

# FIRST AMENDMENT TO AGREEMENT

**THIS FIRST AMENDMENT TO AGREEMENT** is made and entered into as of this \_\_\_\_\_ day of \_\_\_\_\_, 2020, by and between

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

(hereinafter referred to as “SBBC”),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

**GLOBAL CITIES INC.,**

(hereinafter referred to as “Global Cities”),  
having its principal office at  
1 Rockefeller Plaza, Suite 1134, New York, NY 10020

**WHEREAS**, Global Cities, through its Global Scholars program, connects participating middle school students to other national and international students using internet-based educational activities, project-based learning, and other instructional strategies to develop students’ global citizenship while enhancing critical Twenty-First Century skills (the “Program”); and

**WHEREAS**, SBBC and Global Cities entered into an Agreement dated June 25, 2019, (“Agreement”) to implement the Program. The Agreement commenced on July 1, 2019, and concludes on June 30, 2020; and

**WHEREAS**, the parties mutually desire to amend certain provisions of the Agreement through this First Amendment to Agreement (“First Amendment”).

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1.01 **Recitals.** The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

1.02 **Term of Agreement.** Pursuant to Section 2 of the Agreement, the term of the Agreement is hereby extended through June 30, 2021, unless terminated earlier pursuant to Section 12 of the Agreement.

1.03 **Amended Provisions.** Attachment A is hereby revised to include the 2020/2021 Curriculum.

1.04 **Order of Precedence among Agreement Documents.** In the event of conflict between the provisions of the Agreement and the provisions contained herein, the provisions of the following documents will take precedence in this order:

- a) First: This First Amendment to Agreement; then
- b) Second: The Agreement; then

1.05 **Other Provisions Remain in Force.** Except as expressly provided herein, all other portions of the Agreement remain in full force and effect.

1.06 **Authority.** Each person signing this First Amendment on behalf of either party individually warrants that he or she has full legal power to execute this First Amendment on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this First Amendment.

**IN WITNESS WHEREOF**, the parties hereto have made and executed this First Amendment on the date first above written.

**[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGES FOLLOW]**

**FOR SBBC:**

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA

ATTEST:

By \_\_\_\_\_  
Donna P. Korn, Chair

\_\_\_\_\_  
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

\_\_\_\_\_  
Office of the General Counsel

**[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]**

**FOR GLOBAL CITIES:**

(Corporate Seal)

ATTEST:

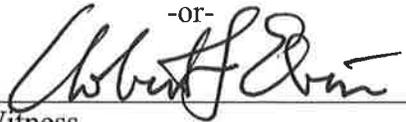
**GLOBAL CITIES INC.**

\_\_\_\_\_  
, Secretary

By   
Signature

Printed Name: MARGARET LOUIS

Title: V.P.

-or-  
  
Witness

Daniel S. Anich M.D.  
Witness

STATE OF NEW YORK

COUNTY OF NEW YORK

The foregoing instrument was acknowledged before me by means of  physical presence or  online notarization, this MAY 6, 2020 (date) by Margaret Louis (name of officer or agent, title of officer or agent) of Global Cities, Inc. (name of corporation acknowledging), a NEW YORK (state or place of incorporation) corporation, on behalf of the corporation. He/she is personally known to me or has produced In-person known to me (type of identification) as identification and who  did/ did not first take an oath this 6<sup>th</sup> day of May, 2020.

My Commission Expires: 3/4/2022

  
Signature – Notary Public

ALEX KALAJIAN  
Notary's Printed Name

01KA5056565  
Notary's Commission No.

