

CHECKLIST FOR TEACHING FOR GLOBAL COMPETENCE

<i>Check if applicable</i>	Criteria	Comments
Have I selected a topic of local and global significance for this unit/project/visit/course?		
[]	<ul style="list-style-type: none"> Does the topic invite deep engagement? 	
[]	<ul style="list-style-type: none"> Does the topic embody local and global significance? 	
[]	<ul style="list-style-type: none"> Does the topic embody global significance? 	
[]	<ul style="list-style-type: none"> Does the topic invite disciplinary and interdisciplinary grounding? 	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?		
[]	<ul style="list-style-type: none"> Do learning goals capture important knowledge and skills in one or more disciplines? 	
[]	<ul style="list-style-type: none"> Do the selected learning outcomes capture relevant global competence? 	
[]	<ul style="list-style-type: none"> Are the learning goals shared with students and stakeholders? 	
Have I planned performances of global competence for this unit/project/visit/course?		
[]	<ul style="list-style-type: none"> Do my performances of global competence involve using disciplinary and interdisciplinary knowledge and skill in novel situations? 	
[]	<ul style="list-style-type: none"> Do my performances focus on targeted global competences? 	
[]	<ul style="list-style-type: none"> Do my performances link local and global spheres? 	
[]	<ul style="list-style-type: none"> Do my performances engage students' cognitive, social, and emotional development? 	
[]	<ul style="list-style-type: none"> Do they invite a personal synthesis? 	
Have I planned global competence–centered assessments for this unit/project/visit/course?		
[]	<ul style="list-style-type: none"> Is my assessment focused on global competence? 	
[]	<ul style="list-style-type: none"> How will I assess student work over time? 	
[]	<ul style="list-style-type: none"> How will my feedback be informative to my students? 	
[]	<ul style="list-style-type: none"> Who (in addition to me) will assess and offer feedback on students' work? 	

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: INVESTIGATE THE WORLD

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (INVESTIGATE THE WORLD)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • As a class, brainstorm questions about the global topic to be studied, rank questions, and discern what concepts, methods, and discipline will be informative. • Apply methods used in class (e.g., literary analysis) to new world cases (e.g., Russian and Chinese poetry). • Explain how a given disciplinary theory, finding, or approach has been informed by development or people around the world. • Collect and synthesize data to compare a phenomenon in multiple locations. • Write a reflection describing challenges experienced and strategies developed for weighing and interpreting foreign sources. • Examine and comment on an expert's investigation of the problem under study. • Observe the local context for evidence of the topic under study (e.g., energy crisis, migration) highlighting the questions that come to mind. • Identify members of the local community or family who might be good informants about the global topic under study. • Create a comparison chart about the investigated topic in your and another community or context. • Create a ripple chart that illustrates how the investigated topic impacts realities in expanding circles beyond your community. • Develop group collaboration rules for your research team and a strategy to monitor group cooperation. • Collect a series of images that relate to the topic under study and share possible questions, reactions, and your feelings about it. • Discuss the broader implications of your research findings to you, your close circle, and other affected people. • Collaborate with peers in another city or region to investigate a common topic of interest. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: RECOGNIZE PERSPECTIVES

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (RECOGNIZE PERSPECTIVES)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Consider how the same historical event has been represented in different countries that have been affected by it, and discuss possible motivations for such renditions of history. • Interview individuals who are knowledgeable or experienced in the topic under study, describe their perspective and how it informs yours. • Focus on the topic being studied to consider the questions you would raise if you were in the shoes of different stakeholders or disciplinary experts. Employ a thinking routine (e.g., "From the perspective of x, I notice this about the topic, and I wonder . . .," etc.). • As a class, make individual life drawings of a given object. Compare the drawings the class produced to distill dimensions in which perspectives differ or are the same (e.g., in distance, highlight, interest, skill). Examine how this thinking applies to the issue you are studying. • Create a self-portrait (digital, visual, narrative) that shows who you think/feel you are and how others view you. Create a similar portrait of a person you are studying and comment on your degree of certainty about "knowing" him/her. • Produce a graphic depicting causes and influences on the values or behaviors of a group or individual under study. • Watch one of the experiments on human nature (e.g., the Milgram experiment; the brown-eyed, blue-eyed experiment; the Robbers' Cave experiment) and evaluate the merit of using science to explain human behavior. • Write a journal entry on an issue of contemporary significance using the persona of someone in a different country or culture. • Track news events on a local or global issue across different news networks and chart the similarities and differences in the reporting. Hypothesize influences on such perspectives. • Put yourself in the shoes of a character in the book you are studying and write a diary entry in response to an important incident in the novel. • Use digital communication to find out how someone your age in a different community or country will respond to similar incidents or historical episodes and suggest reasons for the commonalities and differences in your responses. • Offer a critical reading of a given rich text and explain your viewpoint, providing evidence from within and outside the text. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: COMMUNICATE IDEAS

