FOOTPRINTS FOR LEARNING CHARTER ACADEMY
Global Perspectives | Entrepreneurial Spirit | Academic Excellence

DOCUMENT 10.0: K–9 GLOBAL AWARENESS PROGRAMMING DOCUMENT
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1. Program Overview & Operational Philosophy
The FLCA Global Awareness Program operates as a core extension and real-world application of the FLCA Entrepreneurship Framework and Spanish Language Program. Delivered primarily in the **final trimester (Trimester 3)** of the school year for Grades K through 9, the program empowers students through an inquiry-driven **Project-Based Learning (PBL)** framework to explore the world beyond Canada's borders. Under the overarching instructional motto **"ACHIEVE | EXPLORE | EXCEL,"** students investigate our planet's seven continents by cross-referencing insights across core discipline areas: ELA, Mathematics, Social Studies, Science, Music, Art, Spanish, and Entrepreneurship.

The Four Domains of Global Competence
1. **Investigate the World:** Students explore and research conditions, trends, and issues beyond their immediate local environment.
2. **Recognize Perspectives:** Students analyze their own worldviews while recognizing, respecting, and understanding the diverse perspectives and traditions of others.
3. **Communicate Ideas:** Students express complex cross-cultural concepts effectively to diverse audiences using verbal, digital, and visual platforms.
4. **Take Action:** Students translate their synthesized learnings into responsible actions, entrepreneurial solutions, and sustainable community contributions.

2. Core Curriculum Pillars & Investigative Themes
For each assigned continental region, student inquiries are structured around six interconnected investigative pillars:
Pillar I: Physical & Human Geography
- **Physical Features & Concepts:** Oceans, seas, rivers, lakes, beaches, cliffs, coasts, hills, mountains, valleys, soil types, vegetation zones, and the water cycle.
- **Human Features & Built Environments:** Cities, towns, rural villages, factories, farms, orchards, ranches, ports, harbors, commercial shops, and office networks.

- **Vocabulary Acquisition:** Core terminology in English and Spanish related to natural landforms, climate zones, and urban infrastructure.

Pillar II: Geographical Skills & Fieldwork

- **Mapping Tools:** Mastery of physical atlases, wall maps, digital globes, satellite imagery, and GPS location technology.
- **Technical Cartography:** Utilizing 8-point compasses, 4-figure and 6-figure grid references, map legends/keys, and scale calculations.
- **Geographical Markers:** Understanding latitude, longitude, the Equator, Prime Meridian, international time zones, and navigational history.

Pillar III: Weather, Climate & Environmental Dynamics

- **Climatic Patterns:** Identifying daily and seasonal weather variances, temperature gradients, and precipitation across equatorial, tropical, temperate, and polar regions.
- **Environmental Impact:** Evaluating how weather systems directly influence regional landforms, biodiversity, agrarian schedules, and human lifestyle.

Pillar IV: Culture, Heritage & Global Indigenous Populations

- **Cultural Inquiry:** Investigating stories, oral histories, mythologies, traditional music, visual arts, culinary customs, clothing, and linguistic patterns.
- **Global Indigenous Focus (Historical & Present):** Deepening awareness of global Indigenous nations across every continent. Students examine pre-colonial histories, traditional knowledge systems, land stewardship philosophies, governance structures, and the ongoing cultural preservation of contemporary Indigenous communities.
- **Human-Environment Interaction:** Analyzing land use, settlement patterns, housing architectures, cultural artifacts, and natural/human-made Wonders of the World.

Pillar V: Chronological History & Overlapping Timelines

- **Comparative Timelines:** Examining ancient civilizations, historical milestones, global trade routes, and parallel developments across world regions.
- **Historical Change-Makers:** Researching global explorers, Indigenous leaders, scientists, inventors, artists, and innovators who shaped international history.

Pillar VI: Economics, Governance & Entrepreneurial Reciprocity

- **Civic & Economic Systems:** Analyzing regional government structures, public priorities, monetary evolution, and local currency systems.
- **Resource Management:** Investigating agrarian networks (crop farming, orchards, ranching, hunting/nomadic traditions), textile manufacturing, technology sectors, and tourism economies.
- **Entrepreneurship Infusion:** Examining the reciprocal relationship between small business ventures and their broader societal context. Students analyze how local governance, political stability, environmental constraints, and cultural traditions impact how enterprises operate and serve their communities.

3. Comprehensive K–9 Scope and Sequence

Grade Band	Continental	Global Mindedness &	Global Indigenous &	Integrated Entrepreneurial

	Region Focus	Stewardship Focus	Regional Inquiry Focus	& Spanish Connection
Kindergarten & Grade 1	**The Seven Continents**	**DIVERSITY with Kindness**	Introduction to world maps and the concept of global neighbors. Exploring diverse cultures, stories, and traditional clothing of global Indigenous families.	Simple trading concepts; Spanish vocabulary for greetings, family, and nature (*Sonrisas Level 1*).
Grade 2	**Oceania & Antarctica**	**WATER as an Essential Element of Nature and Society**	Examining island geographies and the deep cultural connection to ocean ecosystems held by Aboriginal Australian and Pasifika communities.	Analyzing maritime economic activities and eco-tourism initiatives.
Grade 3	**Africa**	**ANIMALS as Essential Populations in Nature and Society**	Investigating African biomes and ancient civilizations (e.g., Nile River Valley) alongside traditional pastoralist communities (e.g., Maasai).	Exploring local artisan markets and community-based conservation enterprises (*TPRS Level 1*).
Grade 4	**South America**	**PLANTS as Essential**	In-depth study of the Amazon	**Focus: Food and Tourism.**

