



## FOOTPRINTS FOR LEARNING ACADEMY



HOLISTIC

AUTHENTIC

PURPOSE DRIVEN

ENTREPRENEURIAL

GLOBAL

Required Program & Assessment Policy

### CORE CURRICULA FFLA - GLOBAL AWARENESS

Motto: Explore Achieve Excel

Explore Entrepreneurship Achieve in Core Learning

Excel in Defining your Educational Journey

# GLOBAL AWARENESS G1 - G9

## OVERVIEW:

We will evolve our learning of the world outside of Canada and follow a progression to **ACHIEVE EXPLORE EXCEL**. We will use our last trimester of the year to study our planet and its seven continents. It will be organized under a project-based learning model that incorporates multiple aspects from the students' courses (e.g. Math, ELA, Social Studies, Science, Music, and Art). The inquiry could be an individual, group, or class initiative that would reflect on the geography, culture, resources, history, people, resources, economics, and tourist destinations of a region within the grade-specific topic indicated below. The draft General and Specific Learner Outcomes are provided below, along with a conceptual overview. Again, implementation would be timed for the last trimester of the year for Grades 4 through 9. Implementation would also incorporate SKILLS and VALUES lessons towards Global Citizenship.



## **Topic Outline:**

### **For each assigned region, students will examine the following:**

Demonstrate how culture and place give us an understanding of ASIA:

- Physical Features.
- Animals and Plants.
- Human Features.
- Location knowledge.
- Place Knowledge.
- Basic Vocabulary:
  - Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, lakes, water cycle
  - Human: city, town, village, factory, farm, ranch, house, office, port, harbor, shop

Doing SKILLS and FIELD WORK:

- Build on knowledge of atlases, globes digital/computer, mapping, GPS, satellite images to locate countries and describe features studied.
- Use the 8 points of a compass, 4 and 6 figure grid references, symbols, keys and scale
- Field trips using compasses
- Latitude and longitude, prime meridian and
- Time Zones
- Famous Geographical Explorers.
- Navigation

Watching the WEATHER:

- Identify seasonal and daily weather patterns and the location of hot and cold, wet and dry areas of the world in relation to the Equator and the North / South Poles.
- Effect of climate on Geography.

Investigating CULTURE: Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers to discover:

- Explore stories, legends, art, music, food, clothing, language
- Family relationships and housing
- Identify key Human Geographical artifacts and existing places
- Human Geography: Types of settlement and land use
- The effect of technology on language and culture
- Natural and Human Geographical Wonders of the World

- Human interaction with Natural Geographical Landmarks

Connecting HISTORY:

- Extended chronological study (overlapping timelines) including ancient civilizations.
- Discoveries, famous explorers, artists, scientists, inventors.

Integrating GOVERNMENT, ECONOMICS, AND RESOURCES: Demonstrate the ability to use data to understand how the area earns and spends money to create a continuum of providing in a society:

- Government organization and priorities
- Evolution of money and types of money used.
- Food production, farming and agrarian growth and development, hunting, ranching, nomadic peoples
- Farms, Orchards, Ranches, Planting, Harvesting
- Textiles and Clothing
- Services and Products
- Community Infrastructure
- Modern: Tourism, Technology
- Effect of Geography on Economics and Lifestyles

Further infusion of ENTREPRENEURSHIP elements:

STUDENTS should be sure to focus on the reciprocal influence of small businesses within the diverse regions being explored. This should foster the concept of business initiatives in a context beyond financial transactions - where the learner could examine specific examples of small businesses, scrutinizing how government, political systems, the environment, and culture collectively influence and contribute to the management of that enterprise.

LINK for Teachers to FFLA Google Site with information for lessons and research:

<https://sites.google.com/footprintsforlearning.com/global-explorations/home>

<b>GRADE LEVEL</b>	<b>FOCUS REGION</b>	<b>FOCUS ISSUE for Global Mindedness</b>
<b>Kinder/Grade 1</b>	<b>SEVEN CONTINENTS</b>	<b>DIVERSITY with Kindness</b>
<b>Grade 2</b>	<b>OCEANIA and ANTARCTICA</b>	<b>WATER as Stewards of Nature</b>
<b>Grade 3</b>	<b>AFRICA</b>	<b>ANIMALS as Stewards of Nature</b>

<b>Grade 4</b>	<b>SOUTH AMERICA</b>	<b>PLANTS as Stewards of Nature</b>
<b>Grade 5</b>	<b>NORTH AMERICA</b>	<b>AIR as Stewards of Nature</b>
<b>Grade 6</b>	<b>AUSTRALIA</b>	<b>LAND as Stewards of Nature</b>
<b>Grade 7</b>	<b>EASTERN EUROPE/MIDDLE ASIA</b>	<b>RESOURCES with Sustainability</b>
<b>Grade 8</b>	<b>WESTERN EUROPE/EAST ASIA</b>	<b>POLITICS for Health &amp; Education</b>
<b>Grade 9</b>	<b>AFRICA/NORTH AMERICA</b>	<b>ECONOMICS for Poverty &amp; Prosperity</b>

### **Evaluation:**

PORTFOLIO FOR RESEARCH and PRESENTATION on Global REGION	40%
PORTFOLIO FOR RESEARCH and PRESENTATION on Global Mindedness	40%
DISCUSSION ENGAGEMENT	20%

### **Learner Outcomes:**

#### Elementary - Grades 1-5

1. The capacity to compare with similarities and differences. *Global Awareness*
2. The capacity to identify diversity. *Global Awareness*
3. The capacity to understand language, tradition, and culture for communication. *Global Mindedness*
4. The capacity to evaluate actions and consequences. *Global Mindedness*

#### Middle School - Grades 6-9

1. The capacity to evaluate information, formulate arguments and explain complex situations and problems by using and connecting evidence, identifying biases and gaps in information and managing conflicting arguments. *Global Awareness*
2. The capacity to identify and analyze multiple perspectives and world views, positioning and connecting their own and others' perspectives on the world. *Global Awareness*
3. The capacity to understand differences in communication, recognising the importance of socially-appropriate communication conventions and adapting communication to the demands of diverse cultural contexts. *Global Mindedness*
4. The capacity to evaluate actions and consequences by identifying and comparing different courses of action and weighing these actions against one another on the basis of short and long-term consequences. *Global Mindedness*