

## **Global Community Citizenship (GCC) Course**

*(Implemented at Arundel High School, Fall 2017-Spring 2019)*

### **Curriculum Overview:**

Global Community Citizenship is an introductory signature course designed to explore the values and diversity of our local, national, and global communities. Through Project-Based Learning, students identify and discuss issues, events, and essential questions relevant to the community which will allow them to understand their own role in demonstrating civic virtues. Students consider the cultural and technological influences that have shaped our modern society and consider how these impact the students' social options in the future. Students will surface and reflect on personal values, beliefs, and assumptions, as well as organizational policies and practice, and they will create a culture that serves people to varying degrees.

### **Curriculum Tenets with Associated Standards:**

*[Influenced by the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning [http://pglstore.asiasociety.org/product\\_p/978-1-936123-09-4.htm](http://pglstore.asiasociety.org/product_p/978-1-936123-09-4.htm) ]*

#### INVESTIGATE THE WORLD

1. Students investigate the world beyond their immediate environment
  - 1.1 Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable question.
  - 1.2 Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.
  - 1.3 Analyze, integrate and synthesize evidence collected to construct coherent responses to globally significant researchable questions.
  - 1.4 Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

#### RECOGNIZE PERSPECTIVES

2. Students recognize their own and others' perspectives
  - 2.1 Recognize and express their own perspective on situations, events, issues or phenomena and identify the influences on that perspective.
  - 2.2 Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.
  - 2.3 Explain how cultural interactions influence situations, events, issues or phenomena, including the development of knowledge.
  - 2.4 Articulate how differential access to knowledge, technology and resources affects quality of life and perspectives.

## COMMUNICATE IDEAS

3. Students exchange ideas effectively with diverse audiences.

- 3.1 Recognize and express how diverse audiences may perceive different meanings from the same information and how that impacts communication.
- 3.2 Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages and strategies.
- 3.3 Select and use appropriate technology and media to communicate with diverse audiences.
- 3.4 Reflect on how effective communication impacts understanding and collaboration in an interdependent world.

## TAKE ACTION

4. Students translate their ideas and findings into appropriate actions to improve conditions.

- 4.1 Identify and create opportunities for personal or collaborative action to address situations, events, issues or phenomena in ways that improve conditions.
- 4.2 Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives and potential consequences.
- 4.3 Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally or globally and assess the impact of the actions taken.
- 4.4 Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

### **Curriculum Organization:**

The course is organized into four modules designed to focus on themes as shown in the table below. Curriculum is organized by theme, aligned to standards, supported by best-practice learning strategies, activities, and resources. Some examples of global competency standards and course instruction components are showcased.

Module	Example Standard	Instructional Example driven by an Essential Question (EQ)
Module I: Building Relationships	Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. (G.C 3.2)	EQ: What is the AACPS vision as described in the Strategic Plan and what role do we each play in it? <ul style="list-style-type: none"><li>- Explore AACPS Driving Values</li><li>- How do students and teachers support the initiatives?</li><li>- Create a class vision statement and class norms</li></ul> Building Collaborative Relationships <ul style="list-style-type: none"><li>- Choose an AVID Relational Capacity Building Activity<sup>1</sup> or other Class Cohesion Activity</li><li>- Creating and Sharing “Your Story Catchers”<sup>2</sup></li></ul>
Module II: Awareness of Self and Others	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic	EQ: How does knowing about my personality help me interact better with others? <ul style="list-style-type: none"><li>- Students take an animal “5 Minute Personality Test”</li><li>- Begin to introduce the idea of perspective. For example, a “lion” student may not feel like one of</li></ul>

