

ENGLISH/LANGUAGE ARTS

Grade: 6
IAS 2014: 6.RV.3.3

Standard Description: Interpret figures of speech (e.g., personification) in context.

Suggestion for Integrating International

Content: Have students go on a scavenger hunt and look for figurative language, such as simile and metaphor, in poetry books with international themes. **Suggested resources:** *Side by Side: New Poems Inspired by Art from Around the World* by Jan Greenberg (Abrams Books for Young Readers, 2008); *Sacred Places* by Jane Yolen and David Shannon (Houghton Mifflin Harcourt, 1996).

Grade: 6
IAS 2014: 6.RV.2.4

Standard Description: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Suggestion for Integrating International

Content: Have students use an English dictionary to discover the different origins of English words. **Examples:** From Spanish: *coffee*; *comrade*; *crusade*; *stampede*. Then have students write their favorite words and the different countries of origin on Post-it Notes and place the notes on a world map. Use as many examples as possible. **Hint:** Not all Spanish words come from Spain. **Suggested resource:** <http://spanish.about.com/cs/historyofspanish/a/spanishloanword.htm>.

Grade: 6
IAS 2014: 6.RN.3.2

Standard Description: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Suggestion for Integrating International

Content: Have students find newspaper sources by typing “international newspapers in English”

into a search engine. Assign students different countries’ newspapers and have them seek articles that report on several categories: top three national stories, top three international stories, and top two business stories. Then have them discuss, compare, and contrast the stories.

Grade: 6
IAS 2014: 6.RN.2.2

Standard Description: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

Suggestion for Integrating International

Content: Have students read a brief article from a magazine or a book about international cultures and take notes on significant information. Then have them create a Power Point “scrapbook” slide to share what they have learned. Elements of the slide might include a combination of images, words, and other elements such as a graph or diagram, as the information warrants. **Suggested resources:** *FACES: People, Places and Culture* magazine; *How People Live* by Penelope Arlon, Dena Freeman, and Lorrie Mack (DK Publishing, 2003), *Saudi Aramco World: Young Reader’s World*: http://www.aramcoworld.com/issue/young_reader_s.world/default.htm.

Grade: 6
IAS 2014: 6.RN.2.1

Standard Description: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

Suggestion for Integrating International

Content: Set up a classroom wiki on a site such as PBWiki or Wikispaces. Then have students respond to issues raised in *A Life Like Mine: How Children Live Around the World* (DK Publishing, 2002). Have each student write a three-paragraph opinion statement based on issues raised by the text. **Examples:** Food issues/hunger; water issues; housing; staying healthy; education; the importance of play; family life; work; violence; war; disabilities; freedom and identity; religion;

expression. Have each student become an expert on their narrow topic and be able to answer questions and add new ideas to the wiki conversation. If access to computers is a problem, consider having students write their paragraphs on a piece of paper attached to a poster board. Students can then freely move around the posters with markers, having a silent conversation or “chalk talk” by writing opinions, questions, etc. on the posters.

Grade: 6
IAS 2014: 6.RL.4.2

Standard Description: Compare and contrast works of literature in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Suggestion for Integrating International Content: Have students explore the genre of folklore. Many classrooms have compared variations of a particular tale, such as Cinderella. Have students examine the genre more fully by searching out variants of motifs, such as wishes, trickster tales, magical objects, or transformations from the folktales of different countries. Discuss elements that seem standard to the form.

Suggested resources: International trickster tales, including West African *Anansi and the Moss-Covered Rock* by Eric A. Kimmel and Janet Stevens (Holiday House, 1990); Mexican *Borreguita and the Coyote* by Verna Aardema and Petra Mathers (Dragonfly Books, 1998); Chinese *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young (Putnam Juvenile, 1996); African American *Tops and Bottoms* by Janet Stevens (Harcourt Children’s Books, 1995); Jewish Russian *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994); Irish *Jamie O’Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997); European *Stone Soup*, with many versions from Europe.

Ideas for Differentiation: Have students compare the Russian poem “Wait For Me” written from the perspective of a soldier fighting in World War II and a letter written by an American soldier at Iwo Jima. How did these two authors express their feelings, and how is sadness expressed in poetry compared to prose?

<http://www.simonov.co.uk/waitforme.htm>;

<http://www.nationalww2museum.org/assets/pdfs/lesson-plan1.pdf>.

Grade: 6
IAS 2014: 6.RL.2.3

Standard Description: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

Suggestion for Integrating International Content: Have students analyze international novels with strong character and motivation.
Suggested resources: *The Legend of the Wandering King* by Laura Gallego Garcia (Arthur A. Levine Books, 2005); *Bloomability* by Sharon Creech (Perfection Learning, 2001); *A Single Shard* by Linda Sue Park (Yearling, 2003); *Catherine, Called Birdy* by Karen Cushman (HarperCollins, 1995); *Countdown* by Ben Mikaelson (Hyperion Book, 1997); *Becoming Naomi Leon* by Pam Muñoz Ryan (Scholastic Paperbacks, 2005); *Escape from Warsaw* by Ian Serraillier (Scholastic Paperbacks, Reprint edition, 1990).

Grade: 6
IAS 2014: 6.W.1

Standard Description: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Suggestion for Integrating International Content: Have students read a brief article in *FACES: People, Places and Culture* magazine or another multicultural source and write three short responses to the article. **Examples:** Several informative paragraphs; descriptive letter; persuasive travel brochure; infomercial script.

