2022-23 Curriculum Outline

global scholars

World of Water

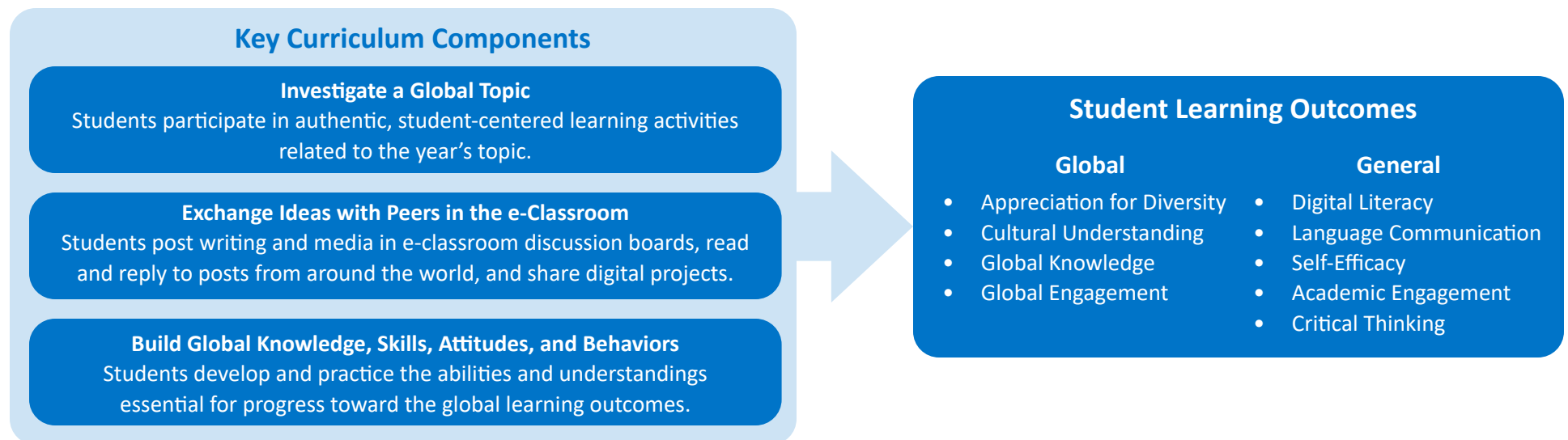**Safe water for all, sustainable choices for our planet**

Introduction and Approach

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 2022-23 *World of Water* curriculum, students investigate water security issues and design local solutions to mitigate climate change and improve water security for all. Each week, students communicate in the Global Scholars e-classroom 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 any global problem. The curriculum includes five units, which culminate in a Community Action Project. Students design, implement, and document projects to promote sustainable water use and water security in their cities.

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 contexts. Each week requires a minimum of two hours of instructional time for students to complete activities and post in the e-classroom discussion boards.

Approach

Global Cities has developed student learning outcomes that provide a comprehensive 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. A glossary of key terms is provided on page 13.
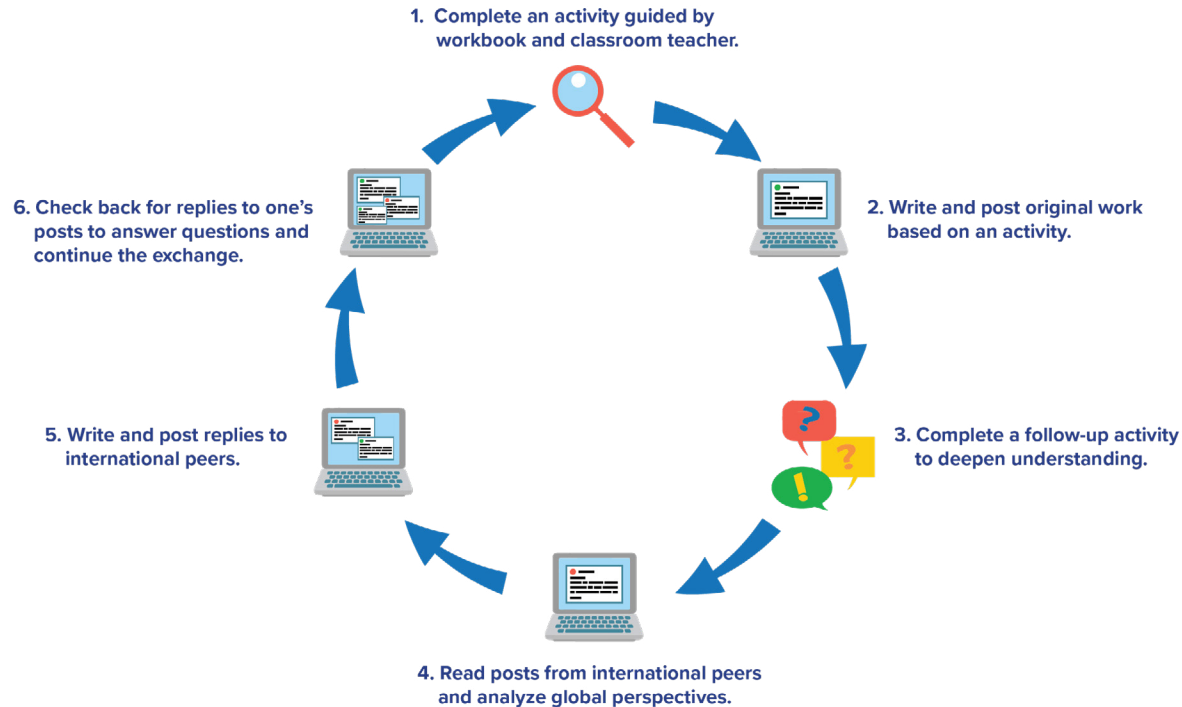
Key Curriculum Components

