

Questions about Student Knowledge of Global Issues, Culture and Connections

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

1. GLOBAL ISSUES—KNOWLEDGE

What do your students know about global issues, and how well do they know it?

- a. Are students aware that global issues exist and affect their lives?
- b. Are students studying a global issue in depth over a long period of time?
- c. Are students aware that global issues are interrelated, complex and challenging, and ever changing?
- d. Are students aware that their information and knowledge on most global issues can be expanded, or could be deeper, and that they need to continue seeking information about how global issues are formed and influenced?

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2. GLOBAL ISSUES—SKILLS

How are your students going to learn about issues?

- a. Do students know how to study about global issues? Do they have the skills needed to investigate and research a topic or issue, solve problems, analyze issues, interpret information, make a case for a point of view through reasoned persuasion?
- b. Do students know how to look for information about an issue? Do students know how to develop criteria for discriminating, evaluating, selecting and responding to useful and relevant data? Do they know how to process the information that they have found? Do they know how to present their information to others?
- c. Do students have the ability to suspend judgment when confronted with new information about an issue when that information is in conflict with their own understandings and values?

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3. GLOBAL ISSUES—PARTICIPATION

How can students make a difference in resolving issues?

- a. Can students approach global issues, problems and challenges objectively, with neither undue optimism nor unwarranted pessimism?
- b. Can students develop some sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue?

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4. CULTURE—KNOWLEDGE

What do students know about culture?

- a. Have students studied at least one other culture in depth over a long period of time?
- b. Do students have a general knowledge about the major geographical and cultural areas of the world and some of the issues and challenges that unite and divide them?
- c. Have students been given the opportunity to learn about another culture through the study of a foreign language?
- d. Do students know and understand that culture and communication are closely connected?
- e. Do students have an opportunity to engage in exchanges with another culture either in a foreign nation or within the United States?
- f. Do students know and understand that members of different cultures view the world in different ways?
- g. Do students know and understand that culture changes?
- h. Do students know and understand that there are universals connecting all cultures?
- i. Do students know and understand that humans may identify with more than one culture and thus have multiple loyalties?
- j. Do students know and understand that cultures cross national boundaries?
- k. Do students know and understand how cultures are affected by geography and history?
- l. Do students know that cultures reflect their values and beliefs in different ways through art, literature, and music?

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5. CULTURE—SKILLS

How can students learn about culture?

- a. Do students know how to analyze and evaluate major events and trends in a culture?
- b. Do students know how to examine cultures around the world and recognize some interconnections with their life in the United States?
- c. Do students know how to compare and contrast diverse cultural points of view and try to understand them?
- d. Do students know how to examine the common and the diverse traits of other cultures?
- e. Do students know how to state a concern, position, or value from another culture without distorting it, in a way that would satisfy a member of that culture?

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6. CULTURE—PARTICIPATION

How can students improve their ability to understand others?

- a. Can students appreciate the study of other cultures?
- b. Can students tolerate cultural diversity?
- c. Do students seek to communicate with people from other cultures?
- d. Do students have an appreciation that all human cultures should experience universal rights?
- e. Do students take advantage of opportunities to learn another language and its culture?

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7. GLOBAL CONNECTIONS—KNOWLEDGE

How is the United States connected to the world?

- a. Can students identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically?
- b. Do students understand that global interconnections are not necessarily benign and that they have both positive and negative consequences in the United States?
- c. Do students know and understand the role of the United States in international policies and international relations since World War II?

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8. GLOBAL CONNECTIONS—SKILLS

What skills do students need in order to analyze and evaluate global connections?

- a. Can students recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States?
- b. Can students recognize, analyze and evaluate interconnections of local and regional issues with global challenges and issues?
- c. Can students recognize, analyze, and evaluate the interconnections between their lives and global issues?
- d. Can students generate alternative projections for the future and weigh potential future scenarios?

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9. GLOBAL CONNECTIONS—PARTICIPATION

How can students explore democratic citizenship through global connections?

- a. Do students value participation in the democratic process?
- b. Are students able to tolerate ambiguity?
- c. Do students read newspapers, magazines, and books, and listen to radio and television programs that relate to intercultural and international topics? Can they actively respond to this information from the media?

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