

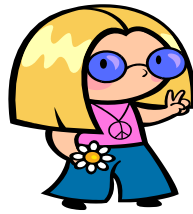
AICE Global Perspectives Syllabus

Instructor: Dr. Sandra B. Carihfield

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Location: Room 210, Building 13

Course Description → An introductory AICE course to prepare the student to take advanced AICE courses and/or an AICE diploma. The course introduces current global issues that the student will research, seek a better understanding, and be able to incorporate this new knowledge into their own personal viewpoint.

Text → Current Issues 2011-12 edition / Critical Policy Choices Facing the Nation and the World / Close Up Publishing

Website and E-Mail → The website has all the materials the student needs to successfully navigate the course. It also has links to the text, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com> All communications via e-mail should be at the school address sandy_carihfield@sarasota.k12.fl.us . I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use the Angel network to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at the Angel network when something is due to grade or when you ask me to look at it. Make sure to put your full name and AICE Global Perspectives in the subject line. All outlines need to be sent to the Angel network or handed in to me in person. If you do not have an e-mail address you may use the Yahoo account by signing in as [dr_carihfield](#) and the password is [school](#). This account is to be used by students who need to use e-mail and have no account, otherwise use angel for all assignments.

Instructor Course Goals → The student will be able to:

Develop a desirable attitude toward the study of global issues

Develop a clear understanding of the interdisciplinary approach to the study of global issues

Develop a clear understanding of the larger historical themes and to correlate the supporting task

Understand the value of other's feelings and the importance of seeing worth of their individual needs and ideals as a human being

Understand that the principal issues and events in today's world are of important to their personal orientation

Identify and appreciate the reasons why knowledge of the past is relevant and important to every American

See the influence of the past on the present and to understand that life is a moving and changeable dynamic

Understand the impact of even one person on large and/or small global issues

Research and defend personal points of view

Respect alternative points of view even if one does not agree with the point of view

See the influence of the history, social structures, cultural patterns and religion upon their future

Understand the impact of science and technology on global issues

Conceptualize and develop analytical questions for analyzing political, economic, and social systems

Create their own interpretations and themes of Global Issues based on a body of facts

Write historical persuasive essays based on factual evidence

Correctly utilize the tools of historical research

Construct and read graphs, timelines, maps, and political cartoons

Correctly cite material used in all assignments

Evaluate materials as to the ethnic and gender bias in documents, texts, and media

Utilize research tools relevant to the study of social and cultural history

Compile a body of factual information on an issue

Correctly utilize note taking skill, writing skills, and discussion skills in the science of global perspectives

Learn to be a fully functioning productive member of a research team

Keep detailed records of individual and group functions and research methods

AICE Course Aims ➡ The educational aims are divided into *ends* – understandings, and *means* – habits of mind. These are not listed in order of priority, and not all aims will be assessed.

These aims for ends are to:

- ✚ Become aware of a range of global themes and issues, viewed from personal, local, national and global perspectives, and of the connections between them

- ✚ Develop insight into the causes of these issues, and their possible future effects on the planet and on humanity
- ✚ Develop insights into the candidates' own nature, circumstances and possible future, as a member of the human race, but also as an individual with unique biological and cultural inheritances

These aims for *means* are to:

- ✚ Develop the disposition to engage in inquiry, especially areas – such as philosophical, spiritual, ethical and political inquiry – that draw out very different perspectives on global themes and issues
- ✚ Develop the disposition to engage in dialogue, collaboration and action, to share and compare experiences, feelings, ideas, ideals, projects and practices with those immediately around them, but also with those living in other countries and/or cultures
- ✚ Develop the dispositions of reflection and evaluation, i.e. thinking about experiences, observations, data, feelings, ideas, ideals, projects and practices – their own and others' – with a view to seeing whether and how such things might be improved
- ✚ Develop the disposition to seek clarity and develop a personal viewpoint, wherever possible, in relation to the global themes and issues studied

Assessment ➡ The primary method of assessment in the course will be the portfolio, group project, and essays. The student will create a portfolio structured by guided units by the instructor, a group project each nine weeks, and two essays each nine weeks.

