You may need to adjust the wording suggested here (it was pulled from the “Pathways” proposal) to fit your specific circumstances; these formulations are meant to help you remember all the goals that need addressing.

**A. World Cultures and Global Issues** (address all goals 1,2,3)

Students will learn to:

1. Gather, interpret, and assess information from a variety of sources and points of view by ................... [name/describe class activity/ies]

2. Evaluate evidence and arguments critically or analytically by .............. [name/describe class activity/ies]

3. Produce well-reasoned written or oral arguments using evidence to support conclusions by ...................... [name/describe class activity/ies]

In addition, students will learn to: (address three goals of the group a-f)

a. Identify and apply the fundamental concepts and methods of ................... [name: a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, ........ {foreign languages: state language}, geography, history, political science, sociology, and world literature]

b. Analyze the ............... [state name or culture or specify: globalization, global cultural diversity] and describe .............. [name: an event or process] from more than one point of view.

c. Analyze the historical development of the ........... society/ies [name: non-US society/ies].

d. Analyze the significance of the following major movement/s that has/ve shaped the world’s societies: ................

e. Analyze and discuss the role that .................... [specify: race, ethnicity, class, gender, language, sexual orientation, belief, other forms of social differentiation] play/s in .................. [give name] culture/s / society/ies.

f. Speak, read, and write the ............ [give name] language, and use that language to respond to cultures other than their own.