World Studies Independent Project

Hello Students,
This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.


<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>2 Weeks</th>
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| Grade Level Standard(s) | SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings  
SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives |

| Caregiver Support Option | Caregiver support could include  
- Assisting with the reading and interpretation of articles and analysis.  
- Helping the student with the project either as an interviewee or helping them communicate with someone they can interview. |

| Materials Needed | Paper and Writing Utensil  
Art Supplies (optional) |

| Question to Explore | What should the future of education be globally, especially after the lessons we have learned from COVID-19? |

| Student Directions | The 2020 school year has been unique for you, your peers, and other young people around the world. For this culminating project we want you to consider all the learning experiences you’ve had throughout your learning career (you’ve been going to school for 10 years now!) as well as your learning experiences during COVID-19 school closure to consider how we should change education globally.  
See below for step-by-step directions. Do all work in your notebook or on separate sheets of paper. Make sure to keep it all together because the work you complete in Activities 1-3 will help your thinking for Activities 4-5. |

Activity 1: Unpacking Our ‘Question to Explore’ | The “Question to Explore” above will guide all of the activities in this packet. It is the main question you should be reflecting on as you review resources and complete tasks. By the end of this project packet you will be able to see how your thinking has changed! |
A. What should the future of education be globally, especially after the lessons we have learned from COVID-19?
   ○ Answer this question with your best current thinking. Explain by using your personal experiences and beliefs to support what you think.
   ○ Make sure to define what you think “education” means within your answer.

B. Review Sources A, B, and C below carefully.
   ○ Think about how the sources relate to each other. Together, think about what these Sources are telling you about the current situation regarding education.
   ○ Based on the information the sources provide, create a 2-3 sentence statement about why the future of education is an important topic that everyone, especially young people, should be thinking about as a result of the COVID-19 Pandemic.

unesdoc.unesco.org/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_im port_78d96b64-a034-4357-9343-7979b317bb65?_=373229eng.pdf&to=17&from=1

"Real change takes place in deep crisis, you will not stop the momentum that will build. [...] It's a great moment" for learning [...]. All the red tape that keeps things away is gone and people are looking for solutions that in the past they did not want to see. Students will take ownership over their learning, understanding more about how they learn, what they like, and what support they need. They will personalise their learning, even if the systems around them won't." Anderson, 2020

Source B From The Covid pandemic has changed education forever. This is how - World Economic Forum
Excerpts from *What lessons from the coronavirus pandemic will shape the future of education?* - World Economic Forum

https://www.weforum.org/agenda/2020/05/covid19-lockdown-future-education/

- COVID-19 has highlighted issues entrenched in our global education system going back 200 hundred years - from inequality of funding between schools to a lack of focus on emotional wellbeing.
- Will we return to traditional passive learning in front of a whiteboard, or move to a new path focused on student wellbeing and reducing the deep inequalities of global learning?

### Questions on moving forward

Schools that were shut are starting to re-open. The question is how the lessons learnt from the lockdown will influence the larger picture moving forward.

1. If schools were prepared to modify curriculum and contact time to ensure that students are able to concentrate and stay engaged during remote learning, how will they modify curriculum, contact time and pedagogical strategies to ensure that students are concentrating and engaged in “normal” classrooms? Will there be a return to students often sitting passively while teachers lecture in front of a whiteboard, masses of homework, late nights studying for tests and an accumulation of content that makes deep, critical and creative thinking difficult because there is so much to “get through”? Will more time and effort be spent understanding why students become bored and saturated and will there be efforts to make sure that this is minimised?

2. Anxiety, fear and isolation are factors in the COVID-crisis, meaning that teachers have had to think more carefully about building a sense of community and human contact through remote learning. Will the return to classrooms take this lesson back with it? Will teachers spend time away from curriculum coverage to check-in with every student, to practice mindfulness, to give students opportunities to connect with each other, share their thoughts and feel confident in doing so? Will teachers consider themselves as mentors? Or will it be a return to what happens in too many classrooms: a regime of silence while the lesson goes on gravely and if a student is having a bad day or not feeling well is not really on the agenda because the focus is elsewhere?

