandings. This means I can give examples of how having different perspectives affects the way people view the world.” | CC1.4.9-10.A CC1.4.11-12..A  CC1.5.9-10.A  CC1.5.11-12.A | 5.4.7.A  5,4,8,A,C  5.4.9.B,E |  | C2.1; C2.2;  C4.2; C5.2 | G1-17 |
| 6-8 | Define worldview.  Determine how your combined world experiences affect your view of others.  “I can explain what one’s ‘worldview’ is. I can explain how my worldview has been shaped by my experiences.” |  | 5.4.6.A,B  5.4.7.D  5.4.8.A,C,D |  | C2.1; C2.2;  C4.2 |  |
| 3-5 | Understand how your personal experiences affect your perspective.  “I can identify ways in which my own personal experience may shape my beliefs. I know that people may have had different experiences based on their own personal experiences.” |  |  |  | C4.2 |  |
| PK-2 | Identify how families influence personal perspectives.  “I can describe how my family’s behaviors, traditions, and opinions affect how I behave and what I believe.” |  | 5.4.2.A |  | C4.2 |  |

| *Recognizing Perspectives* | | | | | | | |
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| Big Idea | Globally competent learners analyze and articulate how culture and access to learning influence perspectives. | | | | | | |
| Essential Questions | * How does culture influence individuals? * How do my culture, beliefs, and values affect my worldview and that of those within my culture? * How do I recognize stereotypes and develop a more accurate understanding of individuals? * How do status, power, and privilege impact access to learning in our culture and in others? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed. | Env. &  Ecology | ACTFL | UN |
| Identifying our Culture | 9-12 | Define my cultural lens and analyze its influence on my thinking and behavior. Analyze how differential access to knowledge, technology, and resources within different subcultures affects quality of life and perspectives.  “I can describe how my culture affects how I think and how I act. I can explain how access to knowledge, technology, and resources influences and determines cultural perspective.” |  | 5.4.9.D,E  5.4.12.D,E  Career Ed.: 13.3.11.A | 4.4.12.A  4.4.12.B.  4.4.12.C  4.4.10.B  4.3.10.A  4.3.12B  4.5.12.A  4.4.12.D  4.4.10.D  4.4.10.C  4.5.12.C  4.5.10.A  4.3.12.D  4.3.10.D  4.5.12..E | C2.1; C2.2; C4.2, C5.2 | G4 |
| 6-8 | Define subculture. Identify different subcultures within my own culture and differentiate the characteristics of those cultural traits.  “I can explain what a subculture is. I can compare and contrast the lives of people within my own culture to explain the subcultures found within my community.” |  | 5.4.6.A  5.4.7.A  5.4.8.A |  | C2.1; C2.2; C4.2 |  |
| 3-5 | Explain similarities and differences within my own culture and how they impact my/our identity.  “I can identify similarities and differences within my own culture (e.g. customs, languages, family traits). I can explain how those differences affect who I am.” |  |  |  | C2.1; C2.2; C4.2 |  |
| PK-2 | Recognize my own culture and list its characteristics.  “I can share my own background, my experiences, and my opinions. I know my culture’s traditions, holidays, beliefs, etc.” |  | 5.4.K.B  5.4.1.B |  | C2.1; C2.2; C4.2 |  |
| Evaluating Stereotypes | 9-12 | Critique our stereotypes about other cultures to develop a more accurate understanding of individuals.  Consider how other cultures may view us and our world views.  “I can look beyond stereotypes in order to better understand people in other cultures. I can recognize when people view me and my culture through a stereotypical lens.” |  | 5.4.9.E  5.4.12.E |  | C2.1; C2.2; C4.2 |  |
| 6-8 | Analyze bias related to stereotypes and identify the effects that implicit association has on one’s own worldview.  “I can explain how stereotypes can lead to biased opinions. I can reflect on my personal experiences to determine if/how stereotypes and bias have influenced my opinions of others.” |  | 5.4.8.C |  | C2.1; C2.2; C4.2 |  |
| 3-5 | Define stereotype; identify stereotypes and how they affect our understanding of people.  “I can identify common stereotypes about groups of people and how those stereotypes change how we think about people.” |  | Career Ed., 13.3.3.A  13.3.5.A |  | C2.1; C2.2; C4.2 |  |
| PK-2 | Ask and answer questions on how we categorize people.  “I can ask and answer questions about what people like and do and explain how they are alike and different.” |  | 5.4.K,A,B  5.4.1.A  5.4.2.A |  | C2.1; C2.2; C4.2 |  |

