Nature and Our Cities
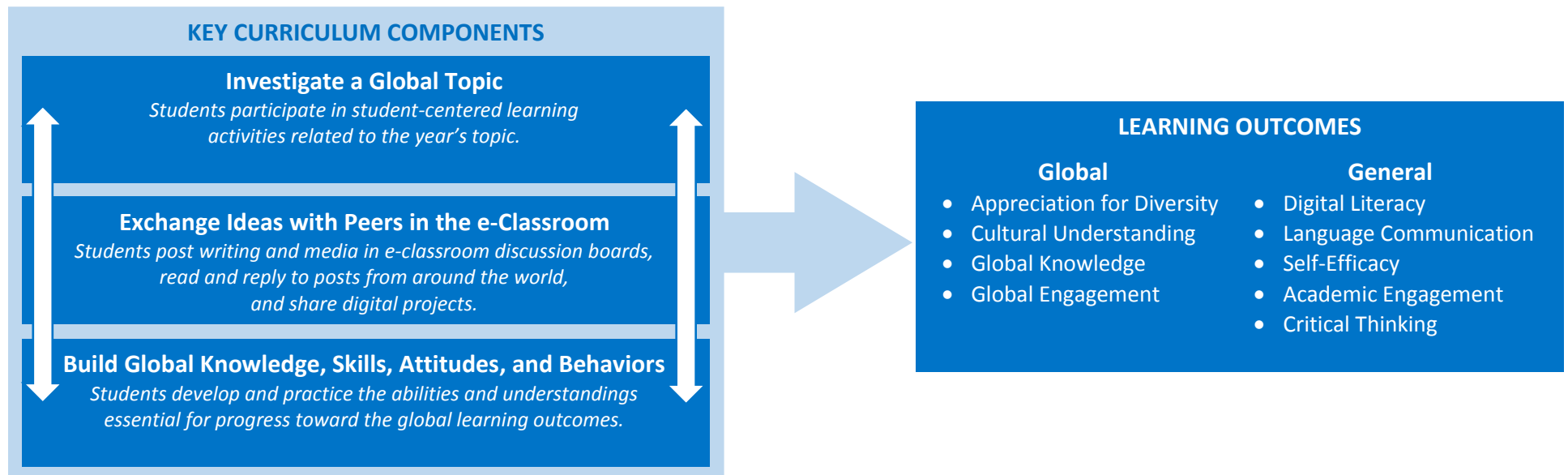## *2019-20 Global Scholars Curriculum Outline*

INTRODUCTION

Global Scholars is an international digital exchange program for students ages 10 to 13 operated by Global Cities, Inc., a program of Bloomberg Philanthropies. Through the 2019-20 curriculum, *Nature and Our Cities,* students investigate the impacts of urbanization and develop solutions that improve the lives of people in cities while protecting the natural environment and biodiversity worldwide. Each week, students communicate in e-classrooms with peers across the globe, whose posts and projects are primary texts for them to learn about other cities, the global topic they are studying, and the skills needed to solve a global problem. The curriculum includes five units that culminate in a Community Action Project. Students design, implement, and document projects to protect the environment in their cities by conserving natural spaces, promoting biodiversity, and reducing pollution.

Global Scholars operates from late September through June. Ongoing professional development, delivered by the Global Cities team, supports educators in developing students' global competency and adapting the curriculum for different school calendars. Each week requires a minimum of two hours of instructional time for students to complete in-class activities and post in the e-classroom discussion boards.

APPROACH

Global Cities has developed student learning outcomes that provide a comprehensive and coherent picture of global competency in the classroom.[1] The Global Scholars curriculum is designed to support these outcomes through an approach that is project-based, interdisciplinary, and technology-integrated. Each unit guides students to investigate a global topic, exchange ideas with peers in the e-classroom, and build global knowledge, skills, attitudes, and behaviors.

KEY CURRICULUM COMPONENTS

Investigate a Global Topic
Students participate in student-centered learning activities related to the year's topic.

Exchange Ideas with Peers in the e-Classroom
Students post writing and media in e-classroom discussion boards, read and reply to posts from around the world, and share digital projects.

Build Global Knowledge, Skills, Attitudes, and Behaviors
Students develop and practice the abilities and understandings essential for progress toward the global learning outcomes.

