



Education and Early
Childhood Development
English Programs

Prince Edward Island Social Studies Curriculum

Social Studies

Geography 631A
Global Issues

CURRICULUM



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Introduction

Background

The undertaking of renewal in curriculum documents is a process that typically involves many people, along with much deliberation, discussion, research, and time. The renewal of GEO631A - Global Issues was based upon the need for an updated approach to the study of global issues that would reflect current pedagogical theory and practice as well as developments and revisions in content knowledge and skills. The course is based upon the premises and principles that are set out in the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). The aim of GEO631A - Global Issues is to introduce students to attributes and processes of issue inquiry, with a culminating emphasis on student action and active citizenship.

Aims of Social Studies

The vision for Prince Edward Island social studies curriculum is for it to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital to developing active citizenship at all levels of study: local, national, and global. Social studies embodies many more principles and areas of study than is often recognized. While most people traditionally think of geography and history as social studies, there are many other areas that are, by nature, part of the realm of social studies. Civics, philosophy, ethics, law, economics, religion, governance, environmental studies, and many more subjects may form a part of any study of a region or the world.

The GEO631A - Global Issues course set out in this document encourages students to think critically and creatively about specific aspects of issues in our global world. Along the way, students will discover that their world is increasingly interconnected one with the rest of the globe. Students may also discover that the study of global issues may well have new meaning for them as they prepare to participate in the world as young, responsible adults.

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies *is meaningful, significant, challenging, active, integrative, and issues based.*

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies requires that teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Purpose of the GEO631A - Global Issues Curriculum Guide

The overall purpose of any social studies curriculum guide is to advance social studies education and to improve social studies teaching and learning, and, at the same time, to recognize and validate effective practices that already exist in many classrooms.

More specifically, the GEO631A - Global Issues curriculum guide

- informs both educators and members of the general public about the philosophy and assumptions underlying the study of geography in Prince Edward Island senior high schools;
- provides specific curriculum outcomes with elaborations to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies for GEO631A - Global Issues;
- promotes effective learning practices for students of GEO631A - Global Issues.

Contexts for Learning and Teaching

The Social Studies Learning Environment

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these essential attributes.

The Effective Social Studies Classroom

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and diverse abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of characteristics.

Respectful of diversity

Students come to the classroom from backgrounds that represent Canada's diversity in terms of social identity, socio-economic status, race, ethnicity, and gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of their backgrounds, students should be given equal access to educational opportunities and can be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but rather than being obstacles, these differences should offer opportunities for students to rise above stereotypes and develop positive self-images. Students should be provided collaborative learning contexts in which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, then students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences in which they can purposefully apply social studies skills, strategies, and processes. Rather than assuming passive roles, students bring their critical faculties to knowledge to shape it into meaningful patterns.

Relevant and significant

Since the senior high learner naturally challenges what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that arouse student interest while encouraging students to question what they already know—their assumptions and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture.

Equity and Diversity

The provincial social studies curriculum is designed to meet the needs and interests of all students. Prince Edward Island's society, like that of all of Canada, reflects diversity in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society and by fostering awareness and critical analysis of individual and systemic discrimination. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to a school setting characterized by mutual trust, acceptance, and respect, and to an educational system that affirms diverse gender, racial, ethnic, and cultural identity and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Social Studies for EAL Learners

The Prince Edward Island social studies curriculum is committed to the principle that learners of English as an additional language (EAL) should be full participants in all aspects of social studies education. English language proficiencies and cultural differences must not be barriers to full participation. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated assessment.

Students, and EAL learners in particular, need to be given opportunities, encouragement, and support for speaking, writing, reading, listening, interpreting, analysing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers that will facilitate their participation as active citizens in Canadian society. The Prince Edward Island social studies curriculum provides, and is supported by, resource materials that include and reflect the reality of Canada's diversity while fostering respect of cultural differences as an essential and valued component.

Social Studies for EAL Learners

To this end,

- schools should provide EAL learners with support in their dominant language and English language while learning social studies;
- teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in social studies;
- the social studies proficiency level of EAL learners should be based solely on their prior academic record and not on other factors;
- social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
- the importance of social studies and the nature of the social studies program should be communicated with appropriate language support to both students and parents;
- educators should verify that barriers have been removed by monitoring enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, social studies courses.

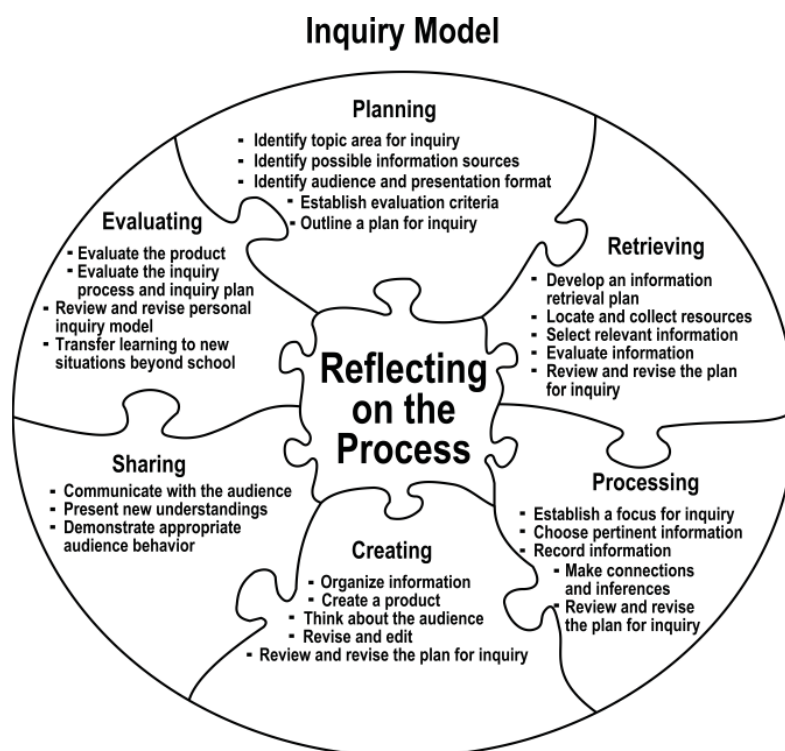
Introduction to Inquiry-Based Learning

Inquiry-Based learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require students to practise and refine their critical and creative-thinking skills. “Inquiry” and “research” are often used interchangeably within an educational context. While research often becomes the end-result of an inquiry process, it is the process itself—working with acquired information and reformulating it into newly-constructed meaning—that is emphasized in this course.

In order for students of GEO631A - Global Issues to become fully engaged in the inquiry process, they will need to draw upon their prior knowledge, conduct preliminary research to help them define the direction of their inquiry, and ask many questions. Classroom discussions about specific global issues may help them to decide where their inquiry will lead them. The *Global Classroom Initiative*, developed specifically for GEO631A, may be another avenue through which to create interest in particular issues. Current events portrayed in the media may also be catalysts for student inquiry, as may information from other sources. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

A Sample Inquiry Model

The following graphic from Alberta Learning’s “Focus on Inquiry” guide (2004) provides a sample visual model based on six phases associated with the inquiry process.



Inquiry Stages and Skills

The Alberta inquiry model on the previous page is only one sample of an inquiry model. Other models may use variations of these phases, terminology, or headings. Below is another model that uses three stages to organize its inquiry model.

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to maneuver through an inquiry process. A typical inquiry process may follow three stages—**Beginning Inquiry**, **Ongoing Inquiry**, and **Concluding Inquiry**—each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as base for new inquiry
- developing and refining a range of inquiry questions
- finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context
- interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, bias, and point of view
- using technology to access and organize information
- collaborating with others to exchange new ideas and develop new understandings

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings
- using communication skills to share new understandings in a way that others can access, view, and use
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property.

Adapted from *Standards for the 21st-Century Learner*, (2007), AASL.

Guided Inquiry

Guided inquiry draws upon the expertise of teachers and teacher-librarians in directing students to find a variety of sources to address an inquiry, solve a problem, or increase understanding of an issue. This type of ongoing mentoring of students requires careful planning and ongoing assessment. However, the rewards of a guided inquiry approach are many. Students are more engaged when they are grappling with a question of their own making, and they develop more competencies as they work through the process of finding relevant information, evaluating that information, and analysing their findings. The guided inquiry approach in GEO631A - Global Issues takes students through stages of an inquiry a step at a time. Students will learn how to navigate each stage by first following a teacher-led model of the step, and then applying the skills learned in this stage to their own inquiry project. The “Student Guide to the Inquiry Process” (appendix D) provides an easy stage-by-stage way to assess student progress during the inquiry as well as in the final stage when they present their end products.

Habits of Mind for Inquiry

Students grow as independent inquirers and critical thinkers by developing and refining learned inquiry skills, and by practising positive dispositions that support their inquiry. Habits of mind for inquiry are the attitudes or dispositions that allow a person to set aside personal bias or self-limiting beliefs that may interfere with the ability to reach newer levels of understanding. To achieve deeper understanding in any inquiry, students need to practise being

- 1) open-minded (willing to consider evidence that may oppose their own views)
- 2) fair-minded (willing to consider others’ viewpoints)
- 3) independent-minded (willing to stand up for firmly held beliefs)
- 4) critical thinkers (willing and able to question for clarity and validity.

Additional habits of mind that lead to a successful inquiry include persistence, adaptability, and the ability to collaborate. These habits of mind enable a student to deal with common obstacles that arise during an inquiry process. Persistence in pursuing information, despite challenges, will ensure a broad range of information on which to base new meaning. Adaptability allows a student to deal with possible changes related to focus questions, resources, or strategies. A willingness and ability to collaborate with others will enrich the inquiry process and lead to a broader and deeper understanding of new information for all involved.

Adapted from Active Citizenship: Student Action Projects (2004) and Standards for the 21st-Century Learner

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and library staff in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters students' development by accommodating their diverse backgrounds, learning styles, needs, and abilities.

Resource-based learning supports students as they develop information literacy: more specifically, accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media, technologies, and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning, and to retain information.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating information sources. Developing the critical skills needed for these tasks is essential to social studies.

The range of possible resources for studying global issues include the following:

- print—books, magazines, newspapers, documents, and other publications
- visuals—maps, illustrations, photographs, charts, and graphs
- artifacts—concrete objects and primary source documents
- individual and community—interviews, field work, community sites
- multimedia—films, audio and video tapes, television and radio, simulations
- information technology—computer software, databases, CD-ROMs, DVDs, GPS, live-streaming broadcasts, podcasts, and locational technologies
- communication technology—Internet sites, blogs, e-mail, and social media

Resource-based learning takes place in the social studies classroom through a variety of means. The prescribed text book, although a principal source of information for the student, is only one of many resources available. As a tertiary resource, it contains bias of its own and must be treated accordingly. Students in a global issues class will make use of many other sources of information, including magazines, news articles, Internet Web-sites, government publications, and social science agencies. For a fully enriched learning experience, students should be encouraged to explore and engage in as many diverse sources of information as possible.

Literacy through Social Studies

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and to raise the questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives, and to interpret the various levels of meaning in a given text, both explicit and implicit.

In this regard, the level and focus of questioning becomes very important. The depth of a student's response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. It means engaging students in many learning opportunities which are designed to challenge and enhance their communication in a variety of modes, such as writing, debating, persuading, and explaining, and in a variety of media, such as the artistic and technological. In the social studies classroom, all literacy strands—reading, writing, speaking, listening, viewing, and representing—are significant.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically

in community problem solving and decision making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity. The GEO631A - Global Issues curriculum requires students to develop and participate in an active citizenship plan of action as an integral part of learning.

Developing literacy in the global issues classroom involves all of the same strategies used in any other classroom. Due to the nature of the study of global and current issues, students may face specific challenges in comprehending meaning or decoding passages or texts. Teachers may wish to refer to specific cross-curricular reading strategies such as those in appendix C, "Reading Strategies."

Integration of Technology in Social Studies

Technology, including communication and information technology (CIT), plays a major role in social studies learning and teaching. Computers and related technologies are valuable classroom tools for acquiring, analysing, and presenting information. These technologies provide further opportunity for communication and collaboration and allow students to become more active participants in research and learning.

CIT and related technologies (digital video and digital cameras, scanners, CD-ROMs, word-processing software, graphics software, video-editing software, HTML editors, and the Internet — including the World Wide Web, databases, electronic discussions, e-mail, and audio and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance social studies learning. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs give teachers and students quick and easy access to extensive and current information. Information acquisition skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must still be applied to information available on the Internet and in CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created Web sites, on-line discussion groups, and other social media provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.

- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, Web-sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data about a community or region, plot the data using Global Positioning Systems (GPS), and analyse and present their findings by creating maps that demonstrate their learning.

Technology can open up a means of exploring up-to-date statistics, current environmental or human issues, real-time events, and other on-line information while enabling communication with other jurisdictions in the country. Technology can also provide students with a means for communicating new learning and sharing of ideas and research with classmates and teachers through the use of various presentation tools. Diverse learning styles and abilities are found in every classroom and technology enables a myriad of approaches to the study of issues within a global context.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development—poverty alleviation, human rights, health, environmental protection, climate change—into the curriculum. ESD is a complex and evolving concept that requires learners to analyse the key themes from a social, cultural, environmental, and economic perspective, and explore how these factors are interrelated and interdependent. GEO631A provides an ideal opportunity to integrate sustainable development themes into its curriculum as these often mirror issues of global concern.

With this in mind, it is important that all teachers, particularly social studies teachers, make an effort to incorporate ESD themes into their classrooms. Teachers of GEO631A should note the specific curriculum outcome based on sustainability in Unit 1—What Is a Global Issue? An effective tool for ESD learners is the searchable on-line database, *Resources for Rethinking*, found at <http://r4r.ca/en>. It provides access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation *of* learning *for* learning. *Evaluation of learning* focusses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. *Evaluation for learning*, depending upon what it reveals, focusses on designing future learning situations to meet the needs of the learners.

The quality of assessment and evaluation has a profound, well-established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and others in the community about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform. To determine how well students are learning, assessment strategies are designed to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

Guiding Principles of Assessment

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used, and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he or she knows and can do. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to, the following:

formal and informal observation	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	roleplays
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer- and self-assessments	panel discussions
multimedia presentations	graphical representations

Observation

This technique provides a way of gathering information fairly quickly while a lesson is in progress. When the technique is used formally, the student(s) is/are made aware of the observation and the criteria being assessed. Used informally, observation could be a frequent, but brief, check on a given criterion. Observation may offer information about a student's level of participation or about his/her application of a given process. The results may be recorded in the form of checklists, rating scales, or brief written notes. It is important to plan so that specific criteria are identified, suitable recording forms are ready, and all students are observed in a reasonable period of time.

Performance

GEO631A - Global Issues curriculum encourages learning through active participation. There is a balance between process and content. It is important that assessment provide feedback on skill development throughout the course. Many activities referenced in this guide provide opportunities for students to reflect on their skill development, and for teachers to assess student skill development throughout the course.

Journal

Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. Recording feelings, perceptions of success, and responses to new concepts may help a student to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give some indication of a student's developing attitudes; his or her understanding of concepts, processes, and skills; and ways in which these may be applied in the context of society. Self-assessment through a journal permits a student to consider strengths and weaknesses, attitudes, interests, and transferrable skills.

Interview

GEO631A curriculum promotes the understanding and application of many concepts. Interviewing a student allows the teacher to confirm that learning beyond factual recall has taken place. Discussion allows a student to display an ability to use information and clarify understanding. Interviews may be brief discussions between teacher and student, or they may be more extensive and include student, parent, and teacher. Such conferences allow a student to be proactive in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and/or the results of research, and can be in written form for display or for direct teacher assessment. Whether it is a part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less effective for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of paper and pencil exercise is used.

Presentation

GEO631A curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide for assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

Portfolio

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over a more extended period of time. This form of assessment allows the student to be central in the process. Decisions about the portfolio and its contents can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time.

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to the data collected during the assessment phase. Questions include the following: How valid and reliable is the data gathered? What does the data suggest about student achievement of course outcomes? Does student performance confirm the success of instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses, including the following:

- providing feedback to improve student learning
- determining whether curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand what teachers expect of them and the basis on which they will be evaluated. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter, or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse

a student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report the degree to which curriculum outcomes have been achieved.

Planning, Assessing, Reporting and Weighting in GEO631A

GEO631A - Global Issues requires thoughtful and careful planning at the outset of the course. Due to its integrative nature, teachers are advised to plan carefully in advance to ensure that appropriate process skills are integrated into the daily learning activities and that students are fully aware of expectations.

Technically the course is comprised of only seven (7) outcomes, although there is a high level of complexity within the course structure. For example, at first glance, Unit 1 may appear to consist of a traditional set of "content" outcomes that can be addressed in sequence and in isolation. However, to be truly effective and meaningful, these outcomes should be approached using a variety of global issues examples as a means to introducing and reinforcing concepts within the unit. Current events will fall into one of the global themes within the course—**conflict, security, economics, education, poverty, urbanization, development, environment, water, health, and human rights**—and can provide daily opportunities to practice the concepts and to foster awareness of the outside world. Units 2 and 3 both consist of only one outcome although each of these is quite complex when viewed more closely. Both outcomes are process-driven and will require critical up-front discussion and guidance at the beginning of the semester. Inquiry projects and active citizenship projects may be based on the same global issue or they may differ completely. Guided instruction and modelling are critical to the processes in the inquiry and the active citizenship units. Students will need to fully understand at the beginning of the course what will be expected of them as well as how they will be assessed throughout the duration of the course. Teachers are advised to spend some time during the first weeks of the course introducing students to the processes of planning an inquiry and an active citizenship project. This "front-loading" instructional time serves two purposes: 1) it informs students of their tasks to come, and 2) it enables students to start thinking about inquiry topics that they may wish to pursue, or active citizenship projects. Ideally, by giving students the necessary process tools up front, many of them will be able to self-direct their learning as the course proceeds.

This will allow the teacher to act as a process facilitator for some students while freeing up time to offer more direct assistance to others.

