

**Global Competence  
Long Term Transfer Goals**

Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run, i.e., what we want students to be able to do, when they confront new challenges - both in and outside of school.

Students will be able to Independently use their learning to investigate the world, recognize perspectives, communicate ideas, and take action in developing a global mindset.

<b>Big Ideas</b>	<b>Essential Questions</b>
<p><b>Investigating Our World</b> Globally competent learners take risks and explore challenging questions affecting people worldwide.</p>	<ul style="list-style-type: none"> <li>● How do I identify local, regional, and global issues; generate questions; and explain their significance?</li> <li>● Why is this issue important to the world, to my community, and to me?</li> <li>● How do I develop a lasting curiosity to learn about the world?</li> <li>● How do I identify and utilize new experiences and opportunities in order to expand my comfort zone and understanding of other cultures?</li> </ul>
<p><b>Investigating Our World</b> Globally competent learners intellectually and emotionally weigh and integrate evidence to create coherent informed responses, defensible conclusions, and applicable solutions to investigate the world.</p>	<p>How do I select credible domestic and international sources to address globally significant, researchable questions? How do I apply multiple perspectives and compelling evidence to develop defensible conclusions?</p>
<p><b>Investigating Our World</b> Globally competent learners demonstrate an understanding of connections within and across cultures.</p>	<p>How do my experiences connect and relate to the experiences of others? How have historical events impacted contemporary culture? How do beliefs and values affect diverse views?</p>
<p><b>Recognizing Perspectives</b> Globally competent learners analyze and articulate how culture and access to learning influence perspectives.</p>	<p>How does culture influence individuals? How do my culture, beliefs, and values affect my worldview and that of those within my culture? How do I recognize stereotypes and develop a more accurate understanding of individuals? How do status, power, and privilege impact access to learning in our culture and others?</p>

<p><b>Recognizing Perspectives</b>  Globally competent critical thinkers describe, discuss, and analyze global themes and issues from various cultural perspectives.</p>	<p>How does culture affect me and my reactions to problems and issues?  How does understanding issues from different perspectives affect my viewpoint and open mindedness?</p>
<p><b>Recognizing Perspective</b>  Globally competent learners are attentive to diversity and interact and work effectively with diverse populations both locally and globally.</p>	<p>How do different cultural norms affect relationships with diverse populations?  How do I recognize and cross linguistic and cultural boundaries?  How does working with diverse people affect my thinking and decision making?</p>
<p><b>Communicating Ideas</b>  Globally competent learners recognize differences as a matter of fact, respect the communication style and preferences of their audience, and adapt appropriately.</p>	<p>How do I choose the most appropriate medium of communication given a specific audience, task, and purpose?  How do I adapt my verbal and nonverbal behaviors to communicate clearly with a particular audience?</p>
<p><b>Communicating Ideas</b>  Globally competent learners continually seek to understand, communicate with, and engage others through languages other than their own.</p>	<p>How do context and understanding the nuances of language affect critical thinking and problem solving?  How does language proficiency increase my ability to communicate appropriately and understand others?</p>
<p><b>Communicating Ideas</b>  Globally competent learners actively listen as they seek to understand and respect the ideas and perspectives of others prior to making their own contributions in a collaborative environment.</p>	<p>How do my experience and background affect my interpretation of a message?  How do I adapt my language to communicate with native speakers of other languages?  How does my audience's background and experience affect their interpretation of a message?  How do I recognize and build upon the various cultural norms of group members when working collaboratively?</p>
<p><b>Taking Action</b>  Globally competent learners assess issues from varied perspectives and plan actions based on their potential for impact.</p>	<p>Why is this issue or action important to the world, to my community, and to me?  How do I gather credible information to inform a viable, culturally responsive action plan?  How do I assess the potential impact of my actions on others - locally, regionally, and</p>

	globally?
<p><b>Taking Action</b>  Globally competent learners personally and collaboratively take action on matters of local, regional, and global significance.</p>	<p>What can I leverage to implement my plan?  How do I collaborate effectively with others to take action?</p>
<p><b>Taking Action</b>  Globally competent learners reflect upon and evaluate their contributions to local, regional, and global issues.</p>	<p>How do I adapt to unanticipated circumstances that occur while implementing my plan?  How will I know if my actions are effective?  What are my next steps?  What insights have I gained and how have those insights changed me?</p>