LEARNING OUTCOMES

Global
- Appreciation for Diversity
- Cultural Understanding
- Global Knowledge
- Global Engagement

General
- Digital Literacy
- Language Communication
- Self-Efficacy
- Academic Engagement
- Critical Thinking

[1] Tiven, M. B., Fuchs, E. R., Bazari, A., & MacQuarrie, A. (2018). Evaluating Global Digital Education: Student Outcomes Framework. New York, NY: Bloomberg Philanthropies and the Organisation for Economic Co-operation and Development.

LEARNING OUTCOMES

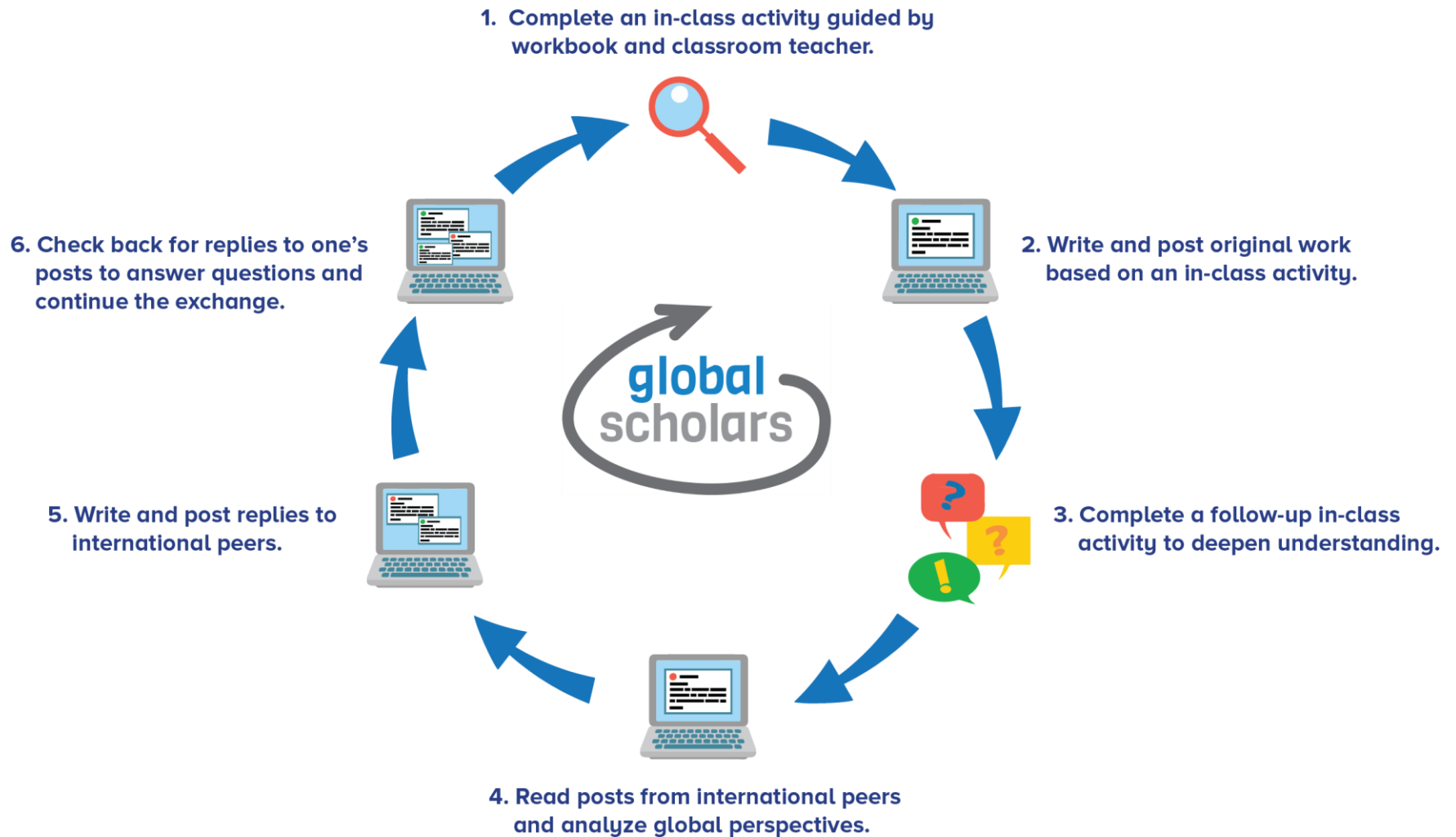This table provides an overview of the global and general learning outcomes developed by Global Cities. The Global Scholars curriculum is designed to provide opportunities for students to develop and demonstrate specific indicators of knowledge, skills, attitudes, and behaviors related to these outcomes. For more information about the Student Outcomes Framework, see https://www.globalcities.org/slo.