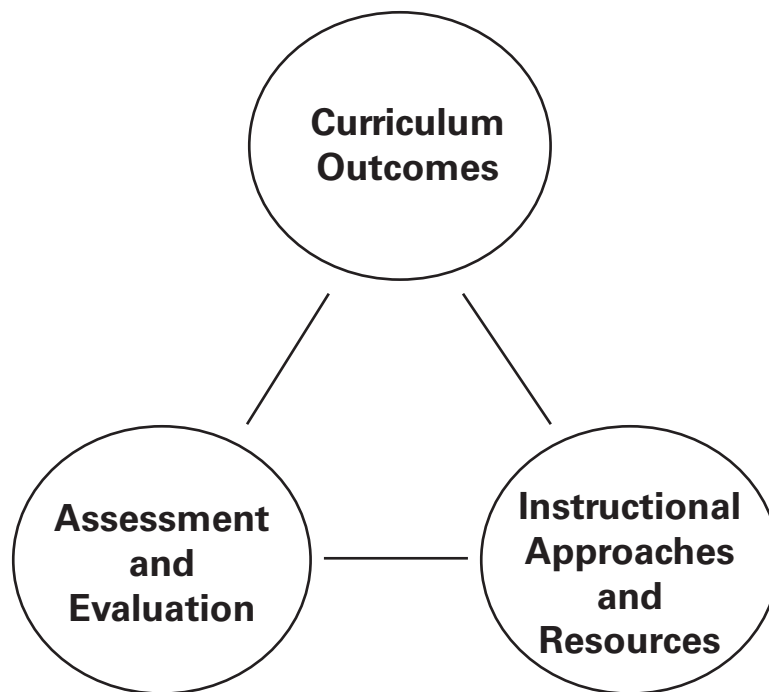
Assessment of learning in GEO631A- Global Issues should occur formatively throughout the process stages. Assessment tools, criteria, and timelines (deadlines) should be established in advance to facilitate ongoing and informative assessment and feedback to students. Summative assessment may take place when an end-product is complete (inquiry project) or carried out (active citizenship plan and action). Teachers should consider the time and effort involved in all stages of a project to ensure that the end-product does not become the entire assessment. See Timing and Pacing Suggestions in appendix E, and Sample Rubric for Assessment of Inquiry Project in appendix D.

Reporting methods and weighting of assessments should be determined before the course is underway so that students are aware of expectations. Some schools may have specific policies regarding weighting of major assessment pieces. GEO631A - Global Issues is easily adaptable to a variety of assessment weightings. It is important to note that this course emphasizes the process involved in inquiry-based learning within a global issues context. While specific content knowledge is important, the higher goal is in learning how information creates meaning.

Assessing and Evaluating Student Learning in the Social Studies Classroom

There should be a congruence between what is taught, how it is taught, and what is emphasized in the evaluation process. Social studies educators should recognize that “...quality programming and instruction are neither content-based nor process-based, but a wise and judicious mixture of both” (Frost, 1989, 11).

The assessment of student learning must be aligned with the curriculum outcomes and the types of learning opportunities made available to students. A “backwards design” approach can help in determining the most effective way of measuring a student’s level of learning. An essential question that often helps to focus on this goal is, “What evidence will I have that shows me that the student has achieved the outcome”? Once the “evidence” or criteria (assessment tool) as been established, teachers can plan effective instructional approaches and gather supporting resources that will help students to reach this goal.

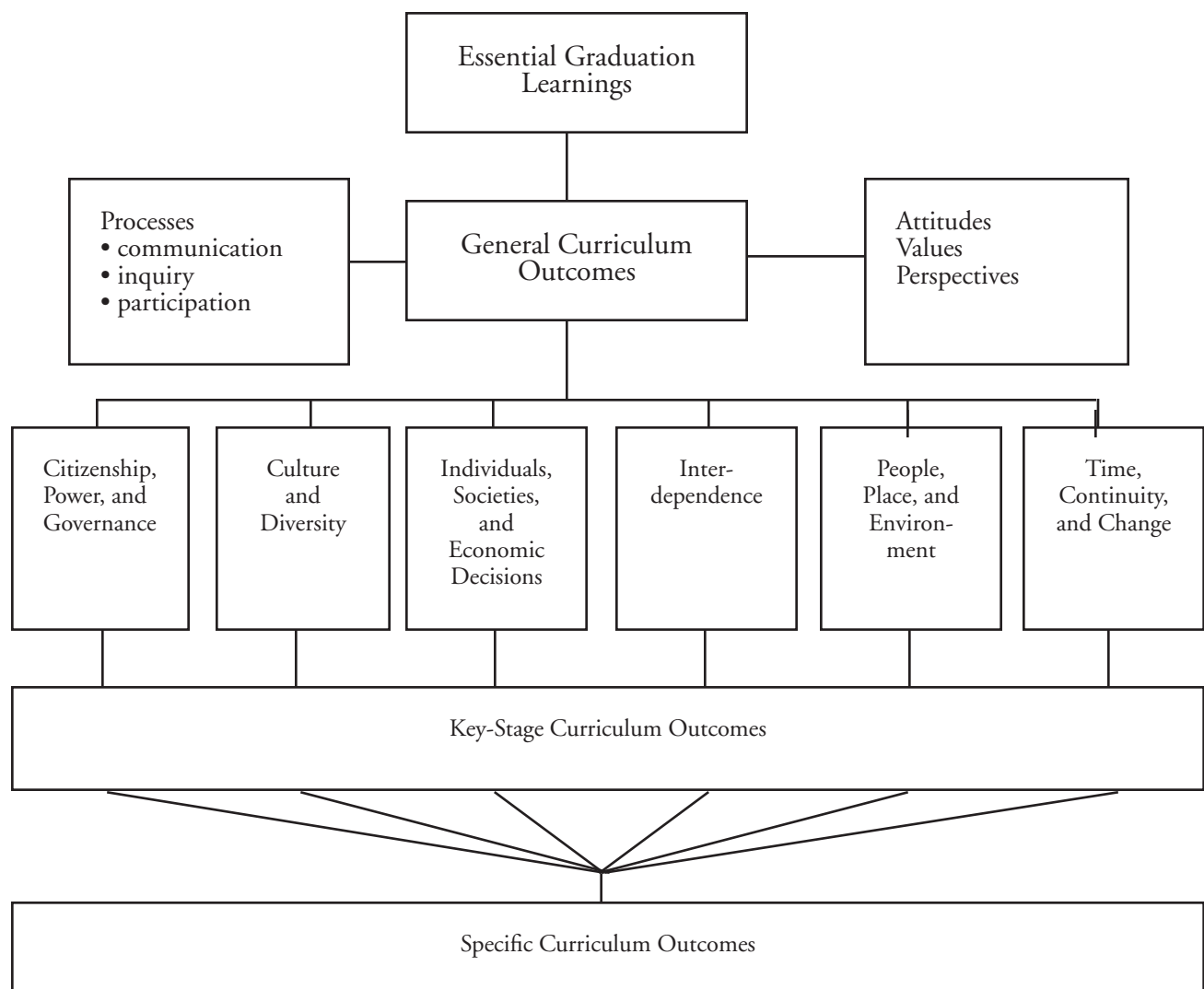


(Adapted from *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*, Department of Education, Government of Newfoundland and Labrador, 1990)

Program Design and Outcomes

Overview

The GEO631A - Global Issues curriculum is based on the Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific curriculum outcomes (SCOs) have been developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, attitudes, values, and perspectives of social studies are embedded in the SCOs. Teachers may refer to the Social Studies Foundation Document for more information.



General Curriculum Outcomes for Social Studies

General curriculum outcomes for social studies are organized around six conceptual strands. Below are the six conceptual strands and samples of specific curriculum outcomes (SCOs) from the GEO631A-Global Issues curriculum.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

- 1.3 explain how individuals, groups, and governments play critical roles in addressing global issues

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

- 1.2 explain how an individual's world view is shaped by social and economic factors

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate an ability to make responsible economic decisions as individuals and as members of society.

- 1.5 demonstrate an understanding of the concept of sustainability

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment locally, nationally, and globally and the implications for a sustainable future.

- 1.1 explain how a global issue is similar and different to a local or national issue

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and environment.

- 1.4 demonstrate an understanding of the concept of globalization

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

- 1.5 demonstrate an understanding of the concept of sustainability

How to Use the Four-Column Curriculum Layout

Column 1: Outcomes

Column 2: Elaborations - Suggestions for Learning and Teaching

The curriculum guide has been organized into four columns to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or cluster of outcomes
- demonstrating the relationship between outcomes and suggested assessment and learning strategies
- providing suggested supplementary resources to enhance the learning experience or to access differentiated learning applications.

Column 1 contains specific curriculum outcomes for each unit, explaining what students are expected to know or be able to do within that particular task.

Column 2 contains an elaboration for each specific curriculum outcome within the unit. Elaborations are intended to clarify the intent of the outcome as well as the intended scope of the knowledge content and/or skill within the outcome, where applicable. Suggested strategies for each outcome are offered, although teachers may elect to design their own strategies for any particular outcome, or modify the strategies suggested within this column.

GEOGRAPHY 631A: GLOBAL ISSUES	
Unit 1: Introduction—What Is a Global Issue?	
Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>1.4 demonstrate an understanding of the concept of globalization</p>	<p>The term “globalization” has become part of the everyday lexicon in today’s far-reaching world. As parts of the world become increasingly connected and interdependent, both challenges and opportunities arise in many aspects of life. In some ways, globalization enriches diversity and empowers, while in other ways it may lead to misunderstanding, loss, or conflict. In this outcome, students will be asked to demonstrate their understanding of what globalization is, how it influences people around the globe, and how it has the power to impact us economically, culturally, and environmentally.</p> <p><i>Students may, for example,</i></p> <ul style="list-style-type: none"> • in groups, collect and examine several definitions or explanations of the terms “globalization”. Students share their findings and together construct a statement about how or why they think globalization is an important consideration in the study of global issues. • compare an example of historical globalization (exploration of Americas in the 17th or 18th centuries for new resources and goods) with a contemporary example (commerce in Dubai or exploration of space) to establish an understanding that globalization is not a new phenomenon. Discuss the impact of historical globalization and what it means in terms of contemporary globalization. Why does it matter to us? Can we ignore it?
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**Column 3:
Suggestions for
Learning and Assessing**

Column 3 provides suggestions for ongoing assessment that forms an integral part of the learning experience. These suggestions may refer to teaching and learning tools (e.g., visual organizers) that have been provided in the appendix.

**Column 4:
Resources and Links**

Column 4 provides a quick reference to page links in the prescribed resource, *Making Connections: Engaging Students in Language, Literacy, and Global Issues* (Facing the Future, 2010), or components of it, such as the Teacher's Resource or other supplementary resources and Web links. Teachers may also wish to record their own notes and/or resources in this column.

GEOGRAPHY 631A: GLOBAL ISSUES	
Unit 1: Introduction—What Is a Global Issue?	
<p>Suggestions for Learning and Assessing</p> <p><i>Students may, for example,</i></p> <p><i>Journal</i></p> <ul style="list-style-type: none"> • write a journal entry about how globalization affects their everyday lives—music, food choices, clothing, and jobs. How might this be similar or different for someone in a developing world? <p><i>Pencil Paper</i></p> <ul style="list-style-type: none"> • create a visual organizer (cause/effect chart or word web) that shows how far-reaching globalization is and the impact that it has on people (local or global). <p><i>Presentation</i></p> <ul style="list-style-type: none"> • create a simple presentation that shows how globalization within one area affects a particular person or group of people in another area. Students may elect to choose a local subject (farmers/fishers in P.E.I.) or a more global topic such as women who work in maquileras (clothing sweatshops) in Mexico. 	<p>Resources and Links</p> <p><i>Making Connections: Engaging Students in Language, Literacy, and Global Issues</i> (Facing the Future, 2010.)</p> <p><i>Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects</i> (Facing the Future, 2010.)</p> <p>Supplementary Resources</p> <p><i>Global Classroom Initiative</i> module http://www.edu.pe.ca/global_ed/</p>
PRINCE EDWARD ISLAND SOCIAL STUDIES CURRICULUM: GEOGRAPHY 631A	
37	

GEO631A - Global Issues Course Organization

GEO631A—Global Issues is a geography course that focusses on issues that affect large numbers of people around the world. This course offers a variety of study avenues, with an emphasis on inquiry, research processes, and on active citizenship. The course is organized into three units: “What Is a Global Issue?”; “Inquiry—What Are the Issues?;” and “Active Citizenship—What Can We Do?”

The first unit introduces students to the traits that characterize an issue as global versus local or national, as well as to other considerations to be taken into account when closely examining issues. In the second unit students will begin to delve deeper into specific issues. They will require background knowledge and the ability to practise standard research or inquiry skills. The third unit focusses on action, and requires students to develop a plan of action to address a local or global issue of interest.

The nature of this course lends itself to significant use of “viewable” resources; that is, film clips, Web-sites, photos, and other visuals may become a constant source of information for students of global issues. It is important that students are aware of the innate biases that are embedded in viewable materials as well as text materials. Teachers will need to guide students through the processes of critical viewing and media literacy in much the same way as they would do so with text sources. One way to do this is to debrief students after viewing a particular source.

Unit 1: Introduction—What Is a Global Issue?

Students will be expected to

- 1.1 explain how a global issue is similar and different to a local or national issue
- 1.2 explain how an individual’s world view is shaped by social and economic factors
- 1.3 explain how individuals, groups, and governments play critical roles in addressing global issues
- 1.4 demonstrate an understanding of the concept of globalization
- 1.5 demonstrate an understanding of the concept of sustainability

Unit 2: Inquiry—What Are the Issues?

Students will be expected to

- 2.1 conduct an inquiry into a selected global issue
 - 2.1.1 Planning
 - 2.1.2 Retrieving
 - 2.1.3 Processing
 - 2.1.4 Creating
 - 2.1.5 Sharing
 - 2.1.6 Evaluating

Unit 3: Active Citizenship—What Can We Do?

Students will be expected to

- 3.1 engage in an active citizenship class project

Geography 631A
Unit 1: Introduction—What Is a Global Issue?

Unit 1: Introduction—What Is a Global Issue?

Overview

What Is a Global Issue?

The opening unit of Global Issues provides an introduction to the concepts and terminology associated with the study of global issues. While students may have an awareness of some global issues and a keen interest in examining current world problems, it is important for them to recognize the fundamental ideas and concepts that constitute an issue at various levels. The introductory unit requires students to examine various aspects of issues—such as scope and impact, and the differences between local, Canadian, or global issues—and the key role that world view plays in complex problems. They will learn how their own perspective, and those of others are shaped by key factors such as economics, society, and geography. Students will also study how the world responds to global issues as individuals, groups, and governments. Two universal concepts are introduced in this unit—globalization and sustainability—themes that are fundamental to the study of global issues.

The concepts in unit 1 are integral to the remainder of the course; however, they are best introduced through the context of specific global issues where possible. Therefore, it is challenging to specify a definitive “suggested time allowance” for the first unit. Ideally, the concepts are introduced early on to ensure comprehension and significance of the terminology. The concepts are continually used and reinforced throughout the remainder of the course. See appendix E, “Timing and Pacing Suggestions.”

Specific Curriculum Outcomes

Unit 1: Introduction—What Is a Global Issue?

Students will be expected to

- 1.1 explain how a global issue is similar and different to a local or national issue
- 1.2 explain how an individual’s world view is shaped by social and economic factors
- 1.3 explain how individuals, groups, and governments play critical roles in addressing global issues
- 1.4 demonstrate an understanding of the concept of globalization
- 1.5 demonstrate an understanding of the concept of sustainability

Unit 1: Introduction—What Is a Global Issue?

Outcomes

Students will be expected to

1.1 explain how a global issue is similar and different to a local or national issue

Elaborations - Suggestions for Learning and Teaching

The world appears to be shrinking, with a trend toward rapid globalization. Advancements in transportation and communication technologies have made it easier and faster to reach once isolated areas of the globe. Issues once limited to a specific region, or group of people, are now daily discussion points in classrooms and homes all over the world. Students are more aware of events, problems, and conditions that exist in every corner of the world, and they know how to access current information in an instant. Learning how to be a global citizen will be a vital lifeskill for this generation. This outcome focusses on basic skills required to think like a global citizen. Students will examine and be able to describe attributes that belong to all issues, and they will be able to determine whether an issue may be classified as local, national, global, or a combination of these. Most issues are similar in that they will involve differing viewpoints (perspectives), multiple causes, far-reaching implications, and complicated solutions. An examination of current issues at various levels will help students understand that understanding and responding to issues are complex tasks.

Students may, for example,

- use a place-mat activity to prompt thinking around global issues and what makes an issue local, national, global, or a combination. Each group can share their conclusions and give examples of various issues (e.g., AIDS epidemic in Africa, protest against the seal hunt in Atlantic Canada, climate change, use of food for biofuel, local fish kills due to toxins in waterways, poverty.)
- create a graphic organizer to display the key attributes of all issues and to illustrate the scope or impact of an issue at various levels (local, national, and global).

Unit 1: Introduction—What Is a Global Issue?

Suggestions for Learning and Assessing

Students may, for example,

Journal

- write an entry about the complexities of issues and how different levels of issues have differing levels of impact (local, national, and global).

Pencil Paper

- examine news articles to categorize issues into local, national, or global, and provide a brief written summary statement explaining the rationale for each case.
- select one or more issues for discussion in pairs or groups and determine attributes of each issue, including the scope and/or impact of the issue.

Presentation

- create a concept or mind map to explain how an issue is categorized as local, national, or global. (See appendix B 1-10, “Visual Organizers.”)
- create a visual organizer such as a T-chart or ranking ladder to illustrate the differences or ranges of scope/impact between local and global issues. Include examples of each level.

Portfolio

- collect a number of newspaper headlines and/or articles about current issues over a period of time and organize these according to their nature: local, national, global, or a combination. Write a miniprofile for each issue, summarizing the key attributes (reasons why it is an issue, who is involved, scope of issue, opposing viewpoints, attempts to address issue).

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future, 2010.)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future, 2010.)

Supplementary Resources

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Unit 1: Introduction—What Is a Global Issue?

Outcomes

Students will be expected to

1.2 explain how an individual's world view is shaped by social and economic factors

Elaborations - Suggestions for Learning and Teaching

Worldviews can differ greatly amongst people, depending upon various aspects of their lives, including geography, culture, education, beliefs and values, and experiences. In order to become a global citizen, one must be able to set aside one's own perspective and be able to understand other sides or views on an issue. This outcome is intended to help students understand that various factors influence or shape the way people think and how they approach or react to an issue. Students will learn that viewpoints differ, and that they must learn to respect all viewpoints as they look more closely at issues.

Students may, for example,

- use a variety of optical illusions to demonstrate how two different people may look at the same thing and see two different images and extend this concept to other situations (such as eyewitness accounts of an event). Students may also use examples of events, issues, or situations within the school or community to demonstrate differing perspectives (e.g., school vandalism, cancellation of a school dance, protests against the use of pesticides in a potato farming community).
- collect a variety of news clippings and articles or letters to the editor that demonstrate differing viewpoints. Students can speculate about why one person's view differs so greatly from that of another.
- use various sized matting frames to partially cover images depicting common scenarios around the world (e.g., show only the smiling face of a child in a refugee camp); students can then write one sentence to express their reactions to the image; they then uncover the image to reveal the remainder of the scenario (e.g., malnourished family, poverty conditions.) Students should then be asked to revise or rewrite their initial impressions.

Unit 1: Introduction—What Is a Global Issue?

Suggestions for Learning and Assessing

Students may, for example,

Journal

- write a reflective journal entry about how perspective and/or worldview may differ amongst people or groups of people, and how these are important factors to consider when analysing an issue.

