



Wisconsin Common Career Technical Standards (WCCTS)

Content Area: GCA/Global and Cultural Awareness

Standard: GCA1: Students will propose solutions and initiatives related to global issues.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
GCA1.a: Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation and world.	GCA1.a.1.e: List ways in which people are different from one another.	GCA1.a.4.m: Explain reasons people are different based on where in the world they live.	GCA1.a.7.h: Interpret how differences will affect people's interactions in their own communities and when traveling to other regions and countries.
	GCA1.a.2.e: List ways in which communities are different from one another.	GCA1.a.5.m: Describe reasons why communities develop differently.	GCA1.a.8.h: Explain the differences between communities located near one another as well as between nations.
	GCA1.a.3.e: Identify historical examples of large ethnic groups emigrating to a new country or community.	GCA1.a.6.m: Describe the effects of diverse groups moving into the same community.	GCA1.a.9.h: Predict the effects of a new group of people moving into an existing community.
GCA1.b: Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.	GCA1.b.1.e: Summarize events taking place in various parts of the world.	GCA1.b.4.m: Explain how an event in one part of the world caused an effect in another part of the world.	GCA1.b.7.h: Predict how a recent global event could affect community and self.
	GCA1.b.2.e: Discuss how personal differences can contribute to conflict between individuals.	GCA1.b.5.m: Describe how personal conflicts can lead to larger scale conflicts between groups of people.	GCA1.b.8.h: Describe events where conflicts escalated to become national or global conflicts.
	GCA1.b.3.e: Summarize challenges and crises taking place in various parts of the world.	GCA1.b.6.m: Explain how diversity can affect challenges and crises.	GCA1.b.9.h: Describe how diversity has impacted local, national or global challenges.
GCA1.c: Explain how diverse groups of people can work together to overcome local, national, regional and global crises.	GCA1.c.1.e: Identify ways in which diversity has led to innovation and opportunity.	GCA1.c.4.m: Discuss examples of diverse groups working together to make the world better.	GCA1.c.7.h: Explain how diverse groups could work collectively to resolve a local problem or challenge.
	GCA1.c.2.e: Give examples of nations collaborating.	GCA1.c.5.m: Discuss examples of diverse nations collaborating to make the world better.	GCA1.c.8.h: Analyze how diversity has contributed to successful resolution of global challenges.
	GCA1.c.3.e: Describe how diverse groups of people can work together.	GCA1.c.6.m: Explain how diverse nations can accomplish tasks a single nation could not.	GCA1.c.9.h: Predict how diverse nations may work together in addressing current global challenges and issues.



Standard: GCA2: Students will assess the benefits and challenges of working in diverse settings and on diverse teams.			
	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
GCA2.a: Work effectively with diverse individuals in a variety of settings and contexts.	GCA2.a.1.e: Identify different ways people learn.	GCA2.a.3.m: Explain how people differ in the way they see the world and their experiences.	
	GCA2.a.2.e: List ways in which people are different from one another.	GCA2.a.4.m: Describe ways to collaborate in the presence of language, personality and cultural differences.	GCA2.a.6.h: Collaborate with others in the presence of language, personality and cultural differences.
		GCA2.a.5.m: Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs and lifestyles.	GCA2.a.7.h: Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts.
GCA2.b: Develop innovative solutions and initiatives as part of a diverse team.	GCA2.b.1.e: List differences between self and others on a team.	GCA2.b.4.m: Describe the value of traits, beliefs and experiences of others that differ from self.	GCA2.b.7.h: Develop ideas for using awareness of diversity to create new opportunities.
	GCA2.b.2.e: Identify benefits of working with someone with a diverse background or set of experiences.	GCA2.b.5.m: Demonstrate ability to learn from and work collaboratively with individuals representing diverse cultures, beliefs and lifestyles.	GCA2.b.8.h: Synthesize the experiences of a diverse group to develop innovative solutions to a given problem.
	GCA2.b.3.e: Identify how groups comprised of individuals from diverse backgrounds may approach situations differently than those of similar backgrounds.	GCA2.b.6.m: Contrast the capabilities of diverse teams with those of homogeneous teams.	