Grade: 6
IAS 2014: 6.SL.4.2

Standard Description: Create engaging presentations that include multimedia components (e.g., graphics, images, music, and sound) and

visual displays in presentations to clarify information.

Suggestion for Integrating International

Content: Have students organize a global storytelling festival and entertain younger students by reading stories from other countries, adding graphics such as maps or photos of the people of those countries.

Ideas for Differentiation: Have students locate varying versions of a tale from folklore collections coming from different countries and rewrite a “mash-up” of their favorite elements in each, while maintaining a cohesive story line.

Grade: 6

IAS 2014: 6.SL.4.2

Standard Description: Create engaging presentations that include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

Suggestion for Integrating International

Content: Have students represent an international charity. After researching a service organization, have students write and present a mock three-minute infomercial that appeals for funds.

Examples: Save the Children; Oxfam; Heifer Project; UNICEF; International Children’s Foundation.

Grade: 7

IAS 2014: 7.RV.3.3

Standard Description: Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

Suggestion for Integrating International

Content: Have students who know another language take an English idiom and try to translate it or find its equivalent expression in that language. Show students how idioms or idiomatic expressions in any language cannot simply be understood word by word, let alone when “translated” into another language. **Examples:** English into Spanish: *from time to time/occasionally = de vez en cuando; to learn by heart = aprender de memoria*; English into French: *to be homesick/to have the blues = avoir*

le cafard; teacher’s pet (m or f) = chouchou (m)/chouchoute (f) du prof. **Suggested**

resources: *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); websites for idioms in other languages at:

<http://www.languagerealm.com/spanish/spanishidioms.php>;

<http://www.languagerealm.com/french/frenchidioms.php>;

http://en.wiktionary.org/wiki/Category:Idioms_by_language.

Ideas for Differentiation: Discuss in class the difficulties that non-native speakers learning English have in interpreting meaning in English idiomatic expressions.

Grade: 7

IAS 2014: 7.RV.3.3

Standard Description: Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

Suggestion for Integrating International

Content: Have students compare American vocabulary with that of other languages and consider how idioms are used in the U.S. in contrast to how those phrases are expressed differently in other countries.

Grade: 7

IAS 2014: 7.RV.2.4

Standard Description: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).

Suggestion for Integrating International

Content: Much of modern scientific vocabulary is international in nature, in the sense that many modern languages share the same roots and word parts (prefixes, suffixes), often derived from Latin and Greek. Have students compare English and another language descended from Latin and Greek, looking for pairs of similar-looking scientific words. Have them separate out the roots from the word parts and then figure out the meanings of all parts of the words. **Examples:** English *mathemat-ics, anthropo-logy, geo-graphy* = Spanish *matemát-ica, antropo-logía, geo-grafía* = French *mathéma-tiques, anthropo-logie, géo-*

graphie. **Suggested resource:**
<http://www.prefixsuffix.com/>.

Grade: 7

IAS 2014: 7.RV.2.1

Standard Description: Use context to determine or clarify the meaning of words and phrases.

Suggestion for Integrating International

Content: Have students read a book which is set in a foreign country in Latin America or another continent. Help them figure out how to define unfamiliar words or terms that they may find, based on the contexts in which the words appear.

Example: Have students read Momotaro (Peach Boy), a short Japanese story. **Suggested resource:** <http://etc.usf.edu/lit2go/72/japanese-fairy-tales/4845/momotaro-or-the-story-of-the-son-of-a-peach/>.

Grade: 7

IAS 2014: 7.RN.3.2

Standard Description: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Suggestion for Integrating International

Content: Have students read newspapers or magazines from other countries in paper or online format and compare them to U.S. local and national newspapers. **Suggested resource:** <http://www.world-newspapers.com/>.

Ideas for Differentiation: Have students compare other media such as textbooks or instruction manuals for electronic devices which often include Spanish and French versions.

Grade: 7

IAS 2014: 7.RN.3.2

Standard Description: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Suggestion for Integrating International

Content: Find a manual or textbook written in a different language and ask students to determine if it includes key indicators to assist users.

Example: Have students examine a reference

work like a large - not pocket-size - modern U.S. or British dictionary for English users to see how it makes use of print devices such as, graphics boxes, dialog bubbles, arrows, colors, shading, or illustrations to help their readers or explain the concepts. Then look at a large monolingual Spanish or French dictionary, produced for native Spanish or French readers, to see how it presents comparable kind of information or whether it uses different graphic devices to guide their readers. Have students discover if these differences are cultural/social rather than structural/technical, as well as provide possible explanations.

Grade: 7

IAS 2014: 7.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

Suggestion for Integrating International

Content: Have students plan a trip to a foreign country where it is necessary to use public transportation. Have them access a train or mass transportation schedule from their country of choice and plot a travel adventure for a particular day and time, including all side trips. **Suggested resource:** International embassy websites, most of which have tourist information available in English.

Grade: 7

IAS 2014: 7.RN.3.2

Standard Description: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Suggestion for Integrating International

Content: Have students analyze cause-and-effect patterns in a book that is set in or about another country. **Suggested resources:** *The Servant* by S.T. Semyonov:

http://www.russianshortstories.com/semyonov/the_servant/i;

French works of fiction translated into English:
<http://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbc&key=French%20fiction%20%2d%2d%20Translations%20into%20English>.