3. With most governments investing between 2 and 4.5% of GDP on education, according to the OECD, many teacher salaries and professional development programs are underfunded. Given everything economists tell us about the importance of investing in education, will there be a greater investment in this essential resource for the future? And will special attention be paid to training teachers in how to digitize their instruction effectively while ensuring learners in disadvantaged areas are given the access to technology that has become essential for learning? Or will it be a return to “normal” where some sectors have
state-of-the-arts resources and others do not? Of course, it will be difficult to level the playing field absolutely, but how much effort will be made to level it more?

C. Share your thinking in Part A and your statement for Part B with a friend, community, or family member and ask them to respond to your thoughts about the future of education.
   ○ What did they say? Record 2 key takeaways from your conversation that has added to your understanding of the Question to Explore

**Activity 2: Engage in preliminary primary research** | Interview two or more friends, family or community members by phone, email, or social media. Focus on different ages if possible. Use the questions below, and other questions you want to ask. Write down the responses to each question on a separate sheet of paper or in your journal/notebook.

Prior to each interview make sure to provide context for the interviewees by sharing your thinking in Part A and Part C from Activity 1.

A. What have been the challenges with remote learning?
B. How have individuals, schools, etc. responded to remote learning?
C. As a result of the COVID-19 Pandemic, what should be the future of education?

**Synthesizing the Interviews and Connecting to the Question to Explore**

A. What do you know now that you didn’t know before?
B. Did the responses from any of the people you interviewed surprise you? Why or why not?
C. Did you notice any trends in their answers?
D. Were any of the responses similar to your ideas in Activity 1?
E. Considering the responses from the conversations and interviews, what questions, do you think, need further investigation in order for you to refine and improve your ideas on the future of education globally?

**Activity 3: Analyzing Primary & Secondary Sources** | In this activity and series of steps, you will investigate our Question to Explore, “What should the future of education be globally, especially after the lessons we have learned from COVID-19?” through engaging in secondary and primary source analysis on the challenges and responses to remote learning around the world during the COVID-19 Pandemic as well as suggestions for how education should change as a result. You will use this analysis to help you refine (improve) your ideas on the Question to Explore.

**Part I: Challenges and Opportunities with Education during COVID-19** | Review each source below and answer the analysis questions that follow on a separate sheet of paper or in your journal/notebook.

**Source D:** What Students Are Saying About Living Through a Pandemic, March 24 2020
The rapidly-developing coronavirus crisis is dominating global headlines and altering life as we know it. Many schools worldwide have closed. We asked students how their lives have changed since the onset of this pandemic. They told us about all the things they miss, what it’s like to learn online, and how they’re dealing with the uncertainty. But, they also pointed out the things that have brought them joy and peace amid the chaos.

Q: How is the Coronavirus Outbreak affecting your life?

“Although we do have online school now, it is not the same. Working from home is worse as I don’t care to admit, my work habits from home are not the best. I am easily able to procrastinate at home and having class in bed is not the best idea. Plus, I can no longer get the one on one help teachers provide if needed.” Larisa, California

“Finding new ways to stay social has been essential, and recently, my friends and I all drove our cars to a large parking lot, parked more than 6 feet apart from each other, sat in our trunks, talked and enjoyed each other’s company for over an hour and a half. This was crucial in keeping our sanity. We missed each other and being in the presence of people other than our family.” Carly, New Rochelle

“My school got shut down because of the coronavirus outbreak and is currently using “supplementary learning.” It’s been a little rough. My education doesn’t feel the same at all. I don’t feel like I’m truly learning anything. Even when I do my assignments, it is more about getting them done than retaining anything. When there isn’t a big test looming ahead or a teacher explaining a concept to you, it’s been very difficult to learn.” Sela, California

“Several months before the outbreak my mom randomly asked me what would I study if I could choose anything, not for a grade, not for any credit. Now, because of corona, I am learning Greek with my father! He can’t travel for work now and doesn’t attend meetings as frequently, so he is at home too.”- Lily, South Korea

Although I could list all the negatives that come with Covid-19, being a junior in high school, this quarantine has been a really nice calm break from a life that seemed to never stop. A break from 35 hour school weeks along with 15 hours worth of work, being able to sit down and do hobbies I missed is something I am really appreciating.- Ella, Illinois

Analysis Questions:

1. Consider the circumstances that some of these students may be living in. How do you think those circumstances might impact their responses?
2. What claims can you make about the challenges of remote learning during COVID-19 based on this source?
3. What claims can you make about the opportunities of remote learning during COVID-19 based on this source?
4. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

Source E: Percentage of Households with Broadband Internet Subscription by State: 2015
https://www.census.gov/search-results.html?q=Computer+and+Internet+Use+in+the+United+States
“In summary, although more American households today use a computer and the Internet, gaps persist for some groups. Thus, a digital divide between those who have and those who lack access to computers and the Internet persists.”

