GLOBAL PERSPECTIVES

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on May 10, 2016

STANDARDS FOR GLOBAL PERSPECTIVES
GRADE 7

CITIZENSHIP: Cultural Literacy: Understanding Others

WL.GP.1.1 Explain own perspective on situations, events, or issues and identify cultural, social, economic, political, geographical, or historical influences on those perspectives.

WL.GP.1.2 Explain key perspectives of other individuals/groups in relation to their history, values, politics, economy, or beliefs and practices.

WL.GP.1.3 Demonstrate cultural sensitivity *(for example: is able to discuss differences and similarities without assigning values [better/worse, right/wrong, normal/weird]).*

COMMUNICATION: Engaging in Conversations and Discussions (Interpersonal Mode)

WL.GP.2.1 Open, sustain, and close conversations and discussions on a variety of topics *(required topics: global concepts/issues – introduction to global perspectives; affordable and clean energy-solar energy; responsible consumption and production; education-access and equity; 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.GP.2.2 Ask and answer questions that are relevant to the topic or task in order to better understand the problem/issue *(required topics: global concepts/issues – introduction to global perspectives; affordable and clean energy-solar energy; responsible consumption and production; education-access and equity; thematically-related Hispanic literature).*

WL.GP.2.3 Enhance conversation by contributing ideas and building upon or challenging others' comments.

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

WL.GP.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; create a non-linguistic representation 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 – introduction to global perspectives; affordable and clean energy-solar energy; responsible consumption and production; education-access and equity; 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.GP.3.2 Provide evidence of using listening and reading strategies *(for example: visual/contextual clues, text features, cognates, scanning and skimming, background knowledge, predicting, making inferences)* to interpret meaning on a variety of topics *(required topics: global concepts/issues – introduction to global perspectives; affordable and clean energy-solar energy; responsible consumption and production; education-access and equity; thematically-related Hispanic literature).*

COMMUNICATION: Presentational Speaking and Writing (Presentational Mode)

WL.GP.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 – introduction to global perspectives; affordable and clean energy-solar energy; responsible consumption and production; education-access and equity; 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.GP.4.2 Engage audience through the use of effective presentational speaking/writing strategies *(for example: begin by explaining what the audience will get out of the presentation, structure presentation logically, use appropriate level of formality, limit the amount of text used on digital slides, use images that capture audience's interest, use visuals to reinforce main points, speak with enthusiasm and varied intonation, emphasize key words, pause periodically, maintain good posture, avoid distracting nervous habits, use gestures effectively, maintain eye contact, thank audience for their attention)*.

WL.GP.4.3 Use a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats.

COMMUNICATION: Self-Regulation and Reflection

WL.GP.5.1 Apply strategies and behaviors for self-regulation and reflection when communicating with others:
- cite evidence of meeting a set of established criteria when describing the level of success of communications *(for example: "I noticed that audience members were leaning forward, nodding, taking notes, and asking questions so I know that I engaged the audience")*
- describe areas of individual strength and weakness (in communications with others) in response to feedback
- describe individual performance with regard to ACTFL criteria using general descriptors *(required: for interpersonal speaking, interpretive listening/reading, or presentational writing/speaking)*
- set measurable, achievable goals for improvement in language proficiency that show growth over time (with teacher guidance)
- 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: Responsiveness

WL.GP.6.1 Respond appropriately when collaborating with others:
- solicit feedback on individual work when supported by a familiar protocol *(for example: student-teacher conference, warm and cool feedback, peer feedback strategies)*
- use feedback to make adjustments to own work
- provide specific feedback pertaining to the established criteria of the task

COLLABORATION: Self-Regulation and Reflection

WL.GP.7.1 Apply strategies and behaviors for self-regulation and reflection when collaborating with others:
- describe individual strengths and weaknesses regarding collaboration
- explain and use specific strategies to improve personal participation
- describe team strengths and weaknesses with regard to the established criteria for the task
- explain specific strategies to improve group productivity

CRITICAL THINKING AND PROBLEM SOLVING: Information and Discovery

WL.GP.8.1 Apply critical thinking behaviors and strategies when investigating problems, issues, or topics:
- explain a problem, investigation, or challenge *(required topics: environmental sustainability, fair trade, universal human rights)*
- explain the significance of a problem/issue, investigation, or challenge and justify its worthiness as a focus of investigation
- formulate questions that help reveal important aspects of or information about a problem, investigation, or challenge
- conduct research using multiple, credible sources:
  - 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.GP.9.1 Apply critical thinking behaviors and strategies when engaged in problem solving:
- propose plausible solutions to a problem or approaches to meet a challenge *(required topics: environmental sustainability, fair trade, universal human rights)*
- explain the strengths and weaknesses of proposed solutions or approaches
- synthesize evidence collected to construct coherent responses to globally significant questions

CREATIVITY AND INNOVATION: Creative Production and Innovation

WL.GP.10.1 Apply creative and innovative approaches when implementing a plan or project:
- 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)*
- assess options and plan actions based on evidence and the potential for impact
- create and follow a general plan to meet the specifications of the product or solution
- complete the product or design the solution according to plan *(required: meets all specifications, makes changes as necessary)*