GLOBAL LEARNING OUTCOMES	
	APPRECIATION FOR DIVERSITY Understanding and valuing how people differ. Showing respect and acceptance of people different from oneself. Students investigate and define their own identities and cultures, as well as wider group identities. Students interact and collaborate respectfully with people of different backgrounds.
	CULTURAL UNDERSTANDING Understanding that culture influences one's own and others' perspectives, and applying this understanding when interacting with others. Students adapt their language and actions to show sensitivity to those who do not share their cultures and perspectives.
	GLOBAL KNOWLEDGE Knowledge of the world and global issues. Understanding that global issues are borderless and complex, and that solutions differ depending on the unique conditions of each location. Students develop this knowledge by conducting research and engaging with international peers.
	GLOBAL ENGAGEMENT Interest in learning about the world, communicating and collaborating with diverse communities, and finding solutions to global problems. Globally-engaged students use their cultural understanding and global knowledge to make a positive impact in their cities and beyond.
GENERAL LEARNING OUTCOMES	
	DIGITAL LITERACY Knowledge of basic hardware, software, and online tools. Understanding of online safety and etiquette. The ability to use digital tools to research, learn, create original content, and present information. Selecting appropriate digital tools for different purposes and audiences.
	LANGUAGE COMMUNICATION The ability to speak, write, and present to diverse audiences, as well as read a variety of print and digital texts. Students adapt language to varied contexts and understand information, narratives, and perspectives from around the world.
	ACADEMIC ENGAGEMENT Appreciation for learning new information and skills. The ability to undertake self-directed work and reflection. Understanding that learning is connected across subjects, to real-world issues, and to students' future lives and careers.
	CRITICAL THINKING The ability to interpret, analyze, and synthesize information, develop original opinions based on evidence, and propose solutions to complex problems. The ability to differentiate between fact and opinion, and evaluate the reliability of information sources.
	SELF-EFFICACY The ability to learn, adapt, take action, and put forth effort, particularly in challenging situations. Students are motivated to address new problems and feel empowered to do so. They take responsibility for their actions and impact on others.

DIGITAL EXCHANGE

Direct communication among international peers is essential to the Global Scholars program. Each week, the curriculum guides students through a six-step process to exchange ideas and perspectives in the e-classroom discussion boards.

THE GLOBAL SCHOLARS DISCUSSION CYCLE

1. Complete an in-class activity guided by workbook and classroom teacher.

2. Write and post original work based on an in-class activity.

3. Complete a follow-up in-class activity to deepen understanding.

4. Read posts from international peers and analyze global perspectives.

5. Write and post replies to international peers.

6. Check back for replies to one's posts to answer questions and continue the exchange.

global scholars

KEY TERMS

Collaboration: A group of classes from eight to ten cities around the world that communicate online in a shared e-classroom. Collaborations include students from many countries and regions to facilitate the exchange of diverse perspectives and experiences.

Community Action Project: A culminating project that takes place during the final two months of Global Scholars. Each class develops and implements a plan to address one of the global issues they learned about during the year and make a positive impact in their local community.

Digital Project: An end-of-unit multimedia project through which students synthesize information, build digital and collaboration skills, and present ideas and solutions to international peers. Projects follow a **six-step design process** and use a variety of digital tools such as video editing, infographics, and 3D design.

e-Classroom: A password-protected, online space where Global Scholars students communicate with peers in their collaboration. They post writing, media, and digital projects in discussion boards, and access workbooks, videos, and other curriculum resources.

Educator Guide: A digital curriculum guide provided to Global Scholars educators. The Educator Guide contains lesson plans, discussion questions, extension activities, teaching tips, and pacing recommendations.

