

## Question 12 Responses

<p>Election Project: Students create a "fictional" character to run for the presidency. The students must analyze trends, data, and current statistics to identify candidate characteristics that would be likely to win the U.S. Presidency.</p>
<p>In 7th grade geography, after studying a region, we complete a current events report. In the report, the students must decide if the event has any impact on our lives in America or not. At the end of the year, the students work in groups to identify a world problem. They discuss how it affects Americans and others in the world. Then they state how they would solve the problem if they were the leaders in charge.</p>
<p>The literature we read covers authors and stories from multiple countries. We study the background (history), issues (current and past), and geography of those countries.</p>
<p>Current events weekly Understanding of historical events and how it affects their life today</p>
<p>When we discussed half-life, we discussed the nuclear reactor breach in Japan. I connected the concept of a half-life with how long it would take for nuclear contamination to dissipate.</p>
<p>As I teach the individual lesson i try and relate it to modern day events and how it impacts them personally. I am really excited about the new curriculum calendar focusing the last 9 weeks on modern events and how it impact the students</p>
<p>I incorporate an Article of the Week. I choose timely, relevant articles that often lead to discussions about the "human condition." Students respond by annotating the article with their thoughts, and by writing a reflection with their opinions and perspective. We then discuss the article as a group which allows students to come into contact with multiple perspectives on one topic.</p>
<p>(library media) helping students research health care systems in other countries and comparing the results.</p>
<p>I work with the gifted education program. Our elementary SEARCH program teaches students to think with the "big picture" in mind.</p>
<p>I teach an elective course on International Studies and use a variety of lessons and simulations to teach international conflict. We use simulations to learn about economic globalization, the unfolding Arctic Crisis, Free Trade and the United Nations. I also utilize the American Red Cross Exploring Humanitarian law curriculum extensively.</p>
<p>I have attended an in-service with World Neighbors regarding issues of fair trade and poverty in Africa, Asia and South America.</p>
<p>I use non-fiction magazine articles about problems and problem solving in other countries. For example, we read an article about a teenage boy in Nigeria who figured out how to make a windmill using scrap objects from the rubbish heap. It provided water for his village.</p>
<p>Last year, I did a media literacy project centered on the French presidential elections. The kids' job was to look into the French political system, the parties, and their candidates and to critically analyze French and American political media.</p>
<p>I teach World Languages. We use the basic topics of school, family, housing, transportation, fashion, etc. to talk about culture. Seeing ideas through the eyes of foreign peoples helps students to recognize why they do the things they do in the way they do them.</p>
<p>When studying countries that speak Spanish (I teach Spanish), we talk about topics such as the Panama Canal, Puerto Rico (US territory), Cuba's relationship with the US and communism. We also talk about other countries and interesting things about them, like that Costa Rica does not have a military (and haven't since 1948)because they have decided to live in peace. We talk about the differences between Haiti and the Dominican Republic even though they share an island they are vastly different.</p>