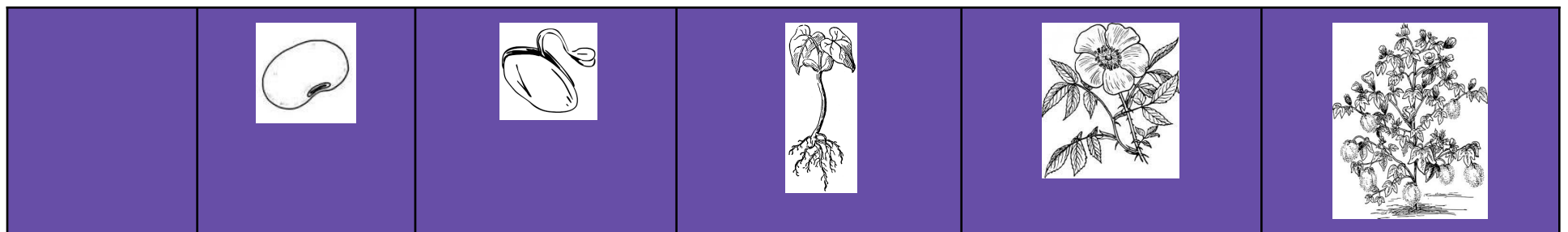


Citoyenneté

	évidence limitée	émergent	en développement	accélééré	compétent
A global perspective	Learners have a primarily local or national view of the world, and show little interest in or understanding issues and perspectives of people beyond their own region or country.	Learners are starting to explore or show interest in global issues, considering them from different viewpoints as they try to understand causes and consequences	Learners show an interest in actively engaging with the world and the problems it faces, and to help improve social justice and sustainability. They have a clearer sense of peace and conflict, global interdependence, and the inequities and injustices that exist in the world.	Learners actively engage in thinking about and taking action, both individually and collectively, on issues with global implications. They understand their place in the world and that a global perspective is part of everyday local life in small villages and large cities all over the world.	At this level, learners think and act as global citizens. They have a belief that people can make a difference in the world, and they actively engage in making this happen
Understanding of diverse values and worldviews	Learners have considerable difficulty understanding, accepting, and appreciating the perspectives-including political, economic, religious etc., of people in cultures different from their own. They tend to see the world from their own perspective.	Learners are starting to show some awareness of their own identities and cultures, and understand a few of the differences from cultures other than their own. At this level they still need significant guidance to understand and accept other ways of thinking.	Learners are developing a sense of their individual and cultural identities, and know how this affects the way they see the world. With guidance, they are learning to understand and respect other worldviews through this lens.	Learners genuinely care about the planet and its people, and show active concern for the other people they share it with. They have an open-minded curiosity about different cultures and worldviews that is rooted in a strong awareness of own perspective.	Learners use their understanding of their own and others' cultures to consider global issues in relation to diverse values and worldviews.
Genuine interest in human and environmental sustainability	Learners have a low level of awareness and caring about environmental issues, and tend to see them as someone else's problem	Learners are starting to recognize how each person's actions impact the environment. With guidance they are able to design solutions that incorporate this concept. At this level learners are likely to be interested their local environment.	Learners have a good appreciation of the importance of the environment in our very survival as human beings in the wider world and are starting to build these concepts into their inquiry and the solutions they generate.	Learners have a sound appreciation of the importance of the environment for human survival, and are skilled at generating environmentally sustainable solutions that affect the planet and its inhabitants.	Learners have a strong view of environmental issues and their importance. They infuse this perspective into their work, culminating in positive action for human and environmental sustainability.
Emploi de la technologie	Although learners may have used some digital elements for exploring global issues, these were very 'surface level' and did not substantially	Learners used digital opportunities to understand the global and multicultural nature of the issues in ways that could not have been done otherwise. They may have provided access to	Learners used digital aspects effectively to improve global, cultural, and environmental elements of the learning process. Digital opportunities were also used to tailor solutions for a global and	Learners can clearly articulate how infusing a digital element has enhanced the global, cultural, and environmental elements of the learning process. Digital was used to create a more global, culturally	Digital elements are ubiquitous throughout the task and used in powerful ways to deepen the global, cultural, and environmental elements of the learning process. Learners can articulate in detail about how

