Innovative Schools: How to grow weirdos on a mission
## Locations

**4 Countries Per Year**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>China</td>
<td>Bosnia</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>Oman</td>
<td>Peru</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>Costa Rica</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>Greece</td>
<td>Italy</td>
<td></td>
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</tbody>
</table>
Modules for...

BOTSWANA
INDIA
JAPAN
SPAIN
Rite of Passage and Learning
Culture Orientation in Botswana

- Reflect on your own schooling history
- What do you really want school to be like; Explore understanding of learning (Challenge rote learning, views, ideas, what needs to be learned)
- Teacher roles: Access to resources (experts), Facilitate access to learning, Empower to share knowledge, Skill exchange
- Environment (classroom vs. around us)
- Interdisciplinary, Self-directed learning, Multi-age and multi-grade peer grouping
- Freedom of choice (autonomy), Mastery, Sense of purpose
- TGS Program Layout

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Conservation and Storytelling

How can we tell the story of the watering hole?

LOCAL TO GLOBAL

Students will participate in conservation studies and explore the conflict between humans and their environment in Botswana, gaining an understanding of the complexities of sustainability. Students will discover storytelling customs in Botswana and apply the techniques to constructing their own stories.
Learning Targets

- 1a. Processing and Comprehending
- 1b. Active Literacy
- 3b. Statistics and Data
- 5b. Applied Science and Problem Solving
- 8a. Stewardship
- 8c. Environmental Law
Students will complete a field study on conservation sustainability in Moremi reserve that will include collaborative data collection contributing to an existing long term study [3b.1] individual data analysis [3b.1, 5b.3, 5b.4, 8a.1], and a final recommendation which will include connections to and an examination of conservation legislations in Botswana [3b.1, 5b.3, 8c.1].

Students will write a children’s story based on their observations of animal behavior observed in their field study work. [1b.1, 5b.3, 8a.1]

Final project presentation will consist of group presentations of field work studies and storytelling performances.
From Zero to Infinity

How can use photography to visualize math?

LOCAL TO GLOBAL

Students will look at how India has contributed to math, capturing that at a local level in Mumbai, then looking at how the advances in math were received by other countries and scholars.
Learning Targets

- 1b. Active Literacy
- 2a. Creation of Original Piece
- 3c. Math Functions
- 3d. Geometry
- 6c. History
- 6d. Philosophy
SUMMATIVE ASSESSMENT

Students will produce a photo exhibition that visually depicts a selection of the mathematical innovations of India, from zero to infinity; from handicrafts to the Taj Mahal. [2a.2, 2a.4]

The students will demonstrate the mathematics behind the concept photographed through appropriate mathematical notation, [3c.1, 3c.2, 3d. 2] write a history of the concept(s) including Indian Mathematicians or groups of scholars [6a.3], include a discussion of eastern philosophy [6d.3]. Students will also include research on the application of math concepts used on a global level, and demonstrate an appreciation of the application [1b.2]. Students will address restrictions and possibly limitations of work or a generalization in their writing.

Not only will the photo exhibition be online TGS gallery, students will submit to Mathematics Association of America to digital math gallery, and Bridges Math Art Gallery [2a.4, 2a.5].
LOCAL TO GLOBAL

From understanding the economics of Mumbai, India, students will draw conclusions about global economics and the transition from rural to technology-based economics. They will learn key global economic theories and apply them to their e-commerce website and business pitch.
Learning Targets

- 1b. Active Literacy
- 1c. Rhetoric
- 2a. Creation of Original Piece
- 6b. Human Geography
- 6c. History
- 7c. Leadership
SUMMATIVE ASSESSMENT

Panel Pitch: Web Store for Jawhar Village

The students will create a Web Store:
  a. That is aesthetically pleasing to a consumer and easy to use. [1c.1, 1c.2, 2a.3]
  b. A photographic slideshow that explains the history and geography of Jawhar [1b.3, 1c.1, 1c.2, 2a.3]
  c. Beautiful and functional product photographs that are explained with an accompanying narrative that links the product to the village. [1c.1, 1c.2, 2a.3, 6b.1]

They will demonstrate their understandings of economic concepts in the pitch through:
  a. A completed business plan [6c.2, 6c.3, 7c.2]
  b. A thorough business accounting balance sheet [6c.2, 6c.3, 7c.2]
  c. Requests funding to cover an outsourced contract to a logistics firm. [1b.3, 7c.2]
India’s Path to Sustainability

Why are toilets and fresh water a growing concern in India?

