

# BAA Global Perspectives 12

**District Name:** Coquitlam

**District Number:** SD #43

**Developed by:** Nancy Browne (Nov. 2004)  
[Deirdre Annett and Nancy Browne (Jan. 1999)]

**Date Developed:** rewritten in 2004 (first approved in 1999)

**School Name:** Pinetree Secondary

**Principal's Name:** John McCullough

**Board/Authority Approval Date:** February 22, 2005

**Board/Authority Signature:**

**Course Name:** Global Perspectives  
(until 2006-2007: CP Global Perspectives 12)

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120 hours

**Prerequisite:** Social Studies 11 (may be taken concurrently)

**Special Training, Facilities or Equipment Required:** The teacher should have a strong background in social sciences and experience traveling and/or working in developing countries as well as strong organizational skills, leadership abilities, team-building skills, and experience in conducting fund-raising activities. Access to a computer lab for internet research and word processing is required. The course also involves travel for two to three weeks to a developing country, to participate in hands-on project work and field studies.

## **Course Synopsis:**

Global Perspectives 12 provides a meaningful blend of interdisciplinary academic learning focusing on global education with hands on experiences locally and internationally. Global Perspectives is designed to provide students with the opportunity to develop awareness of the world and its complex issues as well as the possibility of travel to and participate in a hands-on project in a developing country. In addition to their project work and field studies in the developing world, students will participate in an extensive study of global issues and the selected region for project work, and interact with community groups (educational, business, service clubs/volunteer organizations, and social) to apply their learning and raise funds for their project. Learning outcomes for the course are grouped under the curriculum organizers: Research,

Analysis, Cultural Studies, and Reflection, although a series of sixteen additional learning outcomes—which focus on developing skills over time—are not specific to just one unit of study.

**Rationale:**

Global Perspectives promotes students’ and the teacher’s metacognitive awareness by examining personal, national, and global identities as well as promoting the development of an individual vision for the future and producing more globally-minded citizens. Global Perspectives 12 is a course that truly reflects the philosophy of Pinetree Secondary School: it utilizes the unique features of our school organization and partnership goals which make Pinetree special, highlighting our school’s purpose in a visible, tangible way: “accepting challenges together.” The course is student-driven and forward-thinking, reflecting on twenty-first century goals; in fact, the collaborative, interdisciplinary emphases of the course make it an authentic “Year 2000” program. Global Perspectives 12 connects Pinetree Secondary School students with parents, local elementary and middle schools, the business community and service clubs, and international and community organizations—community bonding for a common goal. The G.P. 12 class is dedicated to promoting global perspectives to the community and making our program something Coquitlam can be proud of and known for.

Students will have opportunities to enhance their academic studies by developing skills in leadership, empathy, sensitivity and respect for differences, identifying and solving problems, making presentations (public speaking, personal confidence, self-esteem), and coordinating events. They will develop an understanding and appreciation of cultures as well as broadening their knowledge and understanding in specific disciplines. Students will have opportunities to interact in relevant and meaningful contexts with elementary, middle, and secondary school students in Coquitlam; members of the business community; multicultural representatives from the community; representatives from national and international organizations; staff from a Canadian embassy; and community members in a developing country—with whom they will work side-by-side on a project. Students will be encouraged to develop a vision for their futures, including personal goals, career options, and educational options.

**Organizational Structure:**

**Unit 1:** *Developing Global Perspectives* **Time:** 30 hours

**Unit 2:** *People Who Made/Make a Difference* **Time:** 15 hours

**Unit 3:** *Cultural Studies* **Time:** 45 hours

**Unit 4:** *Reflecting on Experiences* **Time:** 20 hours

**Unit 5:** *Future Volunteerism, Post-Secondary Opportunities, and Reflections* **Time:** 10 hours\*

**Total Hours:** 120 hours

\* This unit is strongly integrated with requirements for Work Experience 12 (including a Career I-Search Project and final entries/reflection pieces for a Career/Personal Portfolio.)

## **Unit Descriptions:**

### **Unit 1: *Developing Global Perspectives***

Time: 30 hours

In this first unit, students will consider the various factors and individuals that shape the way they view and understand the world. Through multimedia presentations and research, students will explore the concept of “development”, while expanding their knowledge of countries in the world and grappling with global issues and the problems of unequal development. Students will also sharpen their critical skills as they read and make sense of current events.

