

## Notes:

# MODULE LEARNING GOALS

The following is a summary of the learning goals for *Global Citizens*. The academic standards and core skills referenced are directly taught and assessed in this module. The table provides a number and/or letter designation for each skill and standard that corresponds to the full text of the standards and skills, available on the [Ford PAS Web site](#).



Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
1	1.1 Identify and describe the challenges that companies face in a global business environment.	NCSS: 5f, 9d, and 9g	B5: Understand Complex Systems	Quiz 1
	1.2 Analyze business practices and their impact from a variety of stakeholder perspectives.	NCSS: 9g	B5: Understand Complex Systems	Quiz 1, Test, Product Assessment
2	2.1 Identify the environmental and social issues associated with making particular products in different countries.	McREL: 19	B5: Understand Complex Systems	Quiz 2, Product Assessment
	2.2 Identify the reasons a company would enact corporate citizenship policies.	NCSS: 9d and 9g NBEA: MGT 9	B5: Understand Complex Systems	Test
	2.3 Formulate questions and conduct an interview to assess the importance that a business places on corporate social responsibility (CSR).	NBEA: COMM 1 and 5	A5: Listen Actively	Product Assessment
3	3.1 Collect and analyze data to determine consumer attitudes and behaviors regarding socially responsible products.	NCTM: 5.1 NCSS: 10c	B6: Plan D3: Learn Through Research	Quiz 2, Product Assessment
	3.2 Analyze the role that individuals play in shaping corporate behavior.	NCSS: 9h NBEA: ECON 13	B5: Understand Complex Systems	Quiz 2, Product Assessment
	3.3 Describe and analyze a company's response to a CSR issue to determine if the company behaved in a socially responsible manner.	NCSS: 9d NCEE: 2	B5: Understand Complex Systems D3: Learn Through Research	Product Assessment

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Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
4	4.1 Research and synthesize information about laws, environmental and social norms, and business practices in a specific country.	NCSS: 4e NBEA: MGT 9	B5: Understand Complex Systems D3: Learn Through Research	Product Assessment
5	5.1 Recommend a set of sustainable business practices and standards.	NCSS: 9d NCEE: 2 NCHS: 5E NBEA: MGT 8 and 9	B2: Solve Problems and Make Decisions B4: Think Creatively B7: Make Ethical Decisions	Product Assessment
6	6.1 Present and justify a proposal for an appropriate corporate response to environmental or social issues.	NBEA: COMM 1 ISTE: 4.2	C2: Advocate and Influence	Product Assessment

# CORRELATION WITH ACADEMIC STANDARDS AND CORE SKILLS

The following standards and core skills listed include those that are directly taught and assessed in *Global Citizens* (and appear in the Learning Goals) as well as those that students apply in the course of their work in the module—work that helps students achieve the standards and master the skills. This list provides a brief description of each standard and skill, along with the number and/or letter designation that corresponds to the full text of the standards and skills, available on the **Ford PAS Web site**.



## English Language Arts: Standards for the English Language Arts

National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

- 4. Adjust spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- 7. Gather, evaluate, and synthesize data from a variety of sources to communicate a particular purpose or to a particular audience.
- 8. Gather and synthesize information and create and communicate knowledge, using a variety of technological and information resources.
- 12. Use spoken, written, and visual language to accomplish own purposes.

## English Language Arts: New Standards Performance Standards, English Language Arts

National Council on Education and the Economy (NCEE) and the University of Pittsburgh (Pitt)

### 1. Reading

1c: Read and comprehend informational materials and produce written or oral work that summarizes information.

### 3. Speaking, Listening, and Viewing

3b: Participate actively in group meetings, displaying appropriate turn-taking behaviors, offering and soliciting comments or opinions, responding appropriately, giving reasons, and expanding on responses when asked.

3c: Prepare and deliver a presentation that shapes information to achieve a particular purpose and to appeal to the interests and knowledge of audience members.

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### **New Standards Performance Standards, English Language Arts (continued)**

#### **6. Public Documents**

6a: Critique public documents, making effective use of argument, anticipating counter-claims, indicating awareness of emotionally laden words and imagery, and citing appropriate references or authorities.

6b: Produce public documents that appeal to logic and emotion, using arguments and a range of strategies that are appropriate for the audience.

### **Mathematics: Principles and Standards for School Mathematics**

National Council of Teachers of Mathematics (NCTM)

#### **5. Data Analysis and Probability**

5.1: Formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.

### **Social Studies: Curriculum Standards for Social Studies**

National Council for the Social Studies (NCSS)

#### **1. Culture**

1b: Predict how information will be interpreted by different cultures.

1f: Interpret how values and attitudes may contribute or pose obstacles to understandings across cultures.

#### **2. Time, Continuity, and Change**

2f: Apply ideas and theories to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues.

#### **3. People, Places, and Environments**

3i: Assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors.

