



Creating an Integrated, Interdisciplinary Global Studies Curriculum

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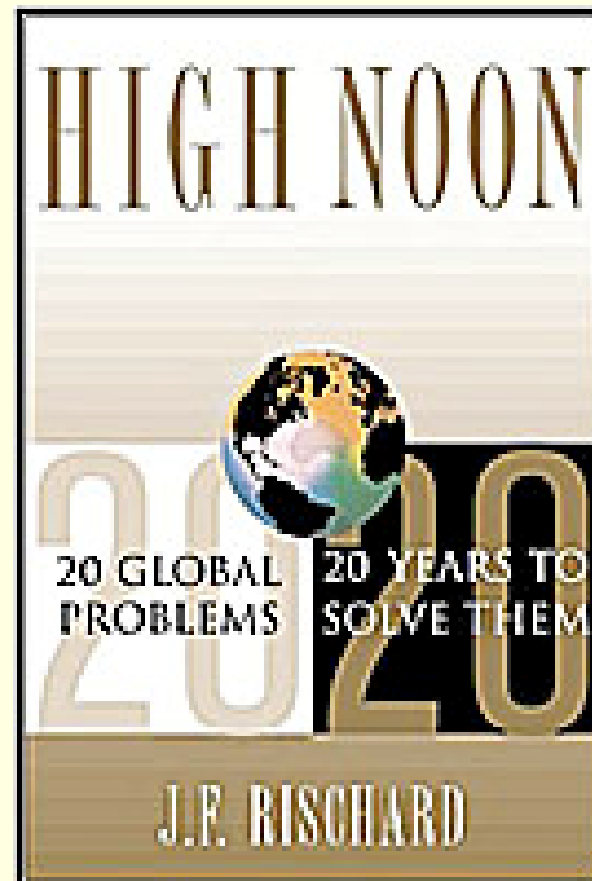
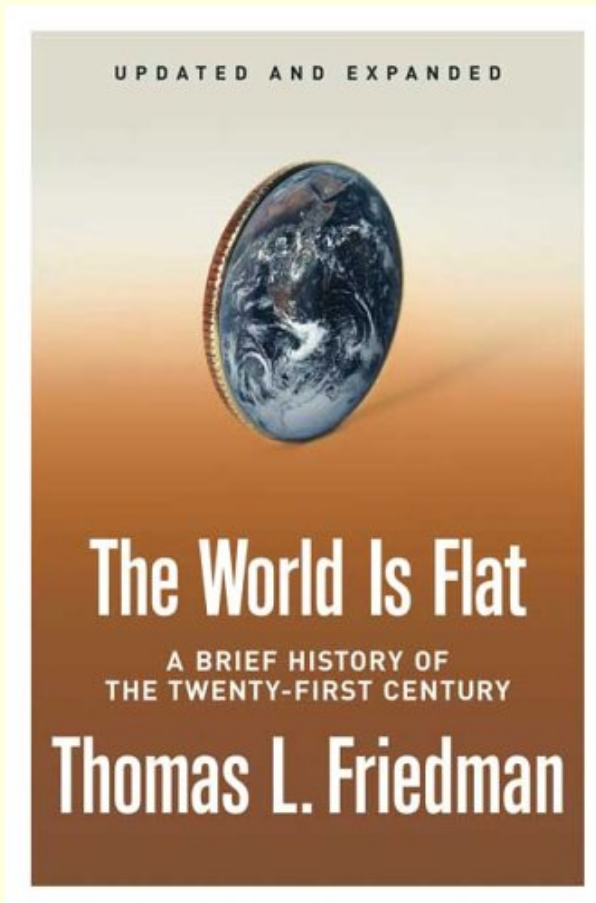
The Metropolitan Learning Center Interdistrict Magnet School for
Global & International Studies

Bloomfield, CT

The College Board

New York - October 2007

The Need



Skills for a Flat World

“How can we give ALL of our students the knowledge, skills and perspectives they will need to live and work in an increasingly connected world and to address the critical global issue of the 21st century?”*

