

## Question 11 Responses

<p>As an Art teacher I try to bring history into my projects. I try to relate information to my students that involves some critical thinking skill. I find that many of my students only care about the "here and now" not the future or the past. Many of them have set ideas about other people and events that seem hard fast, but often have little or no background/research or reason for their views. Students are manipulated by the views of some teachers and take them as fact....rather than search for truths themselves. Various view need to be brought to students of different religions/social behaviors/historical information (WWII from perspective of Japanese/Americans/Europeans.</p>
<p>The curriculum needs to be streamlined and extraneous matter be ejected. We attempt to teach everything and end up only briefly touching global matters of importance.</p>
<p>I believe that some classes do not need to investigate global matters but focus on the task at hand and what is important for the student to understand the subject matter being taught. If the class deals with world issues then global matters should be acknowledged and communicated in class.</p>
<p>Being an algebra teacher, I incorporate some global issues with the word problems we use, but I do not have students "investigating" or "communicating" global ideas outside of these incidences.</p>
<p>I am a special education teacher. There is nothing provided in any curriculum I have been given to address global significance. I do include (personally) information and or opportunities for my students to recognize their significance in the world....</p>
<p>Depends on the student.</p>
<p>I believe that many districts are "test driven" and often if it isn't on the test it isn't presented.</p>
<p>Our school district should participate in and sponsor study abroad programs; it should also encourage more international content K-12...especially with regard to Asian cultures, languages and economics.</p>
<p>I'm not certain I could adequately outline the objectives myself without having training or group of fellows to work with.</p>
<p>Some parts of our school program teach students to think globally but it's not a major focus of the State Department of Education so we don't integrate it into the larger curriculum.</p>
<p>Our students are not aware of anything that happens outside their bubble. They do not know about current issues and therefore cannot have an educated opinion about them. Our classes offer a passive view of the world where students do not have to think. It almost feels like challenging students' thinking will cause them to think about an potentially not agree with current American values such as freedom, the military/military conflicts, foreign policy, etc. It is almost like we wish to protect them instead of helping them to become critical thinkers.</p>
<p>I don't know exactly what is taught in the classrooms. I know that there are some students who are seemingly knowledgeable about world events and the impact of those events. In my opinion, the students' awareness of the world around them is impacted greatly by the importance of global awareness in the home.</p>