#### **4. Individual Development and Identity**

4e: Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

4h: Work independently and cooperatively to accomplish goals.

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### Curriculum Standards for Social Studies (continued)

#### 5. Individuals, Groups, and Institutions

5f: Evaluate the role of institutions in furthering both continuity and change.

#### 8. Science, Technology, and Society

8c: Analyze how science and technology both influence and are influenced by the core values, beliefs, and attitudes of society.

8f: Formulate strategies and policies for influencing the public on technology-society issues.

#### 9. Global Connections

9c: Analyze effects of changing technologies on the global community.

9d: Analyze persistent, contemporary, and emerging global issues.

9e: Analyze the relationship between national sovereignty and global interests.

9g: Describe and evaluate the role of international and multinational organizations.

9h: Illustrate how individual behaviors and decisions connect with global systems.

#### 10. Civic Ideals and Practices

10c: Locate, analyze, synthesize, and apply information about selected public issues, considering and evaluating multiple points of view.

### Economics: Voluntary National Content Standards in Economics

National Council on Economic Education (NCEE)

2. Understand that effective decision-making requires comparing the additional costs of alternatives with the additional benefits.

15. Understand that investment in infrastructure, technology, and the health, education, and training of people can raise future standards of living.

### History: National Standards for History, Historical Thinking Standards (Grades 5–12)

National Center for History in the Schools (NCHS)

5E. Formulate a position or course of action on an issue.

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### **Business Education: National Standards for Business Education**

National Business Education Association (NBEA)

#### **Economics**

ECON 12: Discuss the role of government in U.S. economy.

ECON 13: Describe the rights and responsibilities of citizens in U.S. economy, including the role of the political process.

#### **Communications**

COMM 1: Communicate in a clear, courteous, concise, and correct manner.

COMM 5: Communicate effectively with various business constituencies.

#### **Management**

MGT 8: Develop and apply a code of ethics.

MGT 9: Analyze the impact of government regulations and community involvement.

### **Engineering: Standards for Engineering Education**

Mid-continent Research for Education and Learning (McREL)

**19.** Understand the interrelationship of manufacturing and society.

### **Educational Technology: National Educational Technology Standards**

International Society for Technology in Education (ISTE)

#### **2. Social, Ethical, and Human Issues**

2.1: Understand ethical, cultural, and societal issues related to technology.

#### **4. Technology Communications Tools**

4.2: Use a variety of media and formats to communicate information and ideas.

#### **5. Technology Research Tools**

5.1: Use technology to locate, evaluate, and collect information.

#### **6. Technology Problem-Solving and Decision-Making Tools**

6.1: Use technology for solving problems and making informed decisions.

6.2: Use technology to develop strategies for solving problems in the real world.

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### Technological Literacy: Standards for Technological Literacy

International Technology Education Association (ITEA)

4. Understand the cultural, social, economic, and political effects of technology.

5. Understand the effects of technology on the environment.

### Core Skills

Based on Equipped for the Future (EFF), National Institute for Literacy (NIFL), and SCANS 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor

#### A-Communication Skills

**A1-Read with Understanding:** Determine reading purpose, select and adjust strategies, analyze and reflect on content, and integrate information with prior knowledge.

**A4-Speak So Others Can Understand:** Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.

**A5-Listen Actively:** Attend to oral communication, clarify purpose, use listening strategies, monitor comprehension, and integrate information with prior knowledge.

#### B-Thinking and Decision-Making Skills

**B2-Solve Problems and Make Decisions:** Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.

**B3-Use Logical Reasoning:** Discover rules or principles underlying relationships among objects or situations, draw conclusions, apply to new situations, and evaluate correctness of conclusions.

**B4-Think Creatively:** Use imagination, combine ideas or information in new ways, reshape goals to reveal new possibilities, and make connections between seemingly unrelated ideas.

**B5-Understand Complex Systems:** Understand how social, organizational, and technological systems work; monitor and correct performance; suggest modifications; and develop alternative systems.

**B6-Plan:** Set and prioritize goals; develop an organized approach; prepare budgets, schedules, and work plans; track and monitor progress; and evaluate effectiveness.

**B7-Make Ethical Decisions:** Recognize decisions that may break with commonly held values or legal and ethical codes of behavior, understand the consequences of such decisions, and choose an ethical course of action.

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### Core Skills (continued)

#### C–Interpersonal Skills

**C3–Resolve Conflict and Negotiate:** Acknowledge conflict, identify areas of agreement and disagreement, generate “win-win” options, and evaluate and revise approaches.

#### D–Lifelong Learning Skills

**D1–Take Responsibility for Learning:** Establish one’s own learning goals based on current and future needs, strengths, and learning style, become familiar with a range of learning strategies and opportunities, monitor progress, and apply learning in new situations.

**D3–Learn Through Research:** Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.

**D4–Use Information and Communications Technology:** Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.