



Syllabus: Global Education 12 Program – Bryant-Taneda

## Walnut Grove Secondary School

### Course Title/Teacher

**Global Education 12 Program – J. Bryant-Taneda**

### Course overview or summary

Global Education is designed to teach students about the world they live in. Global Education is a *lens* or perspective through which material is viewed. Global Education respects peace, justice, environmental needs, and human rights for all through positive ways of reaching out: assisting locally and globally in developing countries around the world. Students will take on the responsibility of helping raise awareness and support the water initiatives of *Hope International Development Agency*. Global Education transcends subject matter and age level, and focusses on developing global citizens.

WGSS has *Flex* 42 minutes per day; it is expected with AP Psychology that *first period Flex* will periodically be used for assigned student work and class discussions. Please manage your Flex time accordingly.

### Course objectives

Students will learn to respect, value and celebrate other cultures. Students learn about developing countries and their issues and view them from different perspectives. Students will become socially and environmentally responsible; students are expected to be actively involved in projects aimed towards solutions to current problems. This could include helping in the local community or raising awareness of issues on a local and global scale. Students will have an informed understanding of justice, human rights and responsibilities. Students will listen to speakers from various organizations such as *Hope International Developing Agency*, *CIDA*, *Amnesty International*, *Check Your Head*, *Canada World Youth*, as well as school board officials and politicians. In the place of a textbook for this course, it is expected that students will spend time on the internet gaining information from material sources and researching various organizations. Whether students choose to pursue a career related to global education, philanthropy, justice, or a vocation in some entirely different field, critical thinking and compassion will be of great value.

### Outline of course content and skills

Please note that the units taught, their length, and their order will depend upon such variables as class, composition, availability of resources, and time tabling constraints.

**We will begin with an overview of development and what it means as well as a look at current global issues. Then we will focus on the country of Cambodia and learn about the situation in this developing country. We will be looking at the Cambodia in order to obtain an understanding of a developing country and how we can support others in the world.**

1. 15% **Critical Thinking**, Bias & Current events (ongoing through the year)
2. 15% **A. The Global Village**
  - i. World map: Countries of the world
  - ii. World population
  - iii. Human development index HDI
  - iv. Perspectives in the news
  - v. Life expectancy



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- B. Standard of Living
  - i. Population
    - ii. Gapminder – Hans Rosling: a fact based worldview
- C. Our World and separate countries
  - i. State of the Country study
  - ii. Demographics
  - iii. Local and Global concerns
  - iv. Gross Domestic Product Per capita GDP
  - v. Life Expectancy
  - vi. International Monetary Fund IMF
  - vii. Most Economically Developed Countries MEDCs
- 3. 20% **Environment and Food**
  - A. Food (World Food Summit)
    - i. Food supply and distribution
    - ii. Food security & water security
    - iii. GMOs
    - iv. Roles Organizations play in distribution (**Institutionalizing**)
    - v. Private sector development - *Fair trade*
    - vi. Open wood fires cooking method implications (for girls' education and women's health)
  - B. Environment and Water
    - i. Nature and humanity
    - ii. Natural disasters and human's affects on the world
    - iii. Deforestation
    - iv. Pollution
    - v. Nestlé & BC water
    - vi. Alberta Oils Sands
  - C. Animals & Rights
    - Animal treatment in the past and present
  - D. Solutions to Concerns and Non Governmental Organizations NGO
    - i. State of NGO study
    - ii. Geography
    - iii. Demographics
    - iv. Ethical leadership
- 4. 25% A. **Socialization and Poverty**
  - i. Poverty
  - ii. Profit and equity
  - iii. Developing and developed countries
  - iv. Labour and slave labour
  - v. Businesses and labour practices (**Institutionalizing**)
  - vi. Fair trade and fair wage
  - vi. International Labour Organization ILO
- B. **Justice**, Conflict and Peace
  - i. Civil war, rights, & disobedience
  - ii. Crisis – Terrorist organizations: ISIS
  - iii. Awareness: human rights & violations
  - iv. Hope, hopelessness, volunteer help
  - v. Peace
- C. **Privilege**, Race, Ethnicity, and Equality
  - i. First Nations in Canada
  - ii. Justice & Injustice in North America
- D. Displaced People and Refugees
  - Swaziland, Syria, Romania, Ukraine
- E. Gender and Equality
  - i. Human trafficking
  - ii. LGBTQ
- 5. 15% Local and Global Perspective & Solutions (ongoing through the year)



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i. NGOs

ii. Student participation in local solution projects

6. 10% Student Passion/Inquiry Project (ongoing through the year or developed at the end of the year for 60% of Final Exam)

Other areas selected for study will include those considered important in today's society, 21<sup>st</sup> C learning, as well as meaningful for students in the course. Students will be challenged to relate Global Education concepts to their own lives.