Investigate a Global Topic
Students participate in authentic, 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.

Student 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.

Digital Exchange

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

THE GLOBAL SCHOLARS DISCUSSION CYCLE

1. Complete an activity guided by workbook and classroom teacher.

2. Write and post original work based on an activity.

3. Complete a follow-up 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.

Important Implementation Note

Global Scholars is implemented in a variety of settings around the world, including English Language, Social Studies, Science, Technology, and Special Education classes. **In 2022-23, educators around the world may facilitate activities in person if students are learning in the school building or via a digital platform if students are learning at home.**

The Educator Guide, live professional development, and online Teachers' Lounge will include recommendations for adapting each activity for in-person learning or learning via a digital platform as an accompaniment to the Global Scholars e-classroom. Guidance on adapting the curriculum to meet the needs of diverse learners will also be included. Educators are encouraged to adapt the curriculum for their unique contexts.

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 Learning Outcomes, see https://www.globalcities.org/slo.

GLOBAL LEARNING OUTCOMES

APPRECIATION FOR DIVERSITY
Understanding and valuing how people differ. Recognizing biases and rejecting intolerance. Showing respect and appreciation of people different from oneself when communicating with others.

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 to 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.

2022-23 Curriculum at-a-Glance

World of Water

Unit	Enduring Understandings	Indicator Cluster	Digital Project
Unit 1: Introduction to Global Scholars Sep. 19 - Oct. 28, 2022	1. I am a digital and global citizen. 2. Global Scholars are part of an international digital community, sharing perspectives and learning from one another in the e-classroom. 3. My peers and I have unique perspectives that are shaped by our age, experiences, and cultures. 4. When I encounter a new or unfamiliar perspective, I can ask respectful questions to learn more.	**Perspective-Taking:** Recognize and share perspectives, listen and read actively, and respond respectfully to the perspectives of others.	**Meet the Global Scholars Video:** A video to introduce the class, school, and city, and share what it means to be a Global Scholar.
Unit 2: Water Every Day Oct. 31 - Dec. 22, 2022	1. Water is important in people's lives and cultures. 2. Access to safe water and responsible water use are essential for healthy communities. 3. People's choices impact their water footprints.	**Recognizing Culture:** Identify elements of culture, value one's own and others' cultures, and respond respectfully to cultural differences.	**School Water Guide:** A guide to the school's water environment that shares observations and recommends ways to improve water usage, availability, accessibility, or safety.
Unit 3: Water in Our Cities Jan. 3 - Feb. 17, 2023	1. Water is an important part of a city's economy, history, and culture. 2. A city is water-secure if all people can access enough safe water to thrive and the local ecosystem is healthy. 3. Communities can take action to make their cities more water-secure.	**Communicating Respectfully:** Develop opinions, respond respectfully to the opinions of others, and give and receive feedback.	**News Story:** A video, podcast, or written news story about local water security.
Unit 4: Water Connects Us Feb. 20 - Apr. 7, 2023	1. The global water cycle connects all people and ecosystems. 2. Climate change impacts water security and ecosystems around the world. This harms people and the planet. 3. Human actions impact water security and the health of ecosystems locally and globally.	**Synthesizing Ideas:** Gather different perspectives about global issues, use evidence to support arguments, and distinguish between fact and opinion.	**Community Survey:** An infographic to present findings and recommend solutions from a survey of community members about water security issues.
Unit 5: Community Action Project Apr. 10 - Jun. 2, 2023	1. I can create local solutions to global challenges. 2. I can collaborate with people in my community and around the world to create better solutions and make a bigger impact than if I work alone. 3. I can share my work with people in my city and around the world to inspire them to take action.	**Collaborating:** Build personal initiative and group problem-solving skills.	**Community Action Project Presentation:** A digital presentation to document and reflect on the project.

