

GLOBAL COMPETENCE MATRIX FOR ENGLISH LANGUAGE ARTS

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	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"> Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance. Use a variety of domestic and international sources, media, and languages to identify and weigh relevant evidence to address globally significant researchable questions. Analyze, integrate, synthesize, and appropriately cite sources of evidence collected to construct coherent responses to globally significant researchable questions. Develop and logically and persuasively present an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspectives on situations, events, issues, or phenomena, and determine how that perspective has developed or changed based on exposure to a variety of texts and media from different periods and cultures. Examine perspectives of other people, groups, or schools of thought within and about texts and media from around the world, and identify the influences on those perspectives. Explain how cultural interactions within and around texts or media are important to the situations, events, issues, or themes that are depicted and to readers' understandings of those texts and media. Explore and describe how differential access to literacy and to a range of works from different genres, periods, and places affects perspectives and quality of life. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same texts or media and how those different perspectives effect communication and collaboration. Use appropriate language, behavior, language arts strategies (reading, writing, listening, and speaking) and non-verbal strategies to effectively communicate with diverse audiences. Select and use appropriate technology, media, and literary genres to share insights, findings, concepts, and proposals with diverse audiences. Reflect on how effective communication in various genres impacts understanding and collaboration in an interdependent world. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal and collaborative actions, using reading, writing, speaking, and listening to address situations, events, and issues to improve conditions. Assess options and plan action based on evidence from text and media and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. Use language arts skills to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action. Reflect on how effective reading, writing, listening and speaking contribute to 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. The global competence matrices help explain Global Competence and how to apply it. They were created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning.

© 2011 by the Council of Chief State School Officers, Washington, DC. All rights reserved.

