

TGC Fellow Unit Template *

Prepared by: Cass Didier

School/Location: Wahoo High School Wahoo, NE

Subject: College and Career Readiness

Grade: 11&12

Unit Title: Global Competence

Time Needed: 2-3 Weeks

Unit Summary: After our unit discussion of college and career possibilities, students will highlight skills necessary to be successful in college and their future careers. Specifically, we will address global competency and the importance of being globally competent in the workforce of the future, especially in regards to communication.

Stage 1 Desired Results

ESTABLISHED GOALS:

G1: Identify top skills needed for future careers

G2: Explain how an individual can become more globally competent

G3: Create an individualized global citizen inventory

GLOBAL COMPETENCY:

Communicate Ideas

Challenge Perspectives

Take Action

Resources:

Skills

<https://www.themuse.com/advice/10-job-skills-youll-need-in-2020>

[0-job-skills-youll-need-in-2020](https://www.themuse.com/advice/10-job-skills-youll-need-in-2020)

<http://www.iff.org/futureworkskills/>

Transfer

Students will be able to independently use their learning to...(real world purpose)

T1: Appreciate and seek opportunities for personal growth via cultural exchanges

T2: Transfer global competencies to resumes

T3: Recognizing perspectives

T4: Communicate ideas

Meaning

UNDERSTANDINGS

Students will understand that...

U1: There is an increasing demand for future employees to be globally competent.

U2: There is an increasing demand for future employees to be able to communicate effectively.

ESSENTIAL QUESTIONS

E1: What does your future employer expect from you?

E2: How can understanding culture/cultural perspectives help you in a future career?

E3: How are you a global citizen?

<p>Who am I? https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local</p> <p>https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</p> <p>Perspective: Google Image Search “Cartoon Perspective”</p> <p>Global Citizen Kid President: https://www.youtube.com/watch?v=4z7gDsSKUmU GoogleDocs (Resume Template) ThingLink, Popplet, or personal choice (personalized global citizen inventory)</p>	<p>U2: A global citizen is aware, engaged and always evolving.</p>	
	<i>Acquisition</i>	
	<p><i>Students will know... (Content)</i></p> <p>K1: Importance of a globally competent skill sets (perspectives, communication) K2: Definition of a global citizen</p>	<p><i>Students will be able to... (Skills)</i></p> <p>S1: Highlight own globally competent skill sets. S2: Challenge and seek out opportunities to be more globally competent</p>
Stage 2 – Evidence		
Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)	
<p>Assessments <u>FOR</u> Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p>	<p>E1. Venn Diagram – Workforce skills required in 2000 vs. skills required in 2020</p> <ul style="list-style-type: none"> - students are able to identify core expectations of employers - changes and similarities of expectations 	

<p>A1. Venn Diagram – Skills required in 2000, Skills required in 2020</p> <p>A2. Popplet- Who am I? (after culture discussion)</p> <p>A3. Padlet – How are you connected in the world? Pros and cons of being so connected</p>	<p>E2. Popplet – Who am I? (after culture discussion)</p> <ul style="list-style-type: none"> - students will recognize the complexity of their identity - students recognize how culture affects perspectives - students will be more cognizant of global and individual perspectives - <p>E3. Padlet – How are you connected in the world? (after globalization discussion)</p> <ul style="list-style-type: none"> - students will identify how they are already connected to the world - Discussion (or debate) on advantages and disadvantages of globalization
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<p>Assessment <u>OF</u> Learning: (ex: performance task, project, final paper)</p> <p>A1. ThingLink (How am I global? How can I be more global)</p> <p>A2. Resume – highlighting global competencies</p>	<p>E1 – ThingLink</p> <ul style="list-style-type: none"> - includes at least 2 links and 2 pictures of how student is global - includes at least 2 pictures or links in areas student wishes they could improve <p>E2—Resume</p> <ul style="list-style-type: none"> - includes 2-3 skills/activities representing global competencies
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week One:

- *Students will research and develop a list of the top skills employers expect from employees. Discuss and share.*
- *Introduction of culture, globalization and global citizenship.*
 - *Who am I? Popplet addressing the complexities of our individual beings*
 - *Culture’s influence on perspectives in the workforce*
 - *Globalization discussion Venn diagram*

Week Two: Further exploration of the influences of culture, globalization and global citizenship, especially in terms of perspectives and effective workforce communication. Students will update resumes to highlight global education competencies.

- Creation of ThingLink highlighting student's current and future global connections
- Updating resumes to represent global competencies

**adapted from Understanding by Design Model*

TGC FELLOWS UBD Lesson Template

Lesson Title: Who am I? Subject: College and Career Readiness Prepared by: Cass Didier

Materials Needed: internet access, ipads or laptops, examples of a complete “Who am I?” Popplet, the videos:
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
 And https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local

Global Competency: challenging perspectives

Where is the lesson going? (Learning Target or SWBAT)	<ul style="list-style-type: none"> - Students will recognize the complexity of their identity - Students recognize how culture affects perspectives - Students will be more cognizant of global and individual perspectives
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Hook:	Tailored Differentiation:
Teacher will ask students “Who are you?” Students write down a their responses Watch Taiye Selasi’s TEDTalk Discuss	Small group vs. large group discussions Students share individual notes with each other before whole group discussion
Equip:	Teacher circulates around the room frequently for help as needed Prompt cultural aspects as needed Students can use other form of organization other than Popplet
Emphasize that there is no right or wrong answer on any of this—our aim is to build self-awareness and identify perspective Discussions can be helpful if students are struggling	
Rethink and revise:	
-Students create individual Popplets highlighting what makes them, them. Relationships, race, religion, occupation, nationality, social class, experiences, etc. (aiming for at least 7) -Students identify importance of each cultural aspect, what they hold closest.	Students are welcome to share insights learned Flexibility on length

<p>-Students identify influence and implications of personal perspective on each cultural aspect: Example, "I'm a teacher therefore...." 1. Education is important to me 2. I am patient, kind, flexible 3. I have a difficult time accepting failure</p> <p>(emphasize no right or wrong answers here)</p>	<p>examine biases?</p>
<p>Evaluate:</p>	
<p>Students self-reflect via a journal-type entry on the question "Who am I?" How does your current answer differ from your answer at the beginning of this discussion?</p>	
<p><u>Notes:</u></p>	<p>Organization:</p> <p>Have example Popplet ready to share Students will sign up to Popplet prior to start of class</p>