Pencil Paper

- select a current issue at a local, national, or global level and create a grid to show different perspectives on the issue. Explain why each viewpoint or perspective is a product of social and economic factors for that person or group of people.
- list a number of social and economic factors that influence a person's perspective and rank these in order from most influential to least influential, explaining choices.

Presentation

- roleplay a news interview illustrating a specific perspective on an issue. Students in the audience must speculate on and explain the factors that they feel have influenced this particular person's viewpoint.
- display a variety of differing map projections and explain how each projection, and perceived worldview, changes how others might view a particular geographic region or country.
- using a wall or desk map, connect social and economic factors to a specific region or country to explain how the perspective of someone from that area might differ from that of a Canadian student.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future, 2010.)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future, 2010.)

Supplementary Resources

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Web Links

Global Education Learning Resources/ Sub: Perspective

<http://bctf.ca/GlobalEd/TeachingResources/GeeAlan/EstablishingAGlobalPerspective.pdf>

Unit 1: Introduction—What Is a Global Issue?

Outcomes

Students will be expected to

1.3 explain how individuals, groups, and governments play critical roles in addressing global issues

Elaborations - Suggestions for Learning and Teaching

This outcome provides an entry point to discuss the active citizenship component of the course in unit 3: Active Citizenship—What Can We Do? Students may have previous experience with fund-raising or some other form of active citizenship within their schools or communities. These events or efforts should be acknowledged and cited as examples of “active citizenship” within a democratic context. The discussion should expand to include informal group efforts such as ad hoc committees, or more formal organizations such as Farmers Helping Farmers and other non-governmental organizations (NGOs). An example of an NGO is the Free The Children charity organized in 1996 by well-known Canadian child rights activist, Craig Kielburger. Students need to be aware of efforts by governments to address issues and problems that may extend outside of their own jurisdiction, and to understand that this is part of a global attitude and global values of being “citizens of the world.” An important message for students is that their efforts as individuals, or as a class group, do make a difference and that they can bring about positive change through seemingly small actions.

Students may, for example,

- participate in a discussion about selected well-known persons, organizations, or government groups that have made efforts to address an issue or problem of importance.
- gather names of persons, organizations, or government groups and conduct a brief research session to uncover the actions connected to each in addressing world problems.
- view a videoclip or documentary about a person, organization, or government group that is involved in addressing a particular global issue or problem. Ask students to respond to a set of prepared questions about the clip and discuss as a class.
- compare the efforts of individuals against the efforts of larger organizations or governments in bringing about positive change to a situation (e.g., Craig Kielburger - children’s rights, International Red Cross - humanitarian law in areas of armed conflict, Canadian Government - land mine legislation).

Unit 1: Introduction—What Is a Global Issue?

Suggestions for Learning and Assessing

Students may, for example,

Journal

- write a journal entry about an experience they have had related to active citizenship.
- write an entry about an individual, group, or government that has identified an issue or a need and consequently took action to address it.

Pencil Paper

- list people (local or other) and organizations involved in active citizenship projects or efforts.
- write a letter to an individual or NGO organization acknowledging their efforts and thanking them for their contribution.

Presentation

- select one individual, NGO, or governmental group involved in humanitarian, environmental, or other social justice efforts and create a presentation (digital or otherwise).
- create a “Wall of Fame” to showcase the contributions of individuals, groups, or governments in bringing about positive change to an issue or problem in the world.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future, 2010.)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future, 2010.)

Supplementary Resources

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Unit 1: Introduction—What Is a Global Issue?

Outcomes

Students will be expected to

1.4 demonstrate an understanding of the concept of globalization

Elaborations - Suggestions for Learning and Teaching

The term “globalization” has become part of the everyday lexicon in today’s far-reaching world. As parts of the world become increasingly connected and interdependent, both challenges and opportunities arise in many aspects of life. In some ways, globalization enriches diversity and empowers, while in other ways it may lead to misunderstanding, loss, or conflict. In this outcome, students will be asked to demonstrate their understanding of what globalization is, how it influences people around the globe, and how it has the power to impact us economically, culturally, and environmentally.

Students may, for example,

- in groups, collect and examine several definitions or explanations of the terms “globalization”. Students share their findings and together construct a statement about how or why they think globalization is an important consideration in the study of global issues.
- compare an example of historical globalization (exploration of Americas in the 17th or 18th centuries for new resources and goods) with a contemporary example (commerce in Dubai or exploration of space) to establish an understanding that globalization is not a new phenomenon. Discuss the impact of historical globalization and what it means in terms of contemporary globalization. Why does it matter to us? Can we ignore it?

Unit 1: Introduction—What Is a Global Issue?

Suggestions for Learning and Assessing

Students may, for example,

Journal

- write a journal entry about how globalization affects their everyday lives—music, food choices, clothing, and jobs. How might this be similar or different for someone in a developing world?

Pencil Paper

- create a visual organizer (cause/effect chart or word web) that shows how far-reaching globalization is and the impact that it has on people (local or global).

Presentation

- create a simple presentation that shows how globalization within one area affects a particular person or group of people in another area. Students may elect to choose a local subject (farmers/fishers in P.E.I.) or a more global topic such as women who work in maquileras (clothing sweatshops) in Mexico.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future, 2010.)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future, 2010.)

Supplementary Resources

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Unit 1: Introduction—What Is a Global Issue?

Outcomes

Students will be expected to

1.5 demonstrate an understanding of the concept of sustainability

Elaborations - Suggestions for Learning and Teaching

Sustainable practices are not limited to one aspect of life but encompass all areas of our lives. While we may tend to think only of the environment when we hear the term “sustainability”, it is a far-reaching concept that applies to all other areas of life—health, food, security, housing, jobs, quality of life, education, culture and heritage, and more. A generally accepted definition of sustainability is that it is a practice of development that allows us to meet the needs of the present without jeopardizing the needs of future generations. It is a daily practice based upon conservation and good decision-making. Sustainability is key to managing and planning for the rapid global movement of culture, economies, and policies around the world. To achieve this outcome, students should be able to demonstrate an understanding of sustainability (perhaps using local examples to support their explanations.) A local example may include the viability and implications of using Island agricultural lands for growing biofuels instead of food.

Students may, for example,

- use examples of local sustainability issues to open up a discussion and to write personal statements about whether globalization is, or is not, related to sustainability in these cases. Examples should be contrasted with others from around the world.
- discuss why sustainability is such high-profile topic and how they (and the next generations) are involved in the debates or considerations around this topic.
- draw a graphic to represent the three aspects of sustainability (environment, society, and economy) and discuss with students how each of these is linked to sustainability.

Unit 1: Introduction—What Is a Global Issue?

Suggestions for Learning and Assessing

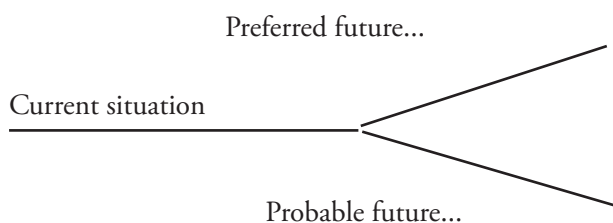
Students may, for example,

Journal

- write personal entries that describe how they contribute to sustainable practices in their own lives (e.g., recycling; gardening; appreciating local history, culture, and/or diversity.)

Pencil Paper

- select a specific region, country, or area and write about its history of sustainability along with current practices. Conclude by responding to the following question: What is the future outlook for sustainable development in _____?
- introduce the concept of “probable v. preferable” futures and have students apply this thinking to a specific issue or situation involving sustainable development. Use the diagram below to clarify thoughts.



Presentation

- create a multimedia presentation or other form of visual to describe a current sustainable practice in a specific country, region, or area. The presentation must include information on the history of the practice, its successes and/or failures, implications of the practice, and the future outlook for sustainability.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future, 2010.)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future, 2010.)

Supplementary Resources

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Geography 631A
Unit 2: Inquiry—What Are the Issues?

Unit 2: Inquiry—What Are the Issues?

Overview

Inquiry—What Are the Issues?

This unit requires students to follow a guided inquiry process that will result in a final product based upon research into a global issue. While the end product is an important part of the work, the inquiry process is significant due to the scope and range of skills required to complete the process. Therefore, this unit focusses on the process of inquiry, the synthesis of prior and background information with new information, and the sharing of the product by way of a class presentation. Assessment is also an important part of the inquiry process and will involve having students reflect upon their own work as well as that of others. The “Student Guide to the Inquiry Process” is provided to enable teachers to model each stage of inquiry and guide students in their own inquiries. The guide also provides a means of assessing process skills at various milestones during the inquiry process. The guide is organized according to the six stages involved in the achievement of the outcome for the unit.

The following broad areas or themes lend themselves to class and independent inquiry: **conflict, economics, education, urbanization and development, environment and water, health and safety, human rights, and security**. Within each area, there are many issues from which to select for further research. Throughout the course, students will be exposed to various issues within each theme through class discussion and inquiry. Teachers are encouraged to model each stage and guide students through the various aspects of the inquiry method as the class proceeds through the unit. Teachers may wish to make use of supplementary resources designed specifically to support inquiry approaches into global issues.

As part of the inquiry study for this unit, students will be expected to conduct research into one theme, issue, or selected area by following an inquiry process. The final product may be presented in a variety of formats, although the inquiry process will remain similar in all cases. Prior to assigning the independent inquiry project, and throughout the course of the inquiry, teachers will need to provide guidance on inquiry and research processes, along with expectations related to documentation of sources, plagiarism, formatting, and other issues (including ethical issues) related to research and writing. The inquiry unit of this document provides teachers with broad ideas about the inquiry process as well as more detailed information related to each stage of the process.

While students are conducting their own research into a selected issue, they are also asked to reflect upon and incorporate into their own work their own thinking about globalization, sustainability, and active citizenship. Students may choose to base their required “active citizenship” project (Unit 3) upon the area of research that they conducted in Unit 2, although this is completely optional.

Specific Curriculum Outcomes

Unit 2: Inquiry—What Are the Issues?

Students will be expected to

- 2.1 conduct research into a selected global issue using an inquiry process
 - 2.1.1 Planning
 - 2.1.2 Retrieving
 - 2.1.3 Processing
 - 2.1.4 Creating
 - 2.1.5 Sharing
 - 2.1.6 Evaluating

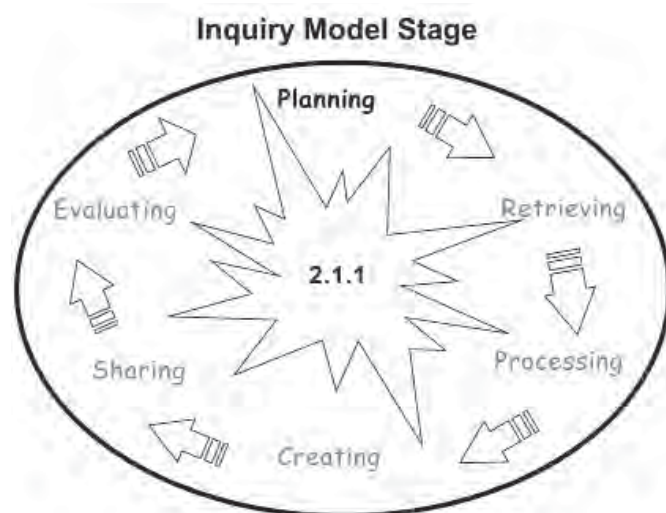
Unit 2: Inquiry—What Are the Issues?

Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.1 conduct research into a selected global issue using an inquiry process</p> <p>2.1.1 Planning</p> <ul style="list-style-type: none"> • identify topic area for inquiry • identify possible information sources • identify audience and presentation format • establish evaluation criteria • outline a plan for inquiry 	<p>Getting Underway</p> <p>Students begin the inquiry process by thinking about broad areas of interest, such as human rights in areas of conflict. However, this topic is extremely broad and will need to be narrowed for inquiry. At this point, some preliminary research and an opportunity to discuss with others will help students to acquire general knowledge in their field of interest. Students should be encouraged to raise and record questions as they work their way through the early stages of the inquiry. It is critical to allow enough time for this important step in the process so that students can think about and process new information, and synthesize this with their prior knowledge. Other considerations for teachers will be the length of the research paper (or other format criteria), allotted time in class to work on the inquiry, and sufficient time for sharing the finished products. Assessment and evaluation should be discussed with students at the beginning of the inquiry process so that students know exactly what is expected of them and when. The following example shows how a topic can be narrowed to an inquiry question or thesis statement that can be effectively addressed through student research.</p> <p><i>Broad Topic</i> Human rights in areas of armed conflict</p> <p><i>Narrowed Topics</i> (still very broad) Children in areas of armed conflict Protection of children in areas of armed conflict Exploitation of children in areas of armed conflict</p> <p><i>Narrower Topic/Question</i> (better, but still broad) How are children recruited as child soldiers? How do children escape from child armies?</p> <p><i>Inquiry Question</i> How does the International Red Cross aid in the rescue of children who have been recruited as child soldiers?</p> <p><i>Research Thesis Statement</i> The International Red Cross plays an integral role in the rescue of children recruited as child soldiers in areas of armed conflict.</p>

Unit 2: Inquiry—What Are the Issues?

Suggestions for Learning and Assessing

See appendix D “Student Guide to the Inquiry Process” (2.1.1)



EBSCO Host is an on-line database that is part of every school library/information system. It houses magazines, newspapers, academic journals, news wires, books, encyclopedias, government transcripts, and many more published sources. When planning an inquiry project, it is important that students utilize a variety of reliable sources (primary and secondary) for their purposes.

A working knowledge of how to access and manage searches through a database such as EBSCO is a lifelong skill that will enable students to find a variety of academic sources for any application. Teachers can encourage the use of on-line databases by modelling searches and guiding students in setting up accounts and folders. Assessments can be made at various points throughout the inquiry process to ensure that students are on track.

EBSCO Host - Quick-Start Instructions for Students

- 1) Go to <http://search.ebscohost.com/>
- 2) UserID: peiebsco; Password: database*
- 3) Select: Student Research Centre

*database - allows access to all areas of EBSCOhost

N.B.

- searches may be filtered by source (magazine, newspaper, etc.)
- searches may be narrowed down by subject and sub-topic
- search results appear in order of most recent first but can be re-sorted according to relevance
- each article contains a link to HTML Full Text Article

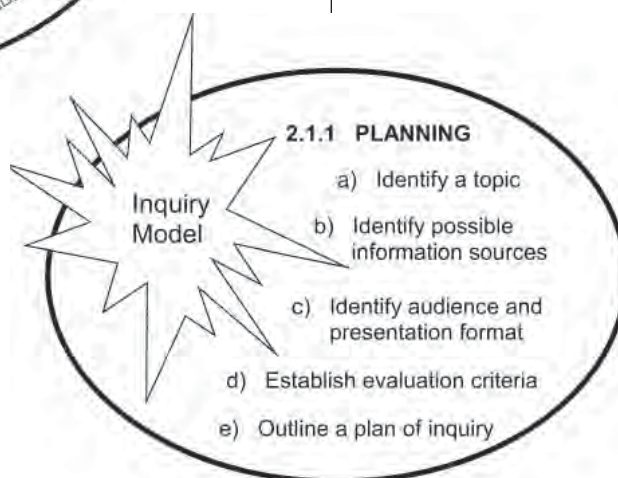
Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide, (Pearson Education, Canada).



Web Links

“Getting Started with Global Issues,”
Facing the Future: People and the Planet - It's All Connected, p. 16
<http://www.facingthefuture.org>

Unit 2: Inquiry—What Are the Issues?

Outcomes

Students will be expected to

2.1 conduct research into a selected global issue using an inquiry process

2.1.2 Retrieving

- **develop an information retrieval plan**
- **locate and collect resources**
- **select relevant information**

Elaborations - Suggestions for Learning and Teaching**Selecting Information Sources**

The inquiry process involves searching for reliable sources of information in order to collect enough data to formulate a balanced answer to a query. The World Wide Web is likely one of the first places students will search, although they should be encouraged to try out a variety of sources. Researching contemporary global issues may require extensive use of the Web in order to find the most current information available. Students should be cautious in their searches and follow guidelines to ensure that the sites they access are appropriate, reliable, and worth their time searching. Some commonly used guiding questions (adapted from “Getting Started with Global Issues”) may help students to make the most of their surfing time:

Sample Guiding Questions

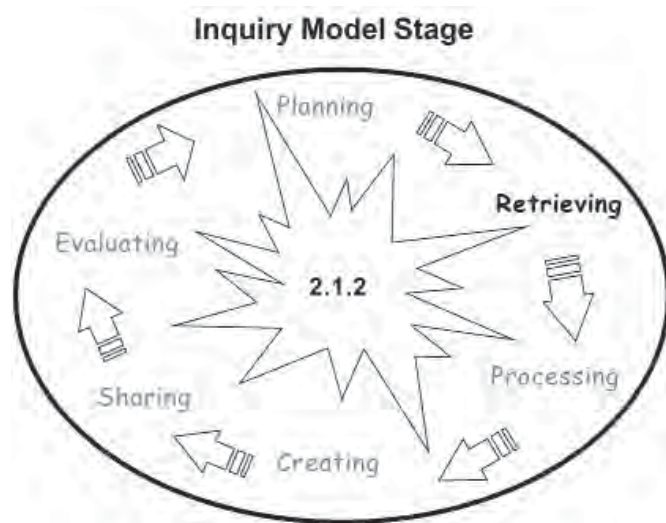
- 1) What is the address or URL? Check for the domain tag: “.edu” indicates an educational institution; “.org” indicates a non-profit or nongovernmental organization; “.gov” refers to a government site; while “.com” indicates a private corporation.
- 2) Who is the author? Is the source reliable, or does it simply express a personal view? Generally, if the site is affiliated with an organization, it is considered to be acceptable.
- 3) Who is the audience? Is the site intended for educational purposes, or is it a commercial site intent on selling a product?
- 4) Is the site current, and how long has it been in existence?
- 5) Is there a recommended way of citing material from the site? Be sure to give full credit for the information accessed.

There are many other questions that may guide students in their inquiry. Check with other sources or the school teacher-librarian for more help in navigating the World Wide Web.

Unit 2: Inquiry—What Are the Issues?

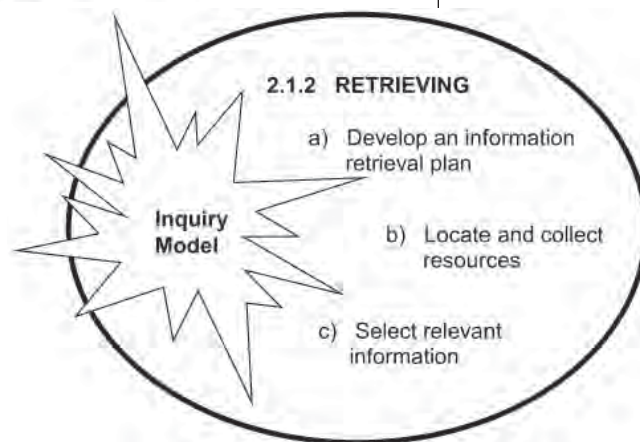
Suggestions for Learning and Assessing

See appendix D “Student Guide to the Inquiry Process” (2.1.2)



Selecting relevant sources can be a time-consuming and confusing task. Students should be reminded to select primary sources where possible and to view secondary resources with a critical eye.