*adapted from the Fiske report

Sharing our planet

Issues involving the global community

- Global warming
- Biodiversity and ecosystem losses
- Fisheries depletion
- Deforestation
- Water deficits
- Maritime safety and pollution

Sharing our humanity

Issues requiring a global commitment

- Massive step-up in the fight against poverty
- Peacekeeping, conflict prevention, combating terrorism
- Education for all
- Global infectious diseases
- Digital divide
- Natural disaster prevention and mitigation

J.F. Rischard *High Noon*

Sharing our rule book

Issues needing a global regulatory approach

- Reinventing taxation for the twenty-first century
- Biotechnology rules
- Global financial architecture
- Illegal drugs
- Trade, investment, and competition rules
- Intellectual property rights
- E-commerce rules
- International labor and migration rules

The need to refocus school reform efforts

Since the publication of “A Nation At Risk” (and even before) efforts have been focused narrowly on reading and mathematics.

In spite of nearly 50 years of educational reform focused on raising math and science scores, citing national security and competitiveness, American students still do not outscore their peers in much of the developed world.

And yet...

- Two decades after “A Nation At Risk” the United States still a superpower
- Dominates the world as the most scientifically and technologically advanced nation.
- Core innovations that drove the global digital revolution were created in the United States
- The leaders of the computer and Internet industries are from the United States.
- 2/3 of the 300,000 patents issued in 2002 went to Americans

*From Zhao Yong, “Are We Fixing the Wrong Things?” **Educational Leadership** Vol. 63 No. 8, May 2006. pp 28-31*

How did this happen?

- Have “reforms” improved schools?
- Have immigrants kept the US competitive?

“Creativity – and not standardization – may be the driving force behind an effective education system.”

Zhao Yong, “Are We Fixing the Wrong Things?” *Educational Leadership* Vol. 63 No. 8, May 2006. pp 28-31



What do we need for our students?

What is necessary?

- A curriculum that prepares students to actively engage in global issues
- A curriculum that focuses on authentic, critical global & international issues
- A curriculum that is integrated and develops skills, global perspectives, and attitudes
- A curriculum that fosters creativity and flexibility

Global Education

- Is an integrated approach to education that emphasizes systems thinking.
- Disciplines (as Western conceptual constructs) are de-emphasized
- Traditional skills become the tools to systems understanding rather than an end in themselves.

Goals of a Global/International Education



The goals of a global education are to enable all students to develop:



Goals of a Global/International Education

- **"State of the Planet" Awareness**
- **Cross-cultural Awareness**
- **Knowledge of Global Dynamics**
- **Awareness of Human Choices**
- **Perspectives Consciousness**

Global Systems

- Economic
- Political
- Ecological
- Cultural
- Technology



MLC's Model Middle School Program



MLC's 2007 Middle School CMT Test Scores

	Grade 6	Grade 7	Grade 8
Reading	NCLB 75% CT Goal 62% <i>(CT Avg. 64%)</i>	NCLB 80% CT Goal 70% <i>(CT Avg. 66%)</i>	NCLB 86% CT Goal 78% <i>(CT Avg. 67%)</i>
Writing	NCLB 89% CT GOAL 69% <i>(CT Avg. 63%)</i>	NCLB 86% CT GOAL 66% <i>(CT Avg. 60%)</i>	NCLB 92% CT GOAL 73% <i>(CT Avg. 64%)</i>
Math	NCLB 84% CT GOAL 67% <i>(CT Avg. 64%)</i>	NCLB 74% CT GOAL 47% <i>(CT Avg. 60%)</i>	NCLB 89% CT GOAL 72% <i>(CT Avg. 61%)</i>

Model Middle School Map

- Integrated
- Interdisciplinary
- Systems-based curriculum

Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Interdependence
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Essential Questions

Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Inter-dependence
<i>What is the connection between the environment and health? Does environmental change affect health?</i>	<i>Is government necessary? Why do people have governments? Why do governments change?</i>	<i>What is culture? How do ideas spread? What is language? How do societies develop?</i>	<i>How do people support themselves? Why do people move?</i>

	Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Interdependence
GRADE 8	Amazon Basin East Asia	Western Europe Southern Africa	Caribbean Western Europe	Rural America East Asia
GRADE 7	Sub-Saharan Africa Caribbean	Middle East Central Asia	South Asia Central Asia	Patagonia Australia/New Zealand/Oceania
GRADE 6	Urban America Arctic Regions	Eastern Europe Central America	North Africa Southeast Asia	Southeast Asia North & Central America

	Environment & Health	Government, Politics, and Current Events	Cultures & Societies	Economics & Interdependence	Metropolitan Learning Center Interdistrict Magnet School for Global/International Studies MIDDLE SCHOOL THEME-BASED GLOBAL STUDIES CURRICULUM
GRADE 8	Amazon Basin East Asia Case Studies: 1. CO2 emissions & Kyoto Accord & tropical wood, shipped to East Asia 2. Habitat destruction in Brazil & China Quarter 3	Western Europe Southern Africa Case Studies: 1. History of the Dutch & British in Southern Africa 2. Colonial legacy- Ireland & S. Africa British colonialism – truth and reconciliation vs. reparations – lessons for the U.S. Quarter 2	Caribbean Western Europe Case Studies: 1. The Colombian Exchange, Europeans, American and Africans in the Caribbean / the Atlantic Slave Trade 2. The Caribbean and Western Europe today – peoples, languages, cultures Quarter 1	Rural America East Asia Case Studies: 1. Resources for development: The Tennessee Valley Authority and the Three Gorges Dam: a study in resource management 2. Japanese Companies in Rural America: Bridgestone, Honda and other case studies Quarter 4	
GRADE 7	Sub-Saharan Africa Caribbean Case Studies: 1. Health & nutrition in Sub Saharan East Africa and the Caribbean 2. Communicable disease in Nigeria & Haiti (malaria, tuberculosis, AIDS, etc.) Quarter 2	Middle East Central Asia Case Studies: 1. Governments in transition: Establishing democracy in Iraq & Uzbekistan 2. Arab/Israeli conflict in historical context Quarter 3	South Asia Central Asia Case Studies: 1. Buddhism and Islam – the spread of 2 universalistic religions – on the Silk Roads 2. Critical issues in Central Asia and South Asia today – society, religion and environment Quarter 1	Pampas/Australia/ New Zealand/Oceania 1. Case Studies: Economic activities - livestock ranching, tourism 2. Immigration, immigrants and indigenous peoples – colonialism, post-colonial economic development Quarter 4	
GRADE 6	Urban America Arctic Regions Case Studies: 1. urban health issues - asthma, TB, childhood inoculations, (learn states & capital cities) 2. Pollution, ozone depletion, mercury poisoning Arctic Antarctic Quarter 1	Eastern Europe Central America Case Studies: 1. Governments, in transition: El Salvador & Czech Republic 2. Conflict, UN: Former Yugoslavia & Nicaragua Quarter 4	North Africa Southeast Asia Case Studies: 1. Archaeology, preservation, tourism: Ancient Egypt and the Ancient Khmers 2. The travels of Ibn Battuta: From North Africa through the Indian Ocean to Southeast Asia Quarter 2	Southeast Asia North & Central America Case Studies: 1. European colonization & economic exploitation/development of Central America & South East Asia 2. migration, expatriate workers and economic development: Guatemala and Vietnam Quarter 3	

MLC's Model High School Program



MLC's 2007 high school CAPT test scores

Reading	NCLB: 87.3%	CT GOAL: 44.3% <i>(CT Avg. 45.6%)</i>
Writing	NCLB: 96.2%	CT GOAL: 74.7% <i>(CT Avg. 52.9%)</i>
Mathematics*	NCLB: 74.4%	CT GOAL: 33.3% <i>(CT Avg. 45.2%)</i>
Science	NCLB: 82.3%	CT GOAL 35.4% <i>(CT Avg. 44.4%)</i>
CAPT Scholars	(reached CT GOAL or better on all 4 sections) 19%	