	contribute to understanding or to the quality of what was produced.	useful content, but are unlikely to have significantly enhanced the quality of the solutions developed.	multicultural audience in ways that contributed to sustainability and social justice in their parts of the globe.	relevant, equitable, just, and environmentally sustainable solution that will benefit humans and the planet.	each digital element has enhanced the quality of the product or solution and its contribution to equity, justice, and sustainability in different cultures and parts of the globe, and apply that understanding to new and different contexts.
Solving ambiguous and complex problems in the real world to benefit citizens	Learners still have a low level of comfort working with real-world issues, opportunities, challenges and problems. They have a strong preference for tasks that have been framed and structured for them, rather than the open-ended or ambiguous.	Learners are starting to develop some comfort with open-ended, real-world challenges. They still need some guidance to work out where to start, but a level of comfort with ambiguity is definitely emerging.	Learners have developed a moderate level of comfort with open-ended, real-world challenges. They require only some very broad parameters to get started on the task, and have a good but developing ability to work with ambiguity.	Learners are comfortable with and interested in real-world challenges that affect local and global citizens, and where there are high levels of ambiguity and no predetermined solution.	Learners have a high level of comfort and interest in tackling real-world problems that are open-ended and unstructured, in which they have to create a perspective or way of looking at the issue rather than have one framed for them.



Une perspective globale	Je pense seulement d'Ottawa ou ma région local.	Je commence a penser globalement et à d'autres point de vue.	Je suis intéressé et je démontre une compréhension de la paix, le conflit, la durabilité, la justice sociale et l'interdépendance des pays.	Je prends des actions concrètes pour améliorer le monde. J'ai une perspective global.	Je suis un citoyen global. Je peux faire une différence positive dans le monde.
Compréhension de valeurs et vision du monde diverses	C'est difficile de comprendre les autres cultures et d'autres vision du monde.	Je commence a comprendre mon identité mais j'ai besoin d'aide pour comprendre les autres.	Je commence a comprendre mon identité et comment mon identité influence ma pensée et mon point de vue. Je commence à respecter les autres.	Je me soucie de la planète. J'ai une curiosité et une ouverture d'esprit. Une très bonne compréhension de mon identité.	J'utilise mon identité et mon points de vue pour comprendre les autres et résoudre des problèmes globaux.
Un intérêt sincère pour la durabilité humaine et environnementale	L'environnement c'est le problème des autres.	Chaque personne a un impact sur l'environnement. Je peux tester ceci localement (e.g. dans l'école, dans la classe, à la maison)	L'environnement est important et j'essaie de trouver des solutions.	L'environnement est très important et j'essaie de trouver des bonnes solutions globales.	Je connais bien l'environnement et je comprends son importance. Je peux faire une différence positive pour la durabilité des humains et de l'environnement.
Emploi de la technologie	L'emploi d'éléments digitaux est de surface. Je peux accomplir la même chose avec papier/crayon	Les éléments digitaux me permettent de faire des choses que je ne peux pas faire avec un crayon/papier	J'utilise des outils qui me connectent au monde global.	Je peux expliquer les outils que j'utilise et comment ils améliorent mon travail. Les outils me connectent au monde global.	Les éléments digitaux sont omniprésents et mon produit ou ma solution est meilleure!
Résolution de problème ambiguë et complexes dans le vrai monde pour le bénéfice de tous les citoyens	Je préfère des travaux très structurés et que Mme me disent quoi faire.	Je peux travailler sur des choses plus abstraites. Je suis plus confortable lorsque Mme me laisse libre.	Je suis moyennement confortable avec l'abstrait et les choses moins structurées.	Je suis intéressé par des problèmes authentiques et vrais.	Je suis très intéressé et confortable à résoudre des problèmes authentiques et vrais.