LOCAL TO GLOBAL

Students will gain an understanding of the sustainability issues linked to population distribution and densities in the world through an exploration of megacities in India.
India’s Path to Sustainability

Learning Targets

- 3b Statistics and Data
- 5b. Applied Science & Problem Solving
- 6b. Human Geography
- 8d. Human Impact on Environment
India’s Path to Sustainability

SUMMATIVE ASSESSMENT

Students will compile a digital process portfolio of their work throughout the module, which includes:

- Student-created infographics representing a possible solution to essential question: How can fresh water and basic sanitation be supplied to India’s diverse and growing population? [6b.4, 8d.2]
- A storyline describing India’s sustainability issues relating to fresh water and sanitation from various perspectives developed through their visits to Dharavi and Jawhar [6b.4, 8d.1, 8d.2]
- Developing awareness of statistical analysis [3b.2, 3b.3, 3b.4]
- Water sample data collection and reporting [5b.3, 5b.4, 5b.6, 5b.7, 5b.8]

Students will submit their Infographics to Huffington Post, Pulitzer Center, or another agreed upon forum.

During the final showcase, in pairs, students will share a printed infographic [3b.2, 6b.4, 8d.2], a physical display of their water quality testing as well as [5b.3, 5b.6], their work with rural and urban poverty stricken populations in a display booth format. [6b.4, 8b.1, 8b.2]

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Conscious Consumerism

Are there really enough fish in the sea to feed Japan?

LOCAL TO GLOBAL

Hiroshima has a strong aquaculture industry, supported by the coveted Miyajima oyster and made possible by its proximity to the Inland Sea. Students will investigate the relationship between the human geography of Japan and its development of the industry of aquaculture, learn why certain marine life is at risk, and decide how they want to influence the industry through their economic purchasing power.
Conscious Consumerism

Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 5a. Scientific Concepts
- 6b. Human Geography
- 7c. Leadership
- 8a. Stewardship
- 8b. Environmental Impact Statements
- 8c. Environmental Law
Conscious Consumerism

SUMMATIVE ASSESSMENT

Students will organize and execute a cooking showcase [1b.3, 7c.1] that demonstrates their solutions [4a.7, 4a.8] for being a conscious consumer of seafood in Japan. The showcase will not provide a full meal to all in attendance but will instead be an interactive, visual display of heavy appetizers and live cooking skills [5b.6] as well as video demonstrations of proper technique and their rationale for conscious consumption per dish [1b.3, 4a.7, 4a.8, 5b.6, 8a.1, 8b.3]. All students will contribute to the event through various roles and groupings, but much of the module work is collaborative.

The students will collaboratively produce an annotated menu in a digital format which utilizes and cites research and will include an introduction to the showcase that communicates the group position on conscious consumption of seafood and issues of eco-fascism [1b.3, 6b.4, 8b.3, 8c.5], a menu list of “Oishii Dishes” and their main ingredients linked to rationale [1b.3, 4a.7, 4a.8, 5a.6, 6b.4, 8a.1, 8b.3], and five “Oishii Dishes Gone Global” with explanations of how Japanese recipes would alter in different countries, based on rationale [1b.3, 4a.7, 4a.8, 5a.6, 6b.4, 8a.1, 8b.3].

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The Nuclear Debate

How has nuclear energy affected Japan and how will it affect the future of our world?

LOCAL TO GLOBAL

Students will investigate the creation of nuclear energy and its transition to being weaponized and used in WW2 in Hiroshima and Nagasaki. From these experiences and an investigation of current nuclear power industry in Japan students will understand the future of nuclear energy worldwide.
The Nuclear Debate

Learning Targets

- 1a. Language Arts
- 1b. Active Literacy
- 1c. Rhetoric
- 6a. Anthropology and Sociology
- 6c. History
- 8b. Environmental Stewardship
The Nuclear Debate

SUMMATIVE ASSESSMENT

Students will use rhetorical techniques and other effective communication skills to debate in front of a live audience to demonstrate an awareness of: [1a.1, 1a.4, 1c.2, 1c.4]

- Round 1 - Historical information related to nuclear war capabilities, historical context of WW2, and the use of atomic weapons [6a.1, 6c.3]

- Round 2 - Nuclear energy and other sustainable energy alternatives (informed by Energy Cost Benefit Analysis) [8b.1, 8b.3]

Energy Cost Benefit Analysis Report relating to Nuclear Energy and other sources of Energy use in Japan [8b.1, 8b.2, 8b.3]
Marketing Japan

Why do ads evoke emotional responses?