Encourage students to use graphic organizers, spreadsheets, or some other means of keeping track of their searches to stay organized and to avoid becoming overwhelmed with the magnitude of information available.



Assessment Tool Idea: Annotated Bibliography

This tool is meant to be a concise record of sources that contains a minimum of information, but is valuable as a quick reference during several stages of the inquiry process. There are basically three parts:

- 1) citation information (title, author, publisher, date, pages)
- 2) summary of source (two-four sentences only)
- 3) description of how source will help inquiry (one-two sentences only)

*This last step is very important as the student must think critically to clarify how exactly the source (or which parts of the source) will help to support his or her inquiry.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide

Web Links

Getting Started with Global Issues, *Facing the Future: People and the Planet - It's All Connected*, p. 16.
<http://www.facingthefuture.org>

http://www.ehow.com/how_2039988_write-annotated-bibliography.html

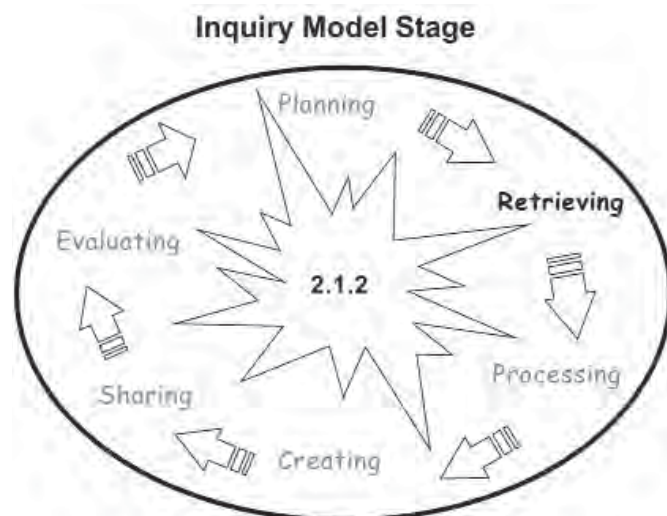
Unit 2: Inquiry—What Are the Issues?

Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.1 conduct research into a selected global issue using an inquiry process</p> <p>2.1.2 Retrieving (cont'd)</p> <ul style="list-style-type: none"> • evaluate information • review and revise the plan for inquiry 	<p>Evaluating Sources An inquiry search can lead to a multitude of sources which can quickly become overwhelming to a reader. An important part of learning how to follow the inquiry process is to know how to evaluate sources for their usefulness and quality. Students can become more practised at this if they follow some simple guidelines taking into consideration specific characteristics of each source.</p> <p>Relevance Is the material closely related to the topic, general or specific?</p> <p>Reliability What author or organization is publishing or promoting the information. Follow the same guidelines here as for selecting appropriate World Wide Web sites.</p> <p>Timeliness Is the information up-to-date for the topic? Does it need to be current or are there historical aspects that are useful?</p> <p>Availability Is it easy to access the material when you need it?</p> <p>Objectivity and Bias Does the material present a balanced views or is there an obvious bias on the part of the author? Is the source promoting a particular viewpoint or product?</p> <p>Quantity Is there too much or too little to be of use, given the allotted time frame for the inquiry?</p> <p>(Adapted from <i>Canadian High School Writer's Guide</i>)</p>

Unit 2: Inquiry—What Are the Issues?

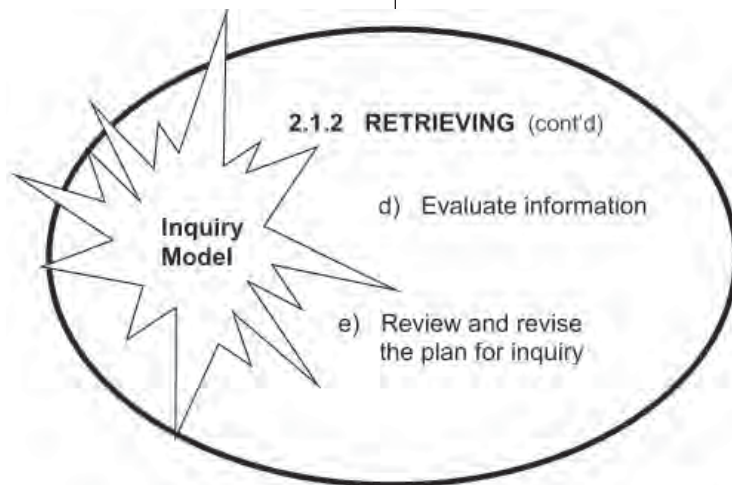
Suggestions for Learning and Assessing

See appendix D “Student Guide to the Inquiry Process” (2.1.2)



Assessment Tool Idea: Webliography

Since students will likely use the World Wide Web to retrieve much of their information, a webliography can be a useful tool. Similar to an annotated bibliography, it is a simple way to keep searches limited to a manageable number while being forced to think critically about the usefulness of each site. Five to eight sources (variable) might be appropriate.



A typical webliography includes the following information:

- 1) title, author (if available), and URL of each site
- 2) brief (unbiased) summary of the Website (two to three sentences)
- 3) student review of the site (three to four sentences)
 - overall purpose and reliability of the site
 - ease of navigation
 - strong/weak features
 - how the site will support the particular inquiry

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide

Web Links

Information Studies, Ontario Library Association
http://www.accessola.com/action/positions/info_studies/html/research.html

Unit 2: Inquiry—What Are the Issues?

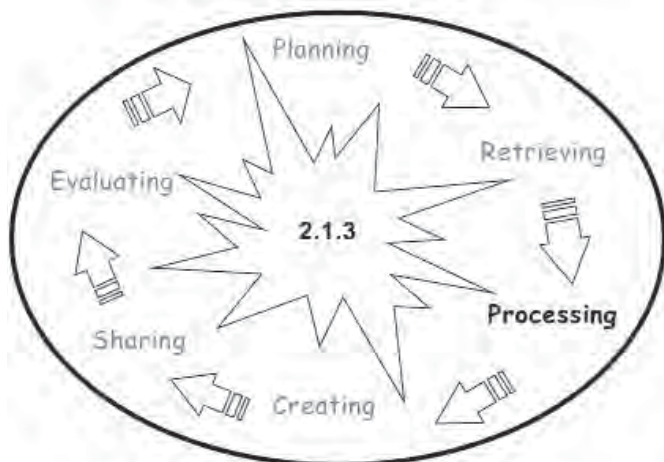
Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.1 conduct research into a selected global issue using an inquiry process</p> <p>2.1.3 Processing</p> <ul style="list-style-type: none"> • establish a focus for inquiry • choose pertinent information • record information • make connections and inferences • review and revise the plan for inquiry 	<p>Finalizing the Focus</p> <p>Selecting the right information for the inquiry is a critical step. If there is too little information, students may be inclined to include everything they find. In this case, it may be necessary to revise or broaden the inquiry. If there is too much information, students may become overwhelmed; they therefore need to know how to select only the most pertinent pieces. Skills useful in completing this stage of the inquiry include summarizing, paraphrasing, and note-making. These skills are similar in nature but have subtle degrees of difference.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="630 758 1029 1104"> <p>“Summarizing” means restating the main ideas of a source in your own words.</p> <ul style="list-style-type: none"> • written in own words • includes only main points • uses fewer words than source • need not follow organization of source • is objective, does not include own interpretations </div> <div data-bbox="1057 758 1427 1178"> <p>“Paraphrasing” means restating information from a source in your own words.</p> <ul style="list-style-type: none"> • written in own words • more detailed than a summary • has same number of words as source (approx.) • keeps the same organization as source • is objective, does not include own interpretations </div> </div> <p>“Note-making” means condensing information from either audio or print sources by using key words/points and discrete pieces of information. Depending upon subject and learner preferences, note-making may follow either a linear style or a patterned style.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="630 1388 1029 1839"> <p>Linear Notes</p> <ul style="list-style-type: none"> • notes aligned point by point under one another (e.g., shopping list) • quick and easy • well-suited to real-time when information appears in a sequence (e.g., lecture) • can get wordy, long • may not connect to key points as clearly as other methods • works best if a note-making framework is used </div> <div data-bbox="1057 1388 1427 1839"> <p>Non-linear or Pattern Notes</p> <ul style="list-style-type: none"> • strong visual info • often topic is in centre of page and notes branch out (e.g., mind-map style) • easy to connect concepts • provides immediate overview • can look “messy” • may run out of space • may be more difficult to transfer to linear writing task </div> </div>

Unit 2: Inquiry—What Are the Issues?

Suggestions for Learning and Assessing

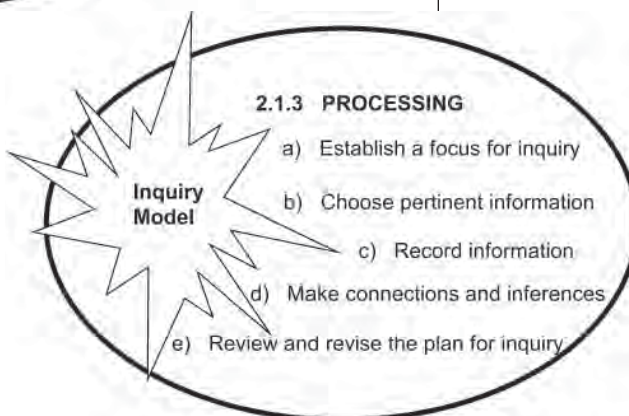
See appendix D “Student Guide to the Inquiry Process” (2.1.3)

Inquiry Model Stage



Frameworks for Note-making

There are several variations on frameworks to assist in notemaking: compare/contrast, cause-effect, problem-solution, list and describe, elaboration, sequence, raw data, and more. Each framework is set up visually to allow for organization and keyword prompts that best suit a particular purpose.



The Cornell Method Framework is one example that can be redrawn in a variety of ways:

Recall Column

This column serves to identify topics, trigger memory, and organize notes on the right column. It contains:

- key words
- headings
- sub-headings
- dates
- references
- questions or doubts
- ideas for further study.

Notes Column

This column contains the central ideas that relate directly to the content area of the study. It should include main ideas, brief descriptions or explanations, direct quotes, and rough diagrams that link to key words in the left column.

Spaces between ideas help to keep thoughts organized and clear, and the use of colour, underlining, or other conventions may be helpful.

Adapted from Access: 1) Writing and Information Skills (Note-making) and 2) *Stepping Out: Reading and Viewing*.

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide

Web Links

<http://www.rgu.ac.uk/files/7.%20Note-makingSEPT.pdf>

Kiddey, P., & Chambers, R. M. *Stepping out, reading and viewing: coursebook*. Western Australian Minister of Education and Training. 2006.

Unit 2: Inquiry—What Are the Issues?

Outcomes

Students will be expected to

2.1 conduct research into a selected global issue using an inquiry process

2.1.4 Creating

- **organize information**
- **create a product**
- **think about the audience**
- **revise and edit**
- **review and revise the plan for inquiry**

Elaborations - Suggestions for Learning and Teaching**Creating New Knowledge**

New knowledge comes from building upon prior knowledge with new information that has been uncovered during the inquiry search. Once students have identified and evaluated sources of information, they embark upon the organizing stage of the process. They must be able to analyse and interpret the information they have found and turn it into a format that is coherent for others. This is where in the process that looping back and forth is most likely to occur. At this stage, students will sort ideas, possibly using graphic organizers to aid in the process, and construct new meaning that they will transfer to a representative format.

Moving from Data Collection to Product

Organizing information can be an onerous task unless there is some sort of system for organizing or classifying data. Graphic organizers can be helpful for this task and there are a multitude of these available to suit every purpose. See appendix B for some examples, or use a search engine to find others on various on-line sites. Following an outline created in the planning stage will also help students to organize and interpret their findings in a final product. While students will follow a similar path during the inquiry process, their end products may differ greatly, depending upon the parameters and options set by the teacher, the nature of the inquiry, time constraints, available technology, and student creativity.

Types of End Products

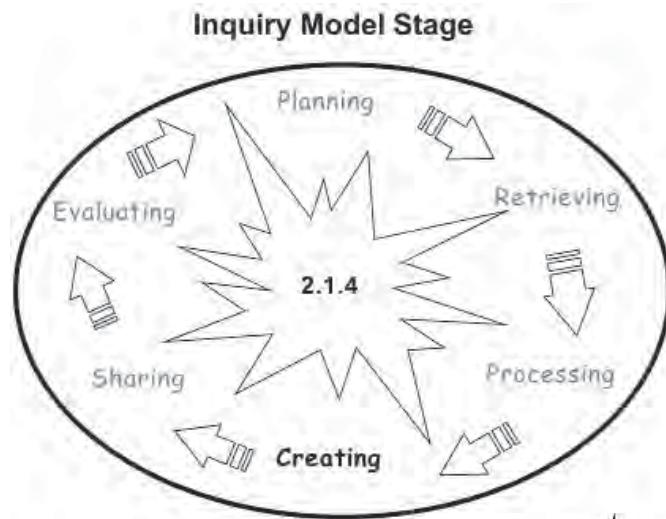
- | | |
|--|--------------------|
| • multimedia presentation | • panel discussion |
| • traditional research paper | • poster |
| • visual display with oral explanation | • debate |
| • newscast simulation | • collage |
| • concept or mind-map | • mini-gallery |
| • mini-documentary | • model |
| • photoessay | • brochure |
| | • fact file |

See appendix D “Student Guide to the Inquiry Process” for more ideas about student-created products. Depending upon the product, teachers may have to create rubrics in advance, or craft rubrics with students so that they will be well aware of assessment criteria for their projects.

Unit 2: Inquiry—What Are the Issues?

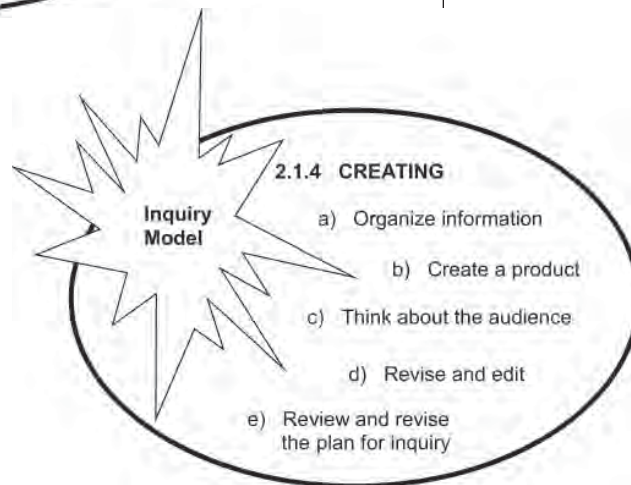
Suggestions for Learning and Assessing

See appendix D “Student Guide to the Inquiry Process” (2.1.4)



End Products

There are a number of ways in which students may demonstrate their learning in an end-product. Assessing non-traditional products can be more challenging for teachers, but this should not deter them from encouraging students to think creatively about their work. Assessment rubrics should be created and shared with students in the earliest stages of the inquiry process so students are aware of the criteria.



Sample Rubric

Project Title: _____

Student: _____

Criteria	3	2	1
Inquiry Process	followed all steps of inquiry process, demonstrated evidence of learning	followed most steps of inquiry process, some evidence of learning	followed few, if any steps of inquiry process, little to no evidence of learning
End-product	creative use of format, engaging, attention to detail, proper citations	appropriate choice of format, engaging, evidence of detail, citations mostly accurate	under-developed, questionable choice of format, documentation weak, work messy
Class presentation	confident oral skills (voice/delivery), makes eye contact and interacts with audience	mostly confident oral skills, attempt at eye contact and interaction with audience	inaudible or mumbling, minimal eye contact and interaction with audience

Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide

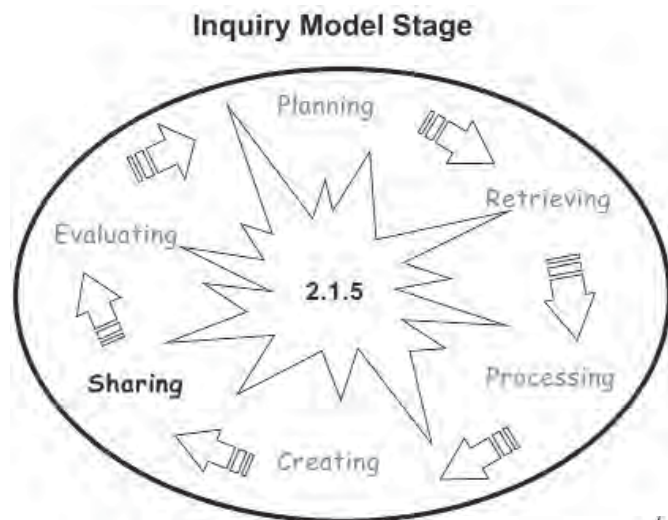
Unit 2: Inquiry—What Are the Issues?

Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.1 conduct research into a selected global issue using an inquiry process</p> <p>2.1.5 Sharing</p> <ul style="list-style-type: none"> • communicate with the audience • present new understandings • demonstrate appropriate audience behaviour 	<p>Communicating New Understandings</p> <p>For many students, the presentation aspect of an inquiry project can be very challenging. Presenting in front of one's peers requires skill and confidence which may come easily to some but not to all. It is important to create a safe, non-threatening atmosphere in the classroom for all students. Teachers may initiate some class discussion around appropriate audience behaviours, or create an audience task—such as peer assessment strategies—to ensure a positive environment for all. Some review of effective delivery strategies—such as maintaining eye contact, and stance in relation to the audience—may be helpful. Time must also be built into the overall project schedule to allow for the sharing sessions. Generally, presentations do not need to be lengthy to be effective—15 to 20 minutes may be ample time for a student to present his or her new understandings without being so long that the audience loses focus. Incorporating just a few presentations per class into other work will also help students to stay attentive.</p>

Unit 2: Inquiry—What Are the Issues?

Suggestions for Learning and Assessing

See appendix D “Student Guide to the Inquiry Process” (2.1.5)



Checklist for Sharing

- I know my topic well.
- I know my presentation time.
- I have the equipment I need.
- I have a backup plan in case technology fails.
- I am prepared for audience questions.
- My visuals are clear and easy to understand.
- I have prepared handouts.
- I have considered how to involve my audience.
- I have an effective conclusion or activity for wrap up.
- I show respect for others who are presenting.
- I have practised making eye contact.
- I have practised my presentation and timed it.

Reflecting upon the Process

The following reflection may become part of the assessment for this stage of the Inquiry Process/Project:

1. What would I do differently next time?
2. What strategies did I use to get ready for this presentation that worked very well? Did not work?
3. What strategies did I use to get the attention of the audience that I would use again?

Adapted from *Focus on Inquiry*, Alberta Learning, 2004.

