



Cambridge Lower Secondary Global Perspectives - Stage 7 Scope and Sequence

| Quarter | Topic | Challenge and Product | Instructional Supports | Additional Resources | |
|---|---|---|--|--|--|
| First Quarter | Introduction to the Course REVISED Pacing Calendar Flexible Pacing Schedule 22-23 GP/B.E.S.T. Crosswalk | What makes a good Global Perspectives student? <i>By the end of this challenge, learners will have created a checklist to evaluate the skills and dispositions of a Global Perspectives learner. (This is an SDLC-created Challenge)</i> | Introduction to Global Perspectives | | |
| | | | Learning to Collaborate and Communicate: Entry Teambuilder | | |
| | | | Levels of the Course: Thinking Locally, Nationally, and Globally | | |
| | Education for All (Research) | The Best Years of Your Life? <i>By the end of this Challenge, learners will have researched a number of different approaches to education, using their findings to come up with a proposal for change in their education system. They will have presented an argument for the change they propose, and received feedback on how effectively they made their case.</i> | Starting Research Skills | Getting Better at Research Research Skills Notebook Research Super Sleuth | |
| | | | Developing Research Skills | | |
| Getting Better At Research Skills | | | | | |
| | | | Challenge (6 Hours) | Education for All Lesson Education Timeline Activity Research Doc 1 Research Doc 2 Proposal Template | |
| Student Presentation: Stretch Strategy: PechaKucha | | | | | |
| Second Quarter | Humans and Other Species (Research) | What Makes Us Human? <i>By the end of this Challenge, learners will have developed their research and evaluation skills through their research into an aspect of human beings and their contribution to The Human Exhibition. Learners will also gather feedback from their audience at the exhibition, which they will analyze and use to inform future projects.</i> | Team Builder | | |
| | | | Team Builder | | |
| | | | Challenge (6 Hours) | Challenge Teacher Resources | |
| | Globalization (Analysis) | Global Brands. <i>By the end of this Challenge, learners will have developed their analytical skills by looking at branding as a means to understanding the impact of globalization. They will evaluate videos showing a range of perspectives on globalization and be able to justify their own conclusions.</i> | Starting Analysis Skills | Starting with Analysis Skills Developing Analysis Skills Getting Better at Analysis Skills | |
| | | | Developing Analysis Skills | | |
| Getting Better at Analysis Skills | | | | | |
| | | | Team Builder | | |
| | | | Challenge (6 Hours) | Globalization Project Globalization Challenge Doc Globalization-Visual Literacy & Response Sheet | |
| Stretch Strategy: Outliers | | | | | |
| Third Quarter | Employment (Evaluation) | Why Work? <i>By the end of this Challenge, learners will have developed their evaluation skills by evaluating information about the experience of people in their families, communities and worldwide, in employment, unpaid work and unemployment, gathered using different research methods. They will communicate the outcomes of their research effectively.</i> | Starting with Evaluation Skills | Starting with Evaluation Skills Developing Evaluation Skills Getting Better at Evaluation Skills | |
| | | | Developing Evaluation Skills | | |
| | | | Getting Better at Evaluation Skills | | |
| | | | Challenge (6 Hours) | | Employment Challenge Doc |
| | Human Rights (Reflection) | The Right to Asylum. <i>By the end of this Challenge, learners will have developed their skills of reflection and analysis by considering the different impacts on individuals of the different reasons for moving countries, and thinking about whether their views have changed as a result of research on displaced individuals. Learners will consider the human rights of displaced people and research an aspect of this to present to their peers. They will consider the use of biased sources of information.</i> | Starting with Reflection Skills | Self-Reflection Activity | |
| Developing Reflection Skills | | | | | |
| Getting Better at Reflection Skills | | | | | |
| | | | Challenge (6 Hours) | Human Rights Activity | |
| Stretch Strategy: Socratic Seminar | | | | | |



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| Fourth Quarter | <p><u>Tradition, Culture, and Identity (Collaboration)</u></p> | <p>How Connected are We? <i>By the end of this Challenge, learners will have developed their communication and collaboration skills in the context of finding out how different families, communities and cultures celebrate the New Year.</i></p> | Starting with Collaboration Skills | Course of Action Activity |
| | | | Developing Collaboration Skills | |
| | | | Getting Better at Collaboration Skills | |
| | | | Challenge (6 Hours) | Travelog/Traditions |
| | <p><u>Sustainability (Communication)</u> <i>*Stage 8</i></p> | <p>When Less is More. <i>By the end of this Challenge, learners will have improved their communication skills by participating in a debate, a trade simulation game, and working in groups to produce a presentation. They will learn about the life cycle of a resource, create a balanced presentation to persuade people to consume less, and learn how the production of the things we need and want impacts the resources used to make them.</i></p> | Starting with Communication Skills | Final Project |
| | | | Developing Communication Skills | |
| Getting Better at Communication Skills | | | | |
| Final Challenge | | | | |