Global Discussion: An e-classroom discussion board where students share writing, photographs, videos, and digital projects with international peers. Each week, students write original posts guided by prompts in the student workbook or read and reply to posts from peers in their collaboration.

Indicator Cluster: A thematically-linked group of indicators of knowledge, skills, attitudes, and behaviors from across the Global Cities Student Outcomes Framework. Each Global Scholars curriculum unit focuses on an indicator cluster, for example, perspective-taking or respectful communication.

Professional Development: Required training sessions for Global Scholars educators conducted via live videoconference and led by Global Cities staff. Sessions take place before each of the five units and focus on curriculum activities, instructional approaches, and digital tools. Multiple sessions are offered to accommodate different time zones and schedules.

Student Outcomes Framework: Global Cities has identified global and general student learning outcomes that the Global Scholars program is designed to support. Taken together, these nine outcomes define global competency for K-12 students. The framework also includes 112 indicators of knowledge, skills, attitudes, and behaviors that can be used to measure student progress toward the learning outcomes.

Student Workbook: A digital workbook provided to Global Scholars students to guide them through each unit's in-class activities, global discussions, and projects. It includes background information, essential vocabulary, and space to write drafts of posts and replies for educators to review before students share in the e-classroom discussion boards.

Teachers' Lounge: An e-classroom for Global Scholars educators access program resources and communicate with one another. It contains Educator Guides and student workbooks, links to online resources for curriculum content and pedagogy, and discussion boards for dialogue among teachers.

UNIT	ESSENTIAL UNDERSTANDINGS	INDICATOR CLUSTER	DIGITAL PROJECT
Unit 1: Introduction to Global Scholars *Sep. 23-Nov. 1, 2019*	✓ Global Scholars are part of an international digital community, sharing perspectives and learning from one another in the e-classroom. ✓ I am a digital and global citizen. ✓ My peers and I have unique perspectives that are shaped by our ages, experiences, locations, and cultures. ✓ When I encounter a new or unfamiliar perspective, I can ask respectful questions to learn more.	**Perspective Taking:** Students identify and share perspectives, and respond respectfully to the perspectives of others.	**Meet the Global Scholars:** A 3-minute video introducing class, school, city, and a local natural space to international peers.
Unit 2: Nature in Our Lives *Nov. 4-Dec. 20, 2019*	✓ Nature is anything not created by people, including flora, fauna, and landscapes. ✓ The nature around me, and my access to it, influence my culture, daily activities, and recreation. ✓ Nature benefits my physical and mental health. ✓ We can conserve natural spaces and increase our access to them by learning how to care for them and educating others.	**Understanding and Appreciating Culture:** Students value their own and others' cultures and respond respectfully to cultural differences.	**Nature in My Community:** A presentation to share field research on local nature, its connections to culture, and reflections on ways to conserve nature in the community.
Unit 3: Building Sustainable Cities *Jan. 6-Feb. 21, 2020*	✓ Natural spaces in and around cities promote public health, protect city infrastructure, and shape the culture of our cities. ✓ As cities grow, they build more infrastructure and require more natural resources. This contributes to challenges such as heat islands, pollution, and food and water insecurity. ✓ Nature-based solutions use or imitate natural processes to address multiple urbanization challenges at the same time. ✓ When trying to solve problems, it is important to get ideas and feedback from others.	**Respectful Communication:** Students listen and read actively, give and receive feedback, disagree respectfully, and adapt language to different audiences.	**A Green Space for My City:** A 3-D model of a proposed green space in the community that uses a nature-based solution to address urbanization challenges.
Unit 4: Our Natural World *Feb. 24-Apr. 10, 2020*	✓ Global biodiversity provides essential resources, environmental functions, and health benefits to humans. ✓ As city populations around the world grow, cities consume more natural resources and emit more greenhouse gases, which contribute to climate change and harm biodiversity. ✓ People can take action in their cities to conserve local biodiversity, consume fewer natural resources, and reduce greenhouse gas emissions, which will benefit global biodiversity. ✓ To develop effective solutions, consider the local context and engage community members.	**Critical Thinking:** Students use evidence to support arguments, distinguish between fact and opinion, and assess the impacts of individual and community actions.	**Biodiversity Issues Survey:** A survey of community members to determine the biodiversity issues that are most important to them. Students present findings and recommend contextually-appropriate solutions in an infographic.
Unit 5: Community Action Project *Apr. 13-Jun. 5, 2020*	✓ I can create local solutions to address global challenges. ✓ I can collaborate with others to create better solutions and make a bigger impact than if I work alone. ✓ Global Scholars share solutions with and learn from international peers. ✓ I can present my work to people in my city and around the world to inspire them to take action.	**Collaboration:** Students build personal initiative and group problem-solving skills.	**Community Action Project Presentation:** A digital presentation to document and reflect on the class Community Action Project using photos, video, and text.

