



IOWA CORE CURRICULUM | 21ST CENTURY SKILLS

ESSENTIAL CONCEPTS AND SKILLS FOR GLOBAL LITERACY

CULTURE | CONNECTIONS | INTERDEPENDENCE | GLOBAL ISSUES

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U.S. CENTER FOR CITIZEN DIPLOMACY

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I. Essential Concept or Skill in Bold

A. Detail

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High School 9-12 students will

CULTURE

I. Understand the universals that connect all cultures and the differences between and within cultures.

- A. Analyze one's own culture and compare and contrast cultures throughout the world.
- B. Analyze how culture is related to opportunities for cooperation or conflict.
- C. Compare and contrast perspectives and practices that are culturally influenced (e.g. customs, values, traditions, religion, history, communication, relationships, business, politics, human rights, health, religions, death, war, peace and the earth's resources).
- D. Analyze factors that impact cultural change over time.
- E. Examine cultural expression in literature, the arts and entertainment.
- F. Examine and engage in appropriate and meaningful intercultural communication.

II. Understand the impact of culture on actions, traditions and decisions.

- A. Present a concern, position or viewpoint from another culture perspective without distorting it.
- B. Analyze how culture influences the decisions people make.
- C. Evaluate how technology and mass media influence our knowledge and understanding of culture and cross cultural communication.
- D. Assess the role of culture on the human condition (e.g. relationships, behavior, conflict, economic systems, religion, human rights, environment, resources and social justice).
- E. Critique the impact of cultural stereotypes on relationships and behavior.

CONNECTIONS AND INTERDEPENDENCE

I. Examine ways people and systems are connected globally.

- A. Identify and describe global connections through history, politics, economics, technology, religion, arts, ecology, entertainment, literature, transportation and science.
- B. Examine international systems and the systems that are coordinated to function worldwide. (e.g. business, economics, air travel, disaster relief, United Nations, missions, internet).
- C. Act creatively to contribute to the improvement for complex international systems.
- D. Assess ways major events and trends connect people globally.
- E. Assess local and national responses to global issues.

II. Understand that world residents are globally interdependent and have a responsibility to each other and to the planet.

- A. Explain ways we are dependent on each other as a global community.
- B. Examine how personal, local and national decisions may an impact on a global level.
- C. Assess the availability of natural resources throughout the world and the need to cooperate to sustain the planet.

- D. Create and critique plans to conserve/renew natural resources.
 - E. Demonstrate and evaluate the impact of using diplomatic behaviors in various settings.
 - F. Evaluate the information received about other countries and cultures and the ways it is used.
 - G. Compare the functions of organizations and government agencies that are involved in international and intercultural relations (e.g. embassy systems, Sister City organizations, foreign service, citizen diplomacy, NGO's (non-governmental organizations)).
 - H. Create a plan for improving international relations.
 - I. Evaluate the impact of international relations on business and travel.
- I. Understand information about significant global issues that have an impact on the earth, its inhabitants, and the decisions humans make.**
- A. Consider multiple cultural perspectives and generate research questions about a significant global issue for investigation (e.g. health environment, safety, security, natural resources, population, water, international business, human rights, climate, peace, communication, endangered species, technology).
 - B. Use technology to access, organize, process and communicate information.
- II. Analyze, synthesize, and evaluate complex information regarding global issues.**
- A. Summarize and analyze complex information and evidence.
 - B. Evaluate the information and data gathered and distinguish relevant factors and trends.
 - C. Identify the roles and responsibilities of individuals, groups, organizations and various governments in relation to global issues.
 - D. Suspend judgment when confronted with new data or opinions when the information conflicts with present understanding or feelings. (Collins, Czarra, and Smith, 1998)
 - E. Formulate defensible conclusions from research. (Global Competence Matrix, 2009)
- III. Communicate research, data, ideas, conclusions, and viewpoints to others effectively.**
- A. Articulate a point of view on a global issue demonstrating respect for the viewpoint of others.
 - B. Present findings about a global issue to a group recognizing and accommodating varied cultural perspectives. (Adapted from Global Competence Matrix, 2009)
 - C. Participate in a discussion or a formal debate regarding a global issue.
- IV. Collaborate with others to formulate a plan for addressing a global issue.**
- A. Use critical thinking skills to create a variety of strategies addressing global issues.
 - B. Weigh evidence to determine the best course of action and justify the position.
 - C. Collaborate across professional, social and political networks to determine a viable plan.
 - D. Exercise leadership to build consensus about a plan of action.
 - E. Evaluate the implementation and outcomes of a plan.