| *Recognizing Perspectives* | | | | | | | |
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| Big Idea | Globally competent critical thinkers describe, discuss, and analyze global themes and issues from various cultural perspectives. | | | | | | |
| Essential Questions | * How does culture affect me and my reactions to problems and issues? * How does understanding issues from different perspectives affect my viewpoint and open mindedness? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics and Career Ed. | Env &  Ecology | ACTFL | UN |
| Understanding the Influence of One’s Personal Cultural Perspectives on Global Issues | 9-12 | Analyze and critique the impact of my cultural perspectives on global problems and issues.  “I can describe my perspective and support it with evidence and details. I can explain how my perspective affects how I view global problems and issues. I can adjust my perspective based on new global understandings.” | CC1.4.9-10.A CC1.4.11-12..A  CC1.4.9-10.F  CC1.4.11-12.F  CC1.5.9-10.A  CC1.5.11-12.A | 5.4.9.E  Career Ed.: 13.3.11.A | 4.5.10.E  4.5.12.E | C2.1; C2.2; C3.2; C4.2; C5.2 | G1-17 |
| 6-8 | Evaluate (consider/explain) how my cultural perspective influences my opinion of global issues.  “I can explain the connections between my life experiences and my opinion about a global topic.” |  | 5.4.6.A  5.4.7.A  5.4.8.C |  | C2.1; C2.2; C3.2; C4.2; C5.2 |  |
| 3-5 | Identify different ways others think about my culture.  “I can identify someone else’s perspective on my culture and community or world. I know that their perspective about a specific culture affects their opinion of me.” | 5.4.5.B | 5,4,5.B |  | C2.1; C2.2 C4.2 |  |
| PK-2 | Identify practices and products from my culture.  “I can describe some of the behaviors, experiences, ideas, and products that are shared by my social group.” |  | 5.4.K.B  5.4.1.A,B | 4.5.PK.A  4.5.K.A  4.5.1.A  4.4.2.B | C2.1; C2.2; C4.2 |  |
| Understanding Different Perspectives on Global Issues | 9-12 | Analyze and critique multiple perspectives on global problems and issues.  “I can give examples of how having different perspectives affects the way people view the world. I can understand their point of view even if my perspective varies from theirs.” | CC1.4.9-10.I  CC1.4.11-12.I | 5.4.12.E |  | C2.1; C2.2; C3.2; C4.2; C5.2 |  |
| 6-8 | Describe the influence of multiple perspectives and its effect on my viewpoint.  “I can summarize how others feel about an issue and how their opinion impacts my own.” | CC1.4.6.I  CC1.4.7.I  CC1.4.8.I | 5,4,6,B  5.4.7.D |  | C2.1; C2.2; C3.2; C4.2 |  |
| 3-5 | Examine and identify different norms/ways of thinking in other cultures.  “I can explain different customs and beliefs in 3-5 other cultures and how those differences influence their culture.” |  | 5.4.5.B |  | C2.1 C2.2; C4.2 |  |
| PK-2 | Identify practices and products from other cultures.  “I can describe some of the behaviors, experiences, ideas, and products that are shared by people outside of my social group. I can explain how people have different backgrounds, experiences, and opinions from me and because of this may think and behave differently than I do.” |  | 5.4.2.B | 4.5..3..A  4.4.3.B | C2.1; C2.2; C4.2 |  |

| *Recognizing Perspectives* | | | | | | | |
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| Big Idea | Globally competent learners are attentive to diversity and interact and work effectively with diverse populations both locally and globally. | | | | | | |
| Essential Questions | * How do different cultural norms affect relationships with diverse populations? * How do I recognize and cross linguistic and cultural boundaries? * How does working with diverse people affect my thinking and decision making? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed. | Env &  Ecology | ACTFL | UN |
| Recognizing Different Linguistic and Cultural Norms | 9-12 | Analyze different linguistic and cultural norms to appreciate those differences through culturally relevant lens(es).  “I can recognize and value various patterns of language and various ways of behavior within different cultural regions.” | CC1.5.9-  10B  CC1.5.11-  12B |  |  | C2.1; C2.2; C4.1; C4.2; C5.2 |  |
| 6-8 | Explain how different linguistic and cultural norms affect behavior.  “I can provide multiple examples to show that language and culture affect the way people behave.” |  |  |  | C2.1; C2.2; C4.1; C4.2 |  |
| 3-5 | Identify different linguistic and cultural norms.  “I can identify language, habits, beliefs and customs across a variety of different cultures.” |  |  |  | C2.1; C2.2; C4.1; C4.2 |  |
| PK-2 | Distinguish between academic and informal language and cultural expectations.  “I can explain how language affects behavior. This means I know that how people talk affects how people behave and how they react to me.” | CC1.5.PK.A  CC1.5.K.A  CC1.5.1.A  CC1.5.2.A  CC1.5.PK.E  CC1.k.K.E  CC1.5.1.E  CC1.5.2.E | 5.4.K.A  5.4.1.A  5.4.2.A |  | C2.1; C2.2; C4.1; C4.2 |  |
| Collaborating with Diverse Populations | 9-12 | Design a cross-cultural experience that addresses a global issue. This experience requires collaboration and reflection upon how my cultural perspectives affected planning and outcomes.  “I can analyze how my cultural perspective influences how I design and collaborate with others on projects of global significance. I can determine if the proposed action is appropriate to the cultural values of the people affected by my actions.” | CC1.4.9-10.U  CC1.4.11-12.U |  |  | C1.1; C1.2; C1.3; C2.1; C2.2; C3.2; C4.1; C4.2; C5.1; C5.2 | G1-17 |
| 6-8 | Use diverse media to connect with students from other cultures to collaborate on a global issue and reflect on the experience(s).  “I can collaborate with my peers in other cultures to explore global issues using a variety of platforms and types of communication (pen pals, Skype, social media, etc).” | CC1.4.6.U  CC1.4.7.U  CC1.4.8.U | 5.4.7.D |  | C1.1; C1.2; C1.3; C2.1; C2.2; C4.1; C4.2; C5.1; C5.2 |  |
| 3-5 | Connect and collaborate with students from a regional/national school on a local/global issue.  “I can connect and work together with students from a regional or national school to develop and implement a project that addresses a local or global problem.” | CC1.5.3.A  CC1.5.4.A  CC1.5.5.A  CC1.5.3.C  CC1.5.4.C  CC1.5.5.C  CC1.4.3.U  CC1.4.4.U  CC1.4.5.U | Career Ed.: 13.3.3.B  13.3.5.B |  | C2.1; C2.2; C3.2; C4.2; C5.1; C5.2 |  |
| PK-2 | Connect and collaborate with students from other local classrooms/schools on a local/global issue.  “I can partner with other people with similar and different experiences, ideas, and views to think and talk about a local/global topic.” | CC1.4.K.U  CC1.4.1.U  CC1.4.2.U  CC1.5.PK.A  CC1.5.K.A  CC1.5.1.A  CC1.5.2.A | 5.4.K.B  5.4.1.B  Career Ed., 13.3.3.B |  | C2.1; C2.2; C3.2; C4.2 |  |