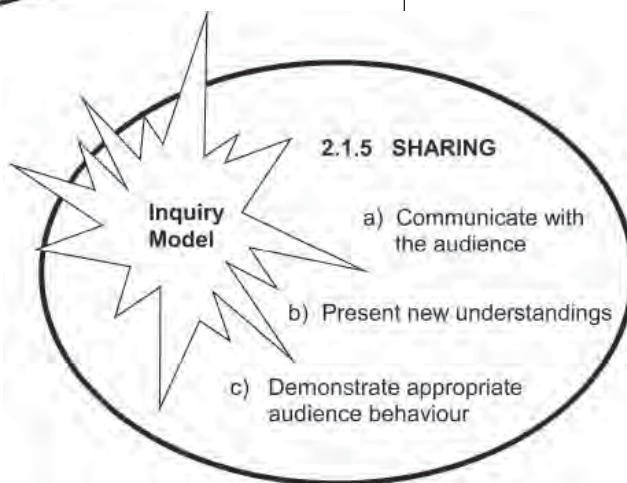
Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide



Web Links

<http://education.alberta.ca/media/313361/focusoninquiry.pdf>

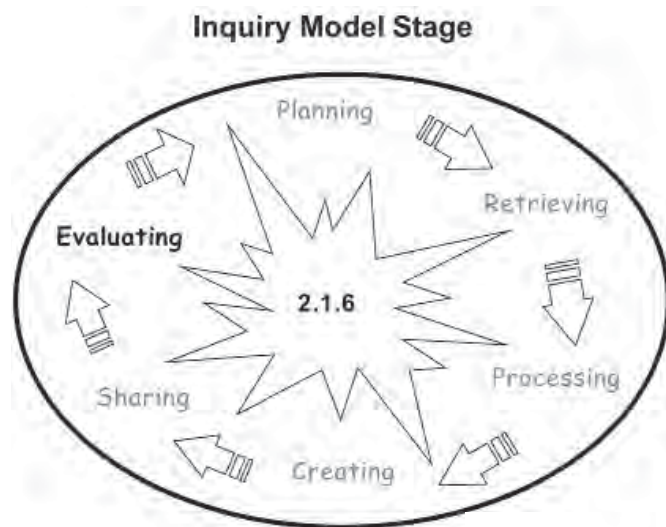
Unit 2: Inquiry—What Are the Issues?

Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.1 conduct research into a selected global issue using an inquiry process</p> <p>2.1.6 Evaluating</p> <ul style="list-style-type: none"> • evaluate the product • evaluate the inquiry process and inquiry plan • review and revise personal inquiry model • transfer learning to new situations 	<p>Completing the Cycle of Learning</p> <p>The final phase of the inquiry process is evaluation. Learning through inquiry is not a linear process. The cyclical nature of inquiry should evoke new understandings and new questions for further inquiry.</p> <p>This stage is intended to have students think about what they have learned and, just as importantly, how they have learned (metacognition). It is an opportunity for students to take pride in what they have accomplished, and to ponder how they progressed from a question or a thesis statement to a polished final product, new knowledge, and more queries. Students are asked to reflect upon their learning throughout the inquiry process and, at this stage, to reflect upon the process as a whole.</p>

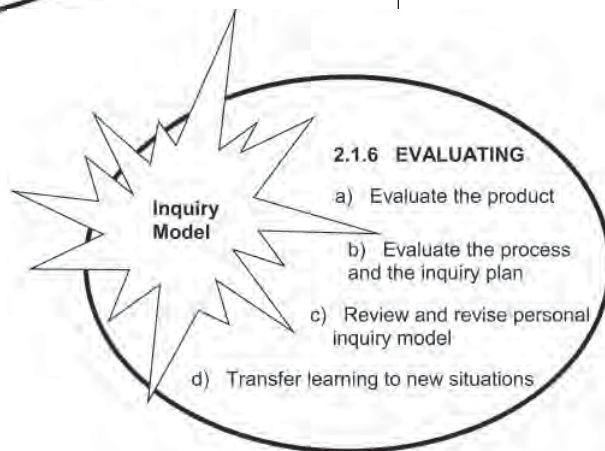
Unit 2: Inquiry—What Are the Issues?

Suggestions for Learning and Assessing

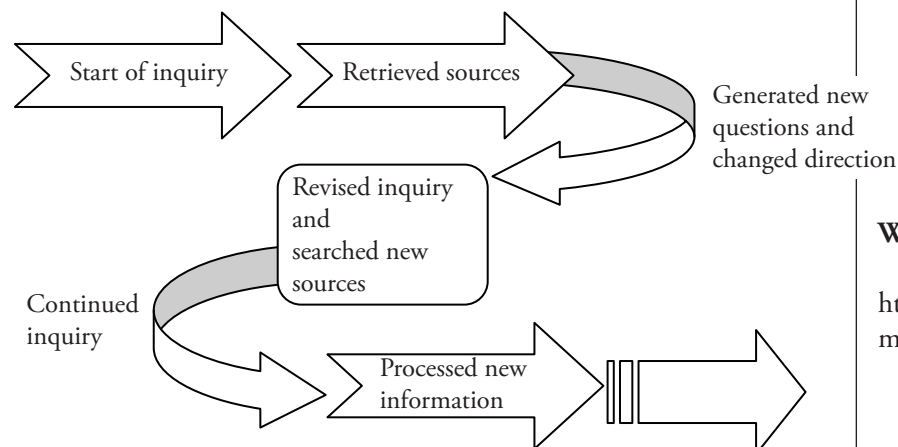
See appendix D “Student Guide to the Inquiry Process” (2.1.6)



Assessment of the final stage of the inquiry process may occur in a variety of ways. Assuming that criteria for evaluation had been well planned and clearly understood at the beginning of the inquiry, students may use a self-assessment tool, and teachers may use a rubric that has been developed specifically for the project. Students might be asked to create a flowchart (see below) to track their progress (including reversals) during the inquiry project.



Flowchart of Inquiry Process



Resources and Links

Making Connections: Engaging Students in Language, Literacy, and Global Issues (Facing the Future)

Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (Facing the Future)

Supplementary Resources

Canadian High School Writer's Guide

Web Links

<http://education.alberta.ca/media/313361/focusoninquiry.pdf>

Geography 631A
Unit 3: Active Citizenship—
What Can I Do?

Unit 3: Active Citizenship—What Can I Do?

Overview

Active Citizenship—What Can I Do?

The culminating component of the GEO631A - Global Issues course focusses on student engagement, action, and critical/creative thinking to problem solve. Students will identify an issue or a need (local or global) to which they will respond by developing and carrying out a plan of action that brings about some change or level of awareness to others. Teachers can assist students in this task by guiding them through a well-planned process that can be applied to other social action projects. Collaboration with classmates is a critical component of the active citizenship outcome. Teachers of GEO631A may choose to address the outcome as a full class project or to establish working groups in advance depending upon student dynamics.

The key to empowering students through active citizenship is having students understand that they can be active citizens in many ways and on many levels. Active citizenship may involve fund-raising for a particular cause, but there are also many other ways in which students can demonstrate social responsibility. Students need to understand that they can participate as active citizens simply by being engaged in and aware of social, environmental, or justice issues, and by being able to speak out about these issues. Students in GEO631A - Global Issues are of an age (or, soon to be) at which their voices will be heard through the democratic process of voting—another form of active citizenship. A broader goal of this outcome is to help students think more critically about current issues and the roots of issues—why does the issue or the problem exist in the first place? How can this be changed?

Resource note

This unit focusses on skill building and following a process to achieve an outcome. While the prescribed classroom resource will provide background knowledge and an entry point to the study of certain global issues, it may be necessary to access other resources for further information, and for support in planning and carrying out the action plan. Teachers are advised to refer to column 4 of the guide for suggested alternative resources.

Specific Curriculum Outcomes

Unit 3: Active Citizenship—What Can I Do?

Students will be expected to

3.1 engage in an active citizenship class project

Active citizenship is a way of developing abilities and dispositions that are needed to effectively engage democratic citizenship, and are also of broader use. Projects teach students to carefully analyze complex problems, formulate thoughtful strategies, question assumptions, and only then to act responsibly on their beliefs.

Case, R., Falk, C., Smith, N., & Werner, W. (2004). *Active Citizenship: Student Action Projects*, Vancouver: The Critical Thinking Consortium (TC2)

Unit 3: Active Citizenship—What Can I Do?

Outcomes

Students will be expected to

3.1 engage in an active citizenship class project

Elaborations - Suggestions for Learning and Teaching**Getting Started with an Active Citizenship Plan**

The final outcome of GEO631A - Global Issues is intended as a step toward developing citizens who 1) are aware of issues (local and global), 2) can analyse an issue, and 3) can react to an issue in a positive way. Active student citizenship may take many forms. A key point of this outcome is for students to learn that they can participate as active citizens on a multitude of levels.

Students may elect to fulfil the requirements for this outcome by continuing to focus on an issue that they have already studied in their inquiry unit. Alternatively, they may decide to focus on a need that is entirely different, or closer to home. Either way, students will experience the process of developing and following through on a plan of action in response to a need.

Teachers may wish to draw students' attention to other resource materials which provide examples of active citizenship and practical advice in getting started. Students should be encouraged to explore a variety of options and reflect upon which plans might best suit their particular situations. The scope of the student plan should be monitored by the teacher, as some students may be overly ambitious in their efforts and find themselves burdened with an unrealistic plan. If a student's plan involves fund-raising, it may be necessary to ensure that all school or community regulations in this regard are respected, and that there is a viable plan in place for the security of funds.

Time may become an issue in carrying out an action plan if it is not well-planned and monitored regularly. Students will need class time to work through their plans. How, where, and when the plan is actually carried out should be agreed upon by students and teacher at the beginning of the project.

Unit 3: Active Citizenship—What Can I Do?

Suggestions for Learning and Assessment

A Model for Developing an Active Citizenship Plan

Active citizenship plans may vary in their target or scope, but the process of developing a plan will be similar. Planning is essential to the success of the project. One such problem-solving model proposes two preliminary tasks for teachers, followed by four tasks for students:

Teacher Tasks

1. Pre-plan for the project (consider time and logistics, anticipate various scenarios).
2. Introduce ideas to the student (generate interest, explore possibilities, tasks, responsibilities, and parameters).

Student Tasks

3. Clarify the problem (gather background information and discuss within working groups).
4. Agree on a sound solution (consider all options, select one).
5. Plan an effective course of action (consider challenges, avenues, resources, and time frame).
6. Implement and evaluate action plan (manage project, reflect, and debrief)

Direct vs. Indirect Action

Students will benefit from an introductory discussion on different types of action that they might pursue in this project. The TC2 model explains actions as follows:

Direct Action	Indirect Action
<u>What it means</u> Students themselves try to directly change some state of affairs.	<u>What it means</u> Students seek to influence or support others who are in a position to affect the desired change.
<u>Examples</u> Local—Participating in a community clean-up effort Global—Raising funds to buy life-saving mosquito nets for a community in Kenya	<u>Examples</u> Local—Lobbying government officials to change legislation regarding preservation of local green areas Global—Coordinating and carrying out an in-school public awareness campaign in your school about HIV AIDS in Guyana

(Adapted from *Active Citizenship: Student Action Projects*, TC2, 2004)

Resources and Links

Supplementary Resources

Case, R., Falk, C., Smith, N., & Werner, W. (2004). *Active Citizenship: Student Action Projects*, Vancouver: The Critical Thinking Consortium (TC2)

Global Classroom Initiative module
http://www.edu.pe.ca/global_ed/

Kielburger, M., & Kielburger, C., & Shankaran, D., (2004). *Take More Action*, Toronto. Thomson Nelson.

Web Links

Romeo Dallaire videoclip on “active and global citizenship”
www.onlineguide.learnalberta.ca/content-og/ssogrd/html/romeo_dallaire_interview_english_3.html

<http://www.tc2.ca/wp/electronicsourcebook/cida>

Unit 3: Active Citizenship—What Can I Do?

Outcomes	Elaborations - Suggestions for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>3.1 engage in an active citizenship class project</p>	<p>What Does Active Citizenship Look Like?</p> <p>Active citizenship may take many forms. Ideas abound on the many web sites that are dedicated to global issues and social action. Students may wish to browse a variety of these sites to find some inspiration and ideas for their own projects. They may be given the option of formulating their action plan around needs in their own community or province—a “think global, act local” approach—or they may prefer to be part of a broader global community. Listed below are some suggested activities:</p> <ul style="list-style-type: none"> • organizing a variety performance to raise awareness and/or donations for a particular cause • creating and circulating educational materials and a petition based on a local or global need or issue • organizing and co-ordinating a work party to address a need in the community, such as a park clean-up or aid for senior citizens, or shut-ins • designing an awareness campaign for a cause, using artwork or other media • simulating a plan for a student conference based upon a global issue such as poverty, AIDS, or other • planning a letter-writing campaign to legislators or other policy-makers regarding a local or global issue • collecting goods or food for a needy family or a local food bank • creating a minidocumentary on video, or a photo exhibit, to bring attention to a local or global problem • planning and co-ordinating a Christmas party for children in the community and collecting donations for needy families • organizing a “green campaign” within the school, community, or province to promote environmentally-friendly lifestyles

Unit 3: Active Citizenship—What Can I Do?

Suggestions for Learning and Assessment

Assessing and Evaluating Active Citizenship

Assessment of an active citizenship plan may happen in a number of ways. The key to success is to ensure that students know exactly how they are being assessed before they start their planning. Formative assessment should take place throughout the entire process, while the final product may be assessed and evaluated with a summative mark. It is probable that teachers will weight the process mark and the product mark to reflect the amount of effort and time spent.

Resources and Links

Web Links

International Campaign to Ban Landmines at
<http://www.icbl.org/>

PapillonButterfly208
<http://www.bp208.ca/>

Maquila Solidarity Network
 (labour and women's rights)
<http://www.maquilasolidarity.org/>

Oxfam International
<http://www.oxfam.org/en/campaigns/trade>

WarChild Canada
 (See "Get Involved" video)
<http://www.warchild.ca/>

Community Action
<http://www.ibuydifferent.org/>

Youth-oriented on-line community
<http://www.takingitglobal.org/>

Appendices

Appendix A

Teaching Strategies

A-1 Think-Pair-Share

A-2 Jigsaw

A-3 Place mat

Think-Pair-Share

Purpose

This strategy allows time for students to think and discuss ideas before having to share publicly. It is important for teachers to allow enough “think” time for students to come up with thoughts and ideas that are relevant and insightful. This strategy works well for inquiry-type questions that require critical and creative thinking, as well as questions for regarding controversial subjects that may have many varied responses.

Method

Teacher poses a question such as What makes an issue “local,” “national,” or “global?” and asks students to pair up for a few minutes in order to brainstorm ideas and discuss briefly. Pairs will then be asked to share with the rest of the class, comparing ideas and adding to the class collection of ideas.

Variations**Think-Pair-Square**

Students pair up to discuss ideas but then instead of sharing with the entire class, each pair links up with another pair to create a “square” for sharing.

Sketch-Pair-Write-Pair-Share

This variation may be used to ask students to explore concepts that require a more visual means of expression (e.g., describing a sequence of events such as might occur in an international catastrophe) or as a planning tool for a concept or mind map.

Jigsaw

Purpose

This strategy provides an efficient way to cover several concepts in a certain amount of time by making each student responsible for becoming an “expert” in one particular area and then accountable by sharing with his or her “home” group, so that the entire group can collect the “expertise” and form a collective understanding of new material.

Method

Students are divided into groups, usually four to five per group, depending upon the number of concepts to be presented. Explain to students that each will become an “expert” in one particular area and then must return to his or her home group to “teach” the concept or new information to his or her group. The home group is then responsible for organizing the collected information into a cohesive piece of information to be shared. Time allowed depends on the complexity of the information and the make-up of the class.

If students are learning new material about global issues of the world, it is logical for them to divide into groups aligned to the selected cultural regions.

Example Global Issue (select any topic/issue)

Class of 30 students = 6 “home” groups of 5 students: ABCDE

5 “expert” groups of 6 students (in this case, teachers may wish to break up larger groups into 2 smaller groups of 3, each studying the same material)

AAA group x 2 = historical factors

BBB group x 2 = stakeholders and perspectives

CCC group x 2 = geographical factors

DDD group x 2 = political/social factors

EEE group x 2 = economic factors

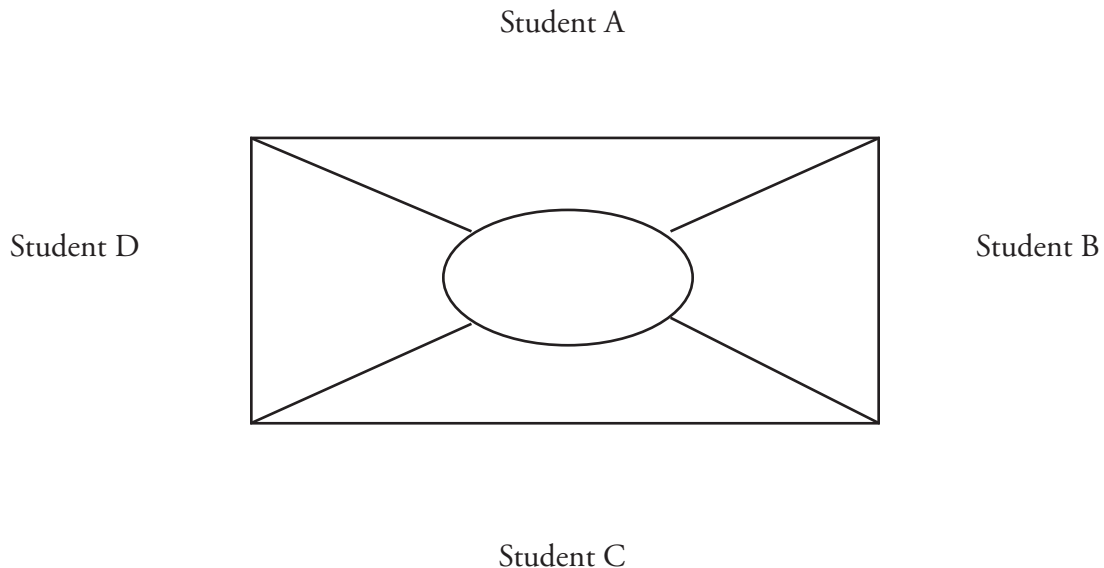
Place mat

Purpose

This teaching strategy encourages small group discussion while maintaining individual accountability. Similar to a think-pair-share strategy in the sharing of ideas, the place-mat strategy goes a step beyond in having students write down ideas and then critically analyse these in order to select the most appropriate ideas for the group's response. Groups can then share their responses with other groups within the classroom.

Method

Students are divided into groups of four at a table and provided with a place-mat organizer (see below). Given a particular task (e.g., selecting criteria used to determine whether an issue is local or global, each student in the group of four jots his or her ideas within the space allotted. When time is up (at the discretion of the teacher), students discuss the group's collective ideas and select the best ones to be recorded in the centre circle of the place mat. Structured comparisons with other groups may ensue, or a whole-class discussion.



