

The Common Core Skills

How the International Economic Summit
supports, teaches and provides practice
for these critical skills



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Common Core Skills

Reading

Students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.

Writing

The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards.

Research

Research skills include both short, focused projects (such as those commonly required in the workplace) and longer term in depth research.

International Economic Summit

Reading Skills - Critical to Summit Success

During the 12 weeks preceding the International Economic Summit event, students are challenged to learn as much about their assigned country and how it fits into the global economy as possible. Much of this initial learning is achieved individually and as a small team. Students seek out and read articles (and in some cases entire books) regarding the history, politics, economics and culture of their assigned country.

To be successful in the Summit program, students must have a thorough and detailed understanding of the competitive rules and procedures of this complex event. The “Summit Rules” are contained in a 12 page document, which every student is required to read and understand. Prior to the Summit event, each student must pass the “Summit Certification Quiz” with a score of 80% or above. This is an online test on the rules and procedures of the Summit program.

The Summit includes an activity called the “Global Proposal Campaign and Debate”. The student teams in the competition campaign for support from other countries and also make decisions on which other proposals, besides their own, they wish to support. In order to do this, the students prepare for the activity by reading and understanding the 100 “Global Proposals” that have been submitted by the Summit country teams. Their comprehension must be strong enough to compare the proposals, discuss them, ask questions about them and, finally, to debate them.

Writing - Two examples of how the Summit requires quality writing

In their role as “Economic Advisors” to their assigned country, students are required to write a persuasive “Global Economics Proposal” that addresses a major problem or issue facing the world today. The proposal must be concise and convincing. It must communicate what the issue is, why it is important, what economic impact it is creating and why the Summit assembly should support this proposal.

The Summit includes a fast paced world geography test. Students must identify countries based on their geographic location, economic data and information about their people. The students are required to write the names of the countries on the test, many of which have challenging and foreign names.

Research - Without it, you will not succeed at the Summit

It would be impossible to succeed in the Summit program without engaging in some solid research. As students learn about the global economy and international relations, they consult a number of sources including the CIA World Fact Book (online), the Economist website, the United Nations, World Bank, Wall Street Journal and many other sources. The more they know about their own country and the world economy, the better their chances of doing well in the Summit competition.

Speaking and Listening

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards help prepare students for real life experience at college and in 21st century careers.

Media and Technology

Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Speaking and Listening - Plenty of both before and during the Summit

Students must pay attention to instructions given in the classroom by their teacher. The teacher discusses the purposes of the Summit program, the details of its rules, procedures and strategies that help the students compete.

As their Summit preparation continues over the next 12 weeks, the students must work as a team to accomplish a multitude of tasks. They must listen to each other, provide their own ideas and opinions and prepare to communicate with up to 99 other teams once they reach the Summit event itself. One of the highlights of the Summit event is the Global Debate. With as many as 500 students in the Summit venue, the teams debate issues, argue for their proposals, ask challenging questions and decide how to cast their votes.

Each Summit event requires the services of up to 40 adult volunteers, who participate in a number of activities during the competition. The students are in almost constant communication with these adult business and education leaders, who serve as scorekeepers, Summit “bankers” and as member of the USA and China Summit teams.

Language - An appreciation for your native language and that of others

The context of the Summit program, including the 12 week preparation phase and the day-long competition itself, is THE WORLD. Students learn quickly that written and verbal communication are essential to success. The students are always assigned to represent a country “other than their own”. As they learn about their country, they gain knowledge about its people, history and culture, including the languages spoken in their assigned country. In general, the students learn that all relationships, whether international, local or between individuals, are based on communication.

Media and Technology - Multiple applications within this program

The students use technology in a number of ways. They begin by conducting online research. They complete and submit several pre-Summit assignments via a specialized website (www.econsummit.org). Frequently, they use web resources to communicate with other team members, their teacher and the Summit Institute in Idaho.

Many students use Power Point presentations or slide shows to help promote their country at the Summit event. In addition, they plan and create from scratch a country display and traditional country costumes. With up to 100 other country teams at the Summit event, these country displays and costumes provide a means for branding, marketing and distinguishing their country.

Students are also required to analyze data and create strategic plans for their countries. Much of this analysis is done with the help of Microsoft Excel and other similar programs.

Since the Summit event is highly competitive and extremely fast paced, communication between team members and between Summit countries is key. Students frequently use text messaging and other technologies to give them a competitive advantage.