

Global Awareness Rubric

Profile of a Globally Aware Student:

Globally aware students consider themselves global citizens. As such they use digital-age technologies to learn, think, participate in, and communicate about global issues. Globally aware students:

- are aware of how technology links nations and individuals, as well as how it enables the global economy.
- understand the interconnectedness of the global economy.
- are aware of how the global economy impacts political decision-making – including the formal and informal pacts nations enter into.
- are aware of the social, environmental, and micro-economic impacts of global decisions made by both national and international (e.g. the U.N., the I.M.F.) organizations.
- understand how cultural differences (e.g. beliefs, traditions, religions) impact personal and national participation at the global level.
- understand the impact of ideology and culture on national decisions about access to and use of technology.
- participate in the global society through interactions with persons in another country or culture.

Continuum of Progress:

Indicator	Novice	Basic	Proficient	Advanced
<i>Awareness of technology's impact on interconnections between nations/ individuals, global economy</i>	Student is unaware of the role that technology plays in enabling a global economy. He/she knows at a very superficial level that technology links individuals from different nations.	Student is aware that technology plays an important role in linking nations/individuals and in enabling the global economy. However, this knowledge is general, limited (e.g., student may define technology too narrowly), or includes significant misconceptions.	Student has some understanding of the ways in which technology has been an essential part of the global economy. He/she understands some of the effects technology has had in linking nations /individuals and enabling exchange of goods, services, and information.	Student understands - beyond grade-level expectations -how technology links nations/individuals, how it enables the global economy, and how it changes the nature of the resources (e.g. information vs. goods) that can be traded.

<i>Understanding of the interconnectedness of the global economy</i>	Student does not understand that economies of nations impact one another.	Student is aware that national economies impact one another, but this knowledge is general and sparse.	Student is aware that economic conditions of one nation can impact those of other nations, but he/she is not aware of political/social/environmental issues raised by economic interdependence.	Student understands – beyond grade-level expectations – how economies impact each other; he/she can think critically about political/social/environmental issues raised by economic interdependence.
<i>Understanding of the impact of global economy on political decision-making</i>	Student is unaware of the impact of economic considerations on political decision-making. He/she may be largely unaware of political events and international economic conditions.	Student is generally aware that political decisions are shaped by economic considerations; however, he/she has little knowledge of specific considerations and national/ international policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student possesses knowledge – beyond grade level expectations – of economic considerations that drive specific national policies and decisions. He/she can critically evaluate the gains and losses that result from these policies.
<i>Understanding the impact of decisions made by national, international organizations on societies, environment, economies</i>	Student has no knowledge of the impacts of decisions made by national/international organizations. He/she has little knowledge of these organizations or their functions.	Student understands very generally that national and international organizations impact societal, environmental, and micro-economic conditions, but is unaware of specific policies/decisions that impact his/her world.	Student understands how some specific decisions made by national/international organization impact many facets of his/her day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by national/international organizations impact his/her day-to-day world. He/she is able to evaluate these issues critically and thoroughly.

<i>Understanding of the impact of culture on political relationships</i>	Student is unaware of the ways in which culture impacts national/personal political decision-making.	Student understands that culture impacts national/personal political decision-making, but his/her view tends to cast these issues in black and white. Knowledge is either sparse or includes significant misconceptions.	Student understands some specific ways in which culture impacts national/personal political decision-making.	Student has an excellent understanding of the ways in which culture impacts decision-making of specific nations/groups. This understanding is fair and takes into account multiple cultural perspectives.
<i>Understanding of the impact of ideology, culture on decisions related to technology and access</i>	Student is unaware of differences in societies' access to technology and information; he/she is unaware that political ideologies and culture impact individuals' access to these resources.	Student understands at a general level that nations differ in the degree to which they allow citizens access to technology/information. However, this knowledge is sparse.	Student understands some of the ideological and cultural issues that drive national decisions about access to technology and information.	Student has specific and well-developed knowledge of ways in which access to technology/information is impacted by culture and political ideology. He/she is able to transfer this knowledge when learning about similar issues with which he/she is unfamiliar.
<i>Participation in the global society</i>	In many cases it has not occurred to the student that persons in other nations directly influence his/her life socially, politically, and economically.	The student has a growing awareness of the global nature of the world. He/she is interested in the study of international policy and affairs—but action is limited to learning and reflection.	The student recognizes his/her own role as an individual in a global society. As such he/she - when guided -participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns).	The student is aware of how his/her actions and the actions of his/her country exert influence globally. He/she seeks to understand the global impact of personal actions (e.g., consumerism based on company policies, consumption of energy, or recycling), and acts accordingly.