Appendix B

Visual Organizers

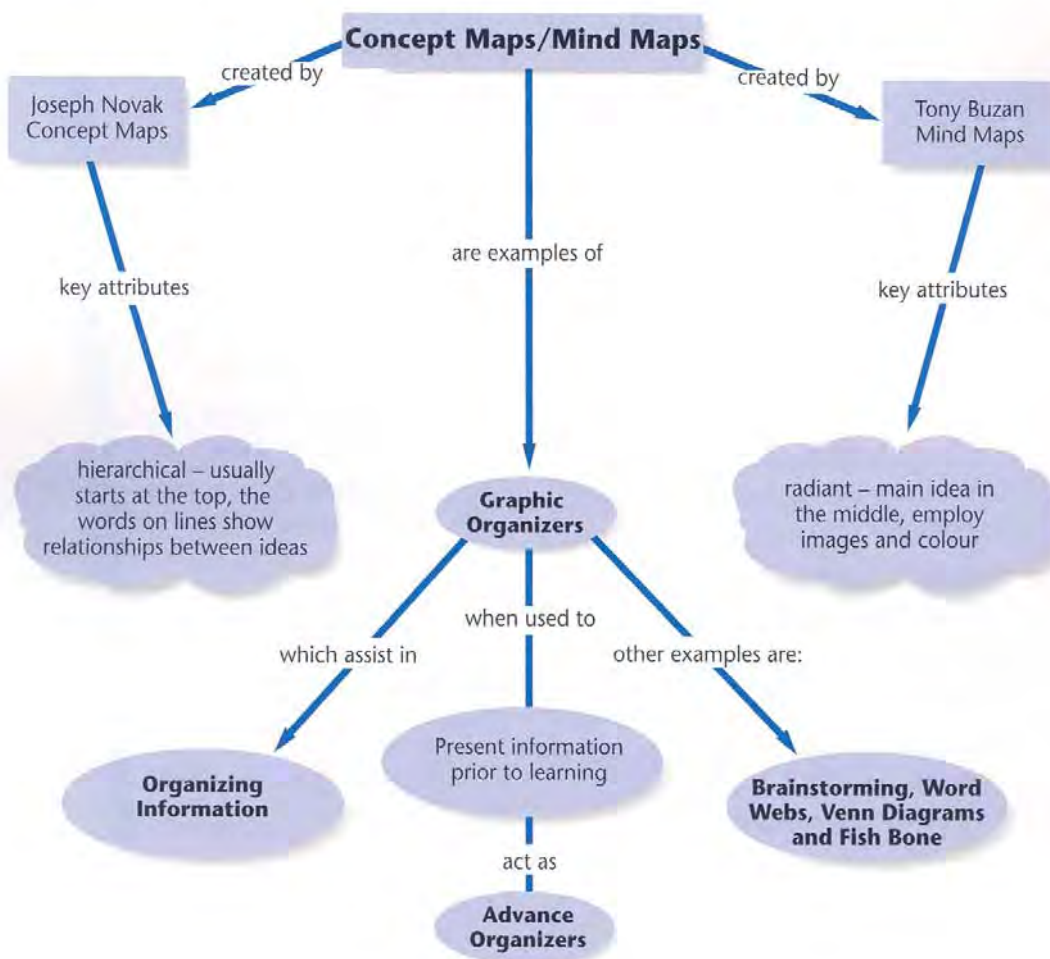
- B-1 Complex Organizers**
- B-2 Similarities and Differences**
- B-3 An Explanation of Mind Mapping**
- B-4 Steps for Creating a Basic Mind Map**
- B-5 Sample Rubric for Evaluating a Mind Map**
- B-6 Sample Mind Maps**
- B-7 An Explanation of Concept Mapping**
- B-8 Steps in Creating a Basic Concept Map**
- B-9 Sample Rubric for Evaluating a Concept Map**
- B-10 Sample Concept Maps**
- B-10a Sample Inspiration Concept Map**
- B-11 T-Chart**
- B-12 Ranking Ladder**
- B-13 Continuum and KWL Chart**

N.B.

Visual organizers (B-1 to B-10) in appendix B are used with permission from the following instructional resource: Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc. Check your school library or the professional development section of your school for the complete resource.

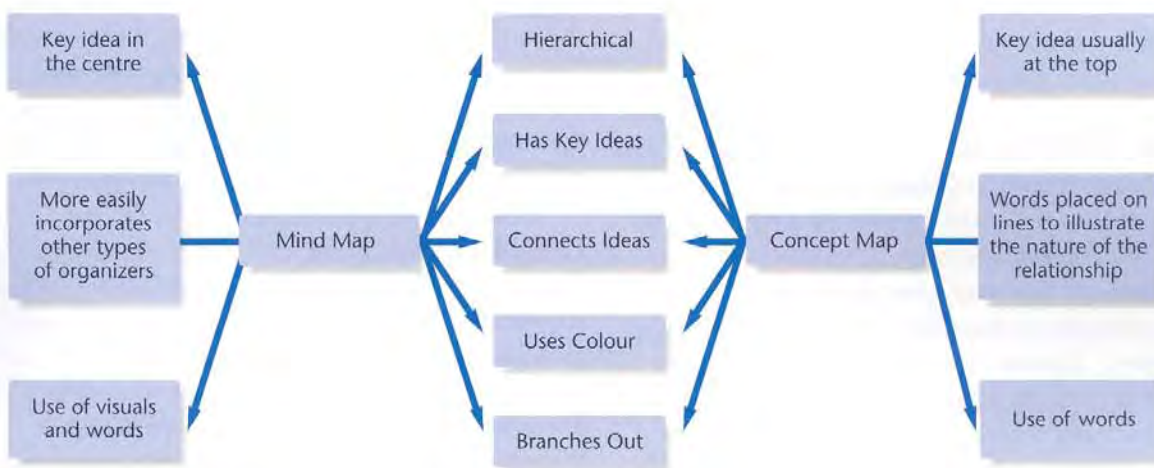
Chapter Ten

Complex Organizers: Mind Mapping and Concept Mapping





Mind Maps and Concept Maps: Similarities and Differences



On the following three pages are two lessons that incorporate one of each of these processes. You do not see the product; rather you see how the process is woven into the lesson.



An Explanation of Mind Mapping

We strongly recommend Tony Buzan's (1993) book, *The Mind Map Book: Radiant Thinking*. It is an excellent and colourful resource for taking you deeper into the Mind Mapping process. It also provides numerous examples of Mind Maps. Buzan makes connections to the literature related to brain research and learning. He sees Mind Mapping as a natural function of the human brain.

Another useful book is Nancy Margulies' (1991) book, *Mapping Inner Space*. This book illustrates practical ways to get started. The ideas provided in both are essential - Buzan's book provides an in-depth explanation of the process while Margulies' book provides a useful introduction regarding how to start.

Mind Mapping is an analytical process that involves creatively integrating a combination of visuals, colour, codes, words, and connectors. It can be employed as a method to take notes, to study before an exam, to brainstorm, or make connections between ideas. It can be extended with little effort to be an alternative way of applying Hilda Taba's Inductive Thinking model of teaching (see Chapter 9). Additionally, several high-school English teachers have students employ Mind Maps to collect and portray their arguments when involved in Academic Controversy (explained in Chapter 11).

Buzan states that Mind Maps have four essential characteristics and several non-essential characteristics. We would argue that

colour is also a critical attribute rather than non-essential. Our rationale is the mind processes and is intrigued by colour.

ESSENTIAL:

1. a central image that represents the subject being mapped
2. main themes that radiate like branches from that central image
3. those branches have a key image or key word printed on an associated line
4. the branches have a connected structure

NON-ESSENTIAL:

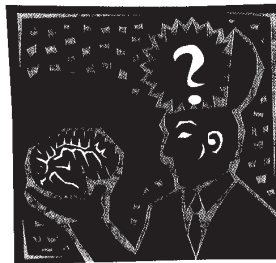
1. colour
2. codes

RATIONALE: Mind Maps enhance the brain's capacity to store and recall information.

Because it uses visuals and colours, it provides a novel and interesting way to make sense of

something the student is learning. It can be a motivating way for students to summarize a unit on a Friday afternoon when things are dragging and a bit of a "pick-me-up" is required. One enjoyable example of integration is to weave the Johnsons' Cooperative Learning process (explained in Chapter 7) with Buzan's Mind Mapping process to have a small group create a Mind Map. The lesson on heroes later in this chapter illustrates this integration.

Also, students can employ Cooperative Learning structures such as Gallery Tour and Three-Step-Interview to explain the major messages in their Mind Map.





Steps in Creating a Basic Mind Map

MATERIALS: Each student or group of students will need a sheet of paper and coloured pens or crayons. The size of paper will depend on the topic, the time, the amount students know, and what you are going to do with the Mind Maps. You can also have students cut and paste pictures from magazines instead of (or along with) their drawings.

SIZE: If the Mind Map is to be a poster for sharing, the size will be different than if it is to serve as notes and placed in a binder for review before a test. We saw a Mind Map that took up the complete wall of the classroom and evolved over the year—it served as an ongoing summary of the students' learning in a middle-school English class.

The following steps are only suggestions; feel free to add, adapt, or extend to make it responsive to your students' needs. Remember that when you do this with a partner, you are attending to five of the eight intelligences identified by Howard Gardner, as well as the brain's propensity for creating patterns and its need for talk.

1. **Select a topic** (for example "the heart" or "factoring" or "poetry" or "democracy").
 - Think of a visual that captures the essence of that topic and place that visual in the centre of the paper using colours that will assist you to remember that idea. For example, in a kindergarten class, the students did a Mind Map of the story "The Billy Goats Gruff." They put a picture of the bridge in the middle.



Steps in Creating a Basic Mind Map:

2. **Brainstorm for the key ideas related to that topic.**

- Record all the ideas that come to you - this can be personal or group brainstorming. Now you can simply pick out the most important ideas that will branch out first or you can group those ideas into common categories - give each of those categories a label and then those become the first key ideas.
- Draw a picture or symbol that represents each of the key ideas you brainstormed. Then position those visuals that make sense to you around the outside of the visual you placed in the centre of the map. Put in the key word and then connect the key words to the centre topic with a line or bubbles.
- Flow with ideas radiating out from each of those key ideas; again, think of visuals that capture the essence of that idea and place them in a way that makes sense to you. Then, place the word by the visual. Again, connect with lines.
- Continue until you have exhausted the topic, the space, the time, or your patience.

3. **Reflect with a partner or with small groups or with the class —perhaps a Three-Step-Interview or Gallery Tour.**

- In your mind or with a partner, talk through the journey you took to conceptualize the key ideas related to the topic. Explore the relationships between different aspects of the map.



Beyond Monet / Barrie Bennett / Carol Rolheiser



Sample Rubric for Evaluating a Mind Map

Rubric for Mind Map Performance Levels

CRITERIA	PERFORMANCE INDICATORS (Observable descriptors indicating extent to which a criterion is met.)			
	Level 1	Level 2	Level 3	Level 4
Central Image	Not clear; difficult to separate from other information	Present; not eye catching or memorable	Clear; use of picture or image that relates to key idea	Stands out; meaningfully grasps the key idea through metaphor or humour
Ideas radiate out from central image and from most to least complex	Little to no indication that ideas are connected to and radiating out from centre, from most to least complex	Ideas radiate out from centre, some confusion as you follow ideas moving from most to least complex	Ideas clearly connect to central image and ideas, and for the most part move from most to least complex	Ideas clearly connect to central image and ideas consistently and accurately shift from most to least complex
Ideas have key images or key words	Little to no evidence of key images. May have a few keywords or vice-versa	Images and keywords are evident, but either too few or imprecise	Images and key words clearly show an understanding of the content, although not that memorable	Dynamic use of images and keywords. They clearly connect to central image. See use of metaphor, humour, cut-outs from magazines, clipart, etc.
Colour or codes or links used to illustrate connections between ideas	Little to no use of colour, codes, or links to illustrate connections between ideas	Obvious attempt is made to use colour, codes or links to enhance clarity and memory. Still a bit confusing.	Clearly uses colour, codes, or links to clarify connections and to assist with memory for most aspects of Mind Map	Effectively uses colour, codes, or links to meaningfully clarify connections for all aspects of Mind Map
Depth of coverage	Insufficient coverage of content covered	Shows a basic level of coverage of key ideas but little extension of ideas	Shows a solid grasp of most of the content and shows extensions of most key ideas	Shows a solid grasp of all the content covered. Extensions of the key ideas show a deep understanding of that content

Note: this is one teacher's suggestion for evaluation – please feel free to design your own or adapt this one.



An Explanation of Concept Mapping

Although we provide you with an introduction to Concept Mapping, as stated previously, we recommend that you read Novak's and Gowan's (1984) book, *Learning How to Learn*. As well, you may want to read articles related to Concept Mapping to assist you in taking the process deeper. Chapter Two in the book *Probing for Understanding* by Richard White and Richard Gunstone (1992) provides a useful and detailed explanation of the process with a number of student examples of Concept Maps.

EXPLANATION: A Concept Map is a visual representation that illustrates how one understands relationships between concepts. Those concepts could be any combination of things, people, ideas, arguments, solutions, places, etc. Concept mapping serves to move the learner from simply recalling facts to making the linkages or relationships between those facts. It encourages more complex and meaningful thinking. Below are the essential characteristics of a Concept Map.

ESSENTIAL:

1. Start with a major term or idea from which the next term or idea extends either in a hierarchical or radiating format — Concept Maps usually start at the top.
2. Shift is from a more complex to less complex idea or major idea to minor idea. It often ends with an example.
2. Connecting line is drawn between concepts.
3. Linking words are placed on the lines stating the relationship between concepts
4. Cross links between one segment of the concept hierarchy or classification and another

NON-ESSENTIAL:

1. Colour to clarify segment areas or ideas that relate. This is useful when the use of connecting lines makes it confusing to follow the relationships.
2. Examples of the concept being presented. This adds meaning, communicates that the student understands the concept and aids in retention of the information.

Who can use Concept Maps? Like Mind Maps, Concept Maps can be used by students of all ages (kindergarten to adult learners — although younger students will need more help). For more in-depth information on younger students, see Stice (1987). This educator examined the potential of using Concept Maps with kindergarten to grade five students. With older students, teachers often employ Concept Maps as alternatives to essays or as organizers for essays.

Like Mind Maps, Concept Maps (often called semantic maps) increase students' abilities to organize and represent their thoughts. Initially, Concept Mapping was associated primarily with metacognition and science. More recently, it has been applied to reading comprehension as it helps the learner activate and retrieve prior knowledge. In one of our doctoral classes (a research colloquium on current brain research) large concept maps were created to facilitate the synthesis of each book and to find connections and patterns between books.

Jeni Wilson (1987) in her article on Concept Mapping, argues that although Concept Maps are personal, peer discussion is extremely worthwhile for assisting students to verify, clarify, and extend their graphic representation.





Steps in Creating a Basic Concept Map

The steps are similar to those of Mind Mapping. Before we describe the steps, we will review the four major differences between Mind Maps and Concept Maps.

First, Concept Maps usually start at the top, but can begin at the bottom or sides or in the centre; whereas Mind Maps begin in the middle and radiate out.

Second, Concept Maps employ words on the lines between concepts to illustrate the link between those concepts. Mind Maps usually do not.

Third, Concept Maps seldom employ colour; Mind Maps usually employ colour.

Fourth, Concept Maps seldom employ visuals; Mind Maps employ visuals. You can see that these two processes can be easily integrated.

MATERIALS: Each student or group of students will need a sheet of paper and coloured pens or crayons. The size of paper will depend on the topic, the time, the amount you know, and what you are going to do with it.

SIZE: If the Concept Map is to be a poster to be shared, the size will be different than if it is to serve as notes and placed in a binder for a review before a test.

The following steps are only suggestions, feel free to add, adapt, or extend to make Concept Mapping responsive to the students' needs. Remember that when you do this with a partner, you are attending to five of the eight intelligences identified by Howard Gardner, as well as the brain's propensity for creating patterns and its need for talk.



Steps in Creating a Concept Map:

1. Brainstorm (individually or in a group) the key ideas. So if you are studying energy, you might introduce the unit by creating a class Concept Map of the students' current understanding of energy. The result might be items such as: solar energy, nuclear energy, electrical energy, nuclear waste, global warming, sun, solar heating, gas, oil, pollution, fossil fuel, etc.
2. Students put the ideas onto cards or post-it notes. (Students enjoy manipulating the data.) Once the ideas are on cards, they can begin to sort and classify these cards, looking for relationships between ideas. If working alone, they can work for a few minutes, and then do a Walk-About to see how others are sorting the cards.
3. The students can now paste or transfer the ideas onto a piece of paper. They then draw lines between the concepts and place words on the lines that illustrate their thinking about the relationships between the concepts. They will have to decide whether they want to create a hierarchical Concept Map or a more radiant Concept Map (similar to Mind Mapping).
4. Students also look for cross links between different concepts.