Grade: 7**IAS 2014:** 7.RN.4.1

Standard Description: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.

Suggestion for Integrating International

Content: Use books, articles, or chapters by non-U.S. authors, or that are set in other countries. Have students compare the points of view of non-U.S. authors with those of U.S. writers on the same or similar topics. **Examples:** Have students discuss racial stereotypes in the media: <http://racist-stereotypes.com/>; Ask students to look into pro-/anti-immigration campaigns by political parties in Europe (ex: Lega Nord in Italy) and assess validity of argument/look for stereotypes.

Grade: 7**IAS 2014:** 7.RN.2.1

Standard Description: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

Suggestion for Integrating International

Content: Have students form ideas about a text that takes place in another culture or country and support their assumptions and conclusions with evidence drawn from within the text.

Grade: 7**IAS 2014:** 7.RN.3.2

Standard Description: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Suggestion for Integrating International

Content: Have students analyze stories or poetry or other texts from other cultures to detect patterns in the writing that aim to persuade or instill particular emotions in the reader.

Suggested resource: Folklore and Mythology electronic texts:

<http://www.pitt.edu/~dash/folktexts.html>.

Grade: 7**IAS 2014:** 7.RN.4.1

Standard Description: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.

Suggestion for Integrating International

Content: Have students look at how other cultures advertise and persuade people to buy things. **Example:** Have students do Internet research on how some global corporations like McDonalds, which aim for uniformity of their products everywhere, have to adjust their advertising and their products to attract local customers in the countries where they operate. Examine how the first Pizza Hut in Soviet Russia adapted to different tastes and culture. **Suggested resources:**

http://en.wikipedia.org/wiki/McDonald%27s_products;

<http://trifter.com/practical-travel/budget-travel/mcdonald's-strange-menu-around-the-world/>;

<http://www.nytimes.com/1990/09/11/business/soviet-pizza-huts-have-local-flavor.html>.

Ideas for Differentiation: Have students discuss how U.S. tourists might respond to these “international” menus.

Grade: 7**IAS 2014:** 7.RN.4.1

Standard Description: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.

Standard Description (Academic or Indicator):

Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Suggestion for Integrating International

Content: Have students research and find examples of election materials in another country and evaluate the print, television, or radio ads for elements of persuasion, propaganda, and faulty reasoning; Have students examine political propaganda material from other parts of the world. **Examples:** Political posters from Soviet

Union-era Russia and the Viet Cong:
<http://www.sovietposters.com/showposters.php?cat=9>;
<http://www.vnpropaganda.com/>.

Grade: 7
IAS 2014: 7.RN.4.1

Standard Description: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.

Suggestion for Integrating International Content: Have students compare and contrast political advertising between countries. **Example:** Compare and contrast a U.S. presidential campaign with the different selection process for a prime minister in the United Kingdom.

Grade: 7
IAS 2014: 7.RL.1

Standard Description: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

Suggestion for Integrating International Content: Have students read a range of fiction such as short novels, poems, book chapters, fables, short stories, or folktales from other countries or cultures or written by foreign authors. Have students report on what they found most interesting about the cultures depicted in these writings.

Grade: 7
IAS 2014: 7.RL.3.1

Standard Description: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.

Suggestion for Integrating International Content: Have students choose a particular form of text from another culture or country and look

for textual elements that they find most interesting and different, compared with their expectations based on American literary forms.

Grade: 7
IAS 2014: 7.RL.2.3

Standard Description: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

Suggestion for Integrating International Content: Have students read a short piece of fiction that takes place in other another country and look for elements of foreshadowing as the actions of the plot unfold.

Grade: 7
IAS 2014: 7.RL.3.2

Standard Description: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

Suggestion for Integrating International Content: Have students read a short novel or novella set in another country and focus on a specific person whose character, in word and deed, seems quite different from what a similar character in American literature might be like.

Grade: 7
IAS 2014: 7.RV.3.1

Standard Description: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.

Suggestion for Integrating International Content: Have students read the poems "Fear" by Gabriela Mistral and "Identity" by Julio Noboa Polanco, found in *The Language of Literature, Grade 7*, edited by Arthur N. Applebee, Andrea B. Bermudez, Sheridan Blau, et al., in the McDougal Littell literature series (Houghton Mifflin Harcourt, 2001), to learn about the

concept of symbolism. Both poems are presented in English and Spanish.

Grade: 7

IAS 2014: 7.W.4

Standard Description: Apply the writing process to – (1) plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults; (2) use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

Suggestion for Integrating International

Content: Encourage students to look for ideas in texts that focus on different world cultures.

Example: Have them organize the ideas and themes as they relate to different geographic areas or cultural traits. **Suggested resource:** Folk tales from around the world: <http://www.pantheon.org/>.

Grade: 7

IAS 2014: 7.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others. (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students develop topics for inquiry that determine what they want to find out about other cultures or countries. **Example:** Have students research how the role/importance/structure of families differ across Europe, Africa, Latin America, the Middle East, and/or Asia.

Grade: 7

IAS 2014: 7.W.3.2

Standard Description: Write **informative** compositions in a variety of forms that: (1)

introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension; (2) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts; (3) use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; (4) choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented.

Suggestion for Integrating International

Content: Have students write sketches about important or influential people from other nations.

