

The Global Competence Matrix (www.edsteps.org)

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> • Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. • Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. • Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> • Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. • Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. • Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. • Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> • Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. • Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. • Select and use appropriate technology and media to communicate with diverse audiences. • Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> • Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. • Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. • Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. • Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

“Global competence is the capacity and disposition to understand and act on issues of global significance.” – Veronica Boix Mansilla

Educating for Global Competence: Preparing our Youth to Engage the World
<http://asiasociety.org/files/book-globalcompetence.pdf>

Interculturality

NCSSFL – LinguaFolio (www.ncssfl.org)

Interculturality refers to the interaction of people from different cultures, using authentic language appropriately to demonstrate knowledge and understanding of the cultures. It is your ability to experience the culture of another person and to be open-minded, interested, and curious about that person and culture.

You can also evaluate your own feelings, thoughts, perceptions, and reactions in order to understand and to use that experience to reflect on your own life and surroundings

Interculturality in the *Common European Framework*

The ability to bring the culture of origin and the foreign culture into relation with each other;

- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfill the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships.

Advanced Placement: Six Themes

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| 1. Global Challenges | 4. Personal and Public Identities |
| 2. Beauty and Aesthetics | 5. Science and Technology |
| 3. Families and Communities | 6. Contemporary Life |

Possible contexts to give you ideas on topics:

Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

Overarching Essential Questions:

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

Current Classroom Activities	Embedding Development of Global Competence
<p>Holidays: Celebrate a holiday as it is celebrated in the target culture(s)</p>	
<p>Food: Role play deciding where to eat (which restaurant), comparing menus and discussing healthy choices</p>	
<p>Current Events: Debate the issue of immigration. Should the US open its borders without quotas?</p>	