Big Ideas and Enduring Understandings about Water Security

Through the Global Scholars curriculum, students learn about a complex issue that impacts people living in cities around the world. In 2022-23, that issue is water security. Unit 1 introduces students to the e-classroom and their international peers. In Units 2-4, students gain a more expansive perspective on water security issues, as they examine them through personal, local, and global lenses. The year ends with Unit 5, the Community Action Project.

The table below shows the big ideas students investigate across Units 2-4 and how the enduring understandings that underlie each big idea build from one unit to the next. The following pages describe the activities, digital projects, and e-classroom discussions that foster the development of these nine enduring understandings. Definitions of key water concepts covered in the curriculum are provided on page 12.

	Enduring Understandings		
	Unit 2	**Unit 3**	**Unit 4**
Big Idea 1: Water connects all people and ecosystems.	Water is important in people's lives and cultures.	Water is an important part of a city's economy, history, and culture.	The global water cycle connects all people and ecosystems.
Big Idea 2: Sustainable water use is equitable and balances the needs of people and health of the planet.	Access to safe water and responsible water use are essential for healthy communities.	A city is water-secure if all people can access enough safe water to thrive and the local ecosystem is healthy.	Climate change impacts water security and ecosystems around the world. This harms people and the planet.
Big Idea 3: People can act to improve water security locally and globally.	People's choices impact their water footprints.	Communities can take action to make their cities more water-secure.	Human actions impact water security and the health of ecosystems locally and globally.

Unit 1: Introduction to Global Scholars

Enduring Understandings

1. **I am a digital and global citizen.**
2. **Global Scholars are part of an international digital community. They share perspectives and learn from one another in the e-classroom.**
3. **My peers and I have unique perspectives that are shaped by our age, experiences, and cultures.**
4. **When I encounter a new or unfamiliar perspective, I can ask respectful questions to learn more.**

September 19 - October 28, 2022

Week	Essential Question	Activity: Students will...	Discussion Cycles*
1	What does it mean to belong to the Global Scholars digital community?	Learn about the Global Scholars program and international digital community. Learn about collaboration cities and locate each on a map. Read and discuss the Global Scholars Pledge.	
2		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	How do I teach and learn from peers around the world?	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		**Digital Project:** As a class, create one 3-minute video that introduces the class, school, and city. Share what it means to be a Global Scholar.	**Post and Reply:** Classes view each other's introduction videos and give feedback in the digital project discussion board.

Indicator Cluster: Perspective-Taking

Identify and share perspectives, listen and read actively, and respond respectfully to the perspectives of others.

Digital/Communication Skills: Decode Global Scholars Usernames; Presentation Skills
Learn More: The Global Scholars Discussion Cycle; Global Languages
Career Spotlight: Documentary Filmmaker

*In Unit 1, students need additional time in Week 1 to get oriented to the Global Scholars e-classroom. For this reason, the Exchange step of the Discussion Cycles (responding to replies to one's own original post) is not introduced until Unit 2.

Unit 2: Water Every Day

Enduring Understandings

1. Water is important in people's lives and cultures.
2. Access to safe water and responsible water use are essential for healthy communities.
3. People's choices impact their water footprints.