		Populations in Nature and Society	Basin, Indigenous Amazonian ethnobotany, and historical Andean civilizations (e.g., Inca Empire).	Evaluating sustainable agricultural trade and rainforest eco-tourism models.
Grade 5	**North America**	**AIR as an Essential Element of Nature and Society**	Comparative historical and contemporary inquiry into First Nations, Métis, Inuit, Native American, and Mesoamerican (Mayan/Aztec) nations.	**Focus: Retail and Agriculture.** Examining transcontinental supply chains and agrarian small businesses.
Grade 6	**Australia**	**LAND as an Essential Element of Nature and Society**	Investigating Outback geography, fire-stick land management, and Indigenous Australian heritage spanning 65,000+ years.	**Focus: Technology and Construction.** Studying sustainable infrastructure and eco-construction ventures (*TPRS Level 2*).
Grade 7	**Eastern Europe & Middle Asia**	**RESOURCES with Sustainability**	Exploring the Silk Road trade networks, Eurasian nomadic Indigenous cultures, steppe geography, and natural resource management.	**Focus: Environment, Health, and Government.** Evaluating public policy's impact on resource enterprises.

Grade 8	**Western Europe & East Asia**	**POLITICS for Health & Education**	Analyzing ancient philosophies, political evolution, and Indigenous minority groups (e.g., Ainu of Japan, Sami of Northern Europe).	**Focus: Education, Media, and Energy.** Investigating digital media, renewable energy models, and mobile apps (*MobileMakersEdu*).
Grade 9	**Africa & North America (Comparative)**	**ECONOMICS for Poverty & Prosperity**	High-level comparative study of post-colonial governance, Indigenous rights movements, global trade inequities, and economic self-determination.	**Focus: Global Enterprise & Micro-Finance.** Developing mobile application solutions and social impact business ventures (*entreINCedu / TPRS Level 3/4*).

4. General & Specific Learner Outcomes

Elementary Outcomes (Grades 1–5)

- **Outcome 1 (Global Awareness - Comparative Analysis):** Demonstrate the capacity to compare global regions, identifying key physical, cultural, and economic similarities and differences.
- **Outcome 2 (Global Awareness - Diversity Recognition):** Identify and respect diverse worldviews, cultural practices, and historical experiences, including those of global Indigenous communities.
- **Outcome 3 (Global Mindedness - Cross-Cultural Communication):** Use appropriate language, traditional concepts, and Spanish vocabulary to communicate respectfully about international contexts.
- **Outcome 4 (Global Mindedness - Environmental & Social Stewardship):** Evaluate local and global human actions, predicting their short- and long-term consequences on natural environments and communities.

Middle School Outcomes (Grades 6–9)

- **Outcome 1 (Global Awareness - Critical Evaluation):** Evaluate multi-source geographical and economic information, formulate evidence-based arguments, identify biases, and address complex global issues.
- **Outcome 2 (Global Awareness - Multi-Perspective Analysis):** Analyze multiple global

perspectives, connecting one's own identity and values with the diverse worldviews of historical and contemporary global societies.

- **Outcome 3 (Global Mindedness - Contextual Communication):** Adapt communication styles and conventions effectively when engaging with diverse cultural perspectives and global business models.
- **Outcome 4 (Global Mindedness - Action & Decision Making):** Weigh alternative courses of action regarding social, environmental, and economic issues, proposing sustainable, entrepreneurial solutions.

5. Assessment & Evaluation Framework

Evaluation in Trimester 3 measures research rigor, critical thinking, cultural empathy, and presentation capability. Adaptive to timeline, learning level, and design by teacher.

Evaluation Domain	Weight	Core Deliverables & Assessment Evidence
Regional Research Portfolio	**40%**	Comprehensive research project on assigned continental geography: mapping displays, climate analysis, historical timelines, economic resource maps, and small business case studies.
Global Mindedness Portfolio	**40%**	Dedicated investigation into the annual Stewardship Theme and Global Indigenous Heritage: Indigenous land management case studies, environmental impact proposals, and action plans for positive community change.
Discussion & Civic Engagement	**20%**	Active participation in classroom Socratic seminars, cross-cultural discussions, peer project reviews, and Trimester 3 PBL presentation showcases.

6. Digital Resources & Educator Supports

To support high-quality Project-Based Learning, FLCA staff utilize curated digital curriculum hubs,

mapping archives, and pedagogical guidelines:

- **FLCA Global Explorations Portal:** FLCA Google Site — Global Explorations Hub

- **Uncharted Learning EAC Hub:** Cross-curricular tools integrating global economic contexts with design thinking.
- **Spanish Language Resources:** *Sonrisas* and *TPRS / Look, I Can Talk!* literature linking language acquisition with global regional contexts[cite: 3, 4].