Examples: Marie Curie of France, two-time Nobel Prize winner in Physics in 1903 and in Chemistry in 1911; Kofi Annan of Ghana, Secretary-General of the United Nations and Nobel Peace Prize winner in 2001.

Grade: 7

IAS 2014: 7.W.3.2

Standard Description: Write **informative** compositions in a variety of forms that: (1) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension; (2) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts; (3) use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; (4) choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented.

Suggestion for Integrating International

Content: Have students write short responses to texts that contain international themes, including cultural similarities and differences that they notice.

Grade: 7

IAS 2014: 7.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others. (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have each student pick a country to research and choose a specific topic of interest on which to focus. **Examples:** *El Día de los Muertos* celebration in Mexico; the rice industry in the Philippines; vegetarianism in India.

Grade: 7

IAS 2014: 7.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others. (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have each student conduct Internet and library research that focuses on a country of their choosing to examine the topic of immigration. Have them write papers describing the impact that immigrants from other world regions have had on their new country of residence. Citing appropriate sources, have students make a case for demonstrating the contributions or the challenges

that immigrants bring to the development and growth of the country's regions or its cities.

Grade: 7

IAS 2014: 7.RL.2.2 and/or **IAS 2014:** 7.RN.2.2

Standard Description: (7.RL.2.2) Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (7.RN.2.2) Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

Suggestion for Integrating International

Content: Have students summarize the main ideas in a text from or about another non-Western country or culture.

Grade: 7

IAS 2014: 7.W.1

Standard Description: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Suggestion for Integrating International

Content: Have students imagine that they have an author in another country as a pen pal. Have them write to the pen pal, relating what they have learned about his/her country, based on one of the author's texts.

Grade: 7

IAS 2014: 7.W.1

Standard Description: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Suggestion for Integrating International

Content: Have groups of students select different countries to research slang or colloquial words, in the native language, that refer to customs and food items. Then have group representatives give reports to the class. Even if students pick an

English-speaking country like Australia or England, they can still find slang words that refer specifically to life in that nation. **Example:** The equivalent of *French fries* in American English is *chips* in British English.

Suggested resource:

<http://www.brighthub.com/education/languages/articles/67933.aspx#ixzz0mstaiWjV>.

Ideas for Differentiation: The local community kitchen wants to know how and what to feed refugees from four different countries. Divide students into four groups to research each country about the kinds of food, why they eat what they do, specific eating customs or taboos (where they sit, who eats first, which hand to use, whether men, women, and children all sit together or not, etc.). Then have each group write a structured report to the director of the local community kitchen describing their findings and creating typical menus for an evening meal.

Grade: 7

IAS 2014: 7.W.6.2b

Standard Description: Using commas with subordinate clauses.

Suggestion for Integrating International

Content: Discuss the use of infinitives in English and give examples from texts. Then point out that infinitives also occur in other languages, but that they may be formed in other ways, such as having one word instead of two. **Examples:** Compared to English *to have* -Spanish *haber*; French *avoir*; German *haben*.

Grade: 7

IAS 2014: 7.W.6.2

Standard Description: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling focusing on: capitalization, punctuation and spelling.

Suggestion for Integrating International

Content: Have students examine foreign texts to note the use and shape of punctuation marks and accents. **Example:** Spanish juvenile stories or folktales. Initiate a discussion regarding use of Spanish punctuation, its purpose, and shape of the punctuation marks, and compare with English punctuation.

Grade: 7

IAS 2014: 7.W.6.2b

Standard Description: Using commas with subordinate clauses.

Suggestion for Integrating International

Content: Have students examine foreign texts to note the use and shape of punctuation marks and accents. Have them pay attention to how German quotation marks in some books differ from English punctuation; where accents appear over vowels; what kinds of words are capitalized in the middle of sentences, etc. Initiate a general discussion regarding the use of punctuation, its purpose, and why there are differences between writing systems of different languages, even when they share the same basic Latin alphabet.

Example: German juvenile stories or folktales.

Grade: 7

IAS 2014: 7.SL.2.4

Standard Description: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Suggestion for Integrating International

Content: Invite a foreign guest to talk about "a day in the life of" a person from his/her country. Encourage students to ask the speaker follow-up questions that are specifically based on the presentation.

Grade: 7

IAS 2014: 7.ML.2.1

Standard Description: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.

Suggestion for Integrating International

Content: Have students view video or listen to audio of speeches delivered by influential world figures to determine what techniques were used to sway their audiences to a particular point of view.

Examples: Adolph Hitler; Winston Churchill; Charles de Gaulle; Mahatma Gandhi; Vladimir Putin. **Suggested resource:**

[http://www.newsplayer.com/Famous-Speeches-videos;](http://www.newsplayer.com/Famous-Speeches-videos)
[https://www.youtube.com/watch?v=zXh6HgJIPH0.](https://www.youtube.com/watch?v=zXh6HgJIPH0)

Grade: 7
IAS 2014: 7.W.3.3

Standard Description: Write narrative compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events.

Suggestion for Integrating International Content: Have students select a myth, folktale, fable, or legend from a different culture. In the tradition of oral storytelling, have them learn their selections well enough to present to a captive audience of elementary students. **Example:** Have students act out fairy tales from eastern Europe: <http://www.pitt.edu/~dash/slavic.html>.

