# GLOBAL CONNECTIONS

## ACADEMIC STANDARDS



## CATALINA FOOTHILLS SCHOOL DISTRICT

**Approved by Governing Board on April 25, 2017**

## CITIZENSHIP: Cultural Literacy: Curiosity

WL.GCN.1.1  Ask questions to broaden understanding of issues in own and/or other cultures *(required topics: global concepts/issues – introduction to global connections; promoting equality in a global world, gender equality, responding to conflict, thematically-related Hispanic literature); (for example: "What strategies do different groups use to address conflict? What other factors are affected by a low or high poverty rate in the focus country? What cultural groups do I belong to?").*

WL.GCN.1.2  Seek out and articulate answers to questions using authentic sources.

WL.GCN.1.3  Use evidence to draw a conclusion about or to respond to an issue.

WL.GCN.1.4  Use unbiased language to discuss issues as they relate to unique cultural contexts.

## COMMUNICATION: Engaging in Conversations and Discussions (Interpersonal Mode)

WL.GCN.2.1  Open, sustain, and close conversations and discussions on a variety of topics *(required topics: global concepts/issues – introduction to global connections; promoting equality in a global world, gender equality, responding to conflict, 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.GCN.2.2  Enhance conversation by contributing ideas, asking/responding to questions, elaborating, providing examples, building upon or challenging others' comments, and providing evidence to support point of view.

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

WL.GCN.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 – introduction to global connections; promoting equality in a global world, gender equality, responding to conflict, 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.GCN.3.2  Provide evidence of using listening and reading strategies *(for example: use visual/contextual clues, text features, cognates, scanning and skimming, background knowledge, prediction, summarizing key points, paraphrasing)* to interpret meaning on a variety of topics *(required topics: global concepts/issues – introduction to global connections; promoting equality in a global world, gender equality, responding to conflict, thematically-related Hispanic literature).*

WL.GCN.3.3  Apply a variety of active listening strategies to support communication *(for example: verbal strategies [summarizes conversation partner's key points, paraphrases, makes reflective comments such as "What I'm hearing is . . . ," "It sounds like you're saying . . . ,"] and nonverbal strategies [allows speaker to finish making a point before asking questions, maintains posture that communicates interest and attention]).*

## COMMUNICATION: Presentational Speaking and Writing (Presentational Mode)

WL.GCN.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 connections; promoting equality in a global world, gender equality, responding to conflict, 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.GCN.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.GCN.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.GCN.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, and/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: Responsibility and Productivity

WL.GCN.6.1  Apply strategies and take actions that support the team's goals:
- establish and use structures to monitor individual and team progress
- clarify and/or reassign team members' roles and responsibilities
- complete individual responsibilities on time
- submit products that meet the specifications for the assigned task
- demonstrate a commitment to productive teamwork *(for example: when interacting with others, student uses respectful tone of voice and word choice; student's actions contribute to individual and team success)*

## COLLABORATION: Self-Regulation and Reflection

WL.GCN.7.1  Apply strategies and behaviors for self-regulation and reflection when collaborating with others:
- describe individual strengths and weaknesses with regard to the established criteria for the task *(for example: classifies trends and draws conclusions about next steps)*
- 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 individual and group productivity
- develop and implement a plan to improve my collaborative skills (with teacher support, if needed)
- use an agreed-upon structure to monitor my progress toward being a more effective collaborator (with teacher support, if needed)

## CRITICAL THINKING AND PROBLEM SOLVING: Analysis and Interpretation

WL.GCN.8.1  Apply critical thinking behaviors and strategies when analyzing problems, issues, or topics:
- explain a problem, investigation, or challenge *(required topics: global concepts/issues – introduction to global connections; promoting equality in a global world, gender equality, responding to conflict, thematically-related Hispanic literature)* and describe its key components
- evaluate patterns related to the topic
- synthesize information *(for example: students use general categories to organize information that will be used in a proposal to address a challenge)*

## CREATIVITY AND INNOVATION: Idea Design and Refinement

WL.GCN.9.1  Apply creative and innovation solutions when designing and refining ideas:
- explain ideas and relevant details
- create a representation of the idea *(for example: a sketch, plan, diagram, flow chart)* and identify steps toward implementation
- make revisions to ideas and processes in response to broad/general feedback or criteria
- discard a solution that does not lead to the end product or performance