UNIT 1: INTRODUCTION TO GLOBAL SCHOLARS
September 23—November 1, 2019

INDICATOR CLUSTER: Perspective-Taking
Students identify and share perspectives, and respond respectfully to the perspectives of others.

ESSENTIAL UNDERSTANDINGS
- ✓ Global Scholars are part of an international digital community, sharing perspectives and learning from one another in the e-classroom.
- ✓ I am a digital and global citizen.
- ✓ My peers and I have unique perspectives that are shaped by our ages, experiences, locations, and cultures.
- ✓ When I encounter a new or unfamiliar perspective, I can ask respectful questions to learn more.

WEEK	LESSON	IN-CLASS ACTIVITY	GLOBAL DISCUSSION
1*	The Global Scholars Community	Learn about the Global Scholars program, international digital community, and curriculum topic. Learn about collaboration cities and locate each on a map. Read and discuss the Global Scholars Pledge.	
2	Join the e-Classroom	Discuss how to communicate safely and effectively online. Read and discuss the Internet Safety Agreement. Log in to the e-classroom and learn how to navigate the discussion boards.	**Post:** Introduce self and city to international peers in the e-classroom.
3	Be a Global Communicator	Prepare to reply to international peers. Read discussion posts as a class and discuss how to reply respectfully. Consider perspective, audience, and language.	**Reply:** Make personal connections with international peers and ask questions to learn more about them.
4-5	Meet the Global Scholars	**Digital Project:** As a class, create one 3-minute video that introduces the class, school, city, and a local natural space. Share what it means to be a Global Scholar.	**Share and Give Feedback:** Teachers embed digital project videos in the e-classroom. Classes view the videos and give feedback in the digital project discussion board.

DIGITAL/COMMUNICATION SKILLS: Decode Global Scholars Usernames, Presentation Skills
LEARN MORE: Global Languages, The Global Scholars Discussion Cycle, The Design Process
CAREER SPOTLIGHT: Ambassador

*Before starting Unit 1, students and educators must **complete the Global Scholars Pre-Program Survey**. Each year, Global Scholars administers pre-program and post-program surveys to educators and students. These surveys are essential to improve the program and understand its impact on student learning.

UNIT 2: NATURE IN OUR LIVES

November 4—December 20, 2019

ESSENTIAL UNDERSTANDINGS

✓ Nature is anything not created by people, including flora, fauna, and landscapes.
✓ The nature around me and my access to it influence my culture, daily activities, and recreation.
✓ Nature benefits my physical and mental health.
✓ We can conserve natural spaces and increase our access to them by learning how to care for them and educating others.

INDICATOR CLUSTER:
Understanding and Appreciating Culture
Students value their own and others' cultures and respond respectfully to cultural differences.

WEEK	LESSON	IN-CLASS ACTIVITY	GLOBAL DISCUSSION
1	Notice Nature	Observe and map nearby flora, fauna, and landscapes by conducting field research at school or in the neighborhood. Take photos and notes to capture and share observations.	**Post:** Share surprising observations about natural surroundings. Connect observations to daily life. Include captioned photos taken during field research.
2	Nature Keeps Us Healthy	Learn how nature is essential to physical and mental health. Brainstorm and discuss outdoor activities and recreation, and how these impact health and culture.	**Reply:** Ask questions, describe similarities and differences in natural surroundings, and share popular local outdoor activities and recreation.
3	Care for Nature	Learn how people care for, conserve, and increase access to nature by analyzing e-classroom videos.	**Post:** Share specific ways to care for nature in the community. Explain how the methods chosen are appropriate for the local context.
4-6	Nature in My Community	**Digital Project:** Prepare a digital presentation to share local natural spaces and how they connect to culture. Include field research and captioned student photos of local flora, fauna, and landscapes. Share reflections on how to conserve natural spaces, increase access, and educate others in their communities.	**Reply:** Encourage peers' ideas for how to take care of and teach others about local nature. Identify similarities and differences and explain how they link to the location and culture. **Share and Give Feedback:** Share digital presentations in the e-classroom. View presentations created by international peers and reply to make connections, ask questions, and give feedback.