Grade: 7
IAS 2014: 7.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) establish and maintain a consistent style and tone appropriate to purpose and audience; (4) use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence; provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International Content: Have students make persuasive presentations using topics from various middle school debate programs. Over the last three years or so, assertions have included: the U.S. should allow free travel and trade with Cuba; the U.S. should ban the importation of all products from China; the United Nations Security Council should have no permanent members; the atomic bombing of Hiroshima was justified. Teams of students can investigate and research both sides of these topics and then present the results in an opposition format, if not a true debate setting.

Grade: 8
IAS 2014: 8.RV.3.1

Standard Description: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Suggestion for Integrating International Content: Have students research common American idioms and create a humorous pamphlet for people learning English that shows literal meanings of individual words in the idioms, to be compared with idiomatic meanings of the expressions. **Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); Wiktionary at http://en.wiktionary.org/wiki/Category:Idioms_by_language.

Ideas for Differentiation: Have students present a list of common idioms from a foreign language they know and explain the literal vs. the metaphorical or idiomatic meanings of the expressions.

Grade: 8
IAS 2014: 8.RV.3.3

Standard Description: Interpret figures of speech (e.g., verbal iron, puns) in context.

Suggestion for Integrating International Content: Have students identify idiomatic expressions that they use specific to their teen culture. Then have them find ways to make those expressions understandable for all audiences.

Examples: *Gimme a break; Gimme(a) five.*

Suggested resources: Japanese idioms
<http://matadornetwork.com/abroad/30-awesome-japanese-idioms-start-using-english/>.

Ideas for Differentiation: Have them learn some common expressions and their meanings from classmates or friends who speak other languages.

Grade: 8

IAS 2014: 8.RV.1

Standard Description: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggestion for Integrating International

Content: Throughout its history, English has absorbed many words that originated in other languages through contact with their peoples. Have students identify English words that they suspect may be borrowed from another language. Have them research the foreign original words and meanings. Then have them create a poster or other presentation listing the foreign words and their meanings, and showing whether these meanings are the same or different in English.

Suggested resources:

http://en.wikipedia.org/wiki/List_of_English_words_of_Spanish_origin;
http://en.wikipedia.org/wiki/List_of_English_words_of_German_origin;
http://en.wikipedia.org/wiki/List_of_English_words_of_Arabic_origin.

Ideas for Differentiation: Include some analysis of why these particular words were “borrowed” and what cultural contributions they have made to American English.

Grade: 8

IAS 2014: 8.RV.1

Standard Description: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggestion for Integrating International

Content: Have students look at statistics charting

word usage in pre- and post-World War II in the U.S. **Example:** Have students research the origin of words such as *cafeteria* and *tornado* to find out how and when such words moved from Spanish into American culture and whether the original meanings have been retained.

Grade: 8

IAS 2014: 8.RV.2.1

Standard Description: Use context to determine or clarify the meaning of words and phrases.

Suggestion for Integrating International

Content: Similar looking words between two different languages look like they should share the same meaning, but often do not, and are therefore known as “false friends” (*faux amis* in French). Have students read a list of Spanish words that are “false friends” like English *assist* and Spanish *asistir*. Then have students provide appropriate contexts for each pair: *assist* requires mentioning a person to help, whereas *asistir* requires mentioning a place to attend. **Suggested resource:**

http://spanish.about.com/cs/vocabulary/a/obvious_wrong.htm.

Grade: 8

IAS 2014: 8.RN.3.3

Standard Description: Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives.

Suggestion for Integrating International

Content: Have students examine writing concerning the same topic or product in two different cultures, noting that what is most important in one culture may not be in another.

Grade: 8

IAS 2014: 8.RN.4.3

Standard Description: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Suggestion for Integrating International

Content: Have students compare and contrast

how online English language newspapers from three different countries such as Australia, China, and Russia report on the same world event, such as a disaster or important political development.

Suggested resources: *The Sydney Morning Herald* at <http://www.smh.com.au/>;
The Standard (Hong Kong) at <http://www.thestandard.com.hk/>;
The Moscow Times at <http://www.themoscowtimes.com/index.php>.

Grade: 8
IAS 2014: 8.RN.4.3

Standard Description: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Suggestion for Integrating International Content: Using their U.S. history book as a guide, have students analyze how much coverage is given to selected countries. Students could create a chart categorizing the breadth and depth of coverage given to different countries and analyzing how that information is organized. Have them discuss whether other countries and continents are fairly represented and why or why not.

Grade: 8
IAS 2014: 8.RN.3.2

Standard Description: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Suggestion for Integrating International Content: Analyze the structure, format, and purpose of websites promoting an awareness of global issues. Have students discuss features of the site (pictures, text, sound, persuasive strategies) and determine whether the website accomplishes its goal of raising awareness.
Suggested resources:
<http://www.globalization101.org/>;
<http://www.un.org/en/globalissues/>;
<http://www.globalissues.org/issue>.

Grade: 8
IAS 2014: 8.W.3.2

Standard Description: Write informative compositions in a variety of forms that: (1) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; (2) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts; (3) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; (4) choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to the purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented.

Suggestion for Integrating International Content: Have students write up instructions for using a product specific to a foreign culture for an American reader. **Example:** A Chinese abacus.

Ideas for Differentiation: Have students explain how to use a simple U.S. product to a foreign visitor who may never have seen one. **Example:** Kitchen garbage disposal or compactator.

