

Cultural and Global Awareness

Descriptors

Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. Students will demonstrate a critical appreciation of the visual and performing arts throughout history and across cultures, and will be able to formulate responses to a variety of aesthetic experiences.

| Criteria | Exceeds Standards | Meets Standards | Below Standards |
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| Discusses in detail how the global environment shapes one's own opinions. | Is able to recognize and discusses issues that relate how the global environment shapes one's own opinions. The response is organized, and includes detailed examples. | Is able to recognize and discusses issues that relate how the global environment shapes one's own opinions. The response is organized. | Is not able to understand how the global environment shapes one's own opinions. There is no organization to the response. |
| Identifies and explains the ways in which individuals, groups and institutions influence society. | Is able to draw from external sources and/or their own experience the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change. | Is able to draw from the information given and/or own experience the factors that bring change to society, and the way individuals and groups have been instrumental in bringing about change. | Is not able to conclude from the given information or personal experience the way people impact society. |
| Describes the impact of diversity in age, race, gender, ethnicity, nationality, etc. on society. | Is able to explain how to explore the ways in which age, race, gender, ethnicity, nationality shape the world and social culture. | Is able to demonstrates clear knowledge of how age, race, gender, ethnicity, nationality form the public. | Is not able to identify in detail how age, race, gender, ethnicity, nationality modify and/or outline the society. |
| Describes a variety of historical and contemporary world cultures. | Is able to accurately and fluently describe the major features of contemporary and historical world cultures and draw on multiple specific examples to illustrate her/his points. | Is able to accurately describe the major features of contemporary and historical world cultures. | Is not able to accurately describe the major features of a variety of contemporary and historical world cultures. |
| Discusses the economic, political and social dynamics of world cultures. | Is able to accurately and fluently discuss a variety of economic, political and social factors that influence world culture and draw on multiple specific examples to illustrate their points. | Is able to competently discuss a variety of economic, political and social factors that influence world cultures. | Is unable to intelligently discuss the impact of economic, political and social factors on world cultures. |
| Identifies and describe a variety of literary, musical and other artistic movements. | Is able to recognize a variety of major and lesser artistic movement and define each through identifying characteristics. | Is able to recognize and define the characteristics of the major artistic movements. | Is able to recognize and define only a couple of the major artistic movements and their defining characteristics. |
| Identifies the impact of stereotypes and myths. | Is able to achieve a comprehensive knowledge of stereotypes and myths, including social and cultural, and can describe her/his effects in detail. | Is able to understand the common stereotypes and myths and can describe her/his effects in broad terms. | Is not able to recognize the difference between stereotype and cultural fact and cannot describe what effects she/he might have on the larger picture. |
| Conveys the reasoning behind personal aesthetic choices and interpretations. | Is able to distinguish the basic material in order to understand the examples set forth by the professor in class and so can | Is able to relate their reasoning behind her/his personal aesthetic choices but the reasons tend to follow the status | Is not able to relate the reasoning behind her/his personal aesthetic choices, and does do not use |

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| | effectively evaluate the form, cultural context, and aesthetic qualities of artistic genre and movements. | quo with "safe" arguments" | vocabulary effectively. |
| Exercises citizenship at local, state, national and global levels. | Is able to understand and reflect upon exercising civic awareness at the local, state, national and global levels. Furthermore, includes important details such as the importance of civic awareness and a comparison of such civic awareness across the globe. | Is able to understand and reflect upon exercising civic awareness at the local, state, national and global levels. | Is unable to understand the concept of civic awareness at the local, state, national or global level. |
| Applies an understanding of both one's own and other cultures to enhance shared appreciation of the globe's cultural diversity. | Is able to demonstrate an understanding of the complex and diverse nature of contemporary society, and is able to situate her/his own and other cultures in this wider social context. | Is able to demonstrate an understanding of her/his own culture and its relationship to other world cultures. | Is unable to demonstrate an understanding of her/his own culture or other cultures, and their interrelationships. |
| Critically examines the ways in which individuals, groups and institutions influence society. | Is able to understand and reflect upon how individuals, groups and institutions influence society. Furthermore, the student presents specific examples of how such entities influence society. | Is able to understand and reflect upon how individuals, groups and institutions influence society. | Is unable to understand the concept of society. The student does not understand how individuals, groups or institutions influence society. |
| Compares the economic, political, and social dynamics of world cultures. | Is able to accurately and fluently evaluate the similarities and differences between a variety of contemporary and historical cultures and their economic, political and social systems. | Is able to compare and contrast the economic, political, and social realities of contemporary and historical world cultures. | Is unable to intelligently compare the economic, political, and social realities of contemporary and historical world cultures. |
| Compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre and movements. | Is able to compare and evaluate the form, cultural context, and aesthetic qualities of artistic genre and movements beyond the examples used by the professor in the class. | Is able to compare and evaluate the form, cultural context, and aesthetic qualities of artistic genres and movements but only by using the examples already put forth by the professor in class. | Is no able to understand enough the basic material in order to understand the examples set forth by the professor in class and so cannot effectively evaluate the form, cultural context, and aesthetic qualities of artistic genre and movements. |
| Describes the relationships between literary, musical and other artistic movements across both time and space throughout history and across cultures. | Is able to detail the interrelationships between artistic movements throughout history and across cultures. | Is able to describe in general some of the major interrelationships between artistic movements throughout history and across cultures. | Is not able to describe and has no understanding about how the artistic movements can be related across both time and space. |