#### **Curriculum Organizer – Research**

*It is expected that students will:*

- develop and demonstrate research skills using a variety of multimedia sources
- analyze research sources (print, internet) to collate statistics on countries from each region of the world, and
- read and interpret statistical data to compare countries and rank them according to their level of “development” and/or quality of life

#### **Curriculum Organizer – Analysis**

*It is expected that students will:*

- develop geographic perspectives on the world by examining how different map presentations (Euro-centered, Peters, Pacific-centered, etc.) influence people’s views of the world
- identify, examine, and reflect on the experiences and individuals that have shaped their views/perceptions of the world
- read maps accurately to gather information about a country, region, or continent
- identify and assess ethical issues related to interactions between developed and developing countries
- explore definitions of globalization and assess its effects on selected nations and regions of the world
- examine what “makes” the news, identify components of a news story, and detect bias in current events
- analyze current events presented in print media, following several global issues over a period of time, and offer commentary on the relevance or importance of the topics included in news articles and editorials

#### **Curriculum Organizer – Cultural Studies**

*It is expected that students will:*

- demonstrate knowledge of basic world geography, such as labeling continents, regions, and bodies of water
- predict how a country’s location can affect its development

#### **Curriculum Organizer – Reflection**

*It is expected that students will:*

- develop an increased awareness of and sensitivity to global issues: developing “global perspectives”

- maintain a reflective journal, to reflect on their academic and practical course experiences, examine connections among learning experiences, and describe personal insights gained

## **Unit 2: *People Who Made/Make a Difference***

Time: 15 hours

In this unit of study, students will have opportunities to learn about both individuals and organizations that have worked and are working to improve the lives of less fortunate individuals and provide hope for the future. This includes conducting research on non-governmental and civil society organizations, reading from Craig Kielburger’s book *Free the Children*, examining the roles of the United Nations, and viewing a feature film focusing on an inspiring individual (such as Mahatma Gandhi). Students will then select for reading, analysis, and reflection a biography or autobiography on an individual whose life has made or is making a difference.

### **Curriculum Organizer – Research**

*It is expected that students will:*

- conduct research on non-governmental organizations (NGO’s)—including their origin, scope and focus—and present their findings in oral presentations to the class
- compare and contrast the information gathered by the class on the origins, scope, and focus of non-governmental organizations

### **Curriculum Organizer – Analysis**

*It is expected that students will:*

- examine the motivations and actions of a young Canadian, Craig Kielburger, who started a non-government organization focusing on eliminating child labour
- identify the features of a biography and an autobiography and understand how bias may affect the way a writer presents or comments on his/her subject
- read and reflect on the biography of a person “who made a difference”, assessing the writing for factors affecting the person’s successes as well as detecting bias in the presentation

### **Curriculum Organizer – Cultural Studies**

*It is expected that students will:*

- identify the primary bodies of the United Nations and examine its roles in the world today
- examine the concept of universal human rights and explain the purpose of The Universal Declaration of Human Rights
- examine the impact one individual can have on the destiny of a nation as well as positively influence future generations of leaders (i.e. view the epic film *Gandhi* and discuss the subject’s character and achievements)

### **Curriculum Organizer – Reflection**

*It is expected that students will:*

- maintain a reflective journal, to reflect on their academic and practical course experiences, examine connections among learning experiences, and describe personal insights gained
- write a formal letter expressing concern about a global issue and mail it to an appropriate individual or organization

### **Unit 3: Cultural Studies**

Time: 45 hours

As part of their preparations to visit and work in a developing country, the class will expand their knowledge of the developing world through focused study on their destination, in the context of its region. This includes using jigsaw and other forms of class instruction for students to research the country's history, geography, sociology, politics, economics, religion(s), literature, and fine arts. At this time, there will also be opportunities for students to reflect on their own country's "cultural components." In addition, students will learn about the qualities of interculturally effective people, assessing their strengths and weaknesses before and after their travels. They will also identify the stages of culture shock and reverse culture shock, and anticipate ways they will need to be supportive of each other during their time away from home. Each student must also prepare a short presentation, on a topic connected to enhancing the class's field studies in the developing country; each student will share these presentations during evening seminars held during the time the class is working/traveling overseas.

#### **Curriculum Organizer – Research**

*It is expected that students will:*

- research topics on the country they will be visiting; each person must complete his/her component and share his/her findings with the class using a memorable and efficient method
- conduct research to identify stages in culture shock and reverse culture shock
- prepare in advance and then present a seminar to the class on a field studies topic during the time the class is in a developing country

#### **Curriculum Organizer – Analysis**

*It is expected that students will:*

- examine the qualities of interculturally effective people and then assess themselves before their travel experiences (to set goals) and after (to identify growth) in these qualities
- compare and contrast their own cultural background(s) with the cultural components of the focus country of study

#### **Curriculum Organizer – Cultural Studies**

*It is expected that students will:*

- identify the interconnected components of culture
- describe concepts of "Canadian identity" and Canadian culture(s) introduced in Social Studies 11
- develop a greater understanding of their Canadian identity
- explain the steps involved in planning for overseas travel
- participate in field studies in a developing country

#### **Curriculum Organizer – Reflection**

*It is expected that students will:*

- maintain a reflective journal, to reflect on their academic and practical course experiences, examine connections among learning experiences, and describe personal insights gained
- demonstrate the skills of a global traveller