Grade: 8
IAS 2014: 8.RL.3.1

Standard Description: Compare and contrast the structures of two or more related works of literature (e.g., similar topic or theme) and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

Suggestion for Integrating International Content: Have students compare and contrast elements of English poetry to the elements of poetry in another language. **Example:** Have students study Chinese poems in translation to understand their structure, form, and characteristics. Have students read the poetry of Polish Nobel Prize winner Wislawa Szymborska.
Suggested resources:
http://www.bookrags.com/wiki/Chinese_poetry;
<http://www.chinapage.com/poetry.html> with a link to a WebQuest which contains examples of

famous Chinese poems being read aloud, including English translations;
<https://www.bu.edu/agni/poetry/print/2002/56-szymborska.html>.

Grade: 8
IAS 2014: 8.RL.2.2

Standard Description: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

Suggestion for Integrating International Content: Have students read and analyze Greek mythology, or other European myths, of their choosing. Discuss common universal themes that are developed in these stories. **Example:** Analyze the Ukrainian folk tale How a Fish Swam in the Air and a Hare in the Water. What is its theme? How would people respond to a story like this in our society today? **Suggested resource:** <http://www.pitt.edu/~dash/type1381.html#ukraine>.

Grade: 8
IAS 2014: 8.RV.3.1

Standard Description: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Suggestion for Integrating International Content: Have students look at common metaphors or similes from another language and discuss how the comparison “works,” in light of the culture in which it was written. **Example:** Discuss famous Chinese metaphors from Confucius, such as: “Ignorance is the night of the mind, but a night without moon and star.” **Suggested resource:** <http://www.quotationspage.com>.

Grade: 8
IAS 2014: 8.RV.3.1

Standard Description: Analyze the meaning of words and phrases as they are used in works of

literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Suggestion for Integrating International Content: Have students study the symbolism of colors in other cultures and how the “same” color can mean different things in different cultures. Once students have researched this concept, have them write a poem or short essay using a color as a symbol. **Examples:** In Japan, a white carnation symbolizes death; red can symbolize good luck in China or purity in India.

Grade: 8
IAS 2014: 8.W.4

Standard Description: Apply the writing process to: (1) plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults; (2) use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

Suggestion for Integrating International Content: Have students write focused essays about another country of their choosing. Then have students edit their own writing, looking for examples of jargon or expressions that might be misunderstood or misinterpreted by potential readers from that country.

Grade: 8
IAS 2014: 8.W.4

Standard Description: Apply the writing process to: (1) plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults; (2) use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

Suggestion for Integrating International Content: In developing ideas for writing about a non-U.S. culture or country, have students make a list of things they consider are most important to

the topic. **Example:** To explore the nature of culture, have students interview five people from different cultures and ask each person what the five most important things in their culture are to them and why. Based on these answers, write a short essay exploring the role that culture seems to play in determining what is important to individuals. Be careful to discourage stereotyping.

Grade: 8
IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International Content: Have students research the education systems of a few countries in order to compare and contrast them with the U.S. education system. Have students report to the class, gathering comparative data on a flip chart, white board, etc. Then have each student write a paper with a clear thesis about the state of education around the world, with a conclusion that is based on their collective research. **Suggested resource:** As a springboard for this activity, have students watch the documentary *Two Million Minutes: A Documentary Calculating the Educational Divide*, developed by Robert A. Compton, available in DVD format. **Suggested resource:** <http://www.koreatimes.co.kr/www/index.asp>.

Ideas for Differentiation: Have students watch various clips found on YouTube, which track the school experiences of U.S. and international students. Ask students to examine accounts of the same news story from multiple international sources to identify what are the common 'truths' and what are the differences.

Grade: 8
IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International Content: Have students write compositions that explore non-U.S. cultures or countries with respect to their religions, political leaders, or world status as determined by a few statistical measures. Have students conclude with well-supported recommendations to the reader to travel there as a tourist or not.

Grade: 8
IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International Content: Have students research a current international event and write an essay about it. Require quotations, paraphrases, and opinions

from experts to support their essays. The essay could be informational or persuasive. **Suggested resource:** The student-friendly online magazine *New York Times Upfront* at <http://teacher.scholastic.com/scholasticnews/index/upfront/> has current, up-to-date articles that often have an international focus.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students write an opinion piece on a major international event in the world of sports or politics that concludes with a discussion of winners and losers. **Example:** Have students do a study of the Egyptian uprising of January 2011. Have them browse English international press websites to gather interesting quotes, metaphors, such as “The sun of the people has risen and will not set again!”, and opinions from spectators and commentators, plus graphic speech on posters and placards, to support the predicted or actual outcomes of this major historical event.

Grade: 8

IAS 2014: 8.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and

follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students search a website or do a WebQuest about an international issue to see the far-reaching results that are made possible from simply consulting a single web source and networking. **Example:** Have students explore the United States Holocaust Memorial Museum’s website at <http://www.ushmm.org> to gather information about the Holocaust; Ask students to pick a topic from a 'global voice' and research the broader context of the author's opinion at <https://globalvoicesonline.org/>.

Ideas for Differentiation: Use this site further to examine modern-day “holocausts” affecting African, Asian, and European countries by clicking on the network of links found in the website. These subordinate links are sufficiently informative to raise students’ awareness far beyond the Holocaust itself, alerting them to ongoing genocides that are taking place in real time around the world.