	October 31 - December 22, 2022		
Week	**Essential Question**	**Activity: Students will...**	**Discussion Cycles**
1	How or why is water important in my culture?	Research an activity or celebration that is connected to water in or near their city. Explain why the activity or celebration is important to their culture by making connections to local geography, city or family history, and/or traditions.	**Post:** Describe the activity or celebration and explain how the activity is important to their culture. Share an image of the water activity or celebration.
2	How do I access and use water?	Calculate their personal water footprint to learn about direct and indirect water use in daily life. Analyze the results and discuss ways to be more water-wise.	**Reply:** Share a reflection on the water footprint activity. Ask questions about peers' water footprints. Discuss ways to be more water-wise.
3	How does my school community access and use water?	Take a tour of their school and conduct a water audit. Record places water is used. Analyze its availability, accessibility, and safety. Take photos and notes to document observations.	**Exchange:** Share observations from the school water audit. Ask questions to learn more about peers' school water environment.
4-6	What solutions can we share to address our school's water needs?	**Digital Project:** Use notes and pictures from the Week 3 water audit to create a school water guide. Share observations and recommend ways community members might improve water usage, availability, accessibility, or safety.	**Post, Reply, and Exchange:** Share school water guides in the e-classroom. View guides created by international peers. Reply to make connections, ask questions, and give feedback.

Indicator Cluster: Recognizing Culture
Identify elements of culture, value one's own and others' cultures, and respond respectfully to cultural differences.

Digital/Communication Skills: Document with Photos; How to Caption Photos
Learn More: Water Festivals Around the World; Water in Your Body; Toilets Around the World
Career Spotlight: Epidemiologist

Unit 3: Water in Our Cities

Enduring Understandings

1. Water is an important part of a city's economy, history, and culture.
2. A city is water-secure if all people can access enough safe water to thrive and the local ecosystem is healthy.
3. Communities can take action to make their cities more water-secure.

	January 3 - February 17, 2023		
Week	Essential Question	Activity: Students will...	Discussion Cycles
1	How or why are local waterways important to my city?	Research a body of water that is located in or near their city. Analyze how it contributes to the economy, history, or culture of their city. Discuss the benefits of keeping the body of water healthy.	**Post:** Introduce a local body of water. Explain how it is part of the city's economy, history, or culture. Share why it is important to keep the body of water healthy.
2	How does our city's water system affect people and the local ecosystem?	Research where their city's water comes from, how it is made safe for people to use, and what happens to wastewater. Discuss how the city's water system affects people and the local ecosystem.	**Reply:** Explain how water moves through the city's water system. Share how the city's water system affects people and the local ecosystem.
3	What actions might people in our city take to improve water security?	Analyze a news article about a water security issue in their city. Describe what the issue is and explain how it affects water security. Discuss how this issue might impact people in different ways and potential actions to address it.	**Exchange:** Describe a local water security issue and how this issue might impact people differently.
4-6	What does water security look like in our city?	**Digital Project:** Review learning from Weeks 1-3 to produce a news story on water security in their city. Report on a local body of water, the city's water system, and a local water security issue. Share solutions that might improve water security.	**Post, Reply, and Exchange:** Share news stories in the e-classroom. View news stories created by international peers, ask questions, and give feedback.

Indicator Cluster: Communicating Respectfully

Develop opinions, respond respectfully to the opinions of others, and give and receive feedback.

Digital/Communication Skills: Research Responsibly; Opinions in the News
Learn More: River Civilizations; Water Impact Quiz
Career Spotlight: Journalist

Unit 4: Water Connects Us

Enduring Understandings

1. **The global water cycle connects all people and ecosystems.**
2. **Climate change impacts water security and ecosystems around the world. This harms people and the planet.**
3. **Human actions impact water security and the health of ecosystems locally and globally.**

February 20 - April 7, 2023

Week	Essential Question	Activity: Students will...	Discussion Cycles
1	How are water, people, and the environment connected?	Conduct online research to connect the water cycle to a specific type of pollution. Investigate how the pollution enters and moves through the water cycle. Discuss how this pollution impacts local and global water security.	**Post:** Share reflections and research findings on the ways pollution enters and moves through the water cycle. Share ideas about the effects of this pollution on people and the ecosystem.
2	How do local actions impact global water security?	Play a game to learn about the impacts of human actions on water security and the health of ecosystems. Discuss the impacts of climate change on water security and ecosystems.	**Reply:** Describe the local and global impacts of climate change on water security. Share how ideas change based on experiences playing the game and peers' perspectives.
3	How can I involve my community to implement local solutions to global water security issues?	Survey community members to identify the water security issues that are most important to them and the actions they are willing to take to address those issues.	**Exchange:** Share ideas for actions people can take locally to improve water security. Ask questions to learn more about challenges and solutions in different cities.
4-6		**Digital Project:** Present findings, reflections, and ideas for local solutions based on the water security issues survey results in an infographic.	**Post, Reply, and Exchange:** Share digital infographics in the e-classroom. View infographics created by international peers. Ask questions and give feedback.