	<p>virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12*.)</p> <p>*MSDE Social Studies C3 standards</p>	<p>the strengths (being competitive) is a trait that they carry. However, a close friend may disagree when describing their friend. Perspective is simply a point of view that may vary from person to person.</p> <ul style="list-style-type: none"> <li>- 4 Corner review with animal identification - Group share builds class camaraderie.</li> <li>- Self-reflection – students reflect on the animal descriptors independently – what they believe about their personality considering the descriptors (one column for “traits that describe me” and one column for “traits that do not describe me”).</li> <li>- Students may create a mini poster with their animal type, their names, and some of the key features about their personality type.</li> </ul>
<p>Module III: Exploring My Community</p>	<p>Analyze, integrate and synthesize evidence collected to construct coherent responses to globally significant researchable questions. (G.C.1.3)</p> <p>Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. (G.C. 2.2)</p>	<p>EQ: What is a stereotype and what is its impact on the group being stereotyped?</p> <ul style="list-style-type: none"> <li>- Find Me a Toy Activity: Students shop online at a website such as Amazon.com, Target.com, Walmart.com etc. for a child who is celebrating his or her 5th birthday. Half the class should shop for a girl and half should shop for a boy. Ask the students to search for toys they thought of themselves (and not just to search for boys or girls’ toys). In 5-7 minutes, they should choose a toy in the \$10-20 range.</li> <li>- At the end of the designated time period, students share/present gift ideas and justify why they chose their gift. During the discussion the teacher leads conversation from any of the discussion questions.</li> <li>- Video/Name that Group Activity – Examination of Positive and Negative Stereotypes. Discussion on the impact of generalizations and stereotypes</li> <li>- Student creation of “My Emoji.” Students will create an Emoji expressing their feelings when they’ve experienced being stereotyped, used a stereotype, or witnessed someone being stereotyped. Debrief: Identify the stereotype and emotion. Discuss reactions post experience.</li> <li>- Community Circle Prompts: 1) Do you think people consciously or subconsciously stereotype? 2) Describe which values or citizenship traits can be used to combat stereotyping and/or 3) What are ways to eliminate stereotypes?</li> </ul>
<p>Module IV: Growing in My Community</p>	<p>Explain how cultural interactions influence situations, events, issues or phenomena, including the development of knowledge. (G.C. 2.3)</p>	<p>EQ: What is empathy? How can I better show empathy towards others?</p> <ul style="list-style-type: none"> <li>- Team Building Activity: Examination of Sympathy and Empathy</li> <li>- Students watch the video “5 Skills of Empathy”</li> <li>- Skill application – students are provided experiences to practice each skill. After each skill is practiced,</li> </ul>

	Articulate how differential access to knowledge, technology and resources affects quality of life and perspectives. (G.C. 2.4)	students discuss what characteristics, changes to behavior, or techniques they used to demonstrate each skill. <ul style="list-style-type: none"> <li>- Independent exploration /journal reflection</li> <li>- Students will respond to a prompt: In the video I watched..., I noticed..., What stood out to me was..., I can only imagine..., I wonder..., I want to help by....).</li> </ul>
--	--	--

*AVID Relational Capacity Building Activity<sup>1</sup>*

- Community Building; AVID strategies that help teachers relate to all students
  - Building relational capacity with students opens the door to more authentic classroom experiences

*Story Catchers<sup>2</sup>*

- Story capturing activity - Everyone has a story that should be heard!

**Curriculum Resource Examples:**

The following resources include a sampling of those used at Arundel High School as well as some that have been identified through the development of the Global Community Citizenship as a systemwide course. This list is not all-inclusive.

Module I: Building Relationships

- AACPS Strategic Plan - <https://www.aacps.org/strategicplan2018>
- AVID Collaborative Resources - <https://www.avid.org/resources>
- 5 Reasons Why You Should Teach Listening <http://blog.listenwise.com/2016/12/5-reasons-teach-listening/>
- Building Relationships example articles
  - 8 Defining Characteristics of a Best Friend <https://www.goodnet.org/articles/8-defining-characteristics-best-friend>
  - 25 Tips for Having Meaningful Relationships (business context) <https://www.entrepreneur.com/article/241217>
  - Teenagers & Friendship: Girls Tell Us Why Their Friendships Matter [https://www.dove.com/us/en/dove-self-esteem-project/help-for-parents/family-friends-and-relationships/teenagers-and-friendship-girls-tell-us-why-friendships-matter.html?gclid=EAIaIQobChMIhN7DubKY4AIV0YKzCh3PIQ64EAMYASAAEgJQzvD\\_BwE&gclidsrc=aw.ds](https://www.dove.com/us/en/dove-self-esteem-project/help-for-parents/family-friends-and-relationships/teenagers-and-friendship-girls-tell-us-why-friendships-matter.html?gclid=EAIaIQobChMIhN7DubKY4AIV0YKzCh3PIQ64EAMYASAAEgJQzvD_BwE&gclidsrc=aw.ds)
- Teens, Technology & Friendships, Chapter 4: Social Media & Friendships <http://www.pewinternet.org/2015/08/06/chapter-4-social-media-and-friendships/> and Chapter 5: Conflict, Friendships & Technology <http://www.pewinternet.org/2015/08/06/chapter-4-social-media-and-friendships/>