Assessment objectives: To pass the Cambridge Global Perspectives, candidates must demonstrate ability in the following areas:

■ **AO1: Engagement analysis and awareness**

- Give evidence of engagement with different areas of study and of the capacity to represent the issues within those areas clearly, and from different perspectives – in particular, showing awareness of right and responsibilities that may arise, and of the connections between them
- Present an analysis of the conditions and causes of the issues, and a reasoned prediction of possible and likely scenarios (depending on how the issues may be addressed), and in particular indicating policies (personal and/or political) that they favor and why
- Demonstrate self-awareness over the period of study, in terms of their recognition of their own circumstances, feelings, aspirations, attitudes, beliefs and values, but especially in terms of their awareness of what it means to live in their own place and time

■ **AO2: Enquiry, collaboration and evaluation**

- Formulate critical and creative questions(I>E> questioning meanings, knowledge claims, means/practices, ends/values, likely and possible consequences, alternative perspectives) in response to a variety of stimuli
- Propose lines of enquiry that go beyond immediate questions such as *where, when and what* to deeper questions such as *how, why and what if*
- Develop lines of reasoning , in order to provide an explanation or justify a point
- Identify key elements from a complex question or situation from an area of study, including grounds for judgement, with a view to forming a perspective of their own
- Participate constructively in a series of dialogues and group activities with their peers, showing some evidence of reflection on, and evaluation of their participation
- Collaborate with people living in another country and/or culture including engaging in a dialogue arising from an area of study, with an aim to appreciating differing views and opinions of people from different cultures or countries

AREAS OF STUDY



Description of components of the course→

Portfolio

The student will use the portfolio to collect evidence of engagement with four areas of study and the issues within them, including consideration of possible futures. In two of the areas of study the student are expected to present and evaluate a range of possible action (including policies) at different levels (from the personal to the global) clearly developing and articulating a perspective of their own.

These areas of study could be explored through a variety of stimuli, such as films or images, some of which might raise issues that are more personal than global – though global implications should always be born in mind.

Credit in assessment will be given for quality of personal reflection and response, rather than quantity of information produced – though the reflection needs to be clearly in response to facts, as well as expressive of a personal point of view.

As part of the portfolio, the student must complete the self-evaluation form which requires them to reflect on the development of their ideas. The student must keep a record of the development of their ideas throughout the course (web-log, scrapbook, diary) to facilitate the completion of the portfolio.

The portfolio will take approximately 89 to 100 hours to complete including work both in and out of the classroom. Submission may take various forms but for a written response, it should be:

- 1000-1500 words for each of the two basic studies
- 1500-2500 words for each of the two extended studies

For each area of study, candidates could structure the portfolio along the following lines:

- Identification of the area to be investigated, including possible reasons for the choice
- Information gathering, demonstrating an understanding of the different perspectives on the issues arising and the impacts at a personal, local and global level
- Analysis and evaluation of information, highlighting and even ranking the key element
- Prediction of possible scenarios and an evaluation of the likelihood and effects of the outcomes

The extended studies could proceed along these lines:

- Identification of possible course of action
- Prediction of possible scenarios and an evaluation of the likelihood and effects of the outcomes

Compiling a portfolio

- ✓ Store all materials for the portfolio electronically
- ✓ The portfolio must consist of some extended writing but candidates should also be encouraged to construct, for example, written dialogues or posters or other vehicles to present different perspectives. The expression of their own perspective might be

provided via digitized audio or video tapes, for example, or pictures or graphics which, if not originally in digital form, should be digitally scanned or photographed.

- ✓ All digitized items must be accompanied by titles and short written explanations connecting them to the particular area of study.
- ✓ Candidates should include an appendix showing the approximate number, and general goals, of internet searches made during the course, plus any other main resources that were used.

