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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 12  Work in teams while using Global Competence | |  | | |  | | Creating  Evaluating  Analyzing  Applying  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