| *Communicating Ideas* | | | | | | | |
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| Big Idea | Globally competent learners recognize differences as a matter of fact, respect the communication style and preferences of their audience, and adapt appropriately. | | | | | | |
| Essential Questions | * How do I choose the most appropriate medium of communication given a specific audience, task, and purpose? * How do I adapt my verbal and nonverbal behaviors to communicate clearly with a particular audience? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed. | Env &  Ecology | ACTFL | UN |
| Choosing Communica-  tion Media | 9-12 | Determine and evaluate the beliefs, points of view, motivations, cultural backgrounds,and experiences of an audience. Based on these evaluations, select effective media tools to best communicate with one’s audience.  “I can determine the cultural backgrounds of my audience and gauge the possible perspectives they may have as I speak. I can then choose the best possible media to enhance my communication with them.” | CC1.5.9-  10D  CC1.5.11-  12D | Career Ed.: 13.3.11.C |  | C2.1; C2.2; C3.2; C4.1; C4.2; C5.2 |  |
| 6-8 | Recognize various communication styles and preferences and match your purpose for communicating to a specific audience and medium.  “I can select and use resources to communicate. This means I have considered my audience’s perspective and that I understand what methods will best help me relay my message to them.” | CC1.5.6.D  CC1.5.7.D  CC1.5.8.D  CC1.5.6.E  CC1.5.7.E  CC1.5.8.E | Career Ed.: 13.3.8.C |  | C2.1; C2.2; C4.1; C4.2 |  |
| 3-5 | Identify different communication mediums.  “I can identify a variety of resources (such as technology, video, photos, etc.) that can be used to communicate ideas.” |  | Career Ed.: 13.3.5.C  13.3.3.C |  | C3.1; C4.1 |  |
| PK-2 | Define a communication task.  “I can explain what it means to communicate and I can list different ways to communicate with others.” |  | Career Ed.: 13.3.3.C |  | C4.1 |  |
| Adapting Communica-  tion Behaviors | 9-12 | Determine the most appropriate and effective verbal and nonverbal behaviors and adapt them given an understanding of an audience to communicate effectively.  “I can use my tone, a variety of gestures, and appropriate body language to enhance my verbal communication with an audience.” | CC1.5.9-  10D  CC1.5.11-  12D  CC1.5.9-  10E  CC1.5.11-  12E | Career Ed.: 13.3.11.C |  | C1.1; C1.3; C2.1; C4.1; C4.2; C5.1 |  |
| 6-8 | Utilize appropriate nonverbal and verbal behaviors to clearly articulate your message.  “I can use my body language, gestures, and words to communicate. This means I understand cultural differences when I communicate with different groups of people.” | CC1.5.6.D  CC1.5.7.DCC1.5.8.D | Career Ed.: 13.3.8.C |  | C1.1; C1.3; C2.1; C4.1; C4.2 |  |
| 3-5 | Recognize nonverbal and verbal behaviors that impact a message across cultures.  “I can identify that words and nonverbal communication can change the meaning of a message in different cultures.” |  | Career Ed.:  13.3.5.C  13.3.3.C |  | C1.1;C1.2; C1.3; C2.1; C4.1; C4.2 |  |
| PK-2 | Recognize nonverbal behaviors that impact a message.  “I can identify sadness, anger, happiness, and confusion of someone through simple facial expressions or body position.” |  |  |  |  |  |

