

Meeting the Common Core through Global Learning

What Afterschool Programs Can Do

Afterschool and expanded learning programs can meet their mission of youth development as well as the objectives outlined in the Common Core by taking a global learning approach. As outlined in Asia Society's framework, globally competent students:

- **Investigate the world** beyond their immediate environment
- **Recognize perspectives**, both their own and others'
- **Communicate ideas** effectively with diverse audiences
- **Take action** to improve conditions both locally and globally

The mission statement of the Common Core State Standards (CCSS) calls for global competence. The standards are designed "to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

When we drill deeper to look at the Common Core "habits of mind" that describe the profile of a successful graduate prepared for college, career, and citizenship, we see clear alignment across several of the domains of global competence. Where the Common Core calls for students to "build strong content knowledge," it is the same set of skills globally competent youth use to "investigate the world." Likewise, when students "understand other perspectives and cultures," a Common Core outcome, it is no different from a globally competent student "weighing perspectives."

Common Core Habits of Mind	Domains of Global Competence
<i>Students...</i>	<i>Students...</i>
Demonstrate independence	Investigate the world
Build strong content knowledge	Investigate the world
Respond to the varying demands of audience, task, purpose, and discipline	Communicate ideas and recognize perspectives
Comprehend as well as critique	Investigate the world and communicate ideas
Value evidence	Investigate the world
Use technology and digital media strategically and capably	Communicate ideas
Come to understand other perspectives and cultures	Recognize perspectives

Global competence goes a step further than the Common Core to help students "take action." Through global learning, students acquire *and* apply the knowledge, skills, and dispositions in the CCSS through hands-on and real-world projects. These types of projects lead to deeper engagement in learning for youth, as well as a lifetime of active citizenship to address the complex challenges and unprecedented opportunities of the 21st century.

By simultaneously meeting and exceeding the Common Core State Standards through global learning, afterschool and expanded learning programs can continue to address their goals of engaging youth, providing real-world relevance, and preparing students for life and work beyond school in the global 21st century.

GLOBAL COMPETENCE MATRIX

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

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"> 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.

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