**The Global Contexts in Greater Detail**

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| **Global Context** | **Examples of Personal Projects** |
| **Identities and relationships**  Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. | * Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying * How online identities impact offline relationships; a research essay * Keeping culinary traditions; a video series following family recipes with historical relevance * The effect of mass media on teenage identity; a short film |
| **Orientation in space and time**  Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | • The Euclidean space perspective of the universe; a 3D model  • Explorers in search of a new world; immigration over the ages through visual texts  • The Mayflower and the dream of religious freedom; a personal family history  • Charting a family history through archives and a representational statue |
| **Personal and Cultural Expression**  Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture  • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers  • Culture and self-expression through dance at the local community arts center; a performance |
| **Scientific and Technical Innovation**  Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. | • Nano fibres build stronger bikes; a prototype bike with nano fibres  • What’s the matter with the anti-matter?; an informational talk  • Why are genetics and genomics important to my health?; a media presentation  • Can stem cells replace organ transplants?; an investigative report |
| **Globalization and Sustainability**  Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. | • The struggle for water in developing countries; an awareness campaign  • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation  • Education as the tool to change the future of Peru; a workshop for adults  • The role of the developing countries in protecting the tropical rain forest; a collection of slides |
| **Fairness and development**  Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. | • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school cafeteria to promote fair trade  • Open-market economies and their role in fair trade; a talk for students  • Exploring the intersections of race and inequality; a radio broadcast  • Asylum seekers and their right to live like us; a painting |