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| **Global Context** | **Examples of personal projects** |
| **Identities and relationships**  This global context helps you look at what makes you different from others and what you share with others.  This is a starting point for understanding other people in your community and beyond.  Strands: (choose one)  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**  This global context is not just about studying the time and place of an event. It also means looking at how the event has made an impact on personal as well as global history.  For this global context, you will explore the question: How can understanding the "when" and "where" of events help you to understand the world in which you live today?  Strands: (choose one)  Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives. | * 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**  This global context is about creativity and forms of expression. It is also about seeing things from different points of view.  For this global context, you will explore the questions: What does it mean to be creative? What are some ways you can express yourself, your culture, your ideas and beliefs?  Strands: (choose one)  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 centre; a performance |
| **Scientific and technical innovation**  This global context is important because science and innovation help you adapt to the world. Scientific inquiry into the natural world helps you understand your world and the impact you have on it.  For this global context, you will explore the questions: What impact does the natural world have on you? What impact do you have on the natural world?  Strands: (choose one)  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**  This global context is about how concerned we are worldwide, how we make decisions about global issues and how we can act in a responsible way to make the world a better place.  For this global context, you will explore the questions: How are people connected and how does this impact me? How can our way of life and the systems we have in place last long term?  Strands: (choose one)  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**  This global context addresses the nature of conflict and peace and how they both relate to the issues of fairness and sustainability.  Strands: (choose one)  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 restaurant/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 |