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (COMMUNICATE IDEAS)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Prepare your project presentation to be delivered to different audiences (e.g., a group of experts, children in the elementary school, and individuals affected by the topic you are discussing). • Identify interesting moments of communication or miscommunication in a film or a novel and examine what it tells us about how communicating with diverse audiences works. • Define a significant concept (e.g., democracy, global citizenship, culture, biodiversity) and connect your definition to those provided by others in different times, regions, or disciplines. • Write a reaction to how different news agencies have reported on the topic you are studying and care for. • Participate in a Socratic seminar to discuss a selected topic of global significance. Reflect on the ways in which language (verbal, nonverbal, digital) contributed to or impeded deep thinking. • Write an essay or create a multimedia artifact that expresses your informed position on the topic you are studying and invite peers in different contexts to react to your main ideas. Revise your essay considering their diverse input. • Keep a class record of how different words, phrases, and nonverbal cues and gestures contribute to raising our curiosity and deepening our understanding of and participation in global matters. • Create an interest group on your preferred social networking site to discuss a topic under study. • Investigate how the use of communication technologies has impacted politics both in America and other countries and evaluate that impact for both benefits and problems. • In collaboration with your peers, create a guide on local customs, cultures, and norms for foreign students in your school, along with an explanatory guide for local students on how to better communicate with foreign students. • Document a local/global event using a preferred mode of communication (e.g., photo collage, essay, slide show, poem). • Craft and administer a culturally sensitive survey on how different groups of people view the impact of your topic of study. • Write a satirical essay expressing your views on the topic you are studying and imagine contexts in which your satire would and would not work. • Craft a response to the latest offerings on your school's English reading list, stating persuasively what you would consider a good reading diet for you and your peers. 			

EXAMPLE PERFORMANCES OF GLOBAL COMPETENCE: TAKE ACTION

USE DISCIPLINARY KNOWLEDGE AND MODES OF THINKING IN NOVEL SITUATIONS	FOCUS ON TARGETED GLOBAL COMPETENCE (TAKE ACTION)	LINK STUDENTS' EXPERIENCES TO THE WORLD	ENGAGE STUDENTS' COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Create a chart that compares and contrasts a series of existing initiatives to address the problem you are studying and draw your own conclusions about the qualities of a successful solution. • Apply disciplinary knowledge to explain why an entrepreneurship project you would like to carry out is worth investing in. • Reflect on and define for yourself the meaning of terms such as global citizenship, global entrepreneurship, social entrepreneurship, success, failure, and work. • Use a variety of artistic repertoires, forms, and media to invite reflections on an issue or topic that you have investigated. • Create a statistical model to compile findings from a survey on a problem that may require action (e.g., the energy consumption of different households). • Investigate the biography of an agent of change and develop a website or an exhibition that explains and honors her contribution. • Write a persuasive personal letter to invite donors to contribute to a worthy cause. Imagine you are writing this letter 20 years from now drawing on a rich record of contributions to new businesses or social initiatives. • Plan and conduct a project in your school that will contribute to improving conditions (e.g., reducing its carbon footprint) considering an evidence-based evaluation of its impact. • Create a multilingual brochure to encourage and guide young people to become involved in global initiatives in their community on issues that they are passionate about. • Read materials that depict ethical dilemmas of work—where personal success and responsible behavior are in conflict—and evaluate the options available to actors in it. With your class converse about the demands of ethical and socially responsible behavior on matters of global import (e.g., a new business initiative, privacy, and digital media) among your peers. • Create a graphic that shows how your actions here and now do or could impact the lives of people in your family, neighborhood, and beyond regarding the topic you are studying. • With your peers, develop criteria by which your proposed solutions to an issue under study should be assessed. Make sure your criteria are informed by your learning on one or more relevant disciplines. 			