Middle School 6-8 students will

CULTURE

- I. Understand that there are universals that connect all cultures and differences between and within cultures.**
 - A. Compare cultures throughout the world.
 - B. Analyze similarities and differences in the behaviors, attitudes and values of people from different cultures and how these similarities and differences are related to opportunities for cooperation or conflict. ¹
 - C. Compare and contrast perspectives and practices that are culturally influenced (e.g. customs, values, traditions, religion, gender, history, food, celebrations, communication, familial relationships, business relationships, human rights, subcultures, health, religions, death, war, peace, environment, natural resources, social justice).
 - D. Identify factors that impact cultural change over time.
 - E. Determine ways that individuals have multiple cultural identities.
 - F. Examine cultural expression in literature, the arts and entertainment.
 - G. Engage in appropriate intercultural communication.

- II. Understand the impact of culture on actions, traditions and decisions.**
 - A. Present a viewpoint from another culture without distorting it.
 - B. Analyze how culture influences the decisions people make.
 - C. Determine how technology and mass media influence our knowledge and understanding of culture.
 - D. Describe how technology is changing and influencing cross cultural communication.
 - E. Assess the role of culture on the human condition (e.g. relationships, behavior, conflict, economic systems, religion, human rights, environment, resources and social justice).
 - F. Evaluate the impact of cultural stereotypes on relationships and behavior.

CONNECTIONS AND INTERDEPENDENCE

- I. Examine ways people and systems are connected globally.**
 - A. Identify and describe global connections through history, politics, economics, technology, religion, ecology, and the arts.
 - B. Identify the planet's resources shared by all world residents. (e.g. air, water, etc.).
 - C. Examine international systems and the systems that are coordinated to function worldwide. (e.g. business, air travel, disaster relief, social networking, missions, internet).
 - D. Create alternative plans for systems that could be more effective.
 - E. Identify ways major events and trends connect people globally.
 - F. Assess local and national responses to global issues.
 - G. Analyze how technology has changed our communication and access to information over time.

- II. Understand that we are globally interdependent and as world residents we have a responsibility to each other and to the planet.**

¹ Global Competence Matrix

- A. Analyze the availability of natural resources needed to sustain the planet.
- B. Explain ways we are dependent on each other as a global community.
- C. Discuss factors that contribute to creating positive intercultural and international relationships and create a plan for improving international relations.
- D. Examine how personal, local and national decisions may have an impact on a global level.
- E. Create and critique plans to sustain natural resources as stewards of the planet.
- F. Demonstrate and evaluate the impact of using diplomatic behaviors in various settings.
- G. Evaluate the validity of information received about other countries and cultures and how the information is used.
- H. Compare the functions of organizations and government agencies that are involved in international and intercultural relations (embassy systems, Sister City organizations, foreign service, citizen diplomacy, NGO's (non-governmental organization)).
- I. Evaluate the impact of international relations on business, travel, entertainment, and the arts and sports.

GLOBAL ISSUES

- I. Understand information about significant global issues that have an impact on the earth, its inhabitants, and the decisions humans make.**
 - A. Consider multiple cultural perspectives and use a variety of resources to conduct research about a significant global issue for investigation (e.g. health environment, safety, security, natural resources, population, water, international business, human rights, climate, peace, communication, endangered species, technology).
 - B. Use technology to access, organize, process and communicate information.
- II. Analyze, synthesize and evaluate complex information regarding global issues.**
 - A. Summarize and analyze information and evidence.
 - B. Evaluate the information and data gathered on a global issue.
 - C. Distinguish relevant factors and trends.
 - D. Identify the roles and responsibilities of individuals, groups, organizations and various governments in relation to global issues.
 - E. Compare and contrast different cultural perspectives concerning global issues.
 - F. Suspend judgment when confronted with new data or opinions when the information conflicts with present understanding or feelings. (Collins, Czarra, and Smith, 1998)
 - G. Formulate defensible conclusions from research. (Global Competence Matrix, 2009)
- III. Communicate research, data, ideas, conclusions and viewpoints to others effectively.**
 - A. Participate in a conversation about a global issue using accurate information demonstrating respect for the viewpoint of others.
 - B. Present information about a global issue to a group recognizing and accommodating various cultural perspectives.
 - C. Discuss and debate emotionally charged issues appropriately.
- IV. Collaborate with others to formulate a plan for addressing a global issue.**
 - A. Use critical thinking skills to create a variety of strategies to address global issues.

