



Board/Authority Authorized Course Framework

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| School District/Independent School Authority Name: Langley School District (35) | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD35 |
| Developed by: Ray Sawatsky and Lynie Tener | Date Developed: 2010 |
| School Name: Langley Fundamental Middle and Secondary School | Principal's Name: Adam Moore |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Global Education 12 | Grade Level of Course: 12 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s):

Social Studies 10

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

In Global Education 12: Living Together in Diversity Globally, students develop an understanding of the role of global awareness as an important skill set for citizens of our world in the 21st century. Through engaging classroom conversation, in-depth readings, problem-solving activities and practical 'real world' experiences, students learn various ways to infuse global awareness into all contexts including other school subjects, work, community involvement and overseas travel and volunteering. Course cross-cutting themes include; globalization, the role(s) of nation states, culture and religion, post-colonialism, neocolonialism, Aboriginal perspective, poverty and International Development, Social Justice, and response of charities & Non-Governmental Organizations.

Goals and Rationale:

The goal is to introduce students to a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. Global citizens understand we live in a world where our choices and actions may have repercussions for people and communities locally, nationally or internationally. The Global Education course provides a space to develop personal respect and respect for others, wherever they live. The course content and themes encourage individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our local and international communities. Global Education 12 themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions as they become global citizens of the 21st Century. To be effective global citizens young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognized as being essential to succeed in the age in which we live. Global Education 12 seeks to prepare Langley Students for this reality.

General Pedagogy:

Global Education 12 concepts, topics and cross-cutting themes are addressed in the classroom through a wide and evolving variety of participatory teaching and learning methodologies, including structured discussion and debate, role-play, ranking exercises, and communities of enquiry. Such active methods are now established as good practice in education, and are not unique to global education. Global Education 12, has at its core, a commitment to improved student participation in order to develop successful learners, confident individuals, responsible citizens and effective contributors.

Far from promoting one set of answers or values or attitudes, global education encourages learners to explore, develop and express their own values and opinions, while at the same time listening to, and respecting, other people's points of view. It is also vital that the global education teacher, views themselves as a 'guide on the side' and does not approach global education with the feeling that they must have all the answers – impossible anyway in such a fast-changing world. The role of the teacher is to enable learners to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems and make informed decisions.

Aboriginal Worldviews and Perspectives:

Aboriginal communities both in Canada and around the world are increasingly a dynamic part of the global conversations. Aboriginal perspectives are embedded across virtually all of Global Education 12's units of study.

Community Partnerships:

Global Education 12 seeks to partner both in the local and global community to enhance Global Education learning and to create a space to create positive impact in community, specifically in the context of two 'case studies'.

Case Study 1: Local Community Initiatives

The goal of this unit is to explore the historical approaches to developing and sustaining community social enterprise initiatives. Students will develop and implement a working model for fundraising and supporting a Langley based aid organization. This unit will include the first of two practical case studies in service & global education.

Sub-Topics:

1. Introduction to Various Social Enterprise Organizations
 - Approaches to developing and providing community support to vulnerable or disenfranchised individuals
2. Case Study: Hands on Practicum in Community Social Enterprise (ie. Food Bank)
 - Research and Identify Areas of Need
 - Problem Solving Process
 - Decision Making Process
 - Implementation of the Project
 - Developing and Implementing a Fundraising Model
3. Post-Practical Evaluation

Case Study 2: International Development

The goal of this unit is to explore the responsibilities, opportunities and models of humanitarian work in developing countries and regions. Students will prepare a research case study for humanitarian work in a developing country. A number of generous donors and supporters of the school will donate up to \$12,000 for grants of \$7,000, \$3,000 and \$2,000). The LFMS Global Education program will create a case study where we operate as a foundation to give away to these grants that are doing amazing work around the world.

Global Education students research and select an international community partner and begin the process of becoming advocates of a Lower Mainland based charity with the following criteria.

- Must have its head office in the Lower Mainland
- Must have a global focus
- Must be a Canadian Registered Charity (www.canadahelps.org)
- Must have an annual budget of less than \$2.0 million dollars
- It cannot be affiliated or connected to anyone in your group

Students arrange an 'on site' interview with the President or Executive Director of that organization and arrive with a prepared set of interview questions. Students then prepare a grant application (to the class) on behalf of that organization that outlines the following:

- The mission and vision
- How the organization accomplishes the mission?
- How does the organization relieve poverty? (Hint: Is the focus directly on poverty or tangential to the issue of poverty)
- Where the organization operates?

- How does the organization operate? (Staff, volunteers)
- How, and from where, does the organization receive its funding?
- How does the organization promote the concept of sustainability?
- What specific project would the grant go towards?

Class & Panel Presentation: Each partner group must prepare a high quality (visual) presentation (20 minutes max) profiling the organization to the class and teacher panel. This presentation will be the primary tool for the class participants to select the organizations that receive funding. No staff member of the organization can be part of your presentation.

Educational Rationale for Community Partnerships:

In the non-profit sector, there are philanthropists (generous people with wealth) and foundations (groups of generous people) who give money away to worthwhile causes. Non-profit organizations have to make a case, usually through a grant application, to these people and organizations, to 'ask' for money. In this assignment, you will act on behalf of the non-profit organization to 'make the case' for that organization to receive the \$5000.00. A committee of teachers, and in conjunction with a class vote, will decide which presentation will lead to the organization we choose.

BIG IDEAS

The 21 century global community is highly interconnected and interdependent.

Developing an Individualized Concept of Global Citizenship

The Importance of Sustainability for Best Practices in Global Development

Exploring How Peace, Conflict and Inequities of Power contributed to the present Global Context.