Grade: 8

IAS 2014: 8.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students decide on a specific type of information they want to get from the Internet about a chosen country. Then have them methodically conduct web searches to locate the information needed about that country. Have students report to the class, using flow charts, diagrams or other graphic devices that clearly illustrate the web navigation processes they used.

Grade: 8

IAS 2014: 8.W.4

Standard Description: Apply the writing process to: (1) plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults; (2) use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

Suggestion for Integrating International

Content: Have students read the children’s book, *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley (DK Publishing, 1995), a non-fiction book about children in other cultures. Then have them use computer programs to create a new page, similar in content and layout to the children’s book, about a child or teenager from one of those non-U.S. cultures or countries.

Ideas for Differentiation: Have students create an interactive WebQuest using the same type of information found in the book. Then have them combine the researched pages into a new book, and present their book (or WebQuest) to elementary students.

Grade: 8
IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students read works by authors from different cultures, analyze the ways these authors unify ideas and transitions, and practice imitating the various authors’ styles.

Grade: 8
IAS 2014: 8.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students search for and question international sources about a chosen topic. Encourage students to ask inquiry-based questions that will lead them to explore a wider use of international sources in all of their school-based research. **Example:** Have students research how Romanian migrants are perceived in different EU countries.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write narrative compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events.

Suggestion for Integrating International

Content: Have students explore and write about their own attitudes and beliefs about a non-U.S. culture or country.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write **narrative** compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events

Suggestion for Integrating International

Content: Have students identify an incident, event, or situation in the U.S. that has been previously studied in class. Then have them write about it from the perspective of someone living in a non-U.S. culture or country.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write **narrative** compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events

Suggestion for Integrating International

Content: Have students explore and write about how they might feel if they were coming from an outside culture or country into a new situation in the U.S. **Example:** Attending school.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write **narrative** compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events

Suggestion for Integrating International

Content: Have students compare and contrast how they feel in their school versus how they might feel if they were from a different culture or country. **Examples:** Foreign classmate or teacher at their school; neighbor who comes from another country.

Ideas for Differentiation: Have students write a short biography, based on an interview.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write **narrative** compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and

events; (5) provide an ending that follows from and reflects on the narrated experiences or events

Suggestion for Integrating International

Content: Have students explore American attitudes toward other cultures or countries, especially their perceptions and judgments of non-Americans. Students could also interview people from other cultures or countries to see how they perceive the U.S. as a country and Americans as people.

Ideas for Differentiation: Discuss stereotyping with students.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students write responses to international literature that reflect their respect for and knowledge of the cultures or countries that are depicted in the texts.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;

(4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students write about a different culture or country, using factual statements and informed references instead of stereotypes.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content- Highly Able Accommodations: Have students listen to the poem “Voyelles” by the 19th-century French poet, Arthur Rimbaud, read aloud in French. Then listen to the poem translation read aloud in English. Discuss the sounds of both versions and how one can get a feel for the imagery even without understanding the language. Students then choose the text of either version to support a thesis about the poetic imagery, supported by quotes from either version.

Suggested resource: Christian Bök performs readings of the poem “Voyelles” in French and English at

<http://www.youtube.com/watch?v=3Vt9XzsMIic>.

Suggested resource: *Rose Where Did You Get That Red?: Teaching Great Poetry to Children*, by Kenneth Koch (Vintage, 1990) has several great examples of poems in other languages.

Ideas for Differentiation: This same activity can be applied to any poem from another language.

Grade: 8

IAS 2014: 8.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students use information that they document from a variety of sources, both domestic and international, when making their inferences and correcting misconceptions about a particular culture or country.

Grade: 8

IAS 2014: 8.W.5

Standard Description: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students watch for sources that contain cultural bias about non-U.S. people or their cultures and rewrite such passages to eliminate the bias. **Example:** Petrovic Njegos' *The Mountain Wreath* (CreateSpace Independent Publishing Platform, 2012), written in 1846, has been part of the Serbian school curriculum for a long time and has been an inspiration for Serb nationalism. However, the poem, while praising Serbia, is essentially a call to genocide of Muslims in the region. Have students read and discuss the author's treatment of Muslims in this poem and the consequences of having such a text read by young Serbian school children.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students selected chapters from the non-fiction book, *The World Is Flat: A Brief History of the Twenty-first Century* by Thomas L. Friedman (Farrar, Straus and Giroux, 2005), about globalization. Then have them write short persuasive compositions in response, stating whether or not they think the “flattening” of the world is positive or negative. Students should use quotes from the text to support their answers.

Grade: 8

IAS 2014: 8.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; (2) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; (3) use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Encourage students to realize that emotion in writing, whether in U.S. or international texts, is a positive thing, but that

unfounded bias can harm the quality of a piece of writing, regardless of its source.

Grade: 8
IAS 2014: 8.W.6.2b

Standard Description: Using punctuation (comma, ellipsis, dash) to indicate a pause, break or omission.

Suggestion for Integrating International Content: Look at sentences in another language and discuss the types of punctuation and accent marks used. Have students list what they notice is different and hypothesize why. **Example:** Discuss theories of why Spanish uses both the inverted question mark and exclamation point in addition to traditional marks.

Ideas for Differentiation: This could lead to a discussion on the purpose of punctuation in English as well.

Grade: 8
IAS 2014: 8.W.6.2c

Standard Description: Students are expected to build upon and continue applying conventions learned previously.

