Global Teachers to Singapore & Malaysia
Project Summary Form - Melissa L. Bradian

Introduction

The goal of this project is for students to explore how population growth affects both urban and rural populations. Students will consider the recent histories (post-1950s) of Haywood County and Singapore. Students will examine problems that people in both areas have approached and what solutions have been proposed. Students will evaluate the effectiveness of Singaporean solutions, focusing on sustainability and sensitivity to local cultures. Ultimately, students will work in teams to propose local solutions for identified issues, while concentrating on both rural sustainability and global responsibilities. Successful investigations will allow students to further develop the understanding, concern, and awareness that are required to be an effective and empowered global citizen.

Background

Students in rural areas often do not understand the reality, scale, and impacts of our planet's rapid population growth. This project is designed as an outreach to help rural students to better understand, anticipate, and respond to the opportunities and challenges presented by globalization.

Driving Question
How can I identify a problem in my community and then approach solutions in ways that are locally and globally responsible?

**Assessment**

Students will identify an inadequately addressed problem/issue in their community and propose a solution. Students will be charged to propose solutions while preserving as much arable land as possible. Students will submit their proposals using media appropriate to conveying the identified problem and proposed solution. Media options include but are not limited to: articles, business plans, land surveys, prototypes. Students will present their proposals to their participating peer teams and to a community panel, comprised of the volunteers who provided guidance during the project.

Students will also be assessed on their planning and reflection notes that they kept throughout their process.
Notes taken by students in the Robotics Club at Woodlands Ring Secondary School. Woodlands was awarded a niche status in robotics by the Ministry of Education. Students presented their projects, along with notes that detailed their reflective processes throughout.

**Process & Timeline**

This project will begin in the 3rd quarter of the year and run through the middle of the 4th quarter. Students will receive weekly thematic focus questions. These topics will center around elements of sustainability and community development. Each topic will consider one of the three pillars of sustainability. Two weeks into the project, community volunteers will advise students on projects, on a biweekly basis.

**Themes & Focus Questions**

- What needs exist in my community that are not currently being met? What are potential solutions for meeting these needs?
- Is the proposed solution a responsible one? Who will it help? Will it potentially harm anyone? What are the opportunity costs and risks of this solution?
- Can you project the effectiveness of this solution over a long period of time?
- What are the environmental impacts of this solution?
- How will this solution affect neighboring communities?
Resources

Materials Needed

Population Education curriculum activities

- Global Arable Land Illustration

Access to computers - Students will be using Google Classroom, along with additional Google Apps, to organize their ideas and to communicate them with their teacher(s).

Community Involvement

Bethel Rural Community Organization

RN&M Engineers

ConMet

Haywood County Government
Suggested Web-based Tools

TinkerCAD

SketchUp

Notability

Content Standards

National Common Core Standards

**CCSS.ELA-LITERACY.WHST.6-8.1.A** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-LITERACY.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**CCSS.ELA-LITERACY.WHST.6-8.2.B** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.WHST.6-8.1.E** Establish and maintain a formal style and objective tone.

**CCSS.ELA-LITERACY.WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**CCSS.ELA-LITERACY.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-LITERACY.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
NC Essential Standards

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

8.G.1 Understand the geographic factors that influenced North Carolina and the United States.

8.E.1 Understand the economic activities of North Carolina and the United States.

8.C&G.2 Understand the role that citizen participation plays in societal change.

National Standards for Social Studies (National Council for the Social Studies)

1.a Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

1.d Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

1.e Give examples and describe the importance of cultural unity and diversity within and across groups.

2.b Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

2.e Demonstrate an understanding that people in different times and places view the world differently.

2.f Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.

3.c Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

3.g Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

3.h Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

3.j Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

3.k Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

4.h Work independently and cooperatively to accomplish goals.
5.f Give examples of the role of institutions in furthering both continuity and change.

5.g Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

6.d Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.

6.f Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

6.g Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

6.h Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.