- D. Weigh evidence to determine the best course of action and justify the position.
- E. Contribute to the group effort in creating a plan to address a global issue.
- F. Exercise leadership and negotiate an agreement or plan of action with others to address the issue.
- G. Identify how thinking changes based on new information and understandings.
- H. Evaluate the implementation and outcomes of a plan.

Intermediate 3-5 students will

CULTURE

- I. Understand one’s own culture and other cultures throughout the world.**
 - A. Recognize that culture includes the customs, traditions, beliefs and language considered characteristic of a particular group of people.
 - B. Acquire knowledge and understanding about one’s own and other cultures.
 - C. Produce an original work of art that expresses part of their culture.
- II. Understand there are universals that connect all cultures and differences between and within cultures.**
 - A. Analyze the similarities and differences between various cultures.
 - B. Compare and contrast perspectives and practices that are culturally influenced (e.g. dress, food, celebrations, homes, manners, greetings, language, and beliefs about environmental resources, animals, and family relationships).
 - C. Describe how members of different cultures view the world in different ways.
 - D. Determine ways that individuals have multiple cultural identities.
 - E. Recognize examples of cultural expression in literature and the arts.
 - F. Identify languages used by people of different nations and cultures.
 - G. Evaluate the accuracy of digital media to translate native language into other languages.
- III. Understand the impact of culture on actions, traditions and decisions that unite and divide us. (attribute to source)**
 - A. Analyze how culture influences the decisions people make in choosing their outward appearance (e.g. adornment, clothing, hair style)
 - B. Describe how the media influences our knowledge and understanding of culture.
 - C. Determine ways technology impacts our communication with people from other cultures.
 - D. Assess the impact of culture on relationships, behavior, conflict, religion, human rights, environment, resources, energy, etc.
 - E. Identify stereotypes and their impact on relationships and behavior.
 - F. State a position or viewpoint from another person’s perspective without distorting it.

CONNECTIONS AND INTERDEPENDENCE

- I. Examine ways we are connected to people living in other regions of the world.**
 - A. Identify the things we have in common with people from other parts of the world (food, language, customs, education, sports, interests, entertainment).
 - B. Describe ways people interact with others throughout the world (buy & sell goods and services, travel, adoption, international visitors, education, internet, friendships, families).
 - C. Compare the daily life of people around the world.
 - D. Recognize we share the sun, moon, stars, oceans and planet with all world residents and need to be stewards of the earth’s resources.
 - E. Develop a plan to sustain the planet’s resources.

- F. Examine how some systems function independently and others are coordinated to function internationally. (e.g. restaurants, retail stores, schools, money, laws, hospitals, libraries, telephones, traffic laws, mail, highways, air travel, Red Cross, internet)
- G. Determine how major events can connect them globally.

II. Understand that world residents are globally interdependent and have a responsibility to each other and to the earth.

- A. Explain ways we are dependent on each other as a global community.
- B. Determine factors that contribute to creating strong intercultural relationships.
- C. Explain how decisions made in one place have ramifications in other locations.
- D. Discuss how diplomatic behaviors serve us in various settings such as home, school, neighborhood, city, state and country.
- E. Develop alternative plans for systems that could be more effective.

GLOBAL ISSUES

I. Identify and acquire information about significant global issues that have an impact on the earth, its inhabitants, and the decisions humans make.

- A. Know and understand that global issues exist and affect their lives. (Czarra, Smith, Collins)
- B. Identify issues with local and global impact.
- C. Identify reliable sources of information.
- D. Generate research questions about local or global issues for investigation (e.g. health, environment, safety, security, natural resources, population, water, human rights, climate, peace, communication, endangered species).
- E. Determine the information required to answer the research question and a strategy for obtaining it. (Adapted from Global Competence Matrix, 2009)
- F. Conduct research on a global issue using multiple sources. (Adapted from Global Competence Matrix, 2009)
- G. Use technology to access, organize and process the information. (Adapted from SCANS)

II. Analyze, synthesize, and evaluate information regarding local and global issues.

- A. Evaluate information, opinions and data gathered about local and global issues.
- B. Distinguish relevant factors and trends.
- C. Summarize and analyze the information and evidence.
- D. Identify the roles and responsibilities of individuals, groups, organizations and various governments in relation to global issues.
- E. Compare and contrast different cultural perspectives concerning global issues
- F. Suspend judgment when confronted with new data or opinions when the information conflicts with present understanding or feelings. (Collins, Czarra, and Smith, 1998)
- G. Formulate conclusions from the research. (Global Competence Matrix, 2009)

III. Communicate research, data, ideas, conclusions, and viewpoints to others effectively.

- A. Participate in a conversation about a global issue using accurate information demonstrating respect for the viewpoint of others.
- B. Create a presentation using data and research and present the information to a group.

