

Global Community Citizenship (GCC) Curriculum Overview – Content & Skill Standards

Module and Essential Question	Content Standards	Skill Standards Assessed
Module 1: <i>Who, what and where is my community?</i>	<ul style="list-style-type: none"> • Develop positive social identities based on their membership in multiple groups in society. • Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. • Relate to and build connections with other people by showing them empathy, respect, and understanding, regardless of our similarities or differences. • Apply civic virtues and democratic principles when working with others. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations. <ul style="list-style-type: none"> • Work independently to create a visual representation of formulated ideas. • Demonstrate ability to organize and synthesize information in a digital format. • Produce clear and coherent writing. • Initiate and participate effectively in a range of collaborative discussions.
Module 2: <i>How does my story influence my interactions with the community?</i>	<ul style="list-style-type: none"> • Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people. • Recognize that people’s multiple identifies interact and create unique and complex individuals. • Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. • Describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior. • Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations. <ul style="list-style-type: none"> • Access, evaluate, use, and manage multiple types of media (video, sound, still pictures) with academic content to produce one media product that has a consistent theme. • Demonstrate ability to curate information and integrate media. • Produce clear and coherent writing. • Initiate and participate effectively in a range of collaborative discussions.

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<p>Module 3: <i>How does a community's organization support and/or impede the community it serves?</i></p>	<ul style="list-style-type: none"> Recognize stereotypes and relate to people as individuals rather than representatives of groups. Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 	<ul style="list-style-type: none"> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements). <ul style="list-style-type: none"> Refine and modify aesthetic elements and technical components to intentionally form impactful expressions in media artworks. Demonstrate ability to use graphic design elements to visually communicate. Integrate quantitative analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Construct viable arguments and critique the reasoning of others. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement.
<p>Module 4: <i>How can I positively impact the community as a leader?</i></p>	<ul style="list-style-type: none"> Make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. 	<ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Act on creative ideas within the context of a given or chosen problem. Present information, findings, and supporting evidence clearly, concisely, and logically. <ul style="list-style-type: none"> Integrate and synthesize various arts, media arts forms, and content into unified media arts productions. Demonstrate ability to use digital media as a targeted communication to an intended audience/stakeholder.

Content and Skill Standards Come From:

- [College, Career, and Civic \(C3\) Life Framework](#), National Council for the Social Studies
- Maryland College and Career Ready Standards in [Speaking and Listening](#), [Writing](#), [Literacy](#), and [Mathematical Practice](#)
- [National Fine Arts Standards](#)
- [Social Justice Standards](#), Teaching Tolerance/Southern Poverty Law Center