

Global Issue Area		
Economics		
Grade/Age Range	Content Area/Context	Essential Question
Grades K-5 Ages 5-10	Social Studies Science Mathematics	Do nations share resources?
<p>Scenario: Students have been asked to design a produce supply company for their school. Because a number of crops do not grow well in the United States, they partner with a school in another country to trade fairly for their crop. They investigate ways that people grow different foods around the world, trace the production of foods from other countries to markets in the United States and determine the best transportation routes. As business planners, they decide what US product(s) will be traded, and with whom they will trade to get the raw materials for their product. They consider the idea of fair trade, including issues surrounding child labor laws.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • A business plan for the supply company the students design • A digital newsletter and/or website endorsing companies worldwide that practice fair trade (including the student-designed company) 		

Global Issue Area		
Economics		
Grade/Age Range	Content Area/Context	Essential Question
Grades 6-8 Ages 10-14	Science Technology Health Mathematics	How can we improve access to essential resources worldwide?
<p>Scenario: After conducting research to learn about the scarcity of water worldwide, a class is inspired with the idea of a recreational device that harnesses the power of playing children to extract groundwater. Students develop a working prototype for a recreational product or filtering mechanism that allows communities to obtain fresh water.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • The design of a device that will obtain or filter water from the ground, thus allowing communities to obtain fresh water • The prototype of that device • A grant proposal to obtain funding to launch their non-profit organization to manufacture the product 		

Global Issue Area		
Climate Change		
Grade/Age Range	Content Area/Context	Essential Question
Grades 6-8 Ages 11-14	Arts Science Technology World Languages	How can nations collaborate to solve global problems?
<p>Scenario: Recognizing that climate change-induced migration is increasing dramatically, teams of students design a self-sustaining human habitat for those eco-refugees that have been forced to relocate due to the effects of climate change in their home country. They develop the design using virtual technologies while considering all factors and issues in supporting a multicultural constituency.</p> <p>Product(s): A virtual world presentation of a self-sustaining city for review by experts in related fields in English or in another world language</p>		

Global Issue Area		
Ethnic Conflict Resolution		
Grade/Age Range	Content Area/Context	Essential Question
Grades 6-8 Ages 11-14	Social Studies Visual Arts	How can I raise social consciousness and promote world peace beginning in my own community through the arts?
<p>Scenario: Students examine issues of conscience and moral responsibility as part of a Holocaust and Genocide unit, while also studying the use of symbolism and allegory in paintings in order to understand how art and artists communicate across social, historical, cultural, geographic, socio-economic, linguistic, and political boundaries. Students analyze symbolism and allegory utilized in works such as Picasso's <i>Guernica</i>; Judy Chicago & Donald Woodman's <i>Holocaust Series</i>; Hale Woodruff's <i>The Mutiny Aboard the Amistad</i>, <i>The Amistad Slaves on Trial at New Haven</i>, or <i>The Return to Africa</i>; or Fernando Botero's Abu Ghraib series.</p> <p>Students evaluate and reach individual conclusions regarding the following:</p> <ul style="list-style-type: none"> • Positions and evidence about ethnically driven conflicts in the global community, such as the genocide in Darfur in western Sudan or the Bosnian war in Bosnia and Herzegovina • Positions and evidence about conflicts that might be driven by ethnic tension within the local community • The potential of the arts for communication in local and global communities through various mediums <p>The unit serves as the foundation for discussions among student peer groups from various parts of the U.S. and other countries on ethics and civic responsibility. Students utilize Web 2.0 resources such as Epal, Nings, Wikis, Jing projects, Blogs, or live interfacing using synchronistic live video exchanges or commercially available video tools, such as Skype to dialogue with their peers.</p> <p>Product(s): Visual and multimedia artwork that draws stylistic inspiration from the source works listed above and that communicate a position on an ethnically-driven conflict occurring in the local or global community</p>		

Global Issue Area		
Cultural Preservation		
Grade/Age Range	Content Area/Context	Essential Question
Grades 6 – 8 Ages 11-14	Technology Science Music Art Community Service	What can I do to preserve our cultural traditions in a sustainable way at a time of rapid globalization?
<p>Scenario: Students are studying the <i>sikku</i>, a musical instrument originally produced by pre-Columbian inhabitants of the Andes in South America, and the cultures that produced the instrument. They learn to create sikkus out of recyclable material and design a course to teach others how to produce, play, and appreciate sikkus and their Latin American cultural heritage.</p> <p>The unit gathers teachers in disciplines from music, visual arts and science. Led by the art teacher, students identify patterns in pre-Columbian art by applying concepts like zoomorphism or exploring coloring techniques across a broad range of images. They investigate the role that these images played in traditional cultures. In science, students study sound waves, scientific experimentation and technological design to create <i>sikkus</i> that can play in a pentatonic scale. The music teacher helps them learn to play the sikku and perform melodies in a traditional style</p> <p>Documenting their work enables students to design a course to teach children in a local under-served school how to make and play <i>sikkus</i> as a way to preserve their ancestral traditions. Students learn about traditional cultures and iconography; music and art as cultural products; musical performance, sound waves, experimental design, public speaking.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • Sikku • Artist workbook entries • Technological design log • Final reflective report • Video of community work 		

Global Issue Area		
Economics		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9-12 Ages 14 and up	Mathematics Science Social Studies World Languages	How might developed nations assist developing nations?
<p>Scenario: Students are asked to identify a grassroots project created by an entrepreneur in a developing nation using an online microfinance site. Working with a team, they create a portfolio for one specific project for the company to sponsor. The project should be related to sustainable development in a nation characterized by chronically degraded or limited natural resources. They contact people living in the target culture to determine their needs. For the portfolio, they develop a rationale for supporting the project based on knowledge of and sensitivity to the culture, landscape, and needs of the people.</p> <p>Product(s): A portfolio presenting their plan to support and fund a micro-financed project that improves availability and/or access to essential resources in a developing nation</p>		