DIGITAL/COMMUNICATION SKILLS: Take Documentary Photos, Write Photo Captions
LEARN MORE: Citizen Scientist, Soil Is Alive
CAREER SPOTLIGHT: City Parks Manager

UNIT 3: BUILDING SUSTAINABLE CITIES

January 6—February 21, 2020

INDICATOR CLUSTER: Respectful Communication

Students listen and read actively, give and receive feedback, disagree respectfully, and adapt language to different audiences.

ESSENTIAL UNDERSTANDINGS

✓ Natural spaces in and around cities promote public health, protect city infrastructure, and shape the culture of our cities.

✓ As cities grow, they build more infrastructure and require more natural resources. This contributes to challenges such as heat islands, pollution, and food and water insecurity.

✓ Nature-based solutions use or imitate natural processes to address multiple urbanization challenges at the same time.

✓ When trying to solve problems, it is important to get ideas and feedback from others.

WEEK	LESSON	IN-CLASS ACTIVITY	GLOBAL DISCUSSION
1	Nature in My City	Learn how natural spaces in and around cities benefit city residents by analyzing news articles and listening actively to classmates' ideas. Reflect on the benefits of a local natural space to public health, city infrastructure, or culture.	**Post:** Describe how a local natural space benefits a city's public health, infrastructure, or culture.
2	Urbanization Complications	Experience how the choices of city leaders and residents impact life in the city and surrounding areas by playing the Urbanization Complications game. Consider the effects of those choices from the perspectives of residents and city leaders.	**Reply:** Make connections between peers' ideas to draw conclusions about the benefits of natural spaces in cities. Describe local urbanization challenges.
3	Nature-Based Solutions	Research nature-based solutions online and analyze how these solutions can address multiple urbanization challenges at the same time. Develop an opinion about which could best address local challenges.	**Post:** Share an opinion about which nature-based solution could address a local urbanization challenge. Ask for feedback.
4-6	A Green Space for My City	**Digital Project:** Design a green space that incorporates a nature-based solution to address local urbanization challenges. Create and present a three-dimensional model of the design.	**Reply:** Respond respectfully to peers' opinions about nature-based solutions. Provide helpful feedback. **Share and Give Feedback:** Share digital presentations in the e-classroom. View presentations created by international peers, ask questions, and give feedback.

DIGITAL/COMMUNICATION SKILLS: Research Responsibly (Choose Reliable Sources, Paraphrase, Cite Sources)
LEARN MORE: Public Transportation, Environmental Equity in Cities, Participatory Design
CAREER SPOTLIGHT: Urban Planner

UNIT 4: OUR NATURAL WORLD

February 24—April 10, 2020

ESSENTIAL UNDERSTANDINGS

✓ Global biodiversity provides essential resources, environmental functions, and health benefits to humans.
✓ As city populations around the world grow, cities consume more natural resources and emit more greenhouse gases, which contribute to climate change and harm biodiversity.
✓ People can take action in their cities to conserve local biodiversity, consume fewer natural resources, and reduce greenhouse gas emissions, which will benefit global biodiversity.
✓ To develop effective solutions, consider the local context and engage community members.

INDICATOR CLUSTER: Critical Thinking
Students use evidence to support arguments, distinguish between fact and opinion, and assess the impacts of individual and community actions.