MLC AP Program

- Class of 2006 64 graduates 110 exams 15 subjects overall pass average 50%
- Class of 2007 96 graduates 128 exams 15 subjects overall pass average 53%

- 35-30% juniors take one or more AP classes
- 55- 60% of seniors take one or more AP classes

(all AP classes are open enrollment)

Three Signature Elements

- Capstone project as a graduation requirement on an issue in one (or two) of the five global systems
- Capstone project Developed over four years but finished during 11th-12th grade “Global Systems” course.
- Students expected to participate in action, including service, travel and/or internships

MLC's Service Learning

- Must be connected to Social Studies curriculum
- Students must identify & research global issue
- Prepare annotated bibliography
- Research organizations that address issue on global & local level
- Complete required hours with reflections & documentation
- Complete final paper on experience

Health & Environmental Systems

Knowledge areas	Global Issues	Careers	Skills
biology, chemistry, physiology. earth science, geography, math, health, nutrition, ethics	Bird flu, tuberculosis, HIV/AIDS, food supply contamination malnutrition, global warming, environmental change and infectious disease, species reduction, air, water pollution	All medical professions (MD, nurses, radiologists, laboratory workers, pharmacists, etc) public health, nutrition, service/aid work, medical equipment manufacture & supply, education	Writing, reading, critical analysis. math, second + language

Political/Governance Systems

(including IGOs, NGOs)

Knowledge areas	Global Issues	Careers	Skills
History, political science, economics, ethics	Peace, security, diplomacy, economic development, trade, human trafficking, refugees, humanitarian issues, genocide, migration/immigration/emigration, human rights	Law enforcement, local & national government, postal work, diplomacy, business, medical professions, education, journalism, military	Writing, reading, critical analysis. math, second + language

Scientific and Technological & Information Systems

Knowledge areas	Global Issues	Careers	Skills
mathematics, technology, engineering, physics, chemistry, journalism media, ethics	Infectious disease, genetic disease, greenhouse gas emissions, access to telecommunications & media, pollution, green technology, green energy, censorship	pharmacology, computing, education, research, telecommunications, media, robotics, transportation technology, aviation, energy development, energy policy, military	Math, writing, reading, scientific method, critical analysis, media technology, second + language

Cultural Systems

Knowledge areas	Global Issues	Careers	Skills
History, anthropology, visual arts, performance arts, literature, ethics	Religious, ethnic tension, genocide, censorship, human rights, poverty, gender issues, human trafficking	Performance and visual arts, journalism, writing, research, education, public service, government, non-profit work	Reading, writing, critical analysis, creativity, second + language

Economic Systems

Knowledge areas	Global Issues	Careers	Skills
Math, economics, technology, human behavior, ethics	Poverty, debt reduction, fair trade, sustainable development, finance, banking, currency regulation, human trafficking, transparency in accounting, corruption	Business, trade, non-profit work, accounting, banking, development, law enforcement, economics	Math, writing, reading, critical analysis, second + language

Contact

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Service, Exchange, Internship

- Study Abroad – partnerships with YFU, EIL, AYUSA, People-to-people
- iEARN /BRIDGE exchanges
- Global Nomads
- Capitol Forum, Model UN, Geography Challenge, etc.
- Service projects – Adopt-a-Minefield; Heifer; UNICEF; NetAid

Co & Extra curricular Activities

- Study Abroad – partnerships with YFU, EIL, AYUSA, AFS, Laurasian Institute
- iEARN /BRIDGE exchanges (Pakistan, Morocco, Egypt)
- Sister Schools in China, Ecuador
- Global Nomads
- Capitol Forum, Model UN, Geography Challenge, etc.
- Service projects – Adopt-a-Minefield, Heifer, UNICEF, FoodShare, Free the Slaves