

LOWER SCHOOL

There is a rich stream of global education in the Lower School curriculum. Global topics are present in many Lower School disciplines. In some cases it is the result of curriculum coordination between a classroom teacher and a specialist; rarely does it emerge from true collaboration of two teachers planning a unit from start to finish.

The richness of the global curriculum comes from social studies, art, music, French and Spanish, class plays and outside performers, and field trips. A few examples include:

Art

Study of and altar for Frieda Kahlo, Romare Bearden study and collages, Faith Ringgold story quilts, African designs, masks from several cultures.

Music

Navaho (with 4th grade study), folk dances (samba, Filipino stick dancing, music from a variety of cultures (Holiday Program and other), Indian composition (5th grade play), Chinese dragon and music, circle games and instruments from a variety of cultures.

French and Spanish

An appreciation of cultures and people begins in the Lower School. Students are introduced to the values of culture by learning a language as early as second grade. Areas of focus in French include geography of francophone countries; regions of France; proverbs from West Africa; songs; French holidays and food; European architecture; and Norman Conquest tapestries. In Spanish, students explore the geography of Spanish speaking countries; learn about cultural holidays; and are introduced to Spanish literature and music.

Library

Fiction and nonfiction literature, holiday books, folk tales from around the world, materials to support the curriculum.

Science

2nd Grade: Part of a unit on Earth Materials (FOSS: Pebbles, Sand & Silt) we learn about how people around the world construct their houses using available earth material and then the students make their own adobe bricks out of mud build a model community structure.

4th Grade: An extensive unit on Navajo culture (social studies) including Navajo and Native American constellations in the planetarium.

Technology

Software (Where in the World is Carmen San Diego, Strategy Challenges), coordinated curriculum work (immigrants, Navaho)

Other

Assemblies (storyteller, class plays of African folk tale, Chinese dragons, Parents Assn. Chinese Acrobats;) field trips Gamelan Sakar Jaya, Angel Island, dance performances; our own families stories and experiences.

MIDDLE SCHOOL

English 6

- Several of the titles we chose in the literature strand of our 6th Grade Language Arts curriculum speak directly to global education: Habibi, The Pearl, "As the Night the Day" (Abioseh Nicol), and to a lesser extent Haroun and the Sea of Stories and The Adventures of Ulysses.
- Current events-- includes international focus. We use current event presentations as the pool of topic ideas for language art essays, our classic and huge 6th grade project. Several kids choose topics that reach far beyond America. A key aspect of this is the Social Justice component, for which kids write letters to people in the position of making change. This is also in the realm of their essay topic, which again can often be international in focus.
- A major poetry project is based on two poems by Alter Brody, a Russian-American Jew who immigrated here as a kid. In fact one of the poems starts out in his homeland, a place called Kartushkia Beroza, which is fun to say, and sweeps kids out of their immediate worlds. The other poem, "Times Square," starts out in New York City and flashes back to the market in his Russian village.

Social Studies 6

Focus is ancient Mesopotamia, Egypt, and ancient Turkey. There is also a current events program with an international focus.

Science 6

The astronomy and geology units underscore how well scientists from all over the world communicate with each other (via the original internet, often in English, but also in mathematics). Secondly, teachers provide examples of works and reference points (observatories, seismic readings, basic geography, and thumbnail biographies) from all over the world.

English 7

Sunflower: in depth study of Holocaust, ethics, decisions, forgiveness; So Far From the Bamboo Grove: Japanese girl living in Korea after WWII.

Science 7

Plate tectonics , a global idea though we apply it to California geology. We show videos of organisms all over the world and use them as examples. We do some comparison of diets of other cultures in our calorie/nutrition unit.

English 8

Kaffir Boy: study of South African apartheid, resistance, hunger, survival; House on Mango Street: looking at home and culture of the home of Latinas; voice of a Latina woman living in America.

History 8

8th and 9th grade is our two-year regional studies curriculum. In 8th grade students study Latin America and Africa.

Science 8

8th grade looks at world weather patterns and our unit dovetails with History 8's unit on African geography and climate. We pay some attention to the question of global climate change. Student oral reports often touch on issues in other parts of the world (e.g. an upcoming oral report on penguins and the shrinking polar ice caps).

French, Latin, and Spanish

In the Middle School, language students gain a greater understanding of diverse cultures and people. As students develop their language skills and knowledge of another culture, they learn to appreciate differences and make comparisons with life in the United States and within the global community. Students in French and Spanish examine different educational systems; learn about countries in the francophone and Spanish-speaking world; and discuss art and music. In addition to learning about roots of language, Latin students study Roman culture, history and mythology.

UPPER SCHOOL

English 9

Persepolis: girl grows up in Iran during the Islamic revolution; Maus I, Maus II and Night: Holocaust study; My Children, My Africa!: play about South Africa; Outside reading connecting to History 9 study of China.

History 9

In 9th grade we study global economics, India, Russia and China

English 10

English 10 is an American Literature course, which makes International literature difficult to incorporate. We do, however, incorporate diverse voices in poetry and fiction: African American, Asian American, Arab American, Native American and Latin American. We also spend a significant amount of time on an outside reading unit which examines the issue of Immigration to America. Students are asked to read and analyze the American Dream from an "outsider's"/newcomers perspective. Titles include Kavalier and Clay, Interpreter of Maladies, Catfish and Mandala, How the Garcia Girls Lost Their Accents, and Funny in Farsi. This unit in particular does examine history, culture and individual experience from a more global perspective.

