



This innovative program introduces middle- and high-school teachers and their students to the topic of climate change through interdisciplinary curricula modules. We aim to broaden the scope and quality of national education by presenting a balanced, non-biased, comprehensive approach to the study of global climate change using innovative methods and solid science.



Through sponsorships provided by corporations, foundations, school districts, and community organizations, teachers attend trainings on lessons that use hands-on inquiry to explore the science of global climate change, the primary sources of greenhouse gases, and potential solutions. By providing a non-biased scientific framework within which to examine issues around global climate change, the curriculum is intended to improve the decision-making abilities of students.

Economics and Social Equity—within a systems approach as a basis for examining issues and making informed decisions.

Progressive Educational Components

Non-biased Approach

Teachers and students are introduced to a new way of thinking about their approach to contentious issues. They learn strategies to identify and remove their own bias in order to facilitate inquiry and critical thinking.

Systems Thinking and Sustainability Framework

Our programs incorporate the 3E's of sustainability—Environment, Ec

Scientific Process

Our curricula are based on a scientific process that includes historical information, hard science data collection, and social perspectives.

Open-ended

Our format allows participants to solve problems in a variety of creative ways based on the evidence and data they have collected - very different from the standard “cookbook” approach.

Service Learning Opportunities

We encourage participants and their students to use the knowledge they have gained to become active citizens of their communities.

Standards-based

Our curricula is aligned to national and regional education standards in a variety of disciplines, including language arts, math, science, and social studies.

Infusion of 21st Century Global Competition Skills

We incorporate 21st Century skills and concepts, including Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Learning and Innovation; Technology,

CSI: Climate Status Investigations aims to broaden the scope and quality of national education by presenting a balanced, non-biased, comprehensive and interdisciplinary approach to the study of global climate change.

Goals, Objectives and Outcomes

The teacher training program strives to:

- Cultivate the decision-making skills necessary to resolve today's complex issues.
- Enhance critical thinking skills.
- Connect teachers, students, schools, corporations, and leaders in local communities.
- elp teachers prepare students to become future leaders.

These goals are addressed through our program objectives:

- Improve the understanding of global climate change.
- Use non-biased processes and activities to advance decision-making abilities.
- Utilize interdisciplinary teams to augment and solidify the long-term implementation of the CSI: Climate Status Investigations curriculum in schools nationwide.
- Increase the use of state-of-the-art technology.

Through participation in CSI: Climate Status Investigations, teachers will:

- Understand concepts and terms associated with global climate change.
- Use a scientific framework for issues investigation.
- Gather, analyze, and evaluate data.
- Conduct mediation role-playing sessions to arrive at conclusions.
- Make personal, local, and national action-taking recommendations.

Communication and and Media; and Life and Career Skills.

Teaching Materials

We work with partners to develop cutting-edge science kits and labs that relate specifically to each program and curriculum unit.

Technology

An online support system for participants enables educators and program staff to share information regarding curricula implementation, new ideas and resources, as well as

Instructional Staff

The instructional staff are practicing teachers who have participated in the program and use the curriculum in their classrooms. They mentor participants to provide them with easy-to-use activities and methods that are proven and effective. Their expertise and first-hand knowledge of the current education system represents an invaluable asset to the program's effectiveness.

Program Implementation And Impact

The topic of global climate change is an issue with universal applicability, meaning students from diverse backgrounds and geographical locations will benefit from the curriculum. Participants commit to implementing the module in their classrooms and because of its appeal, the curriculum can be applied as an entire unit or individual activities. On average, a public school teacher will teach 6 classes per day with 30 students in each class. As a result, each teacher that implements these lessons over a school year has the potential to impact 180 students per school year. Ninety percent of teachers who participate

in this training report that the program provides them with the necessary background knowledge and skills needed to teach this timely topic.

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