LOCAL TO GLOBAL
Through an in-depth investigation of Hiroshima’s Mazda factory, and other local companies/organizations students will understand marketing principles, the importance of product placement and information literacy as it applies to the global automobile industry, local Japanese businesses, and nonprofit research organizations.
Learning Targets

- 1b. Active Literacy
- 1c. Rhetoric
- 2a. Creation of Original Piece
- 4a. Research Methods
- 7c. Leadership
SUMMATIVE ASSESSMENT

- Students will create a marketing commercial for a company or organization based out of Hiroshima. [2a.2, 2a.3]
- Students will write a rationale behind the storyline in the commercial, the ethics in production, how the commercial is designed for a specific target audience, and how they incorporated peer critique and adjusted based on test audience feedback. [2a.4, 2a.5, 4a.3, 4a.4]
- A budget for producing the commercial will be included in the presentation materials. [7c.1].

Students will also make a process journal, storyboard of video, reflection on advertisements and logos used and how that caters to the prescribed audience.
Transformational Architecture

How can buildings transform communities?

LOCAL TO GLOBAL

Bilbao experienced successful transformation over the past 20 years - a coordination of political, architectural, and engineering innovation. Students will study Bilbao as a city to aspire to, plan and construct an architectural model of a community space including recommendations.
Transformational Architecture

Learning Targets

- 3d. Geometry
- 5b. Applied Science and Problem Solving
- 6a. Anthropology and Sociology
- 7c. Leadership
- 8d. Human Impact on Environment
Transformational Architecture

SUMMATIVE ASSESSMENT

Students will work together to select and plan the transformation of a communal area of a city space within countries we have visited this year - Maun, Dharavi, Jawhar, or Hiroshima Central Park.

Students will build a scale architectural model of their selected city space that incorporate their suggestions for transforming the space. [3d.2, 3d.3, 3d.5] During the presentation students will outline their justification and be stationed by the model to discuss their process journals related to the project. [8d.1, 8d.2] Students will summarize their findings from their materials experiment with recommendations of materials used in the actual buildings or structures. [5b.8]
Engineering Expression

Are artists engineers or are engineers artists?

LOCAL TO GLOBAL

Bilbao’s emphasis on the arts has become world renowned since construction of the Guggenheim, but does Bilbao showcase the expression of their citizens? Students will explore how the artistic process and the engineering design cycle can overlap as one effective methodology for creating original works, recognizing the ability of art to be a mouthpiece for opinions and a means of highlighting the sentiment of a community, wherever they are in the world.
Engineering Expression

Learning Targets

- 1b. Active Literacy
- 2a. Creation of Original Piece
- 2b. Interpretation
- 5c. Experimental Science/Methods
Students will create an original artistic piece of visual art in a 3-D medium using at least 50% (by mass or volume) found objects from Spain. The piece will have an exhibition label that will describe the materials used [2a.1], utilize the vocabulary of the art form [2b.4], and explain the intention of the artistic whole [2a.3], written using proper English mechanics [1b.5].

Students will collect objects around Spain to incorporate into their artwork, only after conducting experiments on them to identify the properties that affect the construction and appearance of the artwork [5c.1].

In conjunction with the final piece, students will present a process notebook that highlights the evolution [2a.5] of the original piece and the skills used in its creation [2a.1], the design cycles conducted on the materials used [5c.1], and the artistic traditions of Basque Country that influenced the piece [2b.1].
Basque Identity

What does it mean to be Basque?

LOCAL TO GLOBAL

Through developing an understanding of Basque cultural identity, students will be better prepared to understand the nuances involved with identity. Further, by developing their writing and editing abilities students will become effective communicators ready to describe events that they witness or experience.
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, students will collectively create a bilingual Basque Culture Guide to help study abroad students from the University of Mary Washington prepare for their time in the Basque country.

The culture guide will highlight different aspects of Basque identity that students will carefully select and research. [4a.2, 4a.3, 4a.6]

They will use best practices of journalism and nonfiction writing to investigate, interview, and describe their findings in the Basque country. [6a.1, 6b.1, 6c.3]

Both the research and the writing of the nonfiction articles will be conducted in both English and Spanish [1b.1, 1b.5, 9a.2].

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Year 1 Summatives

- Field Report
- Original Oral Stories
- Web Store
- Business Plan
- Photography Exhibition
- Cooking Showcase & Menu
- Debate
- Video Advertisement
- 3D Artwork Exhibition
- Architectural Scale Model
- Written Culture Guide
Modules for...