History 10

10th grade is US History with the AP option. Similar to 7th grade, there is relatively little consideration of non-US topics except where they intersect with topics like imperialism, the origin of slavery, and current events.

Science 10

Global issues are touched upon in the context of the standard Chemistry curriculum, for example the source of chemicals. On our own periodic table, the kids have to state where their element is found.

English 11

This course is devoted to Western Literature from Homer to Shakespeare. We do spend three months studying the Bible, which an understanding of Islam requires. We do compare and contrast the values of these classic works with our own.

History 11

The 11th grade curriculum, which is a course on Western Civilization, considers the Mediterranean world of ancient times; discusses imperialism and decolonization; and involves students in an end-of-year research project on Middle Eastern countries.

Science 11

Biology - during ecology - we do a unit on world population, and we spend some time on global warming, and they do presentations on human impact on the environment;
AP Biology we spend a unit on ecology which includes discussion of global systems such as material cycles, energy flow, climate, etc, and has a specific chapter covering human interactions with those. We show a PBS video on population issues and discuss. Discussion of bio-diversity also includes addressing some global issues.

English 12

Women's Literature (Land):

- Persepolis and Persepolis II, by Marjane Satrapi
(graphic novels about growing up in Iran during the Islamic Revolution)
- The God of Small Things, by Arundhati Roy (India)
- "Osama" (Afghan film about gender, politics and the Taliban)

Literature and Film (Enelow) includes a discussion of Conrad's Heart of Darkness, a novel addressing the evils of colonialism in Africa. We also watch "Apocalypse Now," a film addressing the evils of the War in Vietnam.

Japanese Lit. and Culture (Barankin)- The whole course is geared toward understanding Eastern

thought and specifically Japanese culture. We do major cultural projects--two a week--and read works that span a thousand years of Japanese literature.

Modern Drama (Barankin) – This course focuses on the styles of drama and the universality of the themes in the plays, we read mostly European works of literature, often in the context of 20th century history and concerns. .

History 12

12th grade electives are wide ranging, including not only traditional history classes but also classes that fall in the realm of the social sciences. Of the ten courses that are currently offered, five can claim significant components that amplify students' exposure to international topics. They are Islam, Asia Rising, Comparative Politics, AP Art History and Environmental History.

Science 12

Marine Biology has units on physical oceanography stressing global factors affecting the oceans. We also have a chapter on human uses of the oceans and global issues therein. Students do two Power point presentations which usually include a significant number of global issue topics, such as coral reef loss, for example. Total time 8-12 class periods.

Bay Area Ecology focuses on local issues, but they may often reflect global ones also, for example, invasive species in the Bay Area. Discussion of climate also involves global geography. Like Marine bio there are Powerpoint presentations often on issues w/ broad global implications, both scientific and politico-economic, such as water policy or fire management. Total time = about 6 class periods.

Science Issues

Habitat destruction, over-fishing, toxic waste, global warming, SARS, West Nile Virus, overpopulation, nuclear waste, Ozone depletion, genetic engineering, and international water conflicts are some of the many topics that have been discussed in Science Issues.

French, Latin, and Spanish

A deeper appreciation of diverse cultures and peoples is emphasized in the Upper School. Students experience culture by learning another language. Language study in the Upper School promotes an understanding of humanity as students learn to appreciate cultural diversity and make connections between their own lives and the lives of others around the globe. Students learn to appreciate the values of the interconnectedness of language and culture. As part of the curriculum, language students study North Africa through literature and film; learn about the history of the Mediterranean; discuss the European Union; and read newspapers and report on current events in the world.

Debate is a uniquely strong in this area. Students this year will debate United Nations Peacekeeping, and how and if the United States should increase it's support of these efforts. Common cases will include increased peacekeeping in Africa, the Middle East, and Asia / India. Advantages will include peace, genocide, civil war, US relations with other countries, aids, malaria, famine, pestilence, etc. On the negative side students will learn about relations trade-offs, the US military, overstretched military, backlash against US imperialism, terrorism, foreign aid, and the US politics of all of this.

GENERAL COMMENTS/ DEPARTMENT PHILOSOPHIES**History Dept Philosophy 6-12**

Throughout the 6-12 social studies curriculum, students are repeatedly exposed to topics and courses that expand their knowledge of all parts of the world. While no social studies curriculum can claim to instill an exhaustive knowledge of the world in its students, we think we provide students with a sampling that is presented in a manner that, we hope, whets their appetite for a life of learning more about the world, both in the classroom and first hand.

Science Department Philosophy K-12

Given that natural laws are universal and the scientific method allows humans to understand and exploit those laws, the entire science curriculum supports Global Education objectives. Furthermore many of key global issues of our day would not be apparent without science, and many of those issues arise from the use of science.

Fine and Performing Arts K-12

Drama: Non-western theatre. Drama set in Greece, Soviet Union, and Persia.

Photo and film: Foreign cinema and photography.

Music

- Songs from around the world.
- Origins of music. Development of music in America. The jazz curriculum.
- This year we will perform Carmina Burana, (German composer with Latin text), music from Europe, the United States, and Brazil.