| *Communictating Ideas* | | | | | | | |
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| Big Idea | Globally competent learners continually seek to understand, communicate with, and engage others through languages other than their own. | | | | | | |
| Essential Questions | * How do context and understanding the nuances of language affect critical thinking and problem solving? * How does language proficiency increase my ability to communicate appropriately and understand others? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics;  Career Ed. | Env &  Ecology | ACTFL | UN |
| Interpreting Messages/  Language | 9-12 | Receive and understand another’s message on a topic or issue based upon the potentially different cultural interpretations of language and syntax.  “I can listen for language and syntax issues that would influence the meaning of what I am reading or hearing and then change my literal understanding if necessary. I am aware of some regional differences within language areas.” | CC1.5.9-  10A  CC1.5.11-  12A |  |  | C1.2; C2.1; C2.2; C3.2; C4.1; C4.2; C5.1; C5.2 |  |
| 6-8 | Differentiate between the denotation and connotation (literal and implied meaning) of words and concepts.  “I can define connotation and denotation and I can provide examples to explain how a word can have different connotations and denotations (e.g.- visitor vs guest vs intruder). I consider how stereotypes and bias are created through word connotations (e.g.- what words/feelings do we associate with the words immigrant, welfare, feminist, Muslim, etc.)” | CC1.2.7.F  CC2.2.8.F |  |  | C4.1; C4.2 |  |
| 3-5 | Understand how figures of speech reflect concepts/ideas.  “I can identify metaphors, words or phrases that change the literal meaning of words. I understand that a figure of speech may reflect different ideas in different cultures.” |  |  |  | C4.1; C4.2 |  |
| PK-2 | Recognize that all people interpret messages based upon their experience(s).  “I can explain how the same words can mean different things to different people. With prompting I can describe how an audience responds to my ideas. I can also describe the reaction people have to my idea.” | CC1.5.PK.A | 5.4.K.A  5.4.1.A  5.4.2.A |  | C4.1; C4.2 |  |
| Comprehend Meaning of Other Languages | 9-12 | Apply your understanding of language in order to respond appropriately across multiple contexts and cultures.  “Within a foreign context or culture, I can sufficiently understand information that I hear or read to be able to answer questions or to respond to writers and speakers of another language.” | 1.5.9-10.A  1.5.11-12.A  1.5.9-10.B  1.5.11-12.B |  |  | C1.1; C1.2; C2.1; C2.2; C4.1; C4.2; C5.1; B5.2 |  |
| 6-8 | Analyze a conversation or description to comprehend the main ideas and details and begin to respond appropriately.  “I can summarize the main points of what is being said in another language. I know what would be the appropriate response to the conversation.” | 1.5.6.A  1.5.7.A  1.5.8.A  1.5.6.B  1.5.7.B  1.5.8.B |  |  | C1.1; C1.2; C4.1 |  |
| 3-5 | Understand the main idea of a conversation or description through familiar words, expressions, and cultural context clues.  “I can restate the main idea of a conversation on a familiar topic in another language using words, expressions, and cultural context clues.” |  |  |  | C1.2, C2.1 |  |
| PK-2 | Identify the gist of familiar words and expressions.  “I can explain the meaning of familiar words in conversation, favorite books, video, and multimedia in a language other than my native language and within my environment.” |  |  |  | C1.2 |  |
| Achieving Oral Proficiency | 9-12 | Engage in meaningful conversations in the target language about daily life, begin to exchange information, and give simple opinions with some supporting evidence. Give formal presentations in the target language.  “I can talk at length about daily life and initiate and maintain a conversation about it. I can also express basic opinions about daily life and a few societal issues and then give a few reasons or supporting details about them. I use appropriate delivery for the context I am in (formal/informal). | 1.5.9-10.A  1.5.11-12.A  1.5.9-10.B  1.5.11-12.B |  |  | C1.1, C1.2;  C3.1;C4.1; C5.1; C5.2 |  |
| 6-8 | Understand and begin to create original sentences and descriptions and conduct simple meaningful conversations and offer presentations about daily life in the target language.  “I can converse in basic conversation using complete sentences and accurate descriptions.” | 1.5.6.A  1.5.7.A  1.5.8.A  1.5.6.B  1.5.7.B  1.5.8.B |  |  | C1.1; C1.2; C3.1; C4.1 |  |
| 3-5 | Understand and produce memorized sentences and experiment with dialogues in the target language..  “I can converse using memorized sentences and combine sentences into dialogues.” |  |  |  | C1.1; C1.2; C1.3; C3.1; C4.1 |  |
| PK-2 | Understand and produce memorized words, expressions, and phrases in the target language.  “I can speak words and phrases in another language.” |  |  |  | C1.1, C1.2, C4.1 |  |
| Achieving Writing Proficiency | 9-12 | Write in a variety of styles and genres with greater detail, length, and complexity in another world language.  “I can write in different styles (such as descriptive, persuasive, summative, etc.) and genres (such as personal letters, compositions, short stories, fairy tales, reviews/commentaries, etc.), using correct grammar, good organizational skills, varied vocabulary,and appropriate style.” | CC1.4.9-10.M  CC1.4.9-10.N  CC1.4.9-10.O  CC1.4.9-10.P  CC1.4.11-12.M  CC1.4.11-12.N  CC1.4.11-12.O  CC1.4.11-12.P |  |  | C1.3; C3.1;  C4.1; C5.1, C5.2 |  |
| 6-8 | Write simple dialogues, notes, and correspondence in another world language.  “I can write original material using complete sentences and accurate details in another language.” |  |  |  | C1.3; C3.1; C4.1; C5.1, C5.2 |  |
| 3-5 | Copy learned words, phrases, and lists in another world language.  “I can reproduce written words, phrases and lists in another language.” |  |  |  | C1.3; C4.1 |  |
| PK-2 | Recognize that different languages look different.  “I can identify the difference in the way letters/characters look in different languages.” |  |  |  | C4.1 |  |
| Reflecting on Personal Language Proficiency | 9-12 | Reflect, analyze, and evaluate your growth on the language (ACTFL) proficiency scale.  “I can analyze my strengths, weaknesses, and progress in speaking and writing by using terminology from the ACTFL proficiency scale. I can then place myself on that scale and describe the necessary steps to increase my progress on that scale.” |  |  |  | C4.1, C5.2 |  |
| 6-8 | Determine your language growth and use this data to set personal language acquisition goals.  “I can track my learning and I set realistics goals to help me continue improving as a language learner.” |  |  |  | C4.1; C5.2 |  |
| 3-5 | Understand the process of language acquisition.  “I can identify the stages of language acquisition, including second language acquisition.” |  |  |  | C4.1 |  |
| PK-2 | Explore and engage with languages other than your own - have fun with language.  “I can practice new sounds and words from languages other than the one(s) I use at home and enjoy stories and music from other cultures.” |  |  |  | C1.1, C1.2,  C1.3; C4.1 |  |
| Understand Language as a Tool of Communica-  tion & Culture | 9-12 | Evaluate and apply different styles and voices to better communicate with diverse cultural audiences.  “I can choose among various speaking styles the one(s) that will best be understood by an audience. I can vary the style(s) depending upon the cultural background of the audience.” | 1.5.9-10.A  1.5.11-12.A  1.5.9-10.E  1.5.11-12.E |  |  | C1.1; C1.2; C1.2; C2.1; C4.1; C4.2; C5.1; C5.2 |  |
| 6-8 | Analyze the nuance of language within the context of communication - understand that word choice matters.  “I can choose words that accurately portray my tone and fit my situation. | 1.5.6.A  1.5.7.A  1.5.8.A  1.5.6.E  1.5.7.E  1.5.8.E |  |  | C1.1; C1.2; C1.3; C4.1;  C4.2 |  |
| 3-5 | Understand that people speak different languages and those languages are related to cultural norms of their community.  “I can identify other languages that people speak and I know that people who speak another language might come from another culture.” |  |  |  | C3.2; C4.1; C4.2 |  |
| PK-2 | Understand that people communicate with different words, expressions, and behaviors within diverse groups.  “I can identify that someone is speaking in a different language.” |  | 5.4.1.D |  | C4.1; C4.2 |  |