(SEAL) ALEX H. KALAJIAN  
Notary Public, State of New York  
No. 01KA5056565  
Qualified in Bronx County  
Commission Expires March 4, 2020  
2022

## ATTACHMENT A

### PARTNERSHIP RESPONSIBILITIES

#### **Global Cities will provide to Sites:**

1. 2019/20 curriculum tentatively entitled "Nature and Our Cities" with ready-to-use lesson plans and materials for students (materials are in English as the Program is conducted in English; no translations will be provided).
2. 2020/21 curriculum entitled "Resourceful Cities" with ready-to-use lesson plans and materials for students (materials are in English as the Program is conducted in English; no translations will be provided).
3. Access to a security pass-coded for-participants-only Global Scholars e-classroom with user IDs assigned for participating teachers, authorized staff and students.
4. Training and ongoing support on the curriculum and technology throughout the curriculum year.
5. Daily coordination of the international participation of all Sites in the Global Scholars program and overall management/updates to the program.

#### **Sites are required to provide the following to implement the Global Scholars curriculum:**

1. Minimum of two (2) hours in class each week for students to complete unit activities and digital projects.
2. Global Scholars curriculum to be led by a designated educator or staff.
3. Participation in five (5) mandatory teacher professional development sessions, one (1) per unit (each approximately 60-90 minutes in length) with educators from around the world, conducted by the Global Cities staff via web-based technology or tele-conferencing; each session will be offered at several different times during reasonable hours (taking into consideration time zone differences) on different days.
4. Completion of pre and post-program educator and student surveys per year.
5. Participation in two (2) in-person educator "reflection" sessions per year to provide feedback on the Global Scholars program.
6. TECH REQUIREMENTS:
  - (a) Access to a computer lab or classroom set of computers with a minimum of one (1) computer for every two (2) students.
  - (b) Computers with working broadband Internet connections on a system supported by Haiku.

## 2019-20 Curriculum: Nature and Our Cities



More people live in cities today than ever before. As urban areas expand, their needs increase as well—for energy, transportation, housing, waste disposal, and other services. However, the actions city leaders and residents take to support public health and infrastructure sometimes create new challenges for local and global ecosystems. Through the 2019-20 Global Scholars curriculum, students investigate the impacts of urbanization and develop solutions that improve the lives of people in cities while protecting the natural environment and biodiversity worldwide.

**There are no fees to participate.**

For more information, visit [www.globalcities.org](http://www.globalcities.org).



### Unit 1: Introduction to Global Scholars

Students are oriented to the Global Scholars e-classroom and begin to develop the global and digital citizenship skills they will use throughout the year. They write their first discussion posts to meet their international peers and discuss their favorite nature-related activities. They create videos to introduce their school, city, and what it means to be a Global Scholar.



### Unit 2: Nature in Our Lives

Students investigate their personal relationship with the environment around them. They observe local flora, fauna, and landscapes, analyze how nature influences their daily lives, cultures, and health, and compare perspectives with international peers. Students map their community and propose how they can contribute to preserving and expanding access to natural spaces.



### Unit 3: Building Sustainable Cities

Students analyze the importance of nature to city infrastructure and public health, and the impacts of urbanization on local environments. They discover how cities around the world are creating nature-based solutions to urban problems, from green roofs that cool buildings and filter air to compost systems that reduce waste. Students design green spaces that benefit both their neighborhoods and local ecosystems.



### Unit 4: Our Natural World

Students examine how biodiversity and ecosystems worldwide benefit people. They learn how the growth of individual cities contributes to global environmental challenges such as climate change, deforestation, and pollution, and how these in turn affect biodiversity and human lives across the globe. Students conduct surveys to identify the issues of greatest importance in their communities and recommend local solutions.



### Unit 5: Community Action Project

Students design, implement, and document projects to protect the natural environment in their cities by conserving natural spaces, promoting biodiversity, and reducing pollution. Together with their classmates, they look to cities around the world for inspiration as they create solutions within their local communities.