#### **Unit 4: *Reflecting on Experiences***

Time: 20 hours

While in the developing country, students will make daily entries in their reflective journal. In addition, upon return from project work/field studies overseas, students will use the writing process to prepare compositions in a variety of modes (narrative, descriptive, expository, poetry) to discuss, describe, and explain their experiences and the people they met while working in and visiting a developing country. Upon completion of their writings, students will select their best pieces to collate and create a class “Reflections” booklet. Students will also select for a viewing activity a feature film set in the country they have visited; they will analyze and evaluate the film’s portrayal of the country and its people. Finally, students will work in partners to prepare presentation boards including visual and print information to enhance the follow-up presentations they will make to children and community partners.

#### **Curriculum Organizer – Analysis**

*It is expected that students will:*

- critique a feature film to analyze and evaluate the film’s portrayal of the country and its people
- select their best compositions to submit to the class “Reflections” booklet—to create an anthology of the students’ memories of their experiences in a developing country

#### **Curriculum Organizer – Cultural Studies**

*It is expected that students will:*

- demonstrate the use of accurate, specific vocabulary and an appropriate level of formality in their compositions, depending on audience and purpose
- evaluate journal entries and writings to assist them in preparing presentations they will make for school children and community members, about their overseas experiences
- create with a partner the design and production of visually interesting, informative presentation boards displaying and explaining aspects of their work and field studies in the country visited

#### **Curriculum Organizer – Reflection**

*It is expected that students will:*

- maintain a reflective journal, to reflect on their academic and practical course experiences, examine connections among learning experiences, and describe personal insights gained
- employ the writing process to produce compositions in a variety of modes, which discuss, describe, and explain their experiences and the people they met while working and visiting a developing country
- reflect on and express their experiences of being a minority in a foreign country, and compare and contrast these insights with Canada’s multicultural concerns
- develop and express a sense of pride and accomplishment from their participation in hands on activities related to an international aid project

#### **Unit 5: *Future Volunteerism, Post-Secondary Opportunities, and Reflections*** Time: 10 hours

In the last two months of the school year, students are focused on conducting career research and making weekly visits to local elementary and middle schools to provide follow-up presentations about their project work (i.e. meeting W.E. 12 learning outcomes). For Global Perspectives, the new focus during this period in the course is learning about post-secondary volunteer

opportunities. For example, students attend a special panel presentation afternoon, for which four or five volunteer agencies send representatives to speak to the class and answer students' questions. Students must apply the information they learn in completing their career projects, which include plans for volunteerism in their futures.

### **Curriculum Organizer – Research**

*It is expected that students will:*

- identify meaningful and relevant questions to ask representatives of volunteer organizations at a panel presentation afternoon session
- conduct research to learn about post-secondary opportunities for local and international volunteer service

### **Curriculum Organizer – Analysis**

*It is expected that students will:*

- synthesize into a mindmap or web the information presented by the volunteer organizations during a panel presentation
- evaluate the options available to them for future volunteerism, based on personal interests and practical factors

### **Curriculum Organizer – Cultural Studies**

*It is expected that students will:*

- demonstrate an awareness of the post-secondary opportunities available for national and international volunteerism

### **Curriculum Organizer – Reflection**

*It is expected that students will:*

- maintain a reflective journal, to reflect on their academic and practical course experiences, examine connections among learning experiences, and describe personal insights gained

**Note:** Some Learning Outcomes encompass more than one “unit” of instruction; most of these Learning Outcomes span the year and focus on skill development (many are connected through course content to Analysis, Research, Reflection, or Cultural Studies organizers). Some of these program goals are “shared” with Work Experience 12:

*It is expected that students will:*

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences and language arts;
- recognize and communicate connections and relevance between educational pursuits and daily life;
- demonstrate independent learning skills;
- develop their abilities to think critically, including abilities to define an issue or problem and develop responses/hypotheses/solutions and supporting arguments;
- demonstrate skills in planning and organization;
- demonstrate sensitivity towards and respect for differences;
- demonstrate knowledge of strategies and skills for team-building and cooperation;
- demonstrate confidence and skill in public speaking;
- enhance leadership abilities;

- demonstrate skills in communicating and interacting through a wide variety of experiences with younger children, older individuals, business representatives, individuals in the diplomatic corps, and individuals in international aid agencies;
- contribute to the design of lessons of instruction/presentations at local schools and then implement the lessons/presentations;
- reflect on presentation experiences and set goals and action plans for improvement/growth;
- participate in promoting and fundraising for a project that will benefit children in a developing country;
- demonstrate accountability for their project fundraising by returning to speak to each “partner” class, group, and/or school following the implementation of the project, to share about their experiences working in a developing country;
- demonstrate awareness of a wide range of vocations or career opportunities;
- participate in local and international volunteer work.

