

CONTENT AREA: GLOBAL CITIZENSHIP

Graduation Proficiency	Performance Indicators	Standard Alignment
1. Inquiry: Students use inquiry to make sense of the world by questioning, analyzing information, and developing reasonable explanations based on evidence.	a. Students construct compelling and supporting questions about a topic of study. b. Students find and evaluate sources to answer questions.	
2. Civics: Students act as productive citizens by understanding the history, principles and foundations of our American democracy, and by acquiring the ability to become engaged in civic and democratic processes.	a. Students understand and analyze civic and political instruction. b. Participation and Deliberation: Students apply civic virtues and democratic principles. c. Students analyze processes, rules and laws across historical periods.	
3. Economics: Students make economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.	a. Students analyze and evaluate economic decision making. b. Students understand and analyze exchanges and markets. c. Students understand and use data to analyze elements of the national economy. d. Students understand and use data to analyze elements of the global economy.	
4. Geography: Students use geographic inquiry and reasoning to propose solutions to local, national and global issues.	a. Geographic Representations: Students use mapping resources to explain and analyze how place interacts with politics, culture, and economy. b. Human- Environment Interaction: Students analyze relationships between human and physical systems. c. Human Population: Students analyze spatial patterns and movements. d. Global Interconnections: Students analyze interactions between culture, economy, and environment.	
5. History: Students understand and evaluate change and continuity over time by making appropriate use of historical	a. Change, Continuity, and Context: Student evaluate interactions among historical events. b. Perspectives: Students analyze historical contexts and human perspectives. c. Historical Sources and Evidence: Students evaluate historical sources.	

evidence in answering questions and developing arguments about the past.	d. Causation and Argumentations: Students use sources to make arguments about cause and effect in historical events.	
6. Evaluating Sources and Using Evidence: Students use various technologies and skills to find information and to express their responses to questions through well- reasoned explanations and evidence-based arguments.	a. Gathering and Evaluating Sources: Students gather and evaluate relevant information from historical sources. b. Developing Claims and Using Evidence: Students use evidence to support and refine claims.	
7. Communicating Conclusions and Taking Informed Action: Students demonstrate readiness for civic life by communicating an argument that has been strengthened by evidence, critiques and reflection and that can be used as a foundation for action.	a. Communicating: Students construct, present, and defend claims using a wide variety of support. b. Critiquing Conclusions: Students critique the reasoning and evidence used to support claims. c. Students take informed action to address individual and community needs.	
8. Language learning: Through language learning students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.	a. Interpersonal Communication: Students engage in conversations and informal written correspondence on a variety of topics. b. Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics. c. Presentational Communication: Students present information, concepts and ideas orally and in writing to an audience of listeners or readers on a variety of topics. d. Comparison of Practices, Products and Perspectives: Students compare the nature of language and the culture(s) of the target language with one's own. e. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning. f. Vocabulary: Students can identify, recall and use vocabulary effectively. g. Grammar: Students can use grammar of the target language effectively.	
9. Content Area Understanding	Demonstrate knowledge of World Language.	