### Procedures for Assessment and Evaluation

Students' work in Global Education is evaluated on an on-going basis. Students will be evaluated on the basis of quizzes, assignments, projects, research, investigation, and group work and discussions. All tasks will be graded on writing and critical thinking skills as well as on content that is relevant to the particular assignment.

#### WEIGHTING and TASKS:

Units:

- 1.\* 15% Current Events and Critical Thinking
2. 15% Global Village and Standard of Living
3. 20% Food, Environment, Animals & Rights
4. 25% Socialization, Poverty, Justice, Peace, Ethnicity, Privilege, Gender, Equality & Displaced People
- 5.\* 15% Student participation in local and global perspective & solutions/NGOs
- 6.\* 10% Student Passion Project

\* ongoing/throughout the year

Tasks:

Participation projects (formative and summative)  
Assignments and Projects (formative and summative)  
Group work and discussions (formative and summative)  
Quizzes and Final Exam/Student Project (formative and summative)

Vocabulary Quizzes are scheduled once per week (or two weeks) with focus on unit vocabulary.

**References** (Bibliography) must accompany all work handed in.

Group work and discussion consists of informal and formal discussions. Online articles and research is often the basis for group review and discussion. The basis for group discussion may be classroom handouts, activities, or discussion questions. Participation projects consist of students helping in the local community or raising awareness of issues on a local and/or global scale

#### WEIGHTING for each TERM:

Term 1 – Term 3 - 80% (cumulative grade book)  
Final Exam/(presentation of) Inquiry Research Project - 20%

In lieu of a traditional final exam, students are given **In-class exam** questions that cover a broad spectrum of the year's content. Students use their class notes and text to reflectively interact with the content and demonstrate their understanding in a written and discussion format. As well students present their **Inquiry Question** in oral, powerpoint, and video format.



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### Absences:

Students who miss class work and tasks must make up their work. A note explaining the reason for the absence is expected from a parent or guardian.

### Important information specific to this course

Students are expected to have materials specific for this course: One 3-ring binder with paper, pencils, erasers, highlighters, pencil crayons, school agenda and/or Walnut Grove app, and flash card paper.

It will be helpful for students to have access to online media (*CBC* - Canada, *CNN* - USA, *BBC* - Britain, *Spiegel* – German, *Shanghai Daily* – Chinese, *Haaretz* – Israeli, and *Aljazeera* - Arabic) on a regular basis. As well, students need to be able to use the computer and online research tools for homework and study purposes (*NoodleTools*, *Easy WhoIs*, and *Domain Tools*).

### Course connections to Graduate Profile

Global Education has great potential for drawing upon the natural curiosity and interest that adolescents have concerning their environment, and the people and problems that are part of it. Through their learning, Global Education students will develop a sense of understanding and compassion for others. Social responsibility is part of Langley District and WGSS' core curriculum – building leadership and compassion - for each student. Langley students are obligated to participate in volunteer service in the community; it is a requirement for graduation. Global Education students will be actively involved in local projects that seek to solve local and global problems. Hence, the Langley Graduate Profile ties in well with the curriculum of Global Education: students will be diligent successful learners who aspire to integrate their understanding with their daily social life as well as commit to a high standard of achievement.

### Plagiarism

Plagiarism is derived from the Latin word *plagiarius*, that means kidnapping or abducting. Plagiarism is when someone steals someone else's written work or uses someone else's words, ideas, or thoughts and passes them off as their own. It is a moral offence and can constitute copyright infringement. Students caught plagiarizing will be asked to speak with the teacher and possibly the Social Studies Department Head and the administration. Consequences will be meted out. All acts of plagiarism are recorded at WGSS in all Departments. A student may receive a score of zero ("0") on the plagiarized work, and may face suspension from school.

Students should note that at post secondary institutions (Kwantlen, UFV, UBC, UVic, TWU, SFU...), a first offence of plagiarism often results in IMMEDIATE EXPULSION.

WGSS will act proactively to prevent instances of plagiarism from occurring. At the same time, if plagiarism is committed, all WGSS Departments takes plagiarism as a grave offence; serious consequences will follow.

### Course Resources

Annual research and participation in collegial reading and marking  
Annual research and/or participation in the international Global Education 12 Program humanitarian trip  
Bryant-Taneda, Julia (website) <http://bryant-taneda.weebly.com>  
Gapminder World Statistics: <http://www.gapminder.org/world>  
Google Scholar: <https://scholar.google.ca>  
NoodleTools: <http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>  
United Nations: <http://www.un.org/en/index.html>  
World Clock: <http://www.worldometers.info>