| *Communicating Ideas* | | | | | | | |
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| Big Idea | Globally competent learners actively listen as they seek to understand and respect the ideas and perspectives of others prior to making their own contributions in a collaborative environment. | | | | | | |
| Essential Questions | * How do my experience and background affect my interpretation of a message? * How do I adapt my language to communicate with native speakers of other languages? * How does my audience’s background and experience affect their interpretation of a message? * How do I recognize and build upon the various cultural norms of group members when working collaboratively? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed. | Env &  Ecology | ACTFL | UN |
| Understand the Various Elements of Communication and Their Influence on the Message | 9-12 | Evaluate the culture of your audience to determine appropriate presentation style.  “I can determine the cultural background(s) of an audience and use that information to adapt my presentation to them.” | 1.5.9-10.A  1.5.11-12.A  1.5.9-10.E  1.5.11-12.E  1.5.9-10.F  1.5.11-12.F |  |  | C2.1, C2.2;  C4.2; C5.1; C5.2 |  |
| 6-8 | Determine how to adapt language to an audience and situation.  “I can change the way I communicate with people to make them more comfortable and best serve my purpose.” | 1.5.6.A  1.5.7.A  1.5.8.A  1.5.6.E  1.5.7.E  1.5.8.E  1.5.6.F  1.5.7.F  1.5.8.F |  |  | C1.1, C1.3; C4.1, C4.2 |  |
| 3-5 | Recognize the non-verbal components of language including gestures and body language.  “I can identify the nonverbal parts of language (gestures, facial expression, posture, tone of voice) and some ways in which they change or add to a message.” |  | Career Ed.: 13.3.5.C |  | C2.1; C4.1; C4.2 |  |
| PK-2 | Develop listening skills.  “I can sit quietly and listen to someone else share their ideas. I can ask and answer questions about what they said.” |  | 5.4.1.B |  |  |  |
| Identify and Acknowledge the Value of the Ideas and Perspectives of Others | 9-12 | Discover the connections between opinion and perspective and analyze why various people have certain perspectives. Determine various ways to work with those ideas through common ground and through respect.  “I can describe how perspectives and opinions influence each other and use that knowledge to better understand how people of diverse backgrounds think.  Because I understand how different cultural perspectives influence opinions, I can more easily respect colleagues of diverse backgrounds and thus collaborate more effectively.” | 1.5.9-10.A  1.5.11-12.A | 5.4.9.E  5.4.12.E  Career Ed.:13.3.11.C |  | C2.1; C2.2; C4.2 | G1-17 |
| 6-8 | Recognize that people of different countries and ethnic groups may express different opinions after seeing the same evidence or information.  “I can draw connections between someone’s culture and beliefs to their opinion about a topic.” |  | 5.4.8.A |  | C3.2, C4.2 |  |
| 3-5 | Compare how different life experiences lead to different opinions and different ways of expressing those opinions.  “I can identify how life experiences affect someone’s opinion and point of view. I can give reasons that people might have different opinions based on their experiences.” |  |  |  | C2.1; C2.2; C4.2 |  |
| PK-2 | Identify one’s own opinions and their origins.  “I can explain why I like something or don’t like something and how it connects with my experiences.” |  | 5.4.K.A  5.4.2.A |  | C2.1; C2.2 |  |
| Defer Judgment and Respond Appropriately | 9-12 | Analyze strategies to defer judgment and then respond appropriately.  “I can take the time to think about how my emotions are affecting me and then rationally consider various options for my response(s).” | 1.5.9-10.E  1.5.11-12.E | Career Ed.: 13.3.11.C |  |  | G10, G16 |
| 6-8 | Compare and contrast rationale for different behaviors across culture. Determine impact of personal bias.  “I can list similarities and differences in behaviors of different cultures. I realize that my personal opinions about issues and cultures impact what I think about others’ behaviors.” |  |  |  |  |  |
| 3-5 | Determine the impetus for your emotions and reactions.  “I can share my own personal perspectives and emotion and provide at least one reason for my reactions.” |  |  |  |  |  |
| PK-2 | Develop strategies for self-regulation and use your words to describe your emotions.  “I can work with a partner or 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.” |  |  |  |  |  |

| *Taking Action* | | | | | | | |
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| Big Idea | Globally competent learners assess issues from varied perspectives and plan actions based on their potential for impact. | | | | | | |
| Essential Questions | * Why is this issue or action important to the world, to my community, and to me? * How do I gather credible information to inform a viable, culturally responsive action plan? * How do I assess the potential impact of my actions on others - locally, regionally, and globally? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed.; and/or Env &  Ecology | OCDEL  (Early Educa-  tion-EE); Family & Con-  sumer Science (F&CS) | ACTFL | UN |
| Defining an Issue/ Problem | 9-12 | Evaluate the significance of an issue/problem to determine its importance both locally and globally.  “I can prioritize issues and problems and assess the options for action based on evidence that indicates the potential for impact. I can take action in a way that is likely to improve a condition locally and globally.” | CC1.4.9-  10V  CC1.4.11-  12V | Civics: 5.3.12.J  8.2.9.D  8.2.12.D  8.3.12.D  5.1.12.C  5.1.C.C  5.4.12.B |  | C3.2 | G1-17 |
| 6-8 | Identify an issue/problem for which finding a solution would benefit the local community.  “I can identify an issue or problem within my community and explain how finding a solution would have a positive impact on my local area.” | CC1.4.6.V  CC1.4.7.V  CC1.4.8.V | Civics:  5.2.6.A  5.2.6.B  5.2.6.D  5.4.6.A  5.4.7.A  5.4.7.B  5.4.8.A |  |  |  |
| 3-5 | Identify an issue/problem for which finding a solution would benefit your school.  “I can identify an issue or problem at my school and explain how finding a solution would have a positive impact on the school.” | CC1.4.3.V  CC1.4.4.V  CC1.4.5.V |  |  |  |  |
| PK-2 | Ask questions in order to identify an issue or problem.  “I can ask questions to identify when a situation needs to be changed or improved. I can also share reasons why this situation needs to be changed.” | CC1.4.PK.V  CC1.4.K.V  CC1.4.1.V  CC1.4.2.V | 4.5.PKC  4.5.2.C  5.4.1.D | AL4.2.C  EE:  4.5.PK.C  4.5.2.C |  |  |
| Developing a Culturally Responsive Solution | 9-12 | Create a culturally responsive action plan based on credible research and assess its global impact.  “I can evaluate the impact of my plan and determine if it respects the cultural values of people affected by my actions. I can revise my plan if it is not culturally responsive.” | CC1.4.9-  10W  CC1.4.11-  12.W | 4.1.12.D  Civics:  5.2.9.B  8.4.12.B  8.3.9.C  5.4.9.B | EE:  4.1.12.D | C2.1; C2.2; C3.1; C3.2; C4.2; C5.2 |  |
| 6-8 | Contrast the solution reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.  “I can compare ideas using a detailed rationales and justifications to determine the best solution.” |  | Civics:  5.2.C.B  5.2.8.B  5.2.7.B  5.4.7.B  5.2.6.B  Career Ed.:  13.3.8.C | FCS 11.2.6.A | C2.1; C2.2; C3.2; C4.2 |  |
| 3-5 | Share the desired outcome or end goal of a task or activity; break task into smaller components and complete one task at a time.  “I can identify a goal and complete a series of steps that can be taken to reach that goal.” | CC1.4.3.C  CC1.4.4.C  CC1.4.5.C | 4.5.3.D | EE:  4.5.3.D |  |  |
| PK-2 | Give examples of possible solutions to solve a defined problem.  “I can think about and share different ways to make a change and can explain how they might improve a situation or solve a problem.” | CC1.4.PK.T  CC1.4.K.T  CC1.4.1.T  CC1.4.2.T | 4.5.2.D  5.4.1.E  5.4.2.E | AL.2.2.B  EE:  4.5.2.D |  |  |