WEEK	LESSON	IN-CLASS ACTIVITY	GLOBAL DISCUSSION
1	The Benefits of Biodiversity	Learn how global biodiversity benefits humans. Evaluate arguments for protecting biodiversity and develop opinions about which argument would be most persuasive to community members. Support opinions by making connections to the local context.	**Post:** Explain how best to persuade community members to protect biodiversity. Ask peers for other ideas to persuade people about the benefits of biodiversity.
2	City Ecosystems	Learn how human actions in cities around the world impact climate change and biodiversity by analyzing e-classroom videos. Reflect on how the actions of people in their city impact climate change and local biodiversity. Brainstorm solutions.	**Reply:** Share opinions about how to persuade others to protect biodiversity. Support ideas with facts. Identify how people in their city impact climate change or biodiversity and share the solution they learned about that would work best in the local context.
3	Local Solutions with Global Impact	Interview someone who works with flora or fauna in their city, such as a conservationist, environmental scientist, or city employee, to learn about local challenges related to biodiversity and climate change. Discuss and analyze local solutions. Consider the implications of solutions from local and global perspectives.	**Post:** Share information from the interview. Suggest changes each person could make to protect local biodiversity and ask for feedback.
4-6	Biodiversity Issues Survey	**Digital Project:** Survey community members to identify the biodiversity issues that are most important to them and the actions they are willing to take. Present findings, reflections, and ideas for contextually-appropriate solutions in an infographic.	**Reply:** Make connections between the biodiversity challenges in their city and international peers' cities and ask questions to learn more. **Share and Give Feedback:** Share digital presentations in the e-classroom. View presentations created by international peers, ask questions, and give feedback.

DIGITAL/COMMUNICATION SKILLS: Communicate Visually, Persuade Your Audience
LEARN MORE: Ways to Reduce Greenhouse Gases, Indigenous Communities and Environmental Stewardship, Invasive Species
CAREER SPOTLIGHT: Ecologist

UNIT 5: COMMUNITY ACTION PROJECT

April 13—June 5, 2020

INDICATOR CLUSTER: Collaboration
Students build personal initiative and group problem-solving skills.

ESSENTIAL UNDERSTANDINGS
- ✓ I can create local solutions to address global challenges.
- ✓ I can collaborate with others to create better solutions and make a bigger impact than if I work alone.
- ✓ Global Scholars share solutions with and learn from international peers.
- ✓ I can present my work to people in my city and around the world to inspire them to take action.

WEEK	LESSON	IN-CLASS ACTIVITY	GLOBAL DISCUSSION
1	Project Introduction and Brainstorm	Learn about the Community Action Project. Brainstorm issues related to urbanization and the natural environment and potential actions to address them. Get inspired by past Global Scholars Community Action Projects and decide on a Community Action Goal as a class.	
2	Make a Plan	Identify additional research, resources, and help needed to complete the Community Action Project. Select project jobs and responsibilities. Make a task list and timeline.	**Post:** Make connections between local challenges and project ideas. Share Community Action Goal and ask for feedback.
3-5*	Take Action	Collaborate with classmates to put the plan into action. Hold regular class meetings to evaluate progress, adjust the plan, and identify new tasks. Take photos and videos to document progress.	**Reply:** Give peers feedback and ask questions to learn more about their project ideas. **Post:** Share a project update and collaborate with peers to get new ideas and ask for feedback.
6-7	Create and Share Community Action Project Presentation	**Digital Project:** Create a digital presentation, such as a documentary video, narrated slideshow, blog, or website. Include photos and videos of the Community Action Project process and reflections on the impact of the project.	**Reply:** Give peers feedback and ask questions to learn more about their project progress. **Share Project:** Share digital presentations and reflections on the project in the e-classroom.
8	Give Feedback and Reflect	View presentations posted by international peers. Discuss how the projects could be implemented in the local community.	**Give Feedback:** View presentations created by international peers. Ask questions and give feedback. **End-of-Year Reflection:** Post reflections on Global Scholars experience. Say goodbye to peers.

DIGITAL/COMMUNICATION SKILLS: Choose a Digital Tool
LEARN MORE: Project Map, Use Art to Raise Awareness, Project Jobs, Mixed-Use Spaces in Cities, Environmental Justice
CAREER SPOTLIGHT: Conservationist

*Students and educators must **complete the Global Scholars Post-Program Survey by June 26, 2020**. Each year, Global Scholars administers pre-program and post-program surveys to educators and students. These surveys are essential to improve the program and understand its impact on student learning.