

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. <i>yes, done!</i> • 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. 			