### **Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- brainstorming
- carousel
- group problem-solving
- partner work
- student presentations
- role-playing/simulation games
- analysis of media presentations (news, editorials, films)
- jigsaw

### **Assessment Components:**

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:



Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

**- Other**

- teacher anecdotal records
- rating scales
- checklists

## Learning Resources:

- Access to library and computer lab facilities
- Print Materials:
  - Print resources used annually (excerpts from the following):
    - *Free the Children*, Craig Kielburger & Kevin Major, McClelland & Stewart, 1999.
    - *Rethinking Globalization: Teaching for Justice in an Unjust World*, B. Bigelow & B. Peterson, Rethinking Schools Ltd., 2002.
    - *In the Global Classroom 1*, Graham Pike & David Selby, New Society Publishers, 1998.
    - *In the Global Classroom 2*, Graham Pike & David Selby, New Society Publishers, 2000.
    - *Take Action! A Guide to Active Citizenship*, Mark & Craig Kielburger, John Wiley & Sons, 2002.
    - *Me to We: Turning Self-Help on Its Head*, Mark & Craig Kielburger, John Wiley & Sons, 2004.
    - *Pacific Rim Discovery: Student Resource*, Michael Cranny et.al., Nelson, 1995.
    - *School to Work: A Student Handbook*, Patrick Sebranek et.al., The Write Source, 1996.
    - *The Usborne Book of World Religions*, Susan Meredith, Usborne, 1996.
    - *The State of the World's Children*, UNICEF, 2004.
    - *Global Matters*, Ian Waldron & Nancy Steinhauer, McGraw-Hill Ryerson, 1995.
    - *Human Development Report*, UNDP/Oxford, 2000.
    - *Global Interconnections*, B. Maheu, D. Hein, J. Osborne, Alberta Global Education Project, 1995(?).
    - *Navigating a New World: Canada's Global Future*, Lloyd Axworthy, Knopf, 2003.
    - *No Logo*, Naomi Klein, Vintage Canada, 2000.
    - *The United Nations: Its History and the Canadians Who Shaped It*, D. Morton, Kids Can Press, 1995.
  - Some resources will change annually, depending on the destination of the class's field studies/project work. For example, excerpts from the following print resources have been important in 2004-2005:
    - *Culture Shock! Vietnam*, Claire Ellis, Graphic Arts Center Publishing Company, 2003.
    - *Insight Guide Vietnam*, Insight Guides, 2002.
    - *Lonely Planet Vietnam*, Lonely Planet, 2003.
    - *Neos Vietnam*, Michelin, 2003.
    - *The Rough Guide to Vietnam*, J. Dodd & M. Lewis, Rough Guide, 2003.
    - *Traveller's Literary Companion to South-east Asia*, ed. A. Dingwall, In Print Publishing Ltd., 1994.
    - *Vietnam: A Traveler's Literary Companion*, ed. John Balaban & Nguyen Qui Duc, Whereabouts Press, 1996.
- Video resources
  - e.g. - *Gandhi* (Columbia Tri-star)
  - *The Fog of War* (Tri-star)
  - *Not Far from Bolgatanga* (NFB)
  - *Exploding Cities* (NFB)
  - *Tilt* (NFB)

- Guest speakers
  - e.g.
    - Red Cross Global Education presentations (e.g. land of Albatross; natural disasters; poverty)
    - speakers from C.I.D.A.
    - panel presenters from volunteer organizations (Katimavik, Canada World Youth, CUSO, Red Cross, Amnesty International)

**Additional Information:**

While Global Perspectives 12 is the equivalent of a semester-length course, it is integrated with Work Experience 12 (also worth 4 credits) and offered over a full year. Students *apply* their learning from Global Perspectives 12 when they complete their W.E. 12 volunteer work experience hours, mainly through making presentations to local elementary, middle, and secondary school students and through their hands on project work in a developing country. Global Perspectives students also extend their learning and understanding of non-governmental organizations through additional local volunteering (e.g. Great Canadian Shoreline Clean-up, Share Society Christmas food drive and toy drive) and their international project work in a developing country. The students' career projects for Work Experience 12 also mesh with the Global Perspectives focus on learning about post-secondary opportunities for volunteerism and academic studies.

Students participate in the overseas component of the course for two and a half to three weeks during the month of March; this travel portion of the course is always scheduled to coincide in part with Spring Vacation, to minimize the amount of class time students miss. (Note: the school days students miss enable them to complete the requisite work experience hours for W.E. 12).

Please refer to the following attachments for additional information on the integrated Global Perspectives program:

- Global Perspectives Program diagram
- Global Perspectives 12 course overview for 2004-2005 (student handout)
- Three Interconnected Goals of Global Perspectives Students' Partnerships with Local Schools