Course Name: Grade 11 Global Perspectives  
Course #: 471 – Accelerated; 472 – Academic; 473 – Standard

Course Description:

This course is designed with two broad aims for students: promoting worldmindedness and child-centeredness (Pike, G. and Selby, D, 2002). To achieve these goals, students consider their own conceptions of citizenship by exploring global perspectives, competencies, experiences, and systems. The scope of content is organized into four principal themes: 1) global citizenship; 2) comparative systems and globalization; 3) global security; and 4) planet awareness. The knowledge, skills, and dispositions herein involve a multidisciplinary study, providing students with subject orientation in the fields of geography, civics, history, economics, political science, anthropology, sociology, and environmental studies. Given the current global challenges of the 21st century, this course enables students to deeply investigate how individuals, groups, and societies make decisions and act in response to complex, global issues. A case study approach that encapsulates multiple perspectives provides students with an opportunity to understand issues through in-depth inquiry, deliberation of their own positions, engagement with diverse sources of information and technologies, and collaborative and constructive problem-solving activities. Students in all levels study the same topics; the depth of study increases with each level.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Utilize maps, graphic representations, and other forms of spatial thinking to apply geographic perspectives to current global issues.
2. Collect, analyze, and assess global statistics and data to understand world processes and systems.
3. Appreciate, analyze, and discuss global literature to gain a richer and more personal and nuanced perspective of individual, group, and societal experiences from around the world.
4. Use technology and its applications to create networks; retrieve, synthesize, and produce information; and communicate with people outside of the school-community. (6.1.12.A.16.a-b)
5. Critically analyze multiple media forms, particularly new and we media outlets for social networking. (6.1.12.A.16.a-b; 6.2.12.D.5.c)
6. Be aware of how one’s individual experience shapes his or her view of the world by studying maps, history, narratives, media, and culture.
7. Evaluate the roles and responsibilities of local, national, and global citizenship in order to make a judgment about how the individual views his or her place in the world. (6.3.12.A.1-D.1)

Board Approved on 8/23/12
8. Understand and compare nations’ governing systems, including democracies and other forms of government, in order to recognize the function of government, political processes, and interplay of various bureaucratic, social, and cultural agencies. (6.2.12.A.3.a-g)

9. Understand and compare nations’ economic systems, including capitalism, command economies, and mixed markets, in order to explore how societies make decisions about productive resources in limited supply. (6.1.12.A.16.c; 6.2.12.C.5.e; 6.2.12.C.3.a-f)


12. Investigate and assess the role of economic concepts, forces, and institutions to the global economy. (6.1.12.C.16.a-c; 6.2.12.C.5.g)

13. Studying different cultures and sub-cultures, investigate how beliefs, values, language, and symbols define how people live, think, and interact with others. (6.2.12.B.5.c)


17. Analyze terrorism, as a form of conflict that transcends borders and creates challenges to global security. (6.2.12.A.6.c)

18. Define, discuss, and make judgments about the nature of human rights and whether certain rights should be denied in exchange for global security. (6.3.12.D.1)


20. Understand how ownership and control of productive and naturalistic resources influences the state of the planet. (6.1.12.B.16.a)

21. Deliberate, discuss, and make judgments about whether sustainability is viable, given scarce resources and global challenges facing the world today. (6.2.12.B.6.a; 6.3.12.B.1)

22. Recognize how limited (or misuse of) resources cause developing societies to face poverty and hardship in education, health care, communication, and technology. (6.2.12.C.6.a-d; 6.3.12.C.1)

23. Employ appropriate research, media literary, critical reading and writing skills in order to produce a variety of written products including research-based and expository essays. (CCSS RH.11-12.1-10; WHST.11-12.1-10)
Reference:


Assessments:

1. Tests/quizzes
2. Individual and collaborative projects
3. Multimedia presentations
4. Analysis of maps, databases, and primary and secondary sources
5. Classroom discussion
6. Research projects and essays
7. Performance assessments
8. Participation in simulations, role play activities, and general classroom assignments

Board Adopted Materials: N/A