Analysis Questions:
1. Read all the text with this source and review the map, what information stands out to you? Why?
2. What claims can you make about the challenges of remote learning during COVID-19 based on this source?
3. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

Source F: Twenty countries are home to three-quarters of the 4.3 billion internet non-users worldwide - World Economic Forum
Analysis Questions:
1. Read all the text with this source and review the chart, what information stands out to you? Why?
2. What claims can you make about the challenges of remote learning during COVID-19 for students globally based on this source? List as many examples as you can from the source.
3. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

Synthesizing the sources and Connecting to the Question to Explore | Write down the responses to each question on a separate sheet of paper or in your journal/notebook.
- Considering all the sources above, what are the challenges of remote learning for students globally during COVID-19?
- Considering all the sources above, what are the opportunities of remote learning for students globally?
- Next, go back and review your answer to Activity 1, Step A. Write 1-2 sentences that expand on your initial reflection to the Question to Explore: What should the future of education be
Part II: Responses to Remote Learning during COVID-19 | Review each source below and answer the analysis questions that follow on a separate sheet of paper or in your journal/notebook.

Source G: How Countries are using Ed-Tech to support access to remote learning during the COVID-19 Pandemic

Argentina:
The program “Seguimos Educando”, developed by the Ministry of Education and the Secretariat of Media and Public Communication, began broadcasting educational content from April 1, 2020. Seguimos Educando airs 14 hours a day of television content and 7 hours a day of radio content specially produced for students as a result of school closures. For both radio and television, each lesson broadcast will have the presence of a teacher and a conductor (journalist, artist, scientist), in addition to the dissemination of teaching materials.

For students without access to technology or connectivity, this television and radio programming is supplemented with ‘notebooks’ packed with learning resources that have been delivered to homes of these students.

Egypt:
MOETE extended the access to the Egyptian Knowledge Bank (EKB) to students, providing content by grade level and subject (kindergarten through secondary education). Content is available in both Arabic and English to all students, parents and teachers (does not username/password). This site features multimedia (videos, images, documentary films) to help explain the various lessons, and numerous full text books, including dictionaries. The EKB can be accessed by mobile phone or computer.

There is an arrangement with the Ministry of Communication and IT and mobile carriers to make available SIM cards at no cost to students if they have a device.

Jamaica:
Support includes several services for students, including: printing service and printed learning kits for students without Internet connection; educational television lessons and rebroadcasts accessible on 25 cable channels.

The National Parenting Support Commission (NPSC) has put in place several initiatives to support parents. First, parental advice on creating structure as well as safe and supportive learning spaces at home have been sent out to schools to be shared with parents.

Analysis Questions:
1. What claims can you make about how countries are responding to the challenges of remote
Learning during COVID-19? List as many examples as you can from the source.

2. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

**Source H: CPS Chief Education Officer Spells Out Goals for Remote Learning Plan**


“We want to keep our teachers teaching and keep our students learning,” McDade said. “We know there is no way we can replicate the educational experience that our students have in the classroom, but we also know that we have to keep engagement. We have to keep our students connected to their school communities and our remote learning plan is really seeking to do just that.”

As part of that plan, CPS distributed around 11,000 iPads and laptops to students from low-income families last week and plans to deliver another 60,000 to students this week and a further 37,000 in the near future.

The state’s remote learning guidelines set minimal levels of engagement for students by grade level, but the bottom line for McDade is that every student should be connected to the learning community for daily learning activities.

“We’ve established multiple ways for our students to learn, whether it be directly through lessons that are streaming virtually, whether it be through enrichment projects and even daily independent reading,” McDade said. She said the district was also prioritizing social and emotional learning amid the unprecedented turmoil brought on by the COVID-19 pandemic.

