GLOBAL CITIZENS

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on May 12, 2015

STANDARDS FOR GLOBAL CITIZENS
GRADE 6

CITIZENSHIP: Cultural Literacy: Self-Awareness

WL.GCT.1.1 Explain own cultural attitudes and beliefs.

WL.GCT.1.2 Explain abstract or complex facts and details about another culture *(for example: belief systems, family structures, and economic organizations}.*

WL.GCT.1.3 Use shared or familiar verbal and nonverbal communication to interact with someone from another culture *(for example: greetings, leave-takings, interjections, gestures, hand-shaking, eye contact, etc. in face-to-face conversations and/or synchronous/asynchronous contexts such as Skype, iChat, video conferencing platforms, VoiceThread, Animoto, Slide Share, discussion boards, social networking, email, etc.).*

COMMUNICATION: Engaging in Conversations and Discussions (Interpersonal Mode)

WL.GCT.2.1 Open, sustain, and close conversations and discussions on a variety of topics *(required topics: global concepts/issues – poverty and hunger; environmental sustainability – clean water and sanitation; climate change – drought; thematically-related Hispanic literature)* Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the ACTFL Proficiency Guidelines.

WL.GCT.2.2 Ask and answer questions that are relevant to the topic in order to better understand the problem/issue *(required topics: global concepts/issues – poverty and hunger; environmental sustainability – clean water and sanitation; climate change – drought; thematically-related Hispanic literature).*

WL.GCT.2.3 Explain and follow established norms regarding interpersonal communication when interacting with collaborators *(for example: making eye contact with the speaker, providing verbal/non-verbal cues to indicate active listening, waiting to speak until the other person has finished speaking).*

COMMUNICATION: Listening, Reading, and Viewing for Understanding (Interpretive Mode)

WL.GCT.3.1 Identify the main idea(s) and details from print and non-print texts on a variety of topics *(for example: summarize/paraphrase key information; answer comprehension questions, create a drawing of what was heard/read; record gist [main idea] vs. specific information [key words] vs. details [key information]; annotate the text) (required topics: global concepts/issues – poverty and hunger; environmental sustainability – clean water and sanitation; climate change – drought; thematically-related Hispanic literature)* Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the ACTFL Proficiency Guidelines.

WL.GCT.3.2 Provide evidence of using listening and reading strategies *(for example: visual/contextual clues, text features, cognates, intonation, scanning and skimming, background knowledge, predicting)* to interpret meaning on a variety of topics *(required topics: global concepts/issues – poverty and hunger; environmental sustainability – clean water and sanitation; climate change – drought; thematically-related Hispanic literature).*

COMMUNICATION: Presentational Speaking and Writing (Presentational Mode)

WL.GCT.4.1 Present information, findings, and supporting evidence on a variety of topics such that listeners/readers of diverse audiences can follow the line of reasoning *(required topics: global concepts/issues – poverty and hunger; environmental sustainability – clean water and sanitation; climate change – drought; thematically-related Hispanic literature)* Note: In order to support progress toward proficiency, individual performance will be monitored on each student's current performance level/goals as outlined in the ACTFL Proficiency Guidelines.

WL.GCT.4.2 Use appropriate digital tools to communicate in audio, visual, and/or print formats with diverse audiences in a variety of contexts.

COMMUNICATION: Self-Regulation and Reflection

WL.GCT.5.1 Describe the level of success achieved in communications with others *(for example: specific criteria that was used to determine whether collaborative goals were met/not met and which communicative strategies supported successful communication).*

WL.GCT.5.2 Describe areas of individual strength and weakness (in communications with others) in response to direct feedback.

WL.GCT.5.3 Describe individual performance with regard to ACTFL criteria using general descriptors *(required: for interpersonal speaking, interpretive listening/reading/viewing, presentational writing/speaking).*

WL.GCT.5.4 Set measurable, achievable goals for improvement in language proficiency that show growth over time (with teacher guidance).

WL.GCT.5.5 Provide evidence of strategies used to improve linguistic and interpersonal communication skills *(for example: keep a portfolio/reflection log, can-do self-assessment during the instructional unit; required: during and at the end of each instructional unit).*

COLLABORATION: Cooperation and Flexibility

WL.GCT.6.1 Explain own opinions and ideas to others.

WL.GCT.6.2 Compare own opinions with others' opinions.

WL.GCT.6.3 Use strategies to respectfully address challenges that arise *(for example: rephrasing others' ideas, using "I" statements, identifying areas of agreement, restating goal in order to focus collaborative efforts, making compromises in order to reach the best solution).*

COLLABORATION: Self-Regulation and Reflection

WL.GCT.7.1 Compare effective and ineffective teams or groups using established criteria.

WL.GCT.7.2 Collaborate with others on a team and describe the team's strengths and weaknesses with regard to an assigned task and/or the established team roles and responsibilities.

WL.GCT.7.3 Identify own strengths and weaknesses in collaborating with others.

WL.GCT.7.4 Develop, implement, and monitor a plan for improving individual participation and collaborative skills with teacher guidance (for example: keeping a portfolio/reflection log, can-do self-assessment; required: during and at the end of each instructional unit).

CRITICAL THINKING AND PROBLEM SOLVING: Information and Discovery

WL.GCT.8.1 Clearly define a problem/issue, investigation, or challenge.

WL.GCT.8.2 Explain the significance of a problem/issue, investigation, or challenge and justify its worthiness as a focus of investigation.

WL.GCT.8.3 Formulate inquiry questions that help reveal important aspects of or information about the problem/issue, investigation, or challenge.

WL.GCT.8.4 Conduct research from primary and secondary sources to investigate the problem/issue, investigation, or challenge.
- find and select information related to inquiry questions using established criteria
- develop an argument based on compelling evidence
- draw defensible conclusions and/or develop a solution based on the evidence

CRITICAL THINKING AND PROBLEM SOLVING: Problem Solving/Solution Finding

WL.GCT.9.1 Collaboratively formulate potential (multiple) solutions or approaches to a problem/issue or challenge.

WL.GCT.9.2 Explore new and novel ideas within the context of the problem/issue.
- reframe the problem/issue in a different way
- generate a novel solution(s) to the problem/issue

WL.GCT.9.3 Modify potential solutions or approaches collaboratively when faced with new information and/or data regarding the problem/issue or challenge.

CREATIVITY AND INNOVATION: Openness and Courage to Explore

WL.GCT.10.1 Act on a novel idea(s) or approach(es) pertaining to a problem/issue to make a tangible and useful contribution to a local, national, international, and/or digital community in which the innovation will occur *(required: design and implement social entrepreneurship plan for selected global projects)*.

WL.GCT.10.2 Take comfortable risks in the learning process *(for example: view mistakes as opportunities to learn, ask peer for help, offer help without prompting)*.

WL.GCT.10.3 Persevere in exploring ideas within a multi-step or labor-intensive process.