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

The World Is Flat
A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY
Thomas L. Friedman

High Noon
20 GLOBAL PROBLEMS 20 YEARS TO SOLVE THEM
J.F. Rischard
“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

J.F. Rischard *High Noon*
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

J.F. Rischard High Noon
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

<table>
<thead>
<tr>
<th></th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>NCLB 75%</td>
<td>NCLB 80%</td>
<td>NCLB 86%</td>
</tr>
<tr>
<td></td>
<td>CT Goal 62%</td>
<td>CT Goal 70%</td>
<td>CT Goal 78%</td>
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<tr>
<td></td>
<td>(CT Avg. 64%)</td>
<td>(CT Avg. 66%)</td>
<td>(CT Avg. 67%)</td>
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<tr>
<td><strong>Writing</strong></td>
<td>NCLB 89%</td>
<td>NCLB 86%</td>
<td>NCLB 92%</td>
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<tr>
<td></td>
<td>CT GOAL 69%</td>
<td>CT GOAL 66%</td>
<td>CT GOAL 73%</td>
</tr>
<tr>
<td></td>
<td>(CT Avg. 63%)</td>
<td>(CT Avg. 60%)</td>
<td>(CT Avg. 64%)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>NCLB 84%</td>
<td>NCLB 74%</td>
<td>NCLB 89%</td>
</tr>
<tr>
<td></td>
<td>CT GOAL 67%</td>
<td>CT GOAL 47%</td>
<td>CT GOAL 72%</td>
</tr>
<tr>
<td></td>
<td>(CT Avg. 64%)</td>
<td>(CT Avg. 60%)</td>
<td>(CT Avg. 61%)</td>
</tr>
</tbody>
</table>
# Model Middle School Map

- Integrated
- Interdisciplinary
- Systems-based curriculum

<table>
<thead>
<tr>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
</table>
## Essential Questions

<table>
<thead>
<tr>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
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<th>Economics &amp; Interdependence</th>
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</thead>
</table>
| *What is the connection between the environment and health?*  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 8</strong></td>
<td>Amazon Basin East Asia</td>
<td>Western Europe Southern Africa</td>
<td>Caribbean Western Europe</td>
<td>Rural America East Asia</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>Sub-Saharan Africa Caribbean</td>
<td>Middle East Central Asia</td>
<td>South Asia Central Asia</td>
<td>Patagonia Australia/New Zealand/Oceania</td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td>Urban America Arctic Regions</td>
<td>Eastern Europe Central America</td>
<td>North Africa Southeast Asia</td>
<td>Southeast Asia North &amp; Central America</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Environment &amp; Health</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>Amazon Basin East Asia</td>
<td>Western Europe Southern Africa</td>
<td>Caribbean Western Europe</td>
<td>Rural America East Asia</td>
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<tr>
<td>Case Studies:</td>
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</table>

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Environment &amp; Health</th>
<th>Government, Politics, and Current Events</th>
<th>Cultures &amp; Societies</th>
<th>Economics &amp; Interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 2</td>
<td>Sub-Saharan Africa Caribbean</td>
<td>Middle East Central Asia</td>
<td>South Asia Central Asia</td>
<td>Pampas/Australia/New Zealand/Oceania</td>
</tr>
<tr>
<td>Case Studies:</td>
<td></td>
<td>Case Studies:</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Quarter 4</td>
<td>Urban America Arctic Regions</td>
<td>Eastern Europe Central America</td>
<td>North Africa Southeast Asia</td>
<td>Southeast Asia North &amp; Central America</td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>

| Quarter 1 | | | | |
MLC’s Model High School Program
# MLC’s 2007 high school CAPT test scores

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

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

(including IGOs, NGOs)

<table>
<thead>
<tr>
<th>Knowledge areas</th>
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<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, political science, economics, ethics</td>
<td>Peace, security, diplomacy, economic development, trade, human trafficking, refugees, humanitarian issues, genocide, migration/immigration/emigration, human rights</td>
<td>Law enforcement, local &amp; national government, postal work, diplomacy, business, medical professions, education, journalism, military</td>
<td>Writing, reading, critical analysis, math, second + language</td>
</tr>
</tbody>
</table>
# Scientific and Technological & Information Systems

<table>
<thead>
<tr>
<th>Knowledge areas</th>
<th>Global Issues</th>
<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics, technology, engineering, physics, chemistry, journalism media, ethics</td>
<td>Infectious disease, genetic disease, greenhouse gas emissions, access to telecommunications &amp; media, pollution, green technology, green energy, censorship</td>
<td>pharmacology, computing, education, research, telecommunications, media, robotics, transportation technology, aviation, energy development, energy policy, military</td>
<td>Math, writing, reading, scientific method, critical analysis, media technology, second + language</td>
</tr>
</tbody>
</table>
# Cultural Systems

<table>
<thead>
<tr>
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<th>Careers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, anthropology, visual arts,</td>
<td>Religious, ethnic tension, genocide,</td>
<td>Performance and visual arts, journalism, writing, research, education,</td>
<td>Reading, writing, critical analysis,</td>
</tr>
<tr>
<td>performance arts, literature, ethics</td>
<td>censorship, human rights, poverty, gender</td>
<td>public service, government, non-profit work</td>
<td>creativity, second + language</td>
</tr>
<tr>
<td></td>
<td>issues, human trafficking</td>
<td></td>
<td></td>
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</tbody>
</table>
# Economic Systems

<table>
<thead>
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<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math, economics, technology, human behavior, ethics</td>
<td>Poverty, debt reduction, fair trade, sustainable development, finance, banking, currency regulation, human trafficking, transparency in accounting, corruption</td>
<td>Business, trade, non-profit work, accounting, banking, development, law enforcement, economics</td>
<td>Math, writing, reading, critical analysis, second + language</td>
</tr>
</tbody>
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Contact

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  cstedman@mlc.crec.org
Service, Exchange, Intership

- 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