Sample Rubric for Evaluating a Concept Map

Performance Levels

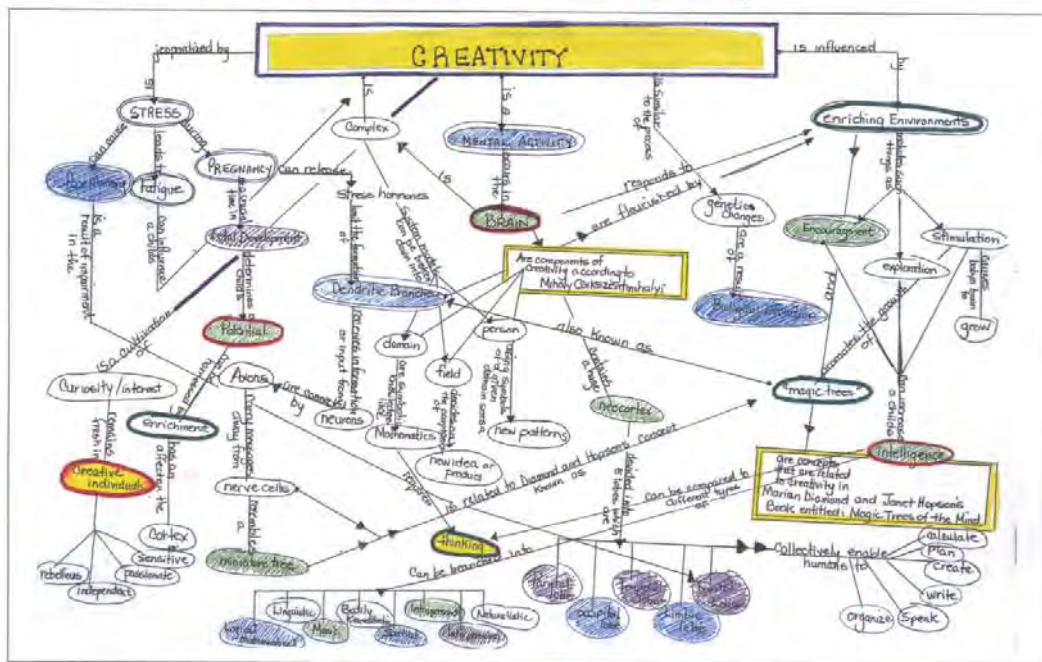
Performance Indicators	Level 1	Level 2	Level 3	Level 4
Concepts	<ul style="list-style-type: none"> Insufficient number of concepts selected relating to topic Arrangement of concepts illustrates no understanding of conceptual relationships 	<ul style="list-style-type: none"> Minimal but acceptable number of concepts selected, with some relationships to the topic Arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships 	<ul style="list-style-type: none"> Most concepts relating to topic were selected Arrangement of concepts demonstrates an understanding of subordinate conceptual relationships 	<ul style="list-style-type: none"> Most concepts and all significant concepts selected and they clearly relate to the topic Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships
Hierarchical Structure	<ul style="list-style-type: none"> Concepts are displayed in a linear sequence. Little or no sense of hierarchical structure 	<ul style="list-style-type: none"> Limited hierarchical structure used 	<ul style="list-style-type: none"> Concepts connected in a hierarchical structure 	<ul style="list-style-type: none"> Concepts connected in a hierarchical structure leading to more specific concepts
Linkages	<ul style="list-style-type: none"> Some basic relationships indicated by connected lines Linking words are simple and repetitive 	<ul style="list-style-type: none"> Straightforward relationships connected with linking words Linking words show variety 	<ul style="list-style-type: none"> Most relationships indicated with a connecting line and labeled with linking words Linking words are accurate and varied 	<ul style="list-style-type: none"> All relationships indicated by a connecting line and accurately labeled with appropriate linking words Linking words are expressive and purposeful
Cross Links	<ul style="list-style-type: none"> Cross links not used 	<ul style="list-style-type: none"> Few cross links are used to illustrate minimal connections 	<ul style="list-style-type: none"> Cross links used to reflect straightforward connections 	<ul style="list-style-type: none"> Cross links show complex relationships between two or more distinct segments of the concept map

Designed by: Shirley Smith, Bev Elaschuk

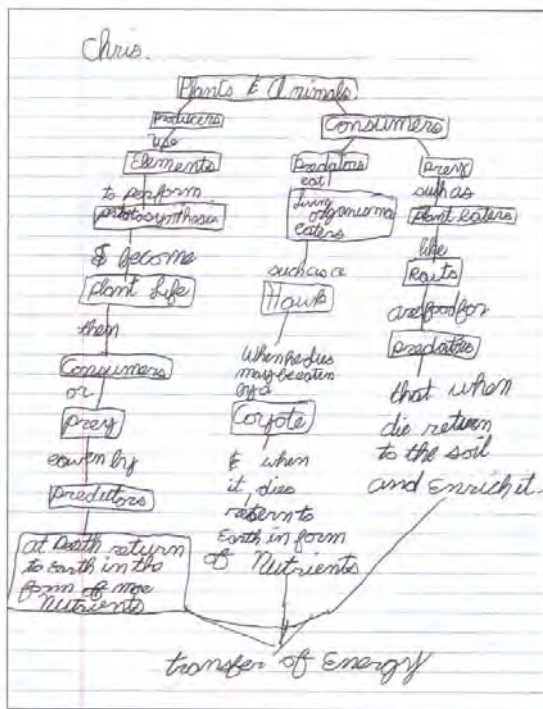
Feel free to adapt this rubric or create your own.

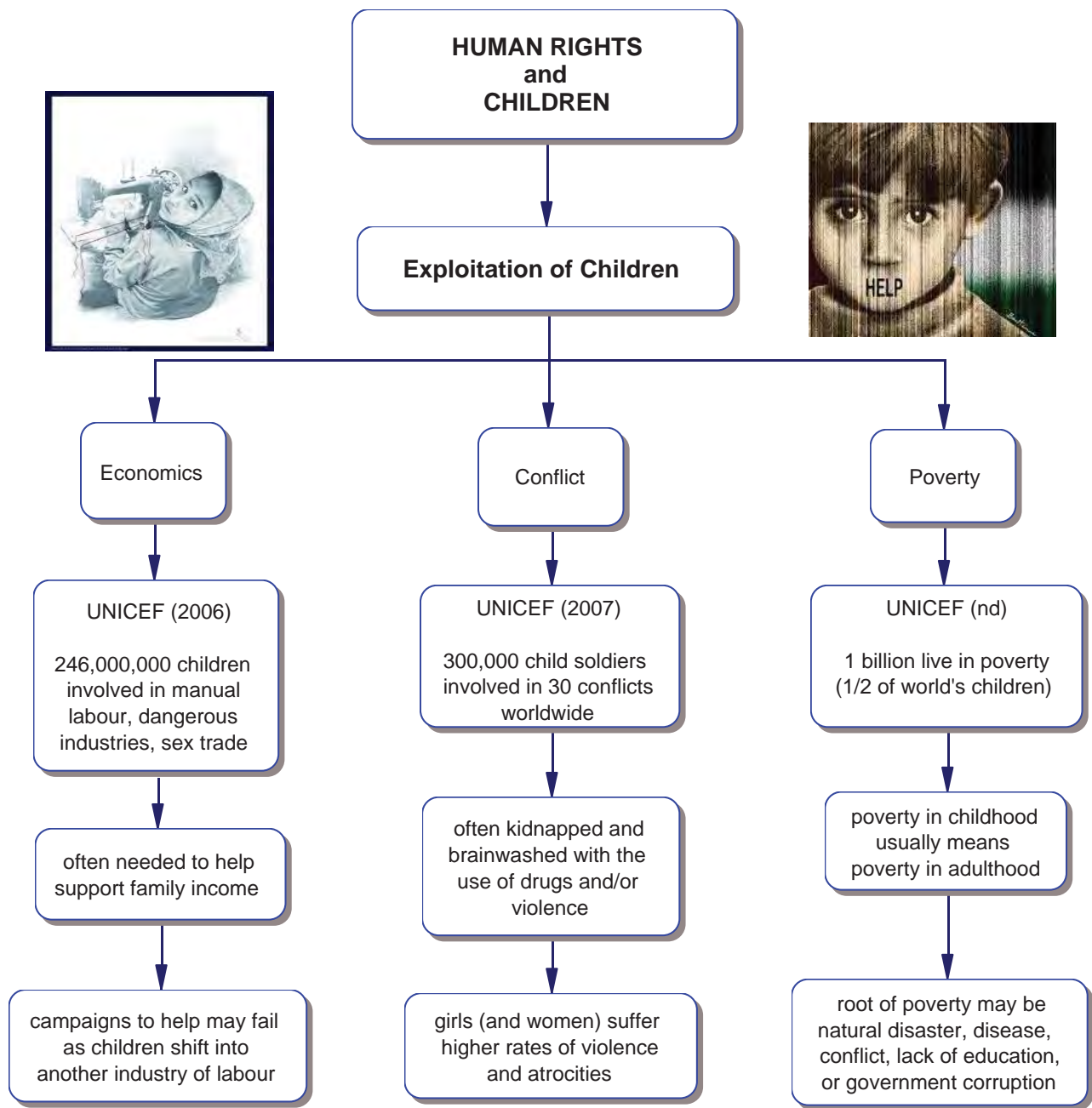
Concept Maps

university student's first attempt at a Concept Map



grade four's first attempt at a Concept Map





The above concept map was created using Inspiration software which is available in all schools. While this is a simplified version, some students may wish to create a more complex concept map by embedding notes and graphics, sound bytes, or web links. Alternatively, any concept map (simple or complex) may also be created by hand using traditional tools.

T-Chart

Purpose

This organizer is used to examine or compare dual sides of an issue or two aspects of a concept, such as similarities and differences.

Pros	Cons

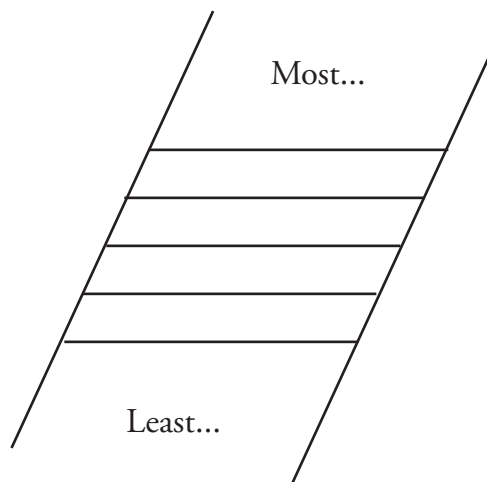
Similarities	Differences

Factors Contributing to Climate and Climate Change	
<i>Physical Factors</i>	<i>Human-Made Factors</i>
Surrounding waters	Carbon emissions

Ranking Ladder

Purpose

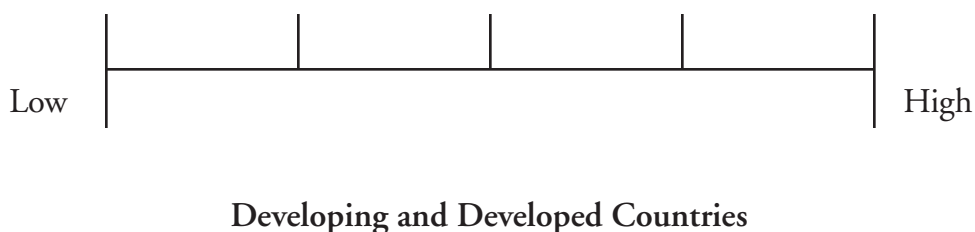
This organizer provides a means of ranking ideas or concepts according to given criteria: importance, relevance, probability, significance, or other.



Continuum

Purpose

Similar to the ranking ladder, this organizer can be used in a variety of ways. It is useful in creating time lines, sequences, rating scales, or opinion scales. It is important to consider the criteria that will form the ends of the line.



KWL

Purpose

Use the KWL chart as a pre-lesson activity or as a diagnostic tool to determine the students' level of knowledge of a particular topic or understanding of a concept. Students jot notes about what they already KNOW, what they WANT to know, and later—what they have LEARNED about a particular subject.

K	W	L

Appendix C

Reading Strategies

- C-1 Sample—Anticipation Guide**
- C-2 Sample—Vocabulary Exercise**
- C-3 Sample—Text Reformulation Exercise**

Sample Anticipation Guide

Respond to each statement twice, once before reading the text and again after reading it. To respond write “Agree” or “Disagree” in the space provided. (*Making Connections: Engaging Students in Language, Literacy, and Global Issues*, p. 33)

Response Before
Reading

Response After

The World Around Us

Protecting nature is importance because it produces everything we need.

Some natural resources are used so quickly that they are difficult to replace.

The world’s biodiversity is disappearing.

All parts of an ecosystem are connected.

Present-day extinctions of plants and animals can happen because of human activity.

I have the ability to help solve environmental problems.

Note:

- A strong anticipation guide statement is one with which some students agree and some disagree.
- Use two to four statements. Any more than that and you risk losing your audience.
- An anticipation guide helps struggling readers by establishing a PURPOSE for the reading.

Now they have something specific to look for while they read. Giving weak readers the questions only after the text has been read is too late. They’re unlikely to reread in search of answers.

Adapted from Council of Atlantic Ministers of Education and Training (CAMET).(2006).*Cross-curricular reading tools*.

Appendix C-2: Reading Strategies

Sample Vocabulary Exercise

Stories of Conflict

From the New to the Known

This word is totally new to me.	I've seen or heard this word but I'm not sure what it means.	I know one definition or could use this word in a sentence.	I know several ways this word could be used.

Word list

racial inequality Civil Rights Movement nonviolent protest
integrate boycott discriminate inhumanely plantations

Procedure

- Either individually or in groups, students slot words into the graphic organizer.
- Students hold brief class discussion to establish which words create the most confusion.
- Students read the relevant text (*Making Connections: Engaging Students in Language, Literacy, and Global Issues*, p. 162).
- Ask students to consider the context where the words appear.
- If you really want to help, **TEACH** them how to use context clues.

Adapted from Janet Allen.(1999). *Words, words, words.* (York, Maine: Stenhouse.) and Facing the Future. (2010). *Making connections: engaging students in language, literacy, and global issues.*

Sample Text Reformulation Exercise

What is it?

- An after-reading strategy in which students turn one type of text into another type of text.

How does it work?

- Students change expository text into narrative, newspaper articles into poetry, case studies into story boards or news articles, or means of expression..

Why use it?

- Encourages students to reread the text for main ideas, themes, cause-and-effect relationships, and character motivation; and to think critically without becoming overwhelmed by the text.
- Provides a valid alternative to the overused read-and-answer-questions strategy.

Suggestions

- Model the strategy!
- Consider a variety of reformulation options. The book *When Kids Can't Read*, by Kyrene Beers, available in your school library, lists and explains a number of them (pp. 159-165).
- Allow students to choose the type of reformulation.
- Include text reformulation in group work, even as a bonus.

Examples of a limerick and a haiku using physical forces as a context:

International Debt

*There now is a world of debt
That makes the global village forget
We once could survive
Without feeling deprived
Consumerism will kill us, you bet.*

Limerick Rules

lines 1, 2, and 5 must rhyme
lines 3 and 4 are short and rhyme
sing-songy rhythm

Environmental Planning

*Make it happen now
Sustain a future for me
And my grandchildren*

Haiku Rules

line 1 is 5 syllables
line 2 is 7 syllables
line 3 is 5 syllables

Adapted from Kyrene Beer. (2003). *When kids can't read*.
(Portsmouth, NH: Heinemann.)

Appendix D

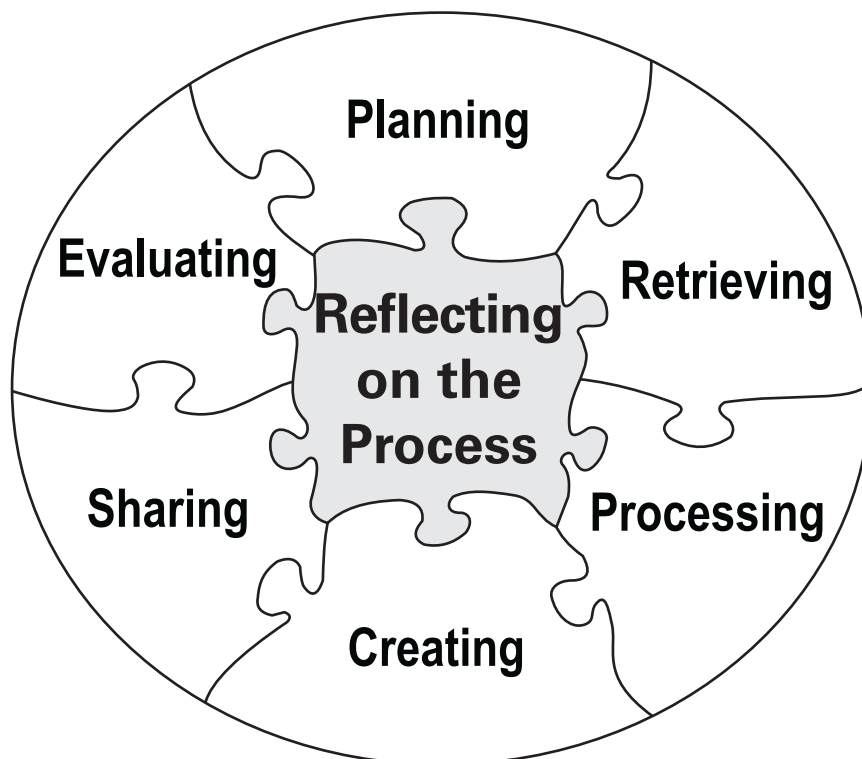
Student Guide to the Inquiry Process

STUDENT GUIDE to the **INQUIRY PROCESS**

GEO631A **Global Issues**

Tips, Guided Practice
and
Student Project Planning

Inquiry Model



Guided Practice

Selecting a Topic and Planning an Inquiry

Outcome 2.1.1

How do I select a topic and plan my inquiry?

Brainstorm ideas and ask questions that interest you. For example, if you want to know more about “child soldiers,” then you need to come up with a number of questions that interest you. This will help you narrow the focus to something that can be researched. Remember—you are trying to answer a question that has not been asked before—not just looking for someone else’s answers. As you search for sources that relate to your question, you could find that your inquiry question changes or needs to be refined more.

TIPS: Web Searches

GOOGLE is a search engine, not a Web site or a source that can be cited in your research. It is a good starting place to get ideas, but do not rely totally on this for your research.

Wikipedia may be tempting to use too but is not always reliable as a source, and it should be viewed only as a starting point—a place to find ideas and additional sources at the end of each article.

Guided Practice:

Enter “child soldiers” into an online search engine. Notice how many possible links there are for this topic—obviously, we need to narrow the topic!

Broad Topic:	child soldiers
Narrower Topics:	recruitment of child soldiers, gender-related experiences, organizations and efforts to reintegrate children into society, international laws related to child soldiers
Possible Question:	How do former child soldiers move back into society?
Possible Sources:	Websites, encyclopedias, journals, and other sources that can provide reliable information. Use a variety of formats
Audience:	Class/teacher/community/other
Format of Presentation:	Digital presentation, mini-documentary, photoessay, research paper, oral presentation, talk show simulation
Evaluation Criteria:	Teacher and/or student-generated criteria to evaluate product AND process (includes “learning to learn skills”)

Project Planner

Selecting a Topic and Planning an Inquiry

Outcome 2.1.1

What is my broad area of inquiry?

Narrowing the focus...

Some possible inquiry questions...

Where can I find reliable
information sources?

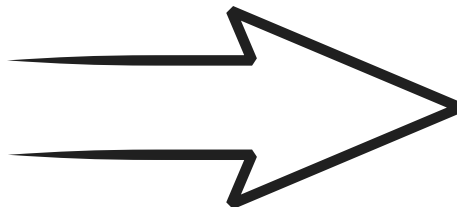
Who will be the audience
and what format will I
make my presentation?

How will I be evaluated
on this inquiry project?

What is my plan and schedule? Include checkpoints.

Start date

Completion date



Guided Practice

Retrieving Information

Outcome 2.1.2

How do I go about retrieving information for my inquiry?

Searching for information can be a tough job for even the most experienced researcher. Stay organized and keep a record of your searches. You will likely need to find these sites again. Start by planning out your search. You might assume that the World Wide Web is the best place to begin but there are lots of other options too. Online searches can be time-consuming and frustrating. Try out encyclopedias, texts, videos, periodicals (magazines), and databases such as EBSCO; they are right within reach at school, home, or your local library. There are often community sources as well such as government records or materials produced by community organizations. Don't forget to ask for help!