- C. Articulate a point of view on a local or global issue.
- D. Discuss and debate emotionally charged issues appropriately.

IV. Collaborate with others to formulate a plan for addressing a global issue.

- A. Use critical thinking skills making reasoned judgments to create a variety of strategies to address global issues.
- B. Determine the pros and cons of various strategies to address local or global issues.
- C. Weigh evidence to determine the best course of action.
- D. Contribute to the group effort in creating a plan to address a global issue.

CULTURE

Primary K-2 students will

- I. Understand each person has a culture and there are many cultures throughout the world.**
 - A. Recognize that a culture includes the customs, traditions, beliefs and language considered characteristic of a particular group of people.
 - B. Acquire knowledge and understanding about one's own and other cultures.
 - C. Identify that people from other cultures may have different customs and beliefs and use different languages.
 - D. Recognize people sometimes express themselves through the arts in ways that are characteristic of their own culture.
- II. Understand there are similarities and differences between and within cultures.**
 - A. Identify similarities and differences of various cultures regarding elements such as dress, food, games, celebrations, homes, manners, greetings, language, and the use of earth's resources.
 - B. Recognize that people view the world in different ways.
 - C. Examine ways individuals may identify with more than one culture.
 - D. Identify languages used by family, friends and others.
 - E. Engage in intercultural communication through greetings and introductions in different languages.

CONNECTIONS AND INTERDEPENDENCE

- I. Understand ways people are connected to others living in different parts of the world.**
 - A. Identify the things we have in common with people from all over the world. (e.g. celebrations, clothes, school, homes, families, food, rules, language)
 - B. Recognize we share the sun, moon, stars, oceans, and planet with all world residents.
 - C. Compare the similarities and differences in daily life with people from other parts of the world. (e.g. habits, routines, meals)
 - D. Understand that common written and spoken language helps create connections between people. (Attribute)
 - E. Understand we share interests with people throughout the world. (entertainment, sports, adventures, Olympics, Mt. Everest.)
 - F. Examine how some systems function independently and others are coordinated to function internationally. (e.g. restaurants, retail stores, schools, money, laws, hospitals, libraries, telephones, traffic laws, mail, highways, air travel, Red Cross, internet).
 - G. Describe ways we interact with people throughout the world (buy & sell goods and services, travel, adoption, international visitors, education, internet, friendships, families).
 - H. Determine how events connect people globally. (e. g. Olympics, adoption)
- II. Understand that we are interdependent world residents and have a responsibility to each other and to the planet.**
 - A. Determine how decisions affect others (e.g. conservation, ecology).
 - B. Recognize that we share limited resources with other world residents.

- C. Describe how people cooperate in interdependent settings such as the interdependent settings such as home, school, neighborhood, and city. (Adapted from Marquis, Carol, et al.)

GLOBAL ISSUES

- I. Identify and acquire information about local and global issues that have an impact on the earth, its inhabitants, and the decisions humans make.**
 - A. Know and understand that global issues exist and affect their lives. (Czarra, Smith, Collins)
 - B. Identify issues that affect them and the people they know (with local and global impact).
 - C. Collaborate to create research questions about local or global issues for investigation (e.g. health, environment, natural resources, water, rights and responsibilities, endangered species).
 - D. Read, interview, observe, collect data, and listen to acquire information regarding the issue.

- II. Analyze information regarding an issue investigated.**
 - A. Summarize and analyze the information and evidence.
 - B. Identify one's own role and responsibility regarding the issue.
 - C. Formulate conclusions from the investigation.

- III. Communicate information to others effectively.**
 - A. Participate in a discussion or conversation using accurate information demonstrating respect for the viewpoint of others.
 - B. Present information about the topic being investigated.

- IV. Collaborate with others to formulate a plan for addressing an issue.**
 - A. Identify a classroom, school or community issue.
 - B. Make reasoned judgments to determine options for addressing the issue identified.
 - C. Discuss the pros and cons of the options identified.
 - D. Work cooperatively to implement the plan.
 - E. Evaluate success of the plan.