Standards in Global Education Assignment

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**The Standard**

The College Board AP Psychology Course Description

Developmental Psychology

AP students in psychology should be able to do the following:

* Discuss the interaction of nature and nurture (including cultural variations) in

the determination of behavior.

**Integration of Global Education**

* In what ways do parents and peers shape children’s development? How do peer and parent interactions differ around the world?
* How does culture affect our behavior?
* How do individualist and collectivist cultures differ in their values and goals?
* What are social norms and how to they vary across geographic locations?

**Specific Lesson Plan Modifications for Global Competencies**

* Students will research different cultural norms from around the globe and share their findings on ThingLink. They will pin comments, images, etc. which describe or show a cultural norm on the corresponding location on a world map. This will address the global competencies of investigating the world, recognizing perspectives, and communicating ideas.
* Students will learn characteristics of both individualist and collectivist cultures and will be able to provide specific examples of each. This will address the global competency of investigating the world.

**Informal Outcome Assessments**

* Students will be able to answer a free response question on a test, which assess their understanding of cultural norms around the world.
* Students will participate in a class discussion on individualist and collectivist cultures and the effect they have on our behavior.

**The Standard**

AP World History College Board Key concept 5.1.c:

The global economy of the 19th century expanded dramatically from the previous period due to increased exchanges of raw materials and finished goods in most parts of the world. Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

**Integration of Global Education**

* Students will be able to provide examples of changing economies and the domination of the West such.
* Students will understand the relationship between industrialism and imperialism.
* Students will be able to evaluate the effects of the expanded economy on people in different parts of the world.
* Students will be able to explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.
* Students will be able to explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.
* Students will be able to explain how technology shaped economic production and globalization over time.

**Specific Lesson Plan Modifications for Global Competencies**

* Students will participate in lessons that highlight the following examples:
  + The Opium produced in the Middle East or South Asia and exported to China
  + Cotton grown in South Asia, Egypt, the Caribbean, or North America and exported to Great Britain and other European Countries
  + Palm oil produced in Sub-Saharan Africa and exported to European Countries
  + Copper extracted in Chile and the Western United States
* Students will use coggle.com to create collaborative mind maps to help organize the content and ideas. This will help them keep track of things happening in different regions of the world.
* Students read and evaluate primary sources from both colonizing powers and those that have been colonized, paying attention to differing perspectives and the extent to which the economy has changed.
* These address the global competencies of investigating the world, recognizing perspectives, and communicating ideas.

**Informal Outcome Assessments**

* Students will write a Document-Based Essay on the mechanization of the cotton Industry in India and Japan.
* Students will answer AP style short answer questions covering this content on a unit test.
* Students will participate in a culminating graded discussion which included this information and will be required to post their take aways, reactions, and unanswered questions on a padlet.