

21st Century Capacity: **Global Thinking**

	1 Limited	2 Emerging	3 Present (MPS standard)	4 Complex
<p>Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.</p>	<p>Student comprehends the issue but summarizes or lists facts without any conclusions about the impact or consequences.</p>	<p>Student comprehends the issue but analysis of implications is superficial, incomplete, and/or flawed.</p>	<p>Student analyzes complex issues from multiple perspectives (ethical, economic, political, scientific, and/or cultural) by looking at how events and/or actions may impact various communities.</p>	<p>Student analyzes complex issues from multiple perspectives by demonstrating a thorough, insightful synthesis of how events and/or actions impact multiple communities positively and negatively on a global scale.</p>
<p>Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>Student shows an understanding of a social issue only when it is pointed out to them. Student does not develop ideas for how to solve a social issue in an ethical/responsible manner.</p>	<p>Student identifies a social issue with some teacher support. Student begins to develop solutions for a social issue, but his/her solutions demonstrate a lack of understanding of the possible positive and/or negative effects they may have on various stakeholders.</p>	<p>Student independently identifies a social issue and develops a solution that takes into account the possible effects on various stakeholders. Student designs a plan of action in an ethical and responsible manner.</p>	<p>Student independently identifies a social issue and develops more than one solution that takes into account the possible effects on various stakeholders. Student demonstrates ethical leadership by designing a plan of action and inspiring others to engage in positive civic activities.</p>
<p>Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</p>	<p>Student examines an issue from only one perspective and does not recognize possible biases.</p>	<p>Student attempts to examine an issue from at least two perspectives, citing personal experience and evidence that may not be factual or comes from heavily biased sources.</p>	<p>Student examines an issue through multiple perspectives by citing evidence from multiple sources and personal experience to support his/her positions while acknowledging the positions of others. Student calls into question the legitimacy of some perspectives as needed.</p>	<p>Student examines an issue through multiple perspectives by citing evidence from multiple sources and personal experience to support his/her positions while acknowledging the positions of others. Student calls into question the legitimacy of some perspectives and considers unrepresented views and possibilities, as needed.</p>