Module II: Awareness of Self & Others

- Team Builders & Ice Breakers: Techniques for Success <http://www.serviceandinclusion.org/conf/Hsht-Team-Building-Ice-Breaker-Manual-2008-09.pdf>
- Maslow Needs Hierarchy - <http://www.gettingsmart.com/2017/02/every-10-year-old-should-know-maslows->

[hierarchy/?utm\\_campaign=coschedule&utm\\_source=twitter&utm\\_medium=Getting\\_Smart&utm\\_content=Why%20Every%2010-Year-Old%20Should%20Know%20Maslow%27s%20Hierarchy](https://www.healthypeople.gov/2020/data-search/hierarchy/?utm_campaign=coschedule&utm_source=twitter&utm_medium=Getting_Smart&utm_content=Why%20Every%2010-Year-Old%20Should%20Know%20Maslow%27s%20Hierarchy)

- Statistical Sorting Activity Database - <https://www.healthypeople.gov/2020/data-search/>

#### Module III: Exploring My Community

- The Other Wes Moore (book by Baltimore author Wes Moore)
- Relationship Between Culture and Community Activity Video: Symbols, Values & Norms: Crash Course Sociology - [https://www.youtube.com/watch?v=kGrVhM\\_Gi8k](https://www.youtube.com/watch?v=kGrVhM_Gi8k)
- Code Switching (video)  
<https://www.bing.com/videos/search?q=why+do+people+code+switch&docid=608008024433627034&mid=62FA3573EBC1D86CFD8E62FA3573EBC1D86CFD8E&view=detail&FORM=VIRE> and (article) [https://scienceleadership.org/blog/Code-Switching\\_in\\_Society](https://scienceleadership.org/blog/Code-Switching_in_Society)
- Individuals Making a Difference Activity – Movie/Movie Guide: Remember the Titans.docx
- What is Community Mapping (National Community Mapping Institute)  
<http://communitymappingfortheequity.org/what-is-community-mapping/>

#### Module IV: Growing in My Community

- Bystander Activity (Article) - <https://www.davidsonccc.edu/news/john-qui%C3%B1ones-dccc-%E2%80%98step-step-that%E2%80%99s-how-you-do-anything-world%E2%80%99>
- The Importance of Stakeholder Participation <https://www.uacf4hope.org/post/importance-stakeholder-participation-0>
- Sympathy/Empathy Activity Article <https://www.psychologytoday.com/us/blog/hide-and-peek/201505/empathy-vs-sympathy>
- Brene Brown – Sympathy/Empathy Video <https://www.youtube.com/watch?v=1Evwgu369Jw>
- Empathy Example Videos <https://www.edutopia.org/blog/3-videos-importance-empathy>

#### **Curriculum Assessment Overview:**

Throughout this course, students will be engaged in reading, seminars, community circles, discussions, debates, team building activities, personal reflections, multi-media productions, collaborative learning experiences, current event explorations, and guest speaker opportunities. Student grades are made up of assessments, classwork, homework, and quarterly assessments. There is a minimum of nine grades per grading period that look at student skill development and content knowledge. At no time is a student evaluated on personal values. Standards-driven rubrics are developed and used for major assignments to set clear expectations and grading is explicitly and transparently discussed in the course syllabus. Course grading follows AACPS grading policy and regulations.