| *Taking Action* | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Big Idea | Globally competent learners personally and collaboratively take action on matters of local, regional, and global significance. | | | | | | |
| Essential Questions | * What can I leverage to implement my plan? * How do I collaborate effectively with others to take action? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed.; F&CS, and/or Env. &  Ecology | OCDEL; F&CS | ACTFL | UN |
| Collaborating with Others/  Developing Agency | 9-12 | Implement actions that will effectively build human capacity and engage others in a collaborative effort.  “I can create opportunities for personal or collaborative actions to address situations, events, issues or phenomena in a way that is likely to improve conditions. I can empathize with others who are different than I am.” | CC1.5.9-  10A  C1.3.11-  12A | Civics:  5.2.9.B  5.2.9.D | FCS 11.2.12.C | C2.1; C2.2; C4.2; | G17 |
| 6-8 | Plan/consider actions. Classify the components of effective teamwork and leadership.  “I can list characteristics of good teamwork and leadership. I can help my team make plans and develop our ideas.” | CC1.5.6.A  CC1.5.7.A  CC1.5.8.A | Career Ed.:  13.3.8.B  13.2.8.C  13.3.8.E | FCS  11.2.6.C |  |  |
| 3-5 | Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower.  I can identify the pros and cons of working collaboratively or individually on specific tasks and projects. I can identify the benefits and challenges of being a group member or a group leader. | CC1.5.3.A  CC1.5.4.A  CC1.5.5.A | Career Ed.:  13.1.3.A  13.3.3.B  13.3.3.C  13.3.5.C | FCS  11.2.3.C |  |  |
| PK-2 | Cooperate with peers during activities/experiences.  Be open and responsive to new and diverse perspectives.  “I can work with a partner or 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 ideas, and I can work with others to reach a goal.” | CC1.5.PK.A  CC1.5.K.A  CC1.5.1.A  CC1.5.2.A | 5.4.1.A,E  5.4.2.B,E | AL.1.2.C  AL.3.2.A | C2.1; C2.2; C4.2 |  |
| Taking Action on Matters of Local, Regional, and Global Significance | 9-12 | Define action steps and all resources necessary to reach the desired goal; solve an issue of global significance.  “I can implement actions and gather resources needed for a solution based on evidence and perceived potential for impact. My plan is supported with evidence and has undergone revision.” | 1.4.9-10.C  1.4.11-12.C | Civics:  5.2.12.B |  | C2.1; C2.2; C3.1; C3.2; C4.2 |  |
| 6-8 | Solve a regional or global problem using realistic and viable action steps.  “I can offer step-by-step solutions to a global problem. My solutions will show that I have considered consequences, setbacks, costs, cultural differences, etc.” |  | Civics:  5.2.7.B  5.4.8.A  5.4.8.C |  | C2.1; C2.2; C3.1; C3.2;  C4.2 |  |
| 3-5 | Solve a local or regional problem by taking step-by-step actions.  “I can take part in a series of step-by-step actions that have been identified as needed to solve a problem in my community or region.” | CC1.4.3.C  CC1.4.4.C  CC1.4.5.C |  |  |  |  |
| PK-2 | Identify a classroom or school task, break the task into smaller components and complete the task one step at a time.  “I can describe a simple plan to take action for completing a task, improving a situation, or solving a problem and I can explain what I would do first, second, and last.” |  |  | AL.2.2.A |  |  |
| Assessing Actions | 9-12 | Analyze the impact of the action plan from multiple perspectives - on self and others, and how viable actions differ between cultures locally, regionally, and globally.  “I can reflect on the effectiveness and cultural appropriateness of my actions and advocacy. I can also think about whether these actions can lead to future action and advocacy.” |  | Civics:  5.4.9.B  54.9.C  5.4.9.D  5.4.9.E  5.4.12.D  5.4.12.E |  | C2.1; C2.2; C3.1; C4.2; C5.2 |  |
| 6-8 | Evaluate the interplay of different perspectives when determining options for a specific task or need.  “I can consider different perspectives when I am making plans for a specific task. I can select or devise a plan that addresses the needs and wants of the recipients.” |  | Civics:  5.3.C.G  5.3.C.H  5.3.6.H  5.3.7.H  5.3.8.H  5.4.6.A  5.4.7.A  5.4.7.B  5.4.7.D  5.4.8.C  5.4.8.D |  | C2.1; C2.2; C4.2 |  |
| 3-5 | Consider and determine options for a specific task or need based upon evidence for what is needed.  “I can list multiple choices for completing specific tasks and choose the most appropriate options to pursue based on needs.” |  |  |  |  |  |
| PK-2 | Discuss the different ways used to accomplish a task or solve a problem.  “I can give ideas of different ways to complete a task or solve a problem and explain how they might work.” | CC1.5.PK.A  CC1.5.K.A  CC1.5.1.A  CC1.5.2.A | 4.5.2.C  4.5.2.D  5.4.1.B  5.4.2.B | AL.4.2.C  EE:  4.5.2.D  4.5.2.C |  |  |

