



Cambridge Lower Secondary Global Perspectives - Stage 8 Scope and Sequence

Quarter	Topic	Challenge and Product	Instructional Supports
First Quarter	Introduction to the Course REVISED Pacing Calendar Flexible Pacing Calendar 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.</i> <i>(This is an SDLC-created Challenge)</i>	Introduction to Stage 8 LS Global Perspectives
			Team Builder
			Examining Global Issues through Various Lenses
	Changing Communities (Research)	Making a Difference <i>By the end of this Challenge, learners will have developed their research skills by identifying community issues and exploring how individuals and groups can influence change. Learners will make recommendations about how to improve their community and design a campaign to promote these changes.</i>	Starting Research Skills
			Developing Research Skills
Getting Better At Research Skills			
Challenge			
Student Presentation: Stretch Strategy: Meeting of the Minds			
Second Quarter	Digital World (Evaluation)	Fact or Fiction? <i>By the end of this Challenge, learners will have developed their evaluation skills by comparing film, media and statistical material as evidence for predicting the future. Learners will explore recent developments in digital and other technologies through film, media and internet research. They will design a school for the future in the light of recent trends in computer and other technological change.</i>	Team Builder
			Challenge (6 Hours)
	Belief Systems (Analysis)	Beliefs About Food <i>By the end of this Challenge, learners will have improved their analysis skills by categorizing the reasons people give for their dietary choices, and considering the consequences of their choice from personal, local and global perspectives. They will give a presentation in groups about the reasons for, and consequences of, their dietary choices at personal, local and global levels, and will discuss whether they might make any changes to their diet.</i>	Starting Analysis Skills- Lesson 1 Slideshow, Lesson 3 Slideshow
			Developing Analysis Skills
			Getting Better at Analysis Skills
Stretch Strategy: Philosophical Chairs			
Third Quarter	Migration (Evaluation)	A Warm Welcome <i>By the end of this Challenge, learners will have improved their evaluation skills by evaluating sources for possible bias. Learners will have identified these sources through research into people who come to live in their country to predict what difficulties they might experience. They will have planned and created a presentation to help support young people who have moved to their country to live.</i>	Team Builder
			Starting with Evaluation Skills
			Developing Evaluation Skills
			Getting Better at Evaluation Skills
			Challenge (6 Hours)
	Family (Reflection)	Who Am I? <i>By the end of this Challenge, learners will have developed their skills of reflection and communication by exploring the extent that their family and surroundings influence who they are. Learners will individually create a section of a group totem pole and present their reasons and research to the rest of the group. Asking learners to reflect on the lesson can support more focused reflection and encourages learners to develop this skill.</i>	Starting with Reflection Skills
			Developing Reflection Skills
			Getting Better at Reflection Skills
			Challenge (6 Hours)
			Stretch Strategy: Four Corners
Fourth	Trade and Aid (Collaboration)	What Everyone Needs <i>By the end of this Challenge, learners will have developed their collaboration skills by working in groups to research aid in their region and internationally, and to agree on how to spend a (hypothetical) sum of money on aid. At the end of the Challenge, they will reflect on the part that each has played in their groups.</i>	Starting with Collaboration Skills
			Developing Collaboration Skills
			Getting Better at Collaboration Skills
			Challenge (6 Hours)



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Quarter	<u>Digital World</u> (Communication)	Improving Communication <i>By the end of this Challenge, learners will have created some guidance on communicating through social media using what they have learnt about key benefits and challenges of social media, the impact of social media on communication and relationships and how messages can be misinterpreted. Learners create and role play examples of miscommunication and then share their opinions in a class discussion to demonstrate their understanding of the issue and achieve the communication learning objective. Learners will demonstrate their collaborative skills while working in a team and examples of how each team member has collaborated as evidence that they achieved the collaboration learning objectives.</i>	Starting with Communication Skills
			Developing Communication Skills
			Getting Better at Communication Skills
			<u>Final Challenge</u>