## What Is Global Scholars?

Global Scholars is an international digital exchange program connecting students ages 10 to 13 in cities around the world. Guided by their teachers, students participate in a project-based curriculum and engage with international peers in an e-classroom. The program supports the nine student learning outcomes developed by Global Cities, Inc., which together define global competency for K-12 students. These include global learning outcomes (appreciation for diversity, cultural understanding, global knowledge, and global engagement), and general learning outcomes that support global learning and growth across academic subjects (digital literacy, language communication, self-efficacy, academic engagement, and critical thinking).

Global Scholars is operated by Global Cities, Inc., which provides the curriculum, access to the password-protected e-classroom, and year-long professional development. The program is conducted in English. Schools provide at least one computer or tablet with a reliable Internet connection for every two students, two hours per week for program activities, and an enthusiastic educator to lead activities and participate in required professional development.

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**globalcities**inc.  
www.globalcities.org



## 2020-21 Curriculum: Resourceful Cities

Through the Global Scholars curriculum and online communication with international peers, students learn how to solve a global problem. In 2020-21, students investigate the local and global impacts of consumption. With more people living in cities each year, urban populations consume an increasing amount of food, water, energy, and other resources. This increased demand depletes natural resources faster than Earth can renew them. Many products are designed for a single use, adding to waste disposal challenges. Students design local solutions that make production, delivery, and disposal systems more sustainable and improve the lives of people in cities worldwide.

There are no fees to participate. For more information, visit [www.globalcities.org](http://www.globalcities.org).



### Unit 1: Introduction to Global Scholars

Students are oriented to the Global Scholars e-classroom and begin to develop the global and digital citizenship skills they will use throughout the year. They write their first discussion posts, reply to their international peers, exchange perspectives, and learn online communication etiquette. They create videos to introduce their school, city, and what it means to be a Global Scholar.



### Unit 2: Everyday Consumption

Students document their personal consumption habits and analyze how availability and culture affect their choices. They evaluate whether products are sustainably made, used, and disposed of in their communities. Students identify consumption solutions that meet the needs of their local culture and environment. They conduct a school audit to learn how people in their school consume resources and create a photojournal to share findings and recommend improvements.



### Unit 3: Sustainable City Connections

Students examine the systems cities use to produce and deliver resources, such as transportation and electrical grids, and their impact on public health, ecosystems, and economy. They learn how urbanization creates opportunities for sustainable systems and research local initiatives to better manage production, consumption, and waste. Students design a map to connect community members to sustainable local systems and recommend new opportunities such as bike delivery systems.



### Unit 4: Sharing Global Resources

Students analyze the impact of globalization on consumption, people, and the environment. They reflect on the benefits and challenges of global trade and how it influences production, delivery, and waste management systems. They learn what people can do to contribute to the sustainability of these systems and mitigate consequences such as climate change. Students conduct surveys to identify the most important consumption issues in their communities and recommend local solutions.



### Unit 5: Community Action Project

Students design, implement, and document projects to promote responsible consumption in their cities. They may redesign products to limit or eliminate waste, build a school compost system, or create a makerspace to repair and repurpose commonly discarded items. They collaborate with peers in cities around the world as they create solutions with their classmates in their local communities.

## What Is Global Scholars?

Global Scholars is a digital exchange program that connects students ages 10 to 13 in cities around the world. Guided by their teachers, students participate in a project-based curriculum and engage with international peers in an e-classroom. The curriculum advances nine student learning outcomes developed by Global Cities, Inc., which are designed to prepare students to be globally-competent adults. These include four global learning outcomes (appreciation for diversity, cultural understanding, global knowledge, and global engagement), and five general learning outcomes that support growth across academic subjects (digital literacy, language communication, self-efficacy, academic engagement, and critical thinking).

Global Scholars, which is conducted in English, is operated by Global Cities, Inc. Global Cities provides the curriculum, access to the password-protected e-classroom, and ongoing professional development for educators. Schools agree they will provide at least one computer or tablet with a reliable internet connection for every two students, two hours per week for Global Scholars activities, and an enthusiastic educator to lead activities and participate in required professional development.

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A COMMUNITY-BASED ORGANIZATION