TIPS: Primary and Secondary Sources

Primary sources are first-hand materials such as a novel written by an author, letter, diary or journal entry, autobiography, speech, personal interview, first-hand account of an event, photograph, painting, or other original work. **Secondary** sources include all second-hand accounts of primary sources or materials that have been interpreted by others—movie and book reviews, text books, translations, encyclopedia articles, historical accounts (written by someone who was not there at the time of the event), or recreated artifacts or replicas. Sometimes it is difficult to tell if a source is primary or secondary (and, may in fact be a bit of both). In the case of web searches, articles on a specific topic with a stated author are generally primary sources, but these would be considered secondary if the article interprets work that has already been published.

Guided Practice:

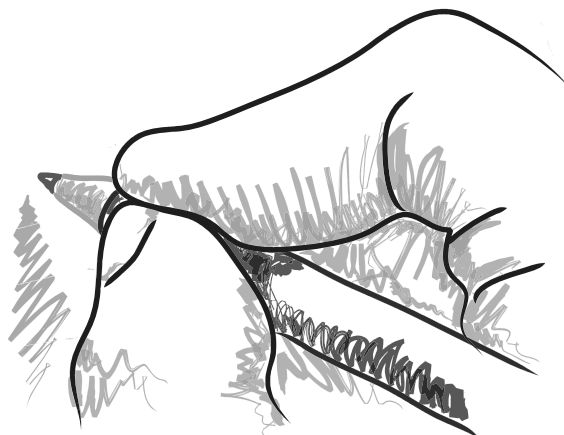
1. Make a checklist of all the possible places where you might find information.
2. Keep detailed records of the sources you find that you intend to use. If a source is not a good match, discard the record to avoid confusion.
3. Look closely at the URL addresses of any websites that you may use – URLs hold clues to reliable sites or ones that may be biased. Enter “child soldiers” into a search engine such as GOOGLE and note the domain tag on the URLS (this is the 3-letter clue to the origin). For example, “.edu” refers to an educational organization or institution; “.org” refers to a (usually) non-profit or governmental organization; “.gov” refers to _____; and “.com” means the site is _____.
4. Scroll through the first 20-30 hits for “child soldiers” and see how many fit the four categories above: .edu ____; .gov ____; .org ____; .com ____

Project Planner

Retrieving Information (from the Web)

Outcome 2.1.2

URL	Author	Audience	Current	Citation
Note the domain tag and the country of origin: ca- Canada; uk - United Kingdom; us - United States; au - Australia, etc.	Is this an expert author or simply someone's personal view? Is there any information on the author at the end of the article or in other websites?	Who is the intended audience of the article? For example, is it for educational purposes or intended to sell a product or a point of view?	Is the site current or dated? When was it last updated or how long has it existed?	Is there a recommended way of citing material from the site?
Source #1				
Source #2				
Source #3				
Source #4				
Source #5				



Guided Practice

Retrieving Information

Outcome 2.1.2 (cont'd)

How do I know if a source is a good one?

While you may think that you'll never find enough material to complete your project, more often the complete opposite is the case. Finding sources is one thing — finding **good** sources is a whole other thing. Just as it is important to know a bit about the author and the intended audience, it is essential that the information is relevant to your work.

TIPS: Plagiarism

Avoiding plagiarism can be tricky when you are selecting information. If you are using data, findings, arguments, or any other work of others, you must give credit to that source. For example, if you are using statistics about the number of child soldiers worldwide, or research results about the psychological impact of war on children, you must cite the source. Common knowledge need not be cited as it is generally shared by all readers (e.g., recruiting child soldiers is a violation of their human rights). If you are not sure, check with a teacher or librarian, or refer to a writing handbook for more guidelines.

Guided Practice:

1. Ask yourself if the material is closely related to your inquiry. For example, if your topic is about how child soldiers are rescued and move back into society, you need not include information about the climate of their country, or the national sport.
2. Use the same guidelines for measuring reliability of the author as you as you would for selecting sources. Nationally-known organizations, educational institutions, or expert authors are the most reliable sources.
3. Is the information up-to-date, or, is there historical data that may be useful? Older materials may prove to be valuable but check to be sure that the data is still current and has not been replaced by newer information.
4. Is the material easy to access when you need it? Remember to record it!
5. Is there an obvious bias or does the article present a balanced view?
6. Is there enough material to help out your inquiry? Or, is there so much that you need to be selective in matching it to your work? Select three sources of information on child soldiers and try to answer the guiding questions above to get a sense for how relevant or valuable the material is to you.

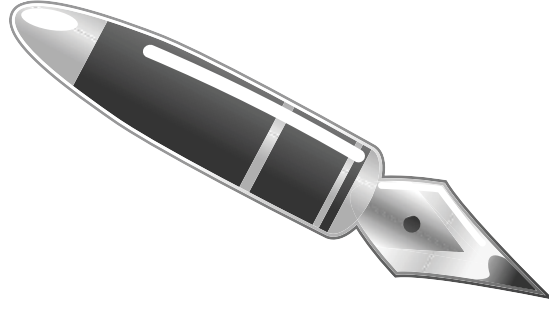
Project Planner

Retrieving Information (evaluating sources)

Outcome 2.1.2

My topic: _____ Inquiry question: _____

Source	Relevance Score 1-3	Reliability evidence	Timelines current/dated	Availability easy to find	Bias 1-3	Quantity



Guided Practice

Processing

Outcome 2.1.3

Now what? How do I pull it all together?

By now, you've gathered a number of sources of information for your inquiry. You've done some weeding, sorted through materials, and already learned quite a bit. Now, it's time to finalize your focus and select the most relevant information. You may find that you've shifted your focus a bit as you came across new information and changed paths. That's all part of the inquiry process and shows that you are constantly evaluating and re-evaluating information. At this point, you may discover that you either need to narrow your focus or broaden it somewhat to capture what it is you want to find out about this topic.

TIPS: Note-taking and Summarizing

Being able to take good (not necessarily lengthy) notes and summarizing information is a skill that will benefit you for a lifetime—but it takes practice and patience. Some people like to use a note-card system or other means that works for their particular styles. The main thing is that you stay organized and efficient.

Do...

- record the source, author, and page somewhere obvious.
- copy quotations exactly as they appear in the original.
- summarize ideas in your own words—see below.

Summarizing vs Paraphrasing

- Both mean restating original work into your own words.
- Summarizing reduces the original ideas by at least 50% whereas paraphrasing will be about the same length as the original.
- Concept maps are a form of note-taking and can be very detailed.

Guided Practice:

1. Select an appropriate source of information on a topic such as child soldiers or a variation of this topic and summarize a principal paragraph or section. Use a SQ3R strategy - survey, question, read, recite, review to help you. Ask your teacher for assistance on this strategy if you aren't sure.
2. Try to reduce the original paragraph or section by half using your own words and the key ideas of the section.
3. Share with a partner to evaluate how well you did in summarizing.

Project Planner

Processing (note making)

Outcome 2.1.3

Reintegration of child soldiers

Dr. Samantha Nutt

War Child Canada

<http://www.theglobeandmail.com/archives/article670332.ece>

- 300,000 child soldiers worldwide
- children easily led into military
- girls are especially vulnerable
- many are rejected by families and communities or orphaned
- need for education and jobs

Example 2

Topic: _____

Source: _____

Recall Column

- key words
- headings
- sub-headings
- dates
- references
- questions or doubts
- ideas for further study

Notes Column

- central ideas that relate directly to content area
- main ideas (use abbreviations and brief phrases)
- brief descriptions or explanations
- direct quotes
- rough diagrams that link to key words in recall column

One of the advantages of being disorderly is that one is constantly making exciting discoveries."

A.A. Milne, author of Winnie the Pooh

Guided Practice Sheet

Creating

Outcome 2.1.4

How do I go from data collection to product creation?

Now things really start to get interesting! You are now ready to transform all the factual data that you have collected into a product of your own creation. Chances are, you have already decided on (or, have been given) a particular format for your product. This is where the planning part helps a lot. Think about what sections of your research will fit best into the introduction, the main body, and the conclusion. Physically move your written notes around, or use sticky notes to help organize your thoughts. Seeing the information fit together visually often helps. Look for any gaps or areas that may need a bit more attention.

TIPS: Graphic Organizers and End Products

Graphic organizers are a good way to sort and organize information that will form your final product. There are numerous versions of graphic organizers and it's simply a matter of deciding which one will do the best job for you. For example, if you plan to create a digital sideshow as your end product, you might use a storyboard to figure out the sequence of slides and info on each slide. If you are doing a visual display such as a photoessay, you might choose to practice with a concept map. An oral presentation or newscast simulation may work better using a sequence chart to plan the script or interview.

Other ideas for end products:

- Brochure, Pamphlet, Poster, Chart
- Report, Research Paper, Essay, Editorial, Letter
- Panel Discussion, Debate, Speech, Oral Presentation, Song/Lyric
- Drama, Movie Script, Video, Digital Presentation, Web Page, Audio
- Map, Painting, Scrapbook, Collage, Exhibition

Guided Practice:

You are planning to do your project on some aspect of child soldiers. Decide on a format for your end product by thinking about your interests and strengths, and what might be the most effective means of communicating the information that you have gathered and analysed. Which type(s) of graphic organizers might help you get organized?

I would choose to do (format)_____ because ...

The graphic organizers (select at least two) that I think would work best are ...

Project Planner

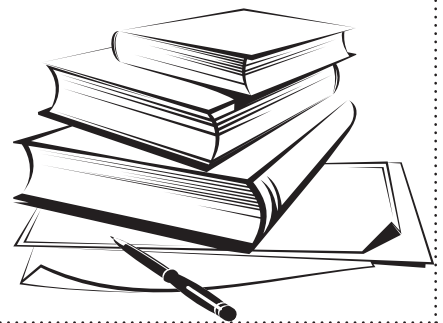
Creating

Outcome 2.1.4

Checklist: Getting from the collection stage to end product.

- ☐ I have gathered enough information (data) and kept records of my sources.
- ☐ I have analysed my data to ensure that it is connected closely to my inquiry.
- ☐ I have used graphic organizers, or some other system, to help sort my data and to organize y findings.
- ☐ I have organized my data into 1) an introduction, 2) a main body, and 3) a conclusion.
- ☐ I know what I want to present as an end product and how to get there.

Show one graphic organizer that you like to use to organize your data...



Guided Practice

Sharing

Outcome 2.1.5

How do I share my work?

Usually “sharing” work means an oral presentation of some sort—something that many people are uneasy about doing. When it comes to sharing your research work with others, there are a few things that you can keep in mind that will help you to look focused and interesting. It is not important to include every single written thought that you have put into your project—it is more effective and interesting to your audience if you summarize your findings and present the most important ideas or conclusions that you have discovered during your inquiry. Body language is another important component of presenting. Try to keep eye contact with your audience as much as possible and don’t get fixated on one person or one side of the room. Speak clearly and make sure you are not chewing gum!

TIPS: Rubrics

Rubrics are tools that help both students and teachers when it comes to big projects or small tasks. These are usually grids with 3-5 columns with descriptions of criteria which are used to evaluate a task or a product. Obviously, it is helpful if the presenter (you) know in advance which criteria (ideas) will be used to evaluate the work and presentation. Students and teachers can create a rubric together at the beginning of a project, or use a pre-existing one and adapt the criteria to fit. Rubrics do not have to be complicated and can be designed to suit every circumstance whether it is to evaluate part of the inquiry process such as a group task, or an end product such as a presentation or exhibit.

Guided Practice:

Your job is to evaluate (mark) a poster product that has been created to raise awareness of the plight of child soldiers worldwide. With your class, or within in a small group, create an evaluation rubric that will measure the most important features of the poster (message, clarity, visual appeal, accuracy of information, variety of sources, etc. Use the following template to get started:

POSTER	Limited	Developing	Proficient	Advanced
References	has fewer than 3 sources	has 3 sources but one is not really relevant	has 4-5 sources	has more than 5 sources
Visual Appeal				
Content or Message				

Project Planner

Sharing

Outcome 2.1.5

Use the following template (pattern) to create a one-of-a-kind rubric for the end product that you have chosen to present your inquiry findings and conclusions. Try to be specific about what should be considered a “feature,” such as visual appeal (the sorts of things that make a product attractive to viewers—colour, neatness, size of lettering). Add more rows if necessary or make changes to headings if you wish.

Product to be Evaluated	Limited	Developing	Proficient	Advanced
#1 Feature of product (e.g., clarity of message to viewers)				
#2 Feature of product				
#3 Feature of product				



Guided Practice

Evaluating and Reflecting

Outcome 2.1.6

How do I evaluate and reflect on my work?

You have reached the finish line of your inquiry ... or, have you? Not really, and that is because an inquiry process is cyclical (a circle) rather than linear. It is all about thinking and then rethinking about the new information you have uncovered, putting it together with what you already know, and reaching new levels. Although you have learned a lot by the time you reach this stage, you probably raised some new questions too. Ask yourself about what you have learned, what more you would like to learn, and how you might proceed differently the next time. A good inquiry should lead to more inquiry!

TIPS: Self-Assessment

At this stage it is also important to think about how you learned as well as what you learned. If you worked independently, were you able to stay on task and meet the checkpoint deadlines? What were your strengths and weaknesses and how can you work on improving some of these things? If you worked in a group, what did you learn about your work style in that situation or the types of tasks that you like or dislike doing? How could you be more effective to the group? A project log is a good way to keep track of ideas and progress during a project and it allows you to reflect back on how far you came from the launch of the project.

Guided Practice:

You have just completed a group project that involved researching and a presentation about child soldiers. Now it is time to think about how you contributed to the overall project. Fill in the following according to how you think you would in a real-life situation (based upon your class or previous experience).

I contributed to the group project in the following ways....

In this group, I found it hard to...

I can change this by....

I could do the following to make the group more effective....

Project Planner

Evaluating and Reflecting

Outcome 2.1.6

End-of-Project Self-Assessment

Inquiry project topic:	During the project I completed a number of tasks including: <ul style="list-style-type: none">•••
As a result, I learned the following...	
Subject matter (name the most important things that you learned...)	
Working in a group	
Following the inquiry process	
Presenting to an audience	
How I like to learn	

SAMPLE RUBRIC for ASSESSMENT of INQUIRY PROCESS and PRODUCT GEO631A

Assessment criteria for final product (bottom of grid) may be refined to reflect specific project formats (e.g., multimedia presentation, formal research paper, dramatization, visual presentation).

Inquiry Process Criteria		Proficient	Approaching Proficiency	Developing
Planning	Choosing topic, developing thesis, hypothesis, or driving question, and inquiry plan including presentation format and evaluation criteria	Demonstrates independence and critical thinking in selecting topic and narrowing focus. Completes inquiry plan with minimal assistance including decisions around format and evaluation.	Requires moderate assistance in selection of topic and in focusing inquiry question. Completes plan with assistance, and is able to make most decisions independently regarding format and evaluation.	Requires significant guidance to select topic and to develop inquiry focus. Needs assistance to lay out plan and make decisions regarding format and evaluation criteria.
Retrieving	Locating and gathering sources, selecting relevant information, and evaluating for bias, validity and reliability	Locates a variety of sources on own. Minimal assistance required to evaluate source material. Uses most pertinent sources for inquiry.	Requires assistance in locating sources. Variety of sources may be limited. Needs moderate assistance in evaluating source materials.	Requires significant assistance to locate sources. Selects only one type of source. Difficulty in evaluating source material.
Processing	Establishing a focus for inquiry, recording pertinent information, making connections and inferences, revising plan if necessary	Demonstrates an average level of independence and critical thinking when analyzing information. Capable of revising inquiry plan if necessary.	Requires moderate guidance in recording, analyzing information and making connections. Hesitant to revise plan or unsure how to revise plan when obstacles occur.	Requires significant assistance in recording information, making connections, and in making inferences. Not sure how or when to edit or revise.
Creating	Organizing information, creating final product, editing and revising	Demonstrates organizational ability and originality in clearly understood format and product. Edits and revises.	Requires moderate assistance in organizing new information into logical, engaging product. Some editing and revising evident.	Requires significant assistance to organize information into new product. Edits are revisions are guided.
Sharing	Presenting new understandings, communicating with audience, demonstrating appropriate behaviour	Demonstrates maturity, clarity of message, and content knowledge in sharing new understandings.	Mostly capable of communicating new understandings in a mature and focused manner. Practices appropriate behaviour.	Experiences difficulty in communicating new understandings or content knowledge. May not demonstrate appropriate actions.
Evaluating	Reflecting on process and product to gain new understanding of learning, transfer of new skills to other situations	Uses reflection to critically evaluate learning process and understands how this will transfer to new situations.	Mostly uses reflection to understand how learning transpired and can see how these skills may be transferable to new situations.	Experiences difficulty in making connections between past learning and how this may apply or transfer to new situations.
Final product	Engaging topic, clear focus, original research or perspective-taking, innovative format, or efficient use of medium, meets goal of inquiry project	Product reflects meaningful inquiry process. Evidence of new understandings is clear and focused. Use of medium is appropriate to communicating learning.	Product mostly reflects meaningful inquiry process and formation of new ideas. May need more creativity and originality in selection of medium and construction of product.	Product does not reflect meaningful inquiry process, or it is difficult to comprehend. Minimal evidence of creative or original thought in content or medium selection.

Appendix E

Timing and Pacing Suggestions

Timing and Pacing Suggestions: Appendix E

GEO631A – Global Issues TIMING and PACING SUGGESTIONS (OPTIONAL)

Option A -- Traditional Approach

Semester/Course Start	Mid-semester	Semester/Course End
<p>Unit 1: Introduction-- What is a Global Issue?</p> <p>Introduce students to key criteria and terminology associated with global issues, e.g. globalization, world perspective, sustainability, through the use of daily current events and discussion.</p> <p><i>Concurrently:</i> Introduce concept of “active citizenship” with examples and models found in print and online sources. See Column 4 in curriculum guide.</p>	<p>Unit 2: Inquiry—What Are the Issues?</p> <p>Introduce students to Inquiry Process using model and information in curriculum guide. Guide students through a class example using the “Student Guide to Inquiry” booklets (copies provided for each student) and a current global issue.</p> <p><i>Concurrently:</i> Have students explore and discuss a variety of global issues so that each may determine his or her own selection for the inquiry project (if doing individually). If the inquiry project involves pairs or groups, set out parameters and expectations for group and individual responsibilities. Discuss various accepted product formats and determine milestone dates and final submission date. Clarify how projects will be assessed and evaluated ensuring a balance of process and product.</p> <p>As facilitator, guide students throughout their own inquiries, assess progress/process at regular intervals, and set final date for product submissions. Assessment at this stage should include knowledge outcomes and process skills from the introductory unit within the context of the selected global issue. See sample assessment rubric.</p>	<p>Unit 3: Active Citizenship—What Can I Do?</p> <p>Building on new knowledge from first two units, have students explore and discuss ideas for an active citizenship project (this may be based on a student’s inquiry project, or it may be an entirely different issue/topic.)</p> <p><i>Concurrently:</i> Guide students through planning for an active citizenship project (see curriculum guide and suggested supplementary resources) and determine milestone dates and final submission date, assessments, and individual/group responsibilities.</p> <p>Students deliver or present active citizenship plans.</p>

