



Global Competence is the capacity and disposition to understand and act on issues of global significance.

Global Competence can be developed within any discipline, and it can cut across disciplines. The seven global competence matrices — one main matrix and six content-area matrices — help teachers and students understand Global Competence and how to apply it.

The main Global Competence matrix provides detail about the overall definition of Global Competence and how it might be demonstrated by students. The six content-area matrices supplement the main matrix with additional information and perspectives relevant to each content area and its objectives and offer teachers and students a way to look at global competence through the different content area lenses.

- For teachers, the content-area matrices outline essential skills and concepts (big ideas) that connect the discipline with an application of global competence within and beyond the classroom. Each matrix can be used to guide teachers in designing lessons and developing assessments for student work.
- For students, the content-area matrices identify specific strategies for using the subject area’s big ideas to understand the world and using the world to understand the big ideas of the subject area — for developing and applying the discipline’s big ideas in a global context.

### GLOBAL COMPETENCE MATRICES

Main Global Competence Matrix 2

#### CONTENT-AREA MATRICES:

Arts 3

English Language Arts 4

Mathematics 5

Science 6

Social Studies 7

World Languages 8



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## MAIN GLOBAL COMPETENCE MATRIX

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

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## GLOBAL COMPETENCE MATRIX FOR THE ARTS

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students use the arts to recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences using art.	Students use the arts to translate their ideas into appropriate actions to improve conditions.
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify themes or issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the arts.</li> <li>Identify, observe, and interpret a variety of domestic and international works of visual or performing art, materials, and ideas, and determine their relevance to globally significant themes.</li> <li>Analyze, integrate, and synthesize insights to envision and create an artistic expression of globally significant themes, and submit this expression for critique.</li> <li>Engage in critical conversations based on compelling evidence and consider multiple perspectives to draw defensible conclusions about the effectiveness of a work of art to illuminate globally significant themes.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express their own artistic perspectives and sensibilities, and determine how those are influenced by their background and experience in the world; conversely, determine how their perspectives and sensibilities about the world are influenced by their experience in the arts.</li> <li>Examine how the artistic perspectives and sensibilities of different individuals, groups, and schools of thought are influenced by their experience in the world and, conversely, how their views of the world are influenced by experience in the arts.</li> <li>Explain how cultural interaction influences the development of artistic products, ideas, concepts, knowledge, and aesthetics.</li> <li>Explore and describe how, despite differential access to knowledge, technology, and resources, individuals and groups produce meaningful art that enables human expression and connection around the world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Examine how diverse audiences may interpret and react to artistic expressions differently.</li> <li>Appreciate a variety of artistic expressions and use artistic repertoires, forms, or media to communicate with diverse audiences around the world.</li> <li>Select and use appropriate technologies to enhance the effectiveness and reach of a work of art.</li> <li>Reflect on how the arts impact understanding and collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify existing and innovative opportunities to use the arts, personally and collaboratively, to contribute to improvements locally, regionally, or globally.</li> <li>Assess options for the use of the arts and plan actions considering available evidence, previous approaches, and potential consequences.</li> <li>Use the arts to act, both personally and collaboratively, in creative and ethical ways to contribute to improvements locally, regionally, or globally, and reflect on the impact of the actions taken.</li> <li>Reflect on their capacity to advocate for and contribute to improvements locally, regionally, or globally through the arts.</li> </ul>

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## 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><b>Students:</b></p> <ul style="list-style-type: none"> <li>Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance.</li> <li>Use a variety of domestic and international sources, media, and languages to identify and weigh relevant evidence to address globally significant researchable questions.</li> <li>Analyze, integrate, synthesize, and appropriately cite sources of evidence collected to construct coherent responses to globally significant researchable questions.</li> <li>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.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use appropriate language, behavior, language arts strategies (reading, writing, listening, and speaking) and non-verbal strategies to effectively communicate with diverse audiences.</li> <li>Select and use appropriate technology, media, and literary genres to share insights, findings, concepts, and proposals with diverse audiences.</li> <li>Reflect on how effective communication in various genres impacts understanding and collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and create opportunities for personal and collaborative actions, using reading, writing, speaking, and listening to address situations, events, and issues to improve conditions.</li> <li>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.</li> <li>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.</li> <li>Reflect on how effective reading, writing, listening and speaking contribute to their capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