“We know how important it is not just to stay connected but we have to acknowledge the challenging times that we are in and how that plays a role in our students’ ability to learn,” McDade said.

**Analysis Questions:**

1. What claims can you make about how Chicago Public Schools is responding to the challenges of remote learning during COVID-19? List as many examples as you can from the source.
2. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

**Source I: 'We can have conversations like everything is normal.' At a social distance, students gather in Lane Tech parking lot and talk about the school year they missed**

By SOPHIE SHERRY
In a grouping of four photos, Lane Tech College Prep seniors Aiden Cloud, 18, clockwise from top left, Nathan Polizzi, 18, Nina Royston, 18, and junior Adam Neale, 17, sit in the trunks of their cars while gathered at a social distance in the school’s parking lot on April 28, 2020, in Chicago. The students have met up about twice a week for the past two weeks to talk about school, life and their futures amid the COVID-19 pandemic. (John J. Kim / Chicago Tribune)

Aiden Cloud is happy to be back at school.

In these times, that means sitting in the trunk of his car, in the parking lot of Lane Tech College Prep, socially distanced from classmates in their own cars.

“It’s a great way to escape for a little bit,” said Cloud, an 18-year-old senior at the North Side school. “We can have conversations like everything is normal.”

Sometimes they bring takeout from nearby favorites, like Pi-Hi, other times they just sit and talk for three or four hours. About missed goodbyes, idled prom dresses, canceled sports, delayed tests and even more stress about getting into college — whatever that will look like.

With a teachers strike in the fall and a pandemic that hit before spring, students feel they’ve lost out on their senior year. “It’s disappointing,” Cloud said. “In the end, we all understand why.”

These moments in the parking lot help one another keep up morale.

“I feel a lot happier when I can go outside and see people,” said Nina Royston, 18, who joined Cloud and two other friends — Nathan Polizzi, 18, and Adam Neale, 17 — in the parking lot this past week.

Lane Tech College Prep seniors Nina Royston, 18, from left, Nathan Polizzi, 18, and junior Adam Neale, 17, sit in the trunks of their cars while gathered at a social distance in the school’s parking lot on April 28, 2020, in Chicago. (John J. Kim / Chicago Tribune)

Cloud sat in the back of his silver minivan with a gray blanket, appearing ready to camp out as long as he could. Royston wore bright yellow aviator glasses and an Indiana University pullover, laughing and drinking Starbucks. Across from her, Polizzi sat cross-legged in a tie-dyed track and field shirt, a scooter leaned against his car. Neale was off to the side with carryout containers at his feet.

Each car was separated by at least 6 feet, still close enough for the teens to hear one another. The rest of the parking lot was empty that day, but Royston said there are often other groups scattered around.

Polizzi said he’s confident he’ll stay in touch with close friends, but he thinks about the classmates he won’t see again. “It’s weird that I’ll never get to say goodbye,” he said.

Although no official announcements have been made yet, the students expect there’ll be no prom and no in-person graduation ceremony.
“I already have my (prom) dress, and that thing wasn’t cheap,” Royston joked. “I’d like to have pictures of it and I’d like to wear it and I’d like people to see it.” Royston said her mother and others are trying to find a way for some sort of informal gathering over the summer. “I don’t think that nothing will happen,” Royston said. "Obviously, people have been waiting for this. People paid money for things.”

At Lane Tech, which describes itself as the “school of champions,” athletes will have no spring season of competition.

Cloud, a volleyball player, said he had tryouts and three days of practice. “That was it.” For Polizzi, missing the spring season could have a real impact on his hopes for college. A member of Lane’s track and field team, Polizzi hopes to run for George Mason University in the fall. He hopes a limited number of summer meets will get him the times he’ll need to qualify.

“Athletically, we had a lot that we wanted to accomplish,” Polizzi said.

Neale, a fellow member of the track team, was hoping for a shot at a state championship. “We had a really good team,” Neale said. “We were really excited for that.”

As a junior, Neale will have another chance to compete, but he has other worries: applying to colleges. ACT and SAT exams have been delayed until the fall.