Indicator Cluster: Synthesizing Ideas

Gather different perspectives about global issues, use evidence to support arguments, and distinguish between fact and opinion.

Digital/Communication Skills: Communicate Visually; Persuade Your Audience
Learn More: Reduce Greenhouse Gases; Protect Our Oceans; Surveys
Career Spotlight: Environmental Conservationist

Unit 5: Community Action Project

Enduring Understandings

1. I can create local solutions to global challenges.
2. I can collaborate with people in my community and around the world to create better solutions and make a bigger impact than if I work alone.
3. I can share my work with people in my city and around the world to inspire them to take action.

April 10 - June 2, 2023

Week	Essential Question	Activity: Students will...	Discussion Cycles
1	How can we address global challenges?	Learn about the Community Action Project. Brainstorm issues related to water security and potential actions to address them. Analyze past projects to get inspiration and refine ideas.	
2		Set a class Community Action Goal. Identify research, resources, and help needed. Select project jobs.	**Post:** Share Community Action Goals. Ask for feedback or new ideas.
3		Make a task list and discuss how to collaborate effectively as a class.	**Reply:** Give peers feedback. Share project plans. Ask for advice.
4-6	How can we collaborate with people around the world to develop plans to address global challenges?	Collaborate to take action. Hold regular class meetings to evaluate progress and adjust the plan. Take photos and videos to document the process. **Digital Project:** Create a digital presentation about the project. Include photos and videos of the process and reflections on the project's impact.	**Exchange:** Share an update on the Community Action Project. Exchange advice with international peers to get new ideas or address project challenges.
7	How does sharing our work to address global challenges impact people in our community and around the world?	Reflect on the project's impact and the impact of collaborating with classmates and international peers. **Digital Project:** Continue to add reflections on the project and collaboration.	**Post:** Share digital presentations and reflections on the project in the e-classroom.
8		View presentations posted by peers in other cities. Discuss how their projects could be implemented in the local community.	**Reply and Exchange:** View peers' presentations. Ask questions and reflect.

Indicator Cluster: Collaborating

Build personal initiative and group problem-solving skills.

Digital/Communication Skills: Ways to Measure Impact; Choose a Digital Tool
Learn More: Project Map; Use Art to Raise Awareness
Career Spotlight: Ambassador

Key Water Concepts

Units 2-4 of the 2022-23 *World of Water* curriculum will develop students' understanding of the key water concepts defined below. Students will investigate the relationships among these concepts and the ways in which they influence one another.

CLIMATE CHANGE

A change in typical climate over a long period of time.

Human activities contribute to changes in the climate. The impacts of this change are happening now and are projected to continue into the future. The impacts will worsen without large-scale change in individual behavior, government policy, and corporate responsibility. Climate change impacts some people and parts of the world differently or more severely than others. (United Nations, n.d.; World Meteorological Organization, 2021)

EQUITY

When everyone can access what they need to be healthy and happy.

GLOBAL WATER CYCLE

Earth's natural system of continuous water movement. Human actions impact different parts of the water cycle.

The global water cycle encompasses many different processes through which water changes between liquid, vapor, and ice. (National Oceanic and Atmospheric Administration, 2019)

SUSTAINABILITY

The practice of using natural resources in ways that cause little to no harm to people or the planet and ensure they will always be available to everyone.

WATER SECURITY

When people:
1. **Can sustainably access enough safe water to live, work, and play;**
2. **Are safe from water pollution and extreme weather; and**
3. **Can cooperate to care for ecosystems.** (UN-Water, 2013)

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Glossary

Collaboration: A group of classes from eight to ten cities around the world that communicate online in shared e-classroom discussion boards. 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 the global issue 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.

Discussion Cycle: The curriculum guides students through a six-step process to post, reply, and exchange ideas and perspectives each week in the e-classroom discussion boards. There are two discussion cycles in each unit, corresponding with two discussion boards in the e-classroom.

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.

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

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 Learning Outcomes: 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. Global Cities also identified 112 indicators of knowledge, skills, attitudes, and behaviors that can be used to measure student progress toward these learning outcomes.

Student Workbook: A digital workbook provided to Global Scholars students to guide them through each unit's 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 to 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.

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