

Name: Sara Damon
 Course/Grade: Geography 9
 Unit Title: Geographers as Global Citizens

Stage 1 Desired Results

ESTABLISHED GOALS

New Minnesota Academic Standards in Geography (9-12)

G1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

G2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

Transfer

Students will be able to independently use their learning to ...
 T1. Understand, analyze and contribute solutions to 21st Century global problems.

Meaning

UNDERSTANDINGS

Students will understand that ...

- U1. Becoming an informed global citizen prepares us to live, work and contribute responsibly to the local, regional, national and global community.
- U2. Informed global citizens are geographically literate.
- U3. An informed global citizenry is needed to solve 21st Century problems.
- U4. Informed global citizens have differing points of view on 21st Century global problems.
- U5. The unique perspective of the geographer as global citizen is the spatial perspective.
- U6. Geographers apply the spatial perspective by using a variety of low and high tech tools.
- U7. Applying a spatial perspective can help us become informed global citizens who analyze understand and contribute solutions to 21st Century global problems.

ESSENTIAL QUESTIONS

- E1. What is an informed global citizen?
- E2. What is geographic literacy?
- E3. What is the relationship between geographic literacy and an informed global citizenry?
- E4. Which significant 21st Century global problems do we face?
- E5. How do points of view on 21st Century global problems differ?
- E6. What is the spatial perspective?
- E7. Which low and high tech tools do geographers use to apply a spatial perspective?
- E8. How can applying a spatial perspective help us become informed global

	<p>citizens who analyze, understand and contribute solutions to 21st Century global problems?</p> <p style="text-align: center;">Acquisition</p> <p><i>Students will be able to ...</i></p> <p>K1. Explain the meaning of and relationship between geo-literacy, global competence and an informed global citizenry.</p> <p>K2. Identify multiple points of view on a significant 21st Century global problem.</p> <p>K3. Identify low and high tech tools that geographers use.</p> <p>K4. Analyze and understand a global problem from a spatial perspective.</p> <p>K5. Propose potential solutions to a global problem.</p> <p><i>Students will be skilled at ...</i></p> <p>S1: Using low and high tech tools of the geographer including globes, maps, the Internet and Web 2.0.</p>
Stage 2 - Evidence	
<p>Evaluative Criteria</p> <p>P1. Organized, accurate, informative, insightful, persuasive, creative, clear, concise.</p> <p>P2. Accurate, complete, creative, visually appealing.</p> <p>P3. Collaborative, organized, accurate, comprehensive, synthesizing, supported, creative, proofread.</p>	<p>Assessment Evidence</p> <p>PERFORMANCE TASKS:</p> <p>P1. Public Service Announcement: Use Blabberize or Voki to create a Public Service Announcement to persuade the general public that geo-literacy and global competence are necessary for global citizenship and to make specific suggestions as to how geo-literacy and global competence can be enhanced.</p> <p>P2. 21st Century Geographer's Toolbox: Use Photovisi.com to create a digital 21st Century Geographer's Toolbox identifying key high and low tech tools of the geographer.</p> <p>P3. Awareness To Action Storyboard and Animoto Video: Collaborate with a small group to create a Storyboard and Animoto video profiling a 21st Century global problem from a spatial perspective, identifying the problem or issue, its causes and potential solutions. Share your video in a class Film Festival.</p>
<p>Accurate, complete, active, prepared, substantive, supported.</p>	<p>OTHER EVIDENCE:</p> <p>Brainstorming 21st Century Global Problems Global Problem Matrix Geospatial Revolution Viewing Guide</p>

Stage 3 – Learning Plan

- Geo-literacy and Global Competence: What's The Connection?: Videos, a survey, readings and discussion will be used to introduce students to the concepts of geo-literacy and global competence. (G1, T1, U1, U2, U3, U4, U5, U6, U7, E1, E2, E3, E8, K1)
- Public Service Announcement: Students will use the Web 2.0 tools Blabberize or Voki to create a Public Service Announcement to persuade the general public that geo-literacy and global competence are important for global citizenship and to make specific suggestions as to how geographic literacy can be enhanced. (G1, T1, U1, U2, U3, U4, U5, U6, U7, E1, E2, E3, E7, K1, S1)
- Brainstorming 21st Century Global Problems: Students will submit their suggestions for pressing 21st Century Global Problems via the Web 2.0 tool AnswerGarden. (G1, T1, U1, U2, U3, U4, U7, E1, E4, E5, K2, S1)
- The Geographic Inquiry Process: A Way To Think About Local, Regional and Global Issues: A diagram and matrix will be used to introduce students to the concepts of geographic inquiry and spatial perspective. (G1, G2, T1, U1, U2, U3, U4, U5, U6, U7, E5, E6, E8, K4)
- Geospatial Revolution Project Viewing Guide: Students will view selected episodes from a video series and complete a Viewing Guide. (G1, G2, T1, U1, U2, U3, U5, U6, U7, E1, E7, E8, K3, S1)
- 21st Century Geographer's Toolbox: Students will use the Web 2.0 tool Photovisi.com to create a digital 21st Century Geographer's Toolbox identifying key high and low tech tools of the geographer. (G1, T1, U1, U2, U3, U5, U6, U7, E7, K3, S1)
- Awareness To Action Storyboard and Animoto Video: Students will collaborate with a small group to create a Storyboard and Animoto video profiling a 21st Century global problem from a spatial perspective, identifying the problem or issue, its causes and potential solutions. Students will share their videos in a class Film Festival. (G1, G2, T1, U1, U2, U3, U4, U5, U6, U7, E1, E2, E3, E4, E5, E6, E7, E8, K2, K4, K5, S1)

