

## **Preliminary Conceptual Model B**

### **From Self to Global Society**

Twenty-first century students face the daunting challenges of high-level understanding not imposed on earlier generations. They are required to possess self-knowledge – recognizing what they know and need to know for and about themselves. They must further integrate self-knowledge with knowledge of an increasingly interconnected global society in an electronic age. Beyond that, students will be asked to apply knowledge of self and society to participate as global citizens. This core focuses on ways in which students can expand knowledge of self to learn of social roles, obligations and contributions as global citizens.

### **Areas**

#### ***Area A: Communication in a Global Society***

This area focuses on using communication as a bridge to understanding, collaborating and effectively problem solving in a globally interconnected environment. This would include, but not be limited to, foreign language, English composition, speech and journalism.

#### ***Area B: Science, Technology, Self and Society***

Area B: This area focuses on getting students to grasp the personal and worldwide societal implications of emerging technologies and scientific advancements within a well informed scientific framework.

#### ***Area C: Aesthetics in Cultural Contexts***

This area focuses on the movement from a culturally received set of aesthetics bound by time and place to a more globally inclusive set of aesthetic principles that transcend such acculturated parameters.

#### ***Area D: Self and Social Organization***

This area focuses on the relationship between individuals and the various social groups and institutions to which they belong and which affect and shape their lives. These groups and institutions include friendship groups, families, and social organizations, as well as more formal institutions such as religion, education, economic systems and government.

### ***Area E: Self and Society through Time and Place***

This area focuses on an understanding of the historical and cultural contexts that influence where we are now and where we hope to be. This would include, but not be limited to, geo-political and socioeconomic influences.

### ***Area F: Quantitative Thinking, Self and Society***

This area focuses on developing the ability to conceptualize problems and design models to effectively gather, utilize, and communicate quantitative information in decision-making for individuals and society in contexts such as personal finance, public health, and the environment.

## **Threads**

- Applied Problem-Solving and Critical/Creative Thinking
- WOVEN Communication (**w**ritten, **o**ral, **v**isual, **e**lectronic, and **n**on-verbal communication)
- Ethics/Moral Responsibility