



**World Languages Standard
Catalina Foothills School District
MS-GR6 Global Citizens (Ciudadanos Globales)**

The Middle School Grade 6 Global Citizens class is part of the Global Solutions Pathway (a three-year sequence of courses designed for students with prior Spanish immersion experience and for those who have heritage learner background). Emphasis is placed on the development of the knowledge and skills that students need to become engaged and informed citizens of their communities. Students hone their reading, writing, speaking, and listening skills in Spanish as they analyze and solve local and global problems through a thematic approach. The targeted proficiency outcome by the end of the Global Citizens class ranges from *Intermediate Mid to Advanced Mid* for speaking, writing, and reading, and *Intermediate High to Advanced High* for listening (based on the ACTFL Proficiency Guidelines).

1. CITIZENSHIP: CULTURAL LITERACY (SELF AWARENESS)	
WL.MS.GC6.1.1	Describe own cultural attitudes and beliefs.
WL.MS.GC6.1.2	Compare attitudes, beliefs, and values of own and other cultures or communities (<i>for example: "My attitude about teenage employment is different from my grandfather's since he grew up working on a farm"</i>).
WL.MS.GC6.1.3	Use shared or familiar verbal and nonverbal communication to interact with others in culturally appropriate ways (<i>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.</i>).
2. COMMUNICATION: ENGAGING IN CONVERSATIONS AND DISCUSSIONS (INTERPERSONAL MODE)	
WL.MS.GC6.2.1	Open, sustain, and close conversations and discussions on a variety of topics (<i>required topics: introduction to global citizenship, global health, global education [access and equity], extreme hunger and poverty, thematically-related Hispanic literature</i>) 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.MS.GC6.2.2	Ask and answer questions that are relevant to the topic in order to better understand the problem/issue (<i>required topics: introduction to global citizenship, global health, global education [access and equity], extreme hunger and poverty, thematically-related Hispanic literature</i>).
WL.MS.GC6.2.3	Explain and follow established norms regarding interpersonal communication when interacting with collaborators (<i>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</i>).
3. COMMUNICATION: LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE MODE)	
WL.MS.GC6.3.1	Identify the main idea(s) and details from print and non-print texts on a variety of topics (<i>for example: summarize/paraphrase key information; answer comprehension questions, create a drawing of what was heard/read; record gist [main idea] vs. specific</i>

	<i>information [key words] vs. details [key information]; annotate the text) (required topics: introduction to global citizenship, global health, global education [access and equity], extreme hunger and poverty, 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.</i>
WL.MS.GC6.3.2	Provide evidence of using listening and reading strategies (<i>for example: use visual/contextual clues, text features, cognates, scanning and skimming, background knowledge, prediction, summarizing key points, paraphrasing, active listening strategies [i.e., "What I'm hearing you say is..." "It sounds like you're saying..."], maintain a posture that communicates interest and attention</i>) to interpret meaning on a variety of topics (<i>required topics: introduction to global citizenship, global health, global education [access and equity], extreme hunger and poverty, thematically-related Hispanic literature</i>).
4. COMMUNICATION: PRESENTATIONAL SPEAKING AND WRITING (PRESENTATIONAL MODE)	
WL.MS.GC6.4.1	Present information, findings, and supporting evidence on a variety of topics such that listeners/readers of diverse audiences can follow the line of reasoning (<i>required topics: introduction to global citizenship, global health, global education [access and equity], extreme hunger and poverty, thematically-related Hispanic literature</i>) 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.MS.GC6.4.2	Engage audience through the use of effective presentational speaking/writing strategies (<i>for example: begin by explaining what the audience will get out of your 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 your 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 your audience for their attention</i>).
WL.MS.GC6.4.3	Use appropriate digital tools to communicate in audio, visual, and/or print formats with diverse audiences in a variety of contexts.
5. COMMUNICATION: SELF-REGULATION AND REFLECTION	
WL.MS.GC6.5.1	Describe areas of strength and weakness in communications with others (in response to feedback).
WL.MS.GC6.5.2	Compare effective and ineffective patterns of communications.
WL.MS.GC6.5.3	Describe individual performance with regard to ACTFL criteria using general descriptors (<i>required: for interpersonal speaking, interpretive listening/reading, presentational writing/speaking</i>).
	With teacher guidance, set measurable, achievable goals for improvement in language proficiency that show growth over time.
	Provide evidence of strategies used to improve linguistic and interpersonal communication skills (<i>for example: keep a portfolio/reflection log, can-do self-</i>

	<i>assessment during the instructional unit; required: during and at the end of each instructional unit).</i>
6. COLLABORATION: COOPERATION AND FLEXIBILITY	
WL.MS.GC6.6.1	Explain own opinions and ideas to others.
WL.MS.GC6.6.2	Compare own opinions with others' opinions.
WL.MS.GC6.6.3	Use strategies to respectfully address challenges that arise (<i>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</i>).
7. COLLABORATION: SELF-REGULATION AND REFLECTION	
WL.MS.GC6.7.1	Compare effective and ineffective teams or groups using established criteria.
WL.MS.GC6.7.2	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.MS.GC6.7.3	Identify own strengths and weaknesses in collaborating with others.
WL.MS.GC6.7.4	Develop, implement, and monitor a plan for improving individual participation and collaborative skills with teacher guidance (<i>for example: keeping a portfolio/reflection log, can-do self-assessment; required: during and at the end of each instructional unit</i>).
8. CRITICAL THINKING AND PROBLEM SOLVING: INFORMATION AND DISCOVERY	
WL.MS.GC6.8.1	Clearly define a problem/issue, investigation, or challenge.
WL.MS.GC6.8.2	Explain the significance of a problem/issue, investigation, or challenge and justify its worthiness as a focus of investigation.
WL.MS.GC6.8.3	Formulate inquiry questions that help reveal important aspects of or information about the problem/issue, investigation, or challenge.
WL.MS.GC6.8.4	Conduct research from primary and secondary sources to investigate the problem/issue, investigation, or challenge: <ul style="list-style-type: none"> ○ 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.
9. CRITICAL THINKING AND PROBLEM SOLVING INQUIRY: PROBLEM SOLVING/SOLUTION FINDING	
WL.MS.GC6.9.1	Collaboratively formulate potential (multiple) solutions or approaches to a problem/issue or challenge.
WL.MS.GC6.9.2	Explore new and novel ideas within the context of the problem/issue: <ul style="list-style-type: none"> ○ reframe the problem/issue in a different way; ○ generate a novel solution(s) to the problem/issue.
WL.MS.GC6.9.3	Modify potential solutions or approaches collaboratively when faced with new information and/or data regarding the problem/issue or challenge.
10. CREATIVITY AND INNOVATION: OPENNESS AND COURAGE TO EXPLORE	
WL.MS.GC6.10.1	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 (<i>required: design and implement social entrepreneurship plan for selected global projects</i>).
WL.MS.GC6.10.2	Take comfortable risks in the learning process (<i>for example: view mistakes as opportunities to learn, ask peer for help, offer help without prompting</i>).
WL.MS.GC6.10.3	Persevere in exploring ideas within a multi-step or labor-intensive process.