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## GLOBAL COMPETENCE MATRIX FOR MATHEMATICS

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><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from a mathematical or statistical approach.</li> <li>Select or construct appropriate mathematical or statistical models or approaches to address globally significant researchable questions.</li> <li>Conduct, assess, and synthesize mathematical or statistical analyses to develop or review evidence, draw conclusions, and make decisions concerning globally significant questions.</li> <li>Interpret and apply the results of mathematical or statistical analyses to develop and defend an argument about a globally significant issue.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express their own perspective and understanding of the world, and determine how mathematics and statistics influence and enhance that perspective and understanding.</li> <li>Examine how the perspectives of other people, groups, or schools of thought influence the ways mathematical and statistical findings are interpreted and applied, and, conversely, how an understanding of and access to mathematics and statistics influences those perspectives.</li> <li>Explain how the development of mathematical knowledge is based on the contributions of different cultures and influenced by cultural interactions and how societies and cultures are influenced by mathematics.</li> <li>Explore and describe how differential access to mathematical and statistical knowledge, technology, and resources affects both the perspectives and quality of life of individuals and society.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express how diverse audiences may perceive different meanings from the same mathematical or statistical information and how that affects communication and collaboration.</li> <li>Use appropriate language, behavior, and mathematical and statistical representations to effectively communicate with diverse audiences.</li> <li>Select and use appropriate technology and media to model, analyze, represent, and communicate mathematical ideas for diverse audiences and purposes.</li> <li>Reflect on how mathematics contributes to cross-cultural communication and collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and create opportunities to use mathematical or statistical analyses to enable personal or collaborative action that improves conditions.</li> <li>Use mathematical or statistical descriptions, representations, or models to plan, weigh, and defend plausible and ethical actions for addressing a globally significant issue, taking into account previous approaches, varied perspectives, and potential consequences.</li> <li>Use mathematics and statistics to support personal or collaborative, ethical, and creative action that contributes to sustainable improvement, and assess the impact of the action.</li> <li>Reflect on how mathematics and statistics contribute to their capacity to advocate for local, regional, and/or global improvement.</li> </ul>

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## GLOBAL COMPETENCE MATRIX FOR SCIENCE

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students use science to investigate the world.	Students recognize their own and others' perspectives through the study of science.	Students communicate about science effectively with diverse audiences around the world.	Students use their scientific knowledge and skills to translate their ideas and findings into actions that improve conditions.
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify issues and frame investigable questions of local, regional, or global significance that call for a scientific approach or emerge from science.</li> <li>Use a variety of domestic and international sources to identify and weigh relevant scientific evidence to address globally significant researchable questions.</li> <li>Design and conduct a scientific inquiry to collect and analyze data, construct plausible and coherent conclusions, and/or raise questions for further globally significant study.</li> <li>Interpret and apply the results of a scientific inquiry to develop and defend an argument that considers multiple perspectives about a globally significant issue.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express their own perspective on situations, events, issues, or phenomena, and determine how that perspective along with their entire understanding of the world is influenced by science.</li> <li>Examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives.</li> <li>Explain how cultural interactions influence the development of scientific knowledge.</li> <li>Explore and describe the consequences of differential access to scientific knowledge and to the potential benefits of that knowledge.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express how diverse audiences may interpret differently and/or make different assumptions about the same scientific information and how that affects communication and collaboration.</li> <li>Use varying scientific practices, behaviors, and strategies to verbally and non-verbally communicate scientific information effectively with diverse audiences, including the international scientific community.</li> <li>Select and use appropriate technology and media to communicate about science and share data with experts and peers around the world.</li> <li>Reflect on how effective communication affects scientific understanding and international collaboration in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and create opportunities in which scientific analysis or inquiry can enable personal or collaborative action to improve conditions.</li> <li>Assess options, plan actions, and design solutions based on scientific evidence and the potential for impact, taking into account previous approaches, varied perspectives and potential consequences.</li> <li>Act, personally or collaboratively, in creative and ethical ways to implement scientifically-based solutions that contribute to sustainable improvements, and assess the impact of the action.</li> <li>Reflect on how scientific knowledge and skills contribute to their capacity to advocate for improvement locally, regionally, or globally.</li> </ul>

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## GLOBAL COMPETENCE MATRIX FOR SOCIAL STUDIES

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize and understand 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><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences,</li> <li>Identify and weigh relevant evidence from primary and secondary documents, using a variety of domestic and international sources, media, and languages, to address globally significant researchable questions.</li> <li>Analyze, integrate, and synthesize evidence using knowledge, methods, and critical skills in the social sciences to deepen their understanding of and construct coherent responses to globally significant issues.</li> <li>Produce an account based on compelling social scientific evidence and multiple perspectives that exhibits understanding of a global issue and that raises new questions and/or advocates for action.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express their own perspective on situations, events, issues, or phenomena, and identify the cultural, social, economical, political, geographical, and historical influences that inform that perspective.</li> <li>Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/or schools of thought.</li> <li>Explain how individuals, societies, events, and the development of knowledge are influenced by the movement and interaction of ideas, goods, capital, and people.</li> <li>Explore and describe how geopolitical differences, as well as access to knowledge, resources, and technology, affect the options, choices, and quality of life of people around the world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Recognize and express how diverse audiences may interpret and use the same information in different ways and for different purposes and how that affects communication and collaboration.</li> <li>Use the language of social scientists and adapt their modes of communication and behavior to interact effectively with diverse audiences.</li> <li>Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.</li> <li>Reflect on how communication contributes to or impedes understanding, collaboration, negotiation, and diplomacy in an interdependent world.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and create opportunities for personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life.</li> <li>Assess options, plan actions, and engage in civil discourse, considering previous approaches, varied perspectives, political viability, and potential consequences.</li> <li>Act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.</li> <li>Reflect on their capacity to draw on the social sciences to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

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## 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><b>Students:</b></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><b>Students:</b></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><b>Students:</b></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><b>Students:</b></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>

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