Developing Understanding of Diversity of Identities and Cultures: Equity, Equality and Social Justice

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about globalization and the corresponding topics. • Critically reflect on contemporary problems, issues and challenges in the current global context. • Demonstrate understanding of the historical precursors to global education, current paradigms within the field, and contemporary developments (History 12 recommended as parallel learning). • Demonstrate a willingness to explore self-understandings, interpersonal understandings, and carry out a social contextual analysis. • Understand, discuss and critique the development of various global education paradigms, topical areas, and competing agendas within the global community. • Understand issues of equity and equality for differently situated social groups, especially those who historically have been most disenfranchised. • Research a global issue exploring pertinent sources for information, offering a multi-perspective analysis. • Engage in respectful and responsible teamwork to carry out a research project and class presentation. • Coherently and concisely present analyses of global education topics. • Produce logical, well-researched, persuasive arguments in written materials, • Display academic integrity and rigor in research and class interaction. • Write grant applications and evaluate, prioritize and vet organizations. | <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> 1. What is the Global Village? 2. Economics: Consequences of Globalization 3. The 21st Century Geopolitical Context 4. Sociology: Sociocultural norms and their impact on human behavior and attitudes 5. Current and Historical Demography 6. Globalization of Culture 7. Ecology and Human Impact |

Content – Elaborations

The focus of these units is an introduction to the ideas, concepts and issues of life in the 'global village' and LFHS' potential role in that community. These units provide the foundation for the course and provide the necessary structural knowledge to proceed with further units which will be completed in conjunction with the following theoretical units.

1. What is the Global Village?
 - Global Interdependence:
 - What is Global Village
 - Global Media
 - Failed States (Factors)
 - Globalization
 - Global/Ecological Footprint
 - Geography: Transportation & Communication

2. Economics: Consequences of Globalization
 - Import/Export (Global Market) & Multinational Corporations
 - International Economic Organizations
 - World Bank, International Monetary Fund, World Trade Organization
 - Standard of Living
 - Education
 - Health
 - Housing
 - Human Development Index
 - Internationalization of Labour:
 - Working Conditions
 - Wages
 - Child Labour
 - Imperialism, Corruption, Sweat Shop, Living Wage, Working Poor
 - Evaluate Real Life Children on Qualities of Life
 - Millennium Development Goals
 - Poverty Cycle & Causes of Poverty
 - Third World Debt
 - Transparency International – Corruption Index

Content – Elaborations

- Global Economy
 - Protectionism, Liberalization of Trade, Economic Growth v. Economic Development
 - Market Economies
- Difference between Developing and Developed Nations
 - How to Solve Poverty (ie. Micro-financing, Fair Trade)
 - Women/Children & Poverty
 - What Canada has done?
 - NGO's Attempts to Solve Poverty
 - Sustainability

3. The 21st Century Geopolitical Context

- Decline of American Hegemony since 1970's
- Human Rights
 - Political Rights and Freedoms
 - Justice Systems and Prisoners
 - Gender, Sexual Orientation
 - Refugees
- International Political Organizations
 - United Nations, NATO
 - Decision Making Processes
 - A Current Case Study (ie. China V. Saudi Arabia on the issue of Human Rights)
- War/Genocide/Human Rights
 - Five Historical Genocides: East Timor, Guatemala, Cambodia, Japan & Armenia
 - Causes, Events & Results – Look for Genocide Trends
 - Rationales & Causes of/for War
 - Global Arms Trade
 - The Politics of Peace
 - Peacekeeping
 - Land Mines Treaty
 - UN Declaration on Human Rights and Amnesty International
 - Refugees and Displaced Persons
 - Child Soldiers

Content – Elaborations

4. Sociology:

- Social influences
 - Culture
 - Language
 - Ethnic Relations
 - Religion
 - Fine Arts
- Globalization of social activities
 - Science, Medicine, Sports etc.
- Private Transnational Organizations
 - Rotary Clubs, Amnesty International

5. Demography:

- Global Ethnic Pluralism
- Population Crisis
- Curve of Population Growth
- Reproductive Revolutions
- World Resources & Global Footprint
- Evaluate China's One Child Policy
- Human Resources...population tied to resource groups
- Arable verses non-arable land
- Global Migrations

6. Globalization of Culture:

- The Marked Homogenization of 'The Human Culture'
 - Language: English
 - Ideology: Science
- Technology: Computers & Satellites
- Global Consciousness

Content – Elaborations

7. Ecology:

- Integrated Biosphere
 - Two-way exchange of plants, animals, viruses and micro-organisms between old and new worlds, or continents:
- Global Climate Change
- Food & Water Consumption and Conservation Issues
- World Water Resources – Video
- Hydrological Cycle
- Dams: As an Environmental Issues
- Surface Water
- Food Supply Issues
- Cause of Hunger
- Effects of Hunger
- Problem Solving – Biotechnologies, Genetic Engineering, Agri-Business, Pest Management
- Food & Famine Video – Nature of Things
- Agriculture & Soils
- Green Revolution
- Inconvenient Truth
- Connect to Africa
- Kyoto Protocol
- Albertan Tar Sands
- Global Ecological Disasters:
- Ozone, Deforestation, Warming, Toxic Waste, Animal Extinction etc.

Recommended Instructional Components:

See Content Elaborations

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Recommended Principles of Quality Assessment components will be used for Global Education 12

Learning Resources:

Global Citizenship: From Social Analysis to Social Action (Nelson Publishing)

The Global Education Guidebook by Jennifer Klein

Various Online Resources

Additional Information:

None.