“CPS made it so your teachers can’t really lower your grades right now, and it does help relieve the stress,” Neale said. “It relieves the feeling that the world’s falling apart right now.”

May 1 is usually the deadline to select a college and typically a day of celebration. Cloud, Royston and Polizzi have all committed to colleges, but will miss out on traditional “decision day” celebrations.

As a new way to honor students, Lane has created an Instagram page where seniors can submit pictures along with their future school and major. The principal also told them there will be a montage video made for the class.

“At least it’s something,” said Royston.

While Polizzi will attend George Mason University in Virginia, Cloud has committed to Michigan State University and Royston to Indiana University. But all three wonder what classes will be like there in the fall.

Royston is a classical singer and doesn’t know how those classes would be done online.

“It’s really hard to have voice lessons over Zoom,” Royston said. “Especially if I have a new teacher I don’t even know yet.”

Until then, she has her friends.

Analysis Questions:

1. What claims can you make about how Chicago Public Schools students are responding to the challenges of remote learning during COVID-19? List as many examples as you can from the source.

2. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this
Part III: Suggestions for the future of Education as a result of COVID-19 | Review each source below and answer the analysis questions that follow on a separate sheet of paper or in your journal/notebook.

Source J: 9 Ways Schools Will Look Different When (And If) They Reopen
https://www.wbez.org/stories/9-ways-schools-will-look-different-when-and-if-they-reopen/564b6320-278b-4883-a05b-274e1740f1c7

Here are nine key ideas — drawn from interviews with public health experts, education officials and educators around the country and the world— for what reopening might look like.

1. **Stepped up Health and Hygiene Measures** - Denmark reopened schools, for lower grades only, on April 15 after a four-week shutdown. At the Copenhagen International School, children line up in the morning next to traffic cones spaced 6 feet apart. There are only 10 students to a classroom, with just one teacher. Specialists, such as the art teacher, offer their lessons remotely via video chat. And just five children are allowed on the playground at a time.

2. **Social, Emotional, and Practical Help For Kids** - "I also think that there is a need for us to focus on social and emotional learning for students," Lane says, "and not only how we can provide the academic support, but how can we provide the mental health support and the wraparound supports for students when they come back, to help them recover and bring back that safety net of schools."

3. **Remote Learning Continues** - "What we’ve been telling [political leaders] for years is the digital divide is hurting children. It’s hurting entire communities. To have broadband, a tablet or a laptop is not to play video games. It is as essential as indoor plumbing. It is what you need to succeed. And now it’s been laid bare."

4. **Class Sizes of Twelve or Fewer** - Based on the typical size of a classroom in New York City, 12 would be the most children you could accommodate while maintaining social distancing, says the UFT's Mulgrew. At the International School in Denmark, they are grouping kids in classes of 10.

**Analysis Questions:**
1. What claims can you make about how people are suggesting we change education globally as a result of COVID-19? List as many examples as you can from the source.

2. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

Source K: How might we help educators, parents, and students adapt to remote learning while also using this moment to radically reimagine what we need our education systems to be? https://www.openideo.com/challenge-briefs/covid-19-reimagine-learning-challenge

The education system has long been ripe for this sort of radically imaginative thinking. And nobody knows this more than those who work within it. Many inequalities exposed by this crisis were already there when it started and are only deepening. Some of the biggest, most fundamental questions about how we teach and learn no longer have the luxury of being considered slowly. The urgency to evolve is suddenly here.

During this moment, we've been wondering...

What if technology brands provided connection services and equipment for schools in need?

What if professional sports teams created and hosted virtual PE sessions for students, educators and families?
What if meal kit delivery services created special boxed meals for families in need?

Analysis Questions:
1. What claims can you make about how people are suggesting we change education globally as a result of COVID-19? List as many examples as you can from the source.
2. Consider the author, date, and type of source (Ex: Map, interview, article, etc.) How is this source helpful in your investigation of the Question to Explore? What are the limitations of this source?

Synthesizing the sources and Connecting to the Question to Explore | Write down the responses to each question on a separate sheet of paper or in your journal/notebook.
- Considering all the sources above, what are the suggestions for how we change education globally as a result of COVID-19?
- Next, go back and review your answer to Activity 1, Step A. Write 1-2 sentences that expand on your initial reflection to the Question to Explore: What should the future of education be globally, especially after the lessons we have learned from COVID-19? Has your answer changed at all? If so, how? If not, why not?