| *Taking Action* | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Big Idea | Globally competent learners reflect upon and evaluate their contributions to local, regional, and global issues. | | | | | | |
| Essential Questions | * How do I adapt to unanticipated circumstances that occur while implementing my plan? * How will I know if my actions are effective? * What are my next steps? * What insights have I gained and how have those insights changed me? | | | | | | |
|  | | | Standards & Eligible Content | | | | |
| Concepts | Grade Level | Competencies | ELA | Civics; Career Ed. | OCDEL;  F&CS | ACTFL | UN |
| Implementing with Agility | 9-12 | Assess what roadblocks may occur due to cultural implications and determine alternate pathways to successful implementation regionally or globally.  “I can plan actions based on evidence that indicates the potential for impact. I can be proactive when planning a solution. To do this, I think about previous approaches, different perspectives, and evaluate the consequences of possible actions. I can support my plan by describing the potential for success.” | 1.4.9-10.B  1.4.11-12.B | Civics:  5.3.C.B  5.3.C.C  5.3.C.D  5.3.C.H  5.4.12.A,C |  | C2.1; C2.2; C3.2; C4.2; C5.2 |  |
| 6-8 | Identify strategies that may be used when the original action plan steps to solve a local or regional issue are unattainable.  “I can identify specific reasons why a solution did not work and I can provide multiple ways of addressing the problems noted.” |  | Civics:  5.2.7.B  5.2.8.B  5.2.C.B  Career Ed.:  13.4.5.C |  |  |  |
| 3-5 | Describe alternate strategies you might use when planned actions are unsuccessful.  “I can describe alternate actions, steps or strategies that I might use if my first plan does not work. I can describe a “plan B” that can be used if “plan A” is not successful.” |  |  |  |  |  |
| PK-2 | Stick to a task after experiencing frustration.  Use previously learned strategies in a new situation.  Attempt to complete a task in multiple ways before stopping or asking for help.  “I can apply familiar ideas and solutions to new situations and I can think of different ways to complete a task. I can try multiple ways before I ask for help.” |  |  | AL.2.2.C  AL.3.2.A |  |  |
| Assessing Effectiveness | 9-12 | Define the intermediate measures of success as well as evaluate the end result and/or benefits (both for self and others) regionally or globally.  “I consistently evaluate the plan I have implemented based upon established criteria for immediate (smaller) effects as well as for the end results and benefits.” |  | Civics:  5.4.9.C.D  5.2.12.D  5.4.23.B |  | C5.2 |  |
| 6-8 | Identify what factors may be used to measure whether or not the actions taken accomplished the goal(s) locally or regionally.  “I can create rubrics, checklists, or other feedback methods to evaluate if we have accomplished our goals.” |  | Civics:  5.2.C.B  5.4.8.C  5.4.8.A |  |  |  |
| 3-5 | Summarize the results of actions taken and determine if the actions produced the desired results.  “I can summarize the outcomes of actions taken and evaluate those outcomes to see if they were successful in reaching the identified goals.” |  |  |  |  |  |
| PK-2 | Evaluate, with guidance, the different ways used to accomplish a task or solve a problem.  “I can, with prompting and support, reflect on my plan. This means I can think about my plan and if it will help solve an issue.” |  | 5.4.1.E  5.4.2.E | AL.4.2.C |  |  |
| Planning for Next Steps | 9-12 | Analyze project sustainability from the multiple perspectives of the stakeholders and then determine the next steps.  “I can think about whether actions taken to solve a problem can lead to future action and advocacy. This means I think about what I did this time and consider what could be applicable when faced with another situation or issue. I have measurable ways to evaluate if stakeholders are satisfied with the outcomes.” |  | Civics:  5.3.C.B  5.3.C.C  5.3.C.D  5.4.9.D  5.4.9.E  5.4.12.B,C,D |  |  |  |
| 6-8 | Evaluate potential follow-up steps to support ongoing implementation.  “I can identify long-term needs for a solution, and I can put plans in place to meet those needs.” |  | 5.4.8.C |  |  |  |
| 3-5 | Determine the possible value of follow-up on your actions.  “I can determine if additional follow-up steps might be necessary or helpful in meeting the goals of the action plan.” |  |  | F&CS 11.2.3.B |  |  |
| PK-2 | Determine a project’s non-linear cycle.  “I can share ideas for other ways to make a change if the first idea doesn’t work. I can tell others how one action affects another.” |  |  | 16.1.2.D |  |  |
| Using Experiences to Change Personal Perception and Behavior | 9-12 | Reflect upon and analyze your personal growth from your actions/project.  “I can reflect on the effectiveness and cultural appropriateness of my actions and advocacy. This means I can also think about whether my actions respect the cultural values of people affected by my actions and if my own global perspectives has changed.” |  | Civics:  13.3.11.G |  | C2.1; C2.2; C3.2;, C4.2; C5.2 |  |
| 6-8 | Evaluate both the successes and failures of your actions and determine what you would do differently next time.  “I can reflect on my learning to explain what worked, what did not work, and what I could do differently next time to be more successful.” |  | 5.4.8.C |  |  |  |
| 3-5 | Understand that you can learn from both success and failure.  “I can identify lessons learned from both successful and unsuccessful actions taken. I can think about what worked that I can continue to do and what didn’t work that I might need to do differently in the future.” |  | Career Ed.:  13.3.3.G |  |  |  |
| PK-2 | Identify what you learned from your actions.  “With prompting and support I can reflect on my ideas and actions. This means I can think about what I did and what happened and how it changed me, my peers, or my environment.” |  |  |  |  |  |

