

Discussion of current events *bolsters* academia

Grace Hamilton/
Editor-in-Chief

A few weeks ago, a debate ensued in my Human Rights Seminar course around inherent human morality in the context of modern nation's self-interest. This was merely one of the contemporary connections students linked to ancient texts within our class seminars.

The list of current events by which our world is inundated is endless: the ongoing Russia-Ukraine conflict, Kevin McCarthy's run with the Freedom Caucus, the cost of living crisis, the U.K.'s banning of single-use plastic cutlery.

Even so, I can count on one hand the classes I've taken across all academic areas in which current events have seeped into the curriculum. As a consequence, many students are simply unaware of these events or lack a productive space for their discussion in the classroom.

To become global citizens and contribute to fundamental tenets of democracy, current events must be further incorporated into the curriculum. Thus, understanding the topics students cover in their classes will be bolstered, increasing both the value of the curriculum and student engagement.

Students must take the first step in regularly exposing themselves to news sources. Aside from referencing professional news outlets, students can immerse themselves in current event content through the school's student media and student-led organizations. The Standard further strives to deliver truthful, relevant news to the school community.

Classes such as Contemporary Global History and Global Issues intend to introduce students to the complexity of current events and ways in which students can begin to confront them. In my Global Issues class last year, we

began by scouring news sources and determining the five most pertinent global issues. From there, we delved into the continued impact of COVID-19, the state of healthcare, geopolitics in the oil industry and global progress for women's rights.

All courses in the High School – particularly those typically taken by upperclassmen, who hold more responsibility in initiating these conversations – ought to follow

this example. While not solely dedicated to the deliberation of global issues, every subject is presented with an opportunity to connect modern-day events to the planned curriculum.

For example, STEM classes could discuss breakthroughs in scientific, economic or mathematical fields. Language courses could also incorporate discussions centering around cultural topics, traditions, etc. interwoven with reading, writing and speaking comprehen-

sion activities. Courses would not need to sacrifice their set curriculum as it is entirely possible to include current event material alongside other information.

Teachers can include current events through small class discussions exploring news headlines related to the content for that day. By integrating current event content into the classroom, teachers can contextualize concepts and help students understand modern nuance. Advisory also presents an effective space to cover current events not explicit in other course curricula.

The school is unique in its international identity, welcoming students from all walks of life. With 50% of students holding dual passports, per the ASL website, differing ideas flourish. Courses must take advantage of our international status and provide a space for students to openly share different experiences.

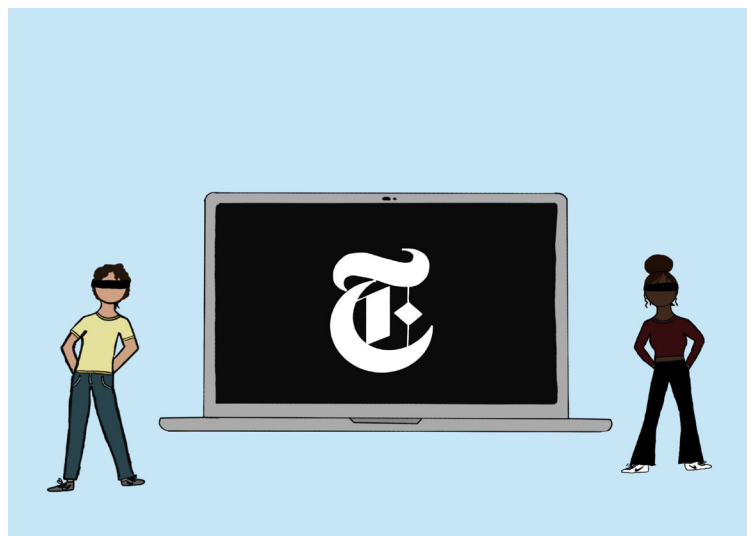
Inherently, disagreement arises in the discussion of current events. We must embrace controversy and respectfully

listen to perspectives with which we may disagree. These conversations expand students' viewpoints and teach students to inform their arguments. Building the courage to productively disagree, especially in the modern climate, is imperative.

According to the ASL website, the school's mission is to "empower each student to thrive as a lifelong learner and courageous global citizen by fostering intellect, creativity, inclusivity and character." By regularly encouraging current events in courses, this mission can be achieved.

While we may exist in an ASL "bubble" – one distinct and parochial from the greater London community – current events are crucial to providing a platform for productive debate and building an awareness of the wider world.

Both faculty and students should assume the responsibility of enabling the discussion of these topics, increasing curricular relevance and encouraging preparation for life beyond high school.



Graphic by Rowan Hamilton

Progress Reports

The Editorial Board offers its third report of the school year.

Photo 1 by Elena Alexander, 2 by Mia George, 3 by Rudi Chamria, 4 by Eden Leavey, 5 by Laila Tarapoverela, 6, 7 and 8 by Mia George

1



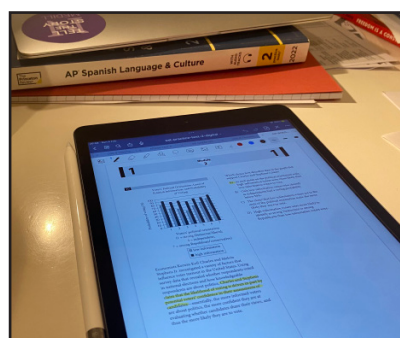
Basketball games (A+): The bleachers are finally filled. **Daniel de Beer**

2



Weather (B): Mild? Cold? Freezing? Even Apple Weather can't decide. **Grace Hamilton**

3



SAT prep (A-): Can't complain about two-hour digital format to be honest. **Rudi Chamria**

4



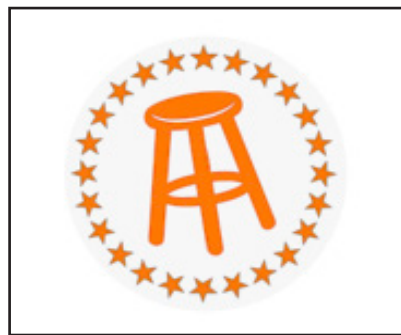
Alternatives (A): We might finally be able to go again! **Eden Leavey**

5



West London MUN (A+) Our biggest WLMUN conference ran really smoothly. **Elena Alexander**

6



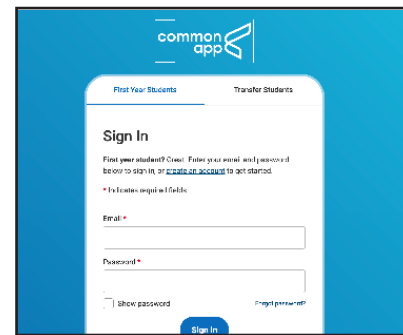
Barstool (A+) Nick Landler is saving school spirit. **Spencer Towfighi**

7



Beanbags in P-101 (A+) No better place to nap. **Eva Mariott-Fabre**

8



Second semester senior (B) I'm just desperately refreshing portals at this point. **Mia George**