Activity 4: Synthesize and Communication Conclusions
The true power in learning is when you share your knowledge with others. Review your work from Activities 1-3 and reflect on how your ideas and understandings have progressed regarding the future of education. Read over the following options and select the one you feel showcases your talents and your ideas about the future of education the best.

Option A
- Create an image of what you believe should be the future of education globally - what does it look like in the future? Make sure to reflect changes in relationships, physical spaces, activities, and interactions.
  - Create a title for your depiction/image/cartoon
  - Write a summary that explains your final thoughts on the future of education
- Consider the Source on the next page as a model. In this drawing, the artist depicted what he or she believes daily life has looked like during the Covid-19 pandemic. Take a close look at how they represented changes in relationships, physical spaces, activities, and interactions.
Option B
At the start of every school year you receive a class schedule that includes—among other information—the title, amount of credits it’s worth, and location of your course. Think about what you envision to be the future of education for you and students around the world. Create a class schedule that reflects that potential future.

- Create a chart that outlines a typical daily and weekly schedule
  - Be as creative as you can by reimagining every part of the school experience as it relates to a daily and weekly schedule! What are students learning? Where are they learning it? How is the day and the week broken up?
  - Provide a summary that would go at the top of the class schedule that explains to students what to expect from their new education plan.

*Consider the source on the next page as a model.*

Source L From What Students Are Saying About Living Through a Pandemic
Option C

- Write a letter to your school and explain what you have come to understand about the future of education globally, based on the lessons you and the world have learned during the Covid-19 pandemic.
  - Consider your audience to be your friends, teachers, principals, and other school staff that are a part of your school community and potentially the world.
  - Imagine that you would submit this letter to them in the Fall—what would you want to say to them to help them better understand the importance of the future of education? Write a short explanation for the purpose of your letter that would act as the cover page.

★ Share your work with those you interviewed or another friend, family or community member!★

Activity 5: Reflection
Reflecting on how your thinking has changed throughout the learning process is just as important as the tasks and activities you do as you learn.

➔ Go back to Activity 1 Part A and re-read your initial answer for the Questions to Explore.
➔ Go back and read your answers for each “Synthesizing the …… and Connecting to the Question to Explore” sections throughout Activities 2-3

☆ Now write a short explanation that summarizes:
✓ How your thinking has changed regarding the Question for Exploration, “What should the future of education be globally, especially after the lessons we have learned from COVID-19?”
✓ How you feel about the development of your thoughts and understandings.
✓ How did viewing this issue from a local and global perspective help you improve/change your ideas about the future of education?
✓ What activity and/or sources you think impacted your thinking the most and why.

Cross Content Connection:

**Fine Arts:** Review the infographic below and consider the importance of art education. Reflect on your work for this project packet—how did you integrate art into your imagined future of education? How was art a part of the learning process throughout this packet?

**Source N**  *Why is arts education important in workforce development?*  

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**LONG-LASTING IMPACT OF ART EDUCATION**

- Students who participate in the arts, both in school and after school, demonstrate improved academic performance and lower dropout rates.
  - 4% of low socioeconomic status students with a high participation in the arts have a dropout rate of 4%.
  - But their peers with a low participation in the arts have a dropout rate of 22%.

- Students who are involved in the arts succeed in school. They are:
  - 4 times more likely to participate in a math and science fair.
  - 3 times more likely to win an award for school attendance.
  - 4 times more likely to be recognized for academic achievement.
  - 3 times more likely to be elected to class office.

- Low-income students who are highly engaged in the arts are more than twice as likely to graduate college as their peers with no arts education.

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[Image of infographic]
Science: According to a digital learning expert, learning should be organized based on how the brain works. He uses the science of learning to argue that eLearning should be structured according to the chart below. Review the process and consider how his process is similar and different to the learning process you went through in this project packet.

Source: Seeking Evidence: Using the Science of Learning to Guide your eLearning Development
https://www.slideshare.net/tomgram/seeking-evidence-using-the-science-of-learning-to-guide-your-elearning-development