| **Links to Career Readiness**  ***Sustainable Development Goals 8 and 9*** | | | | |
| --- | --- | --- | --- | --- |
| **Workforce Traits/Skills** | **Investigating Our World** | **Recognizing Perspectives** | **Communicating Ideas** | **Taking Action** |
| Collaborative/Can Work with a Team | Identifying local/global partners to facilitate collaborative efforts | Collaborating with diverse populations | Identify and acknowledge the value of and perspectives of others | Collaborating with others/Develop agency |
| Emotionally/Socially Intelligent | Engage in inclusive discourse | Understanding the influence of my cultural perspectives on global issues | Adapting communication behaviors | Using experiences to change personal perception and behavior |
| Effective Communication Skills | Evaluate information for validity and credibility | Recognizing different linguistic and cultural norms | Choosing communication media  Achieving oral proficiency  Achieving writing proficiency | Defining an issue or problem |
| Critical Thinker/Solve Problem(s) and Analyze Ideas Through Multiple Lenses/Perspectives | Identifying a topic of importance to the community that has global implications | Understanding different perspectives on global issues | Understand the various elements of communication and their influence on the message | Define and issue or problem |
| Flexible/Adaptable/  Reflective/Open Minded | Research evidence based sources and artifacts | Understanding different perspectives on global issues | Reflecting on personal language proficiency | Implementing with agility |
| Tactful | Recognizing the global impact of one’s actions | Evaluating stereotypes | Interpreting messages and language | Assessing effectiveness |
| Strong Interpersonal Skills | Determine the value of personal and cultural connections | Identifying our culture | Understand language as a tool of communication and culture | Collaborating with others/Develop agency |
| Entrepreneurial/Sense of Agency | Synthesizing diverse global resources | Collaborating with diverse populations | Identify and acknowledge the value of the ideas and perspectives of others | Develop a culturally responsive solution |
| Grit | Investigate topic of importance to the community that has global implications | Collaborating with diverse populations | Reflecting on personal language proficiency | Planning for next steps |
| Can Work Independently/Take Initiative | Investigate purposeful questions(ing) | Understanding the influence of my cultural perspectives on global issues | Understand language as a tool of communication and culture | Taking action on matters of local, regional, and global significance |
| Creative/Innovative | Identify alternative solutions to global issues | Understanding different perspectives on global issues | Interpreting messages and language | Collaborating with others/developing agency |
| Leader | Analyze significant events and people that have influenced the world | Recognizing different linguistic and cultural norms | Defer judgment and respond appropriately | Using experiences to change personal perception and behavior |
| Cross-cultural Competency | Evaluate how personal context influences world views | Evaluating stereotypes | Comprehend meaning of other languages | Developing a culturally responsive solution |
| Computational Thinker | Identify alternative solutions to global issues | Understanding the influence of my cultural perspectives on global issues | Understand the various elements of communication and their influence on the message | Assessing effectiveness |
| Design and/or Growth Mindset | Investigating purposeful questions | Evaluating stereotypes | Defer judgment and respond appropriately | Assessing actons |

**Resources**

* **SAS Standards Aligned System, PDE**

[**https://www.pdesas.org/default.aspx**](https://www.pdesas.org/default.aspx)

[**https://www.pdesas.org/Community/community/detail/774**](https://www.pdesas.org/Community/community/detail/774)

* **PA State Standards**

[**https://www.pdesas.org/standard/**](https://www.pdesas.org/standard/)

* **OCDEL standards** [**http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx**](http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx)
* **ACTFL Standards**

[**https://www.actfl.org/publications/all/world-readiness-standards-learning-languages**](https://www.actfl.org/publications/all/world-readiness-standards-learning-languages) **)**

* **United Nations Global Issues - Problems without Passports/borders**
* [**http://www.unfoundation.org/what-we-do/issues/**](http://www.unfoundation.org/what-we-do/issues/)
* **UN Sustainable Development Goals**

[**https://www.un.org/sustainabledevelopment/sustainable-development-goals/**](https://www.un.org/sustainabledevelopment/sustainable-development-goals/)

* **Asia Society: Center for Global Education, Global Competence Outcomes and Rubrics**
  + **I Can Statements**
* **Global Leadership - Rationale and “I Can” statements**

**h**[**ttps://asiasociety.org/sites/default/files/inline-files/all-grades-global-leadership-performance-outcomes-book-edu.pdf**](https://asiasociety.org/sites/default/files/inline-files/all-grades-global-leadership-performance-outcomes-book-edu.pdf)

* **NOCTI Employability Assessment Blueprint - 21st Century Skills for Workplace Success**
* **Council of Chief State School Officers (CCSSO, Asia Society, Partnership for Global Learning “Preparing Our Youth to Engage the World”**
* **Bellefonte Area School District Global Education Crosswalk**

[**https://sites.google.com/basd.net/basd-goes-global/teach**](https://sites.google.com/basd.net/basd-goes-global/teach)

* **Ten Skills for the Future Workforce** [**https://mo02207190.schoolwires.net/cms/lib/MO02207190/Centricity/domain/1304/job%20skills/TEN%20SKILLS%20FOR%20THE%20FUTURE%20WORKFORCE.docx.pdf**](https://mo02207190.schoolwires.net/cms/lib/MO02207190/Centricity/domain/1304/job%20skills/TEN%20SKILLS%20FOR%20THE%20FUTURE%20WORKFORCE.docx.pdf)
* **Apollo Research Institute**

[**https://www.un.org/development/desa/disabilities/envision2030.html**](https://www.un.org/development/desa/disabilities/envision2030.html)

* + **SDGs **
  + **The World’s Largest Lesson**

[**http://worldslargestlesson.globalgoals.org/**](http://worldslargestlesson.globalgoals.org/)

* **Morrison, T. and Conaway, W. (2006) *Kiss, Bow, or Shake Hands*, 2nd ed., Adams Media: Avon, MA**

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