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| **UNIT: 12**  | **LESSON: global competence** | **LESSON SEQUENCE IN UNIT:** |
| **Learning Objective:** |
| **The students will recognize different cultures and are able to communicate and work side by side in** **diverse settings** |
| **Content Focus—What will students learn?** |
| Career Ready Practices | Career Cluster Standards | Common Core Learning Standards | Bloom’s Taxonomy |
| CRP 12Work in teams while using Global Competence |  |  | [ ] Creating[ ] Evaluating[x] Analyzing[x] Applying[x] Understanding[ ] Remembering |
| **Lesson Outline—What learning activities will students do?** |
| Time | Sequence | Description of Learning Activity |
| 10-15 mins | Get Started/Engage | On Smartboard, instructor will pull up a world map. Instructor will briefly go over continents with class.Instructor can then ask questions such as:-can anyone name the major religion in India? Iraq? China?- can somebody name three companies from Japan?-briefly describe the weather in Austrailia? Russia? Egypt?-what language is spoken in Brazil? China? Iran?-have students come to class and point to different countries |
| 10-15 mins | Discover/Explain: Provide new information or demonstrate a skill | Teacher will provide copy to each student of the skills /attributes of globally competent students. Teacher will read over this sheet with students. **Discuss with class how the world is shrinking, and how we are now all globally connected**. Call on students for understanding. |
| This will be a two to three day project | Practice: Provide opportunities to practice independently or in groups | Students will now break up in pairs. Instructor will assign a country for each team to research. They will use PowerPoint to create a slideshow that will be presented to the class. Information that must be include in the slideshow is:-name of country with flag-location of country with picture of map-major religions-foods-top industries, imports, exports-languages spoken-modes of transportation-life expectance-infant mortality rates-levels of education-family values-sports, activities done on leisure time-wealth of nation-pictures-teams will give recommendations about the future of this country and if they see what changes may occur down the road for this particular nation. |
|  | Check for Understanding: Monitor what is being learned | Teacher will monitor room and ask teams questions about the country they are researching. Instructor will remind students of global competent traits and relate them to their particular country. |
|  | Close: Summarize, check, and answer questions | Have students properly save all work |
|  | Support, Modifications, and Extensions | Students will be given extended time if needed |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** |
| Computers, smartboard |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** |
| Presentation will demonstrate understanding. |

The following is a list of skills or attributes that a globally competent student may want to possess:

* An understanding that audiences may differ in terms of culture, geography, faith, ideology, and wealth
* Can work in diverse groups
* Can speak more than 1 language
* Can see themselves as players, not bystanders
* Able to adapt, flexibility
* Have vision for change
* Lifelong learners can see that countries are interdependent
* Can recognize others perspectives