

Global Career Planning Unit Overview

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| COURSE: Global Career Planning | DURATION: 390 minutes Lesson 1 – 60 minutes Lesson 2 – 60 minutes Lesson 3 – 120 minutes Lesson 4 – 90 minutes Lesson 5 – 60 minutes | TEACHER: | |
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GLOBAL ISSUE OVERVIEW

This generation of high school students has grown up in an age of globalization, exposed to international developments that impact the way they perceive the world. The five lessons in this unit build students' understanding of demographics in their own communities, the need for global competence in education and work environments, and the specifics of conducting an international job search.

Global competencies addressed:

- Investigate the World
- Recognize Perspectives
- Communicate Ideas
- Take Action

STANDARDS ADDRESSED

| Career/Technical Knowledge and Skills | Academic Knowledge and Skills | 21 st Century Skills |
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| Based on career field standards | Writing: Research to build and present knowledge. Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness. W.9-10.3 W.11-12.3 W.9-10.7 W.11-12.7 W.9-10.8 W.11-12.8 WHST.9-10.2 WHST.11-12.2 | Learning and Innovation Skills <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration Information, Media, and Technology Skills <ul style="list-style-type: none"> • Information Literacy • Media Literacy Life and Career Skills <ul style="list-style-type: none"> • Flexibility and Adaptability |

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| | <p>WHST.9-10.4 WHST.11-12.4 WHST.9-10.7 WHST.11-12.7 WHST.9-10.8 WHST.11-12.8</p> <p>Speaking: Present knowledge and ideas. Deliver planned and impromptu oral presentations.</p> <p>SL.9-10.1 SL.11-12.1 SL.9-10.4 SL.11-12.4 SL.9-10.6 SL.11-12.6</p> | <ul style="list-style-type: none"> • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability |
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PROJECT DEFINITION & GOALS/OBJECTIVES

This unit is designed as five individual lessons:

- Lesson 1 – Demographics in Our Community
- Lesson 2 – Education for a Global World
- Lesson 3 – Creating a Global Infographic
- Lesson 4 – Defining Global Competence at Work
- Lesson 5 – Global Job Searches

These lessons build from one to the next, using information from each lesson to facilitate learning in the lessons that follow it. The lessons were designed for independent work by the student. Worksheets guide students through online research components.

The lessons can be taught as one continuous unit (i.e., move from one lesson to the next over a two- to three-week period), or as separate topics to fill in a spare day or two or as a substitute lesson. If not taught as one continuous unit, however, it will be important for teachers to collect worksheets to save for the next lesson.

| Essential Questions | Grade Level Adaptations |
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| <ul style="list-style-type: none"> • How are demographics shaping our community and work cultures? • Can global/cultural competence be learned or must it be experienced? • How is developing global competence an aspect of planning for careers? • What does it mean to work or to hold a job in a global area that I'm not familiar with? | <p>Students in younger grades could work through worksheets as a class. Students could also be put in teams to create the infographic and presentation.</p> |
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ASSESSMENT: How will you determine what students have learned? (Check all that apply.)

| FORMATIVE | | SUMMATIVE | |
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| Quizzes/Tests | | Multiple Choice/Short Answer Test | |
| Notes/Graphic Representations | X | Essay Test | |
| Rough Draft | | Written Product with Rubric | X |
| Practice Presentation | | Oral Presentation with Rubric | X |
| Preliminary Plans/Goals/Checklists of Progress | | Other Product or Performance with Rubric | |
| Journal/Learning Log | X | Self-Evaluation or Reflection | X |
| Other: | | Evaluation by Authentic Audience | |
| | | Other: | |

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?

Computers with internet access
 Copies of worksheets for each lesson

SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, to modify for students with special learning needs, or to provide enrichment for advanced students?

Students who struggle to work independently: Students can be teamed up to work together on the research components as well as to create the infographic in lesson 3 and the presentation in lesson 5.

Students who need additional time: Students could take work home to complete.

Students who complete work early: Students could research additional information on MappingtheNation.net to share with the class.
 Students could research additional international job opportunities in their career field.

Before or after school assistance can be offered.