Project

The project must be explicitly connected with an issue which is not considered within the portfolio. The whole class may consider the same project or individual groups may select different areas of study. Individual groups should contain between three and six students. Each project group should produce a collective representation of the thinking behind, the aims of, the planning and progression of the project, and the obvious outcomes of their project. This must include evidence that the candidates have collaborated with others from another culture and/or country. The final representation should be in electric form for submission.

Each candidate should submit an individual evaluation of the own contribution to the project such as information and ideas they contributed, as well as an evaluation of and personal reflection on the project as a whole.

The group will be awarded 50% of the available marks for this component based on the group submission and the individuals will be awarded the final 50% based on the individual submission.

The project will take 20 to 30 hours of time to complete including time in and out of the classroom. The final outcomes could be provided in different forms but if based largely on written work this should not exceed 200 words for the group submission and a further 1000 words for the individual submission.

The Project could be structured along the following lines:

- Discussion of the aims of the project and possible reasons for the choice of area of study
- Development of a project plan, including roles and responsibilities and intended outcomes
- Information gathering, including cross-cultural collaboration, and ongoing evaluation of information
- Discussion of ideas for action, implementation and ongoing development of the project plan
- Evaluation of project outcome including individual contribution and learning

Written Essay

The written essay is an important component of the course and consists of data and arguments, not necessarily balanced in respect of two complex global issues. The essay will be assessed on their ability to:

- ✿ Identify key concepts and aspects in each issue in respect of which it might be appropriate to make a provisional judgment, making clear one's criteria for judgment
- ✿ Formulate a range of questions, from questions of interpretation/meaning , to questioning of knowledge claims, to questions of validity of argument or of value judgment
- ✿ Propose a plan of enquiry or research that might be helpful towards making a more considered judgment
- ✿ Commit to a line of reasoning towards a conclusion or proposal for moving towards a resolution of some of the key considerations surrounding a global issue

Employability Skills→ According to school board policy, the following skills will be observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. Additional information about employability skills will be discussed later in this document.

Seminars→ The instructor will hold after school seminars to assist students in writing essays, APA citations, and projects during the first semester. The second semester the instructor will conduct portfolio seminars to prepare for the final portfolio preparation. The days will alternate depending on my school schedule for the year. These seminars are voluntary on the part of the students and do not affect the student grade.

Evaluation→ **Assignments**

All assignments can be electronically sent via the Angel network or handed in to the instructor the day they are due. Absence from school is not an excuse for lateness as the dates are posted from the first day of the semester. The projects and portfolio units should be sent to Angel the day they are due.

The nine weeks grade will be calculated as follows:

40% - 2 units (20% each)

20% – 1 group research project

20% - employability grade

20% - essays (10% each)

Rubric for Group Project each nine weeks

200 pts. = 100%

200-180 pts. = A

180-160 pts. = B

160-140 pts. = C

140-120 pts. = D

119 pts. and below = F

Rubric for Units = see pt. value on each unit

Final Exam Grading Rubric for the full portfolio

60% 4 issue units averages

10% journal of activities

30% 1 unit with extended activities

AICE COMMITMENT

Present

You have elected to be an honor student; the student must be present for successful completion of course goals. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

On Time

Being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period

Prepared

Be ready for all class assignments. No late assignments will be accepted. Reading the text and supplemental materials is a minimum requirement. Monitor the website calendar to check due dates for assignments

Respect

The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

Responsibility

Come to class ready to work. NO CELL PHONES! Cell phones disrupting class in unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted. If you need to use the restroom, take the pass and go. We will be moving on without you

Attention & Note Taking

This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computer follow all class computer rules. You have chosen to take on this responsibility.

Honesty

Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. Failure to cite a source in a written assignment will result in an F on that assignment. You have chosen to be an honor student act like one