CHINA
OMAN
COSTA RICA
GREECE
A Journey Home

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Made in China

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda

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Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Sports Diplomacy

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
Sports Diplomacy

SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Belonging

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use

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SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Trade

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Turtles

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Surfing

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use

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SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Pura Vida

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Learning Targets

- 1b. Active Literacy
- 4a. Research Methods
- 6a. Anthropology and Sociology
- 6b. Human Geography
- 6c. History
- 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
Organic/Fair-Trade

Driving Question

LOCAL TO GLOBAL

Yadda yadda yadda
Organic/Fair-Trade

Learning Targets

● 1b. Active Literacy
● 4a. Research Methods
● 6a. Anthropology and Sociology
● 6b. Human Geography
● 6c. History
● 9a. Foreign Language Use
SUMMATIVE ASSESSMENT

In a Newsroom Team, ...
A Personal Odyssey

How does an ancient text actually tell the stories of our modern lives?

LOCAL TO GLOBAL

Students will explore and analyze a classic text of Western literature through writing their own odyssey and connecting to the universal themes. By studying theatre, students will learn public speaking, teamwork, text analysis, and leadership skills. And through studying Greek theatre, students will become closely acquainted with mythology and the foundation for all of Western theatre.
Learning Targets

● 1a. Processing and Comprehending
● 1b. Active Literacy
● 2a. Creation of Original Piece
● 2b. Interpretation
● 7d. Future Planning
Personal Odyssey

SUMMATIVE ASSESSMENT

Students will write original adaptations of selected scenes of *The Odyssey* and perform them as an ensemble in Athens. These adaptations will be inspired from real experiences within their own lives of a similar theme, in which they had to make a choice similar to Odysseus. The performance will utilize masks, costumes, and props as is fitting for the time period of each scene; however, the main characters will use the same mask.

Students will also write a personal narrative that reflects the monomyth structure from *The Odyssey*, which will include their selected scene (in narrative form) and provide more context within their broader story of transformation.

Students will collectively write an opening Greek chorus that touches on the myth of Homer, in which they explore questions of his identity, existence, and the relevance of fiction vs. nonfiction when trying to touch on such themes.

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Legends & Legacies

How do we aspire to impact the world?

LOCAL TO GLOBAL

Students will study the Greek philosophers and analyze their legacy across time and society. They will delve into the legendary heros as a backdrop to their research into modern day heros. They will present their hero and corresponding legacy in a TED talk presentation highlighting their acquisition of rhetorical devices. Students will also build their legacy with collaborative efforts with local youth.
Legends & Legacies

Learning Targets

- 1c. Rhetoric
- 4a. Research Methods
- 6c. History
- 6d. Philosophy
- 7c. Leadership
Legends & Legacies

SUMMATIVE ASSESSMENT

Students will study ancient legends of Greece, connecting them with their corresponding legacies. Students will research to find a modern day legendary figure who is inspiring others as their legacy. They will study the practices of rhetoric in the ways of the ancient Greek philosophers such as Socrates, Plato, and Aristotle and apply them to a rhetorical presentation they will perform as a TED talk at our TSG Diologos event.

While in Greece the students will work collaboratively with local youth and service groups to build their own service initiative legacy around developing trekking/biking routes in Greece.

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Complexities of Crisis

How can increase understanding of the Greek and refugee crises through math in a humane way?

LOCAL TO GLOBAL

Students will use mathematics to understand both the Greek Financial Crisis and the influx of Syrian refugees to the nation. From their understandings, students will plan and develop a webinar to help empower youth to make meaningful change in their society. Ideally, this module will link students directly with an NGO that is involved in these issues.
Learning Targets

- 3a. Math Modelling
- 3b. Statistics
- 3c. Functions and Algebra
- 6b. Human Geography
- 7c. Leadership
Based on the mathematical representations students will understand the Greek economic crisis and how it relates to the refugee economic situation. They will conduct fieldwork with an identified community to better understand the disparities of wealth and leadership (formal and informal) in the time of crisis. Eventually, in a joint forum/webinar with local students ending with a social entrepreneurship proposition to the leaders of a complex situation.

Students will curate and schedule:

- Expert speakers, videos, demonstrations and live discussions
- Live Twitter & comment conversations
- Design-cycle application of social entrepreneurship
- Greek crisis
- Refugee crisis
- Proposition for Development (Keep it simple - linking data and direct references to the proposal).

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Year 2 Summatives

- Speeches
- Theatrical Performance
- Webinar
- ...

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