Global Issue Area		
Health		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9-12 Ages 14 and up	Health Science Mathematics	How do nations work together to prevent the spread of disease worldwide?
<p>Scenario: Students participate in a virtual conference sponsored by the World Health Organization (WHO). WHO has requested they research and report on emerging and re-emerging global diseases by creating and monitoring an interactive digital map that plots disease outbreaks. They obtain disease event data by creating an online tool (twitter, voicethread, blog, etc.) that solicits contributions from individuals reporting disease outbreaks around the world.</p> <p>Product(s): A worldwide advocacy campaign that promotes awareness and prevention of the spread of an infectious disease</p>		

Global Issue Area		
Climate Change		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9-12 Ages 14 and up	Social Studies Science World Languages	How can nations learn from each other in solving global problems?
<p>Scenario: Students research how other countries have targeted the reduction of greenhouse gases in an effort to prevent climate change. They survey world policies by using an online forum (such as twitter) asking people in both English and in a world language: "Does your country have a policy on going green? If so, what is it?"</p> <p>Product(s): An online social networking site to share the results of their survey and to discuss possible actions that support a green campaign</p>		

Global Issue Area		
Cultural Conservation		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9 – 12 Ages 14 and up	Social Studies Dance	How do the arts preserve cultural identity throughout history?
<p>Scenario: Students create and perform a program of drumming and dance that stylistically emulates the <i>Myno</i> (folk) dances and <i>taiko</i> drumming as performed by the <i>Hoh Daiko</i> Drummers. Using Haiku poetry as the primary source for the thematic content that addresses the need for balance in the ecosystem, students work in teams to choreograph, refine and rehearse solo and group drumming and dances emulating the traditions of Japanese folk dance and drumming.</p> <p>The arts often serve as a primary mechanism for the preservation of cultural identity and as a means of recording history. The critical processes of observing, describing, interpreting, and evaluation leads to informed judgments about the relative merits of artworks.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • Documentation of live and and web-based virtual- interactive exchanges among students and artists • Threaded conversations among live and virtual peer groups about the role and importance of the arts as means of establishing and preserving cultural identity • Live school or community performances accompanied by digital archives of the dances for online viewing 		

Global Issue Area		
Immigration		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9 – 12 Ages 14 and up	Social Studies Music	Are there universal themes in immigrant experiences?
<p>Scenario: Students focus on the history of American Roots Music by listening to the music from a variety of off and online sources. They trace and discuss the influence of American Roots Music that arose from folk traditions and their impact on contemporary pop music. Additionally, students examine the pop music of Ghana for contemporary examples of the reinvention of traditional music (and native language), with the infusion of Hip Hop, Reggae, Funk & West African Highlife musical influences. Students focus on the music and lyrics of the Afropolitan fusion band <i>Soulfège</i>, led by the acclaimed musician, activist and entrepreneur Derrick Ashong. The music and the movement have been featured in the media reaching millions of listeners worldwide. The arts serve multiple functions: enlightenment, education, and entertainment. Within all three of these arenas, the arts can serve as a powerful vehicle for social change.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • Anthems for social change set to music and drawing on the inspiration of Carl Sandburg’s poem “I am the Mob” (The original language may be kept intact or expanded upon. However, the music must be pared to the rhythmic structure of the poem, employ at least two part harmonies, and be supported by a poly rhythmic structure.) • A score (indicating what instrumentation will accompany the vocal track) and a recording of the anthem using computer assisted software such as Sibelius or freeware such as Musette Music or Forte, shared on <i>Take Back the Mic</i> • A threaded electronic discussion with peers about the implications regarding the power of music for communication 		

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Climate Change		
Grade/Age Range	Content Area/Context	Essential Question
Grades 9 – 12 Ages 14 and up	Science Economics	Is the Earth really warming up? How do we know and what can we do to prevent future problems?
<p>Scenario:</p> <p>Students in an urban school science class are studying climate change. Their goal is to understand what climate change is, the evidence we have about this phenomenon, and the strategies we could use to mitigate further change.</p> <p>Students are invited to read selected sections of reports produced by the Intergovernmental Panel on Climate Change. Their task is to find information about changing temperatures on the planet (past and projected future); list the kinds of evidence used; and identify causal factors associated with rising temperatures. In groups students create a visual model depicting multiple causes of climate change. Led by their teacher, the class compares models to create an integrated visual representation of climate change and its causes. Simple linear models are replaced with more complex ones including feedback loops, emerging and reciprocal causes. Students share their perspectives on the strategies to determine whether or not a claim is believable. They respond to the essential question of the unit in their journals.</p> <p>Because human activity is an important factor in climate change, the teacher introduces two concepts in economics that help students frame “the human side of the problem” and find viable solutions: “The tragedy of the commons” (how the public’s overuse of public resources can deplete the resources of a society) and the use of “incentives” to change people’s behaviors. Students examine the variety of incentives they could put in place to reduce the carbon footprint of their city, Boston.</p> <p>As a final project each group prepares a letter to their city mayor explaining the problem of climate change and its potential impacts on the city of Boston and other coastal regions on the planet. Students vote on the letter presenting the best argument and most effective solution and edit and send the chosen letter. Students learn about climate science, complex causality, scientific modeling; public use of resources, economic, legal and moral incentives, argumentative writing.</p> <p>Product(s):</p> <ul style="list-style-type: none"> • Models of climate change • Journal entries • Comparative analyses of forms of incentives • Policy letter 		

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