

## GLOBAL COMPETENCE MATRIX FOR WORLD LANGUAGES

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"> <li>Use knowledge of language and culture to identify issues and frame researchable questions of local, regional, or global significance.</li> <li>Use a variety of domestic and international sources, media, and experiences in the target language to identify and weigh relevant evidence to address globally significant researchable questions.</li> <li>Analyze, integrate, and synthesize evidence, taking into account cultural and linguistic contexts, to construct coherent responses appropriate to globally significant questions.</li> <li>Use their knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>Recognize and express their own perspectives and understandings of the world, and determine how language and culture inform and shape those perspectives and understandings.</li> <li>Examine the perspectives of other people, groups, or schools of thought and how language and culture influences those perspectives.</li> <li>Explain how cultural and linguistic interactions influence situations, events, issues, ideas, and language, including the development of knowledge.</li> <li>Explore and describe how different levels of language proficiency and access to knowledge, technology, and resources affect opportunities and quality of life for individuals and societies.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>Recognize and express how linguistically diverse people may perceive different meanings from the same words or non-verbal cues and how this impacts communication and collaboration.</li> <li>Use the target language for interpersonal, interpretive, and presentational purposes, including appropriate verbal and nonverbal behavior and strategies, to communicate with the target culture.</li> <li>Select and use appropriate technology and media to connect with native speakers of the target language, present information, concepts, or ideas of global significance, and/or develop creative products within the target language.</li> <li>Reflect on how the use and knowledge of diverse languages promotes effective communication, understanding, and collaboration with and within various cultures.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>Use their native and studied languages and culture to identify and create opportunities for personal or collaborative action to improve conditions.</li> <li>Use linguistic and cultural knowledge to assess options and plan actions, taking into account previous approaches, varied perspectives, and potential consequences.</li> <li>Use their native and studied languages and cross-cultural knowledge to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action.</li> <li>Reflect on how proficiency in more than one language contributes to their capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

*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.*

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