Suggestion for Integrating International Content: Look at English words that can be spelled in two ways, such as *gray* and *grey*. Have students consider the cultural background that has influenced both spellings and discuss how words not only change in spelling, but also in meaning and connotation over time. **Example:** Have students compare medieval/Shakespearean English to modern English.

Grade: 8
IAS 2014: 8.W.6.1b

Standard Description: Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

Suggestion for Integrating International Content: Discuss how languages have different ways for coding linguistic concepts. **Example:** In Spanish, the infinitive form of a verb is only one word, but in English the infinitive is two words. Have students look at how infinitives or participles are formed in other languages and compare how they are similar to or different from English.

Ideas for Differentiation: Have students examine participles in Spanish that end in one of two forms due to gender, *-ado* vs. *-ada*, whereas in English, they generally end in *-ed* or *-en* and discuss why.

Grade: 8
IAS 2014: 8.W.3.3

Standard Description: Write **narrative** compositions in a variety of forms that: (1) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; (2) organize an event sequence (e.g., *conflict*, *climax*, *resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; (3) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; (4) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; (5) provide an ending that follows from and reflects on the narrated experiences or events.

Suggestion for Integrating International Content: Have students present a narrative speech describing a time when they had wrongly stereotyped someone from another country and what they learned from the experience. As a class, discuss common American stereotypes about other cultures around the world, as well as what can be done to combat these misconceptions.

Grade: 9
IAS 2014: 9-10.RV.3.3

Standard Description: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Suggestion for Integrating International

Content: Have students research color terms in several foreign languages to see if they share or differ in having literal vs. figurative meanings commonly associated with color terminology.

Example: *White* in English and Japanese. Then have students choose non-food words in English that are known to be borrowed from another language to see if their meanings have remained the same in English or not. **Examples:** English *cipher*; Arabic *zifr*; English *cruise*; Dutch *kruizen*.

Grade: 9

IAS 2014: 9-10.RV.3.3

Standard Description: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Suggestion for Integrating International

Content: Compare literal and figurative meanings of words that have been borrowed into English from elsewhere. **Example:** Have students look up words like “trunk,” which comes from Old French. Then have them figure out if literal vs. figurative meaning can explain why the storage space in the back of a car is named a *trunk* in the U.S., in contrast to Great Britain, where it is known by the now accepted slang term *boot*.

Suggested resources:

<http://www.etymonline.com/>;
<http://septiccompanion.com/>.

Grade: 9

IAS 2014: 9-10.RN.4.2

Standard Description: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Suggestion for Integrating International

Content: Have students look at multiple texts from different cultures and countries and compare them with similar texts from the U.S. to determine differences and similarities. **Example:** Have students examine English version subway maps of foreign cities like London, Paris, and Moscow. Then have them discuss how the necessarily compact information is presented, including size, layouts, use of colors, fonts, graphics lines, punctuation, etc. Compare these

maps with subway maps of U.S. cities like Washington, D.C. and New York City.

Grade: 9

IAS 2014: 9-10.RN.4.2

Standard Description: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Suggestion for Integrating International

Content: Have students analyze the structure and design of informational texts, instruction manuals, etc. from non-U.S. countries to understand variations in the organization of information.

Example: Travel and cultural information about a selection of African, Asian, European, and Latin American countries. **Suggested resource:** Travel information and brochures are available from embassies or the websites of selected countries.

Grade: 9

IAS 2014: 9-10.RN.4.2

Standard Description: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Suggestion for Integrating International

Content: Have students look at technical documents, manuals, or reference works written in a non-English, European language to compare with equivalent U.S. texts. **Example:** Have students examine a modern U.S. dictionary for American students to see how it makes use of various graphic devices (boxes, dialog bubbles, arrows, colors, shading, illustrations, etc.) to assist readers navigate or to explain concepts. Then compare this to a modern monolingual Spanish or French dictionary designed for native Spanish or French readers to see how it presents the same kind of information or uses different graphic devices to guide their readers. Try to determine if these differences are structural/technical rather than cultural/social, and provide possible explanations.

Grade: 9

IAS 2014: 9-10.SL.2.1

Standard Description: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

Suggestion for Integrating International

Content: Introduce some topics and issues that revolve around global or international themes. Have students generate questions about these research topics. **Example:** Have students read articles on globalization in relation to U.S. manufacturing or service industries and write essays addressing how globalization has affected U.S. jobs and the economy.

Ideas for Differentiation: Have students engage in a discussion about the positive and negative effects American culture and politics have had on other countries around the world. Also, discuss how these influences differ among countries and why.

Grade: 9

IAS 2014: 9-10.RN.2.1

Standard Description: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

Suggestion for Integrating International

Content: Have students evaluate rules or procedures relevant to travel abroad and analyze how U.S. travelers could possibly misunderstand them. **Suggested Resource:** U.S. Department of State website at <http://www.state.gov/>, which includes travel advisories and warnings about countries.

Ideas for Differentiation: After consulting the website of an international airline that spells out travel regulations on cancellations, refunds, and penalties, have students plan an imaginary itinerary that will include a change in itinerary and figure out what the final costs of the trip will be according to the regulations. Check results with a local travel agent for any misunderstandings of the policies.

Grade: 9

IAS 2014: 9-10.RN.2.1

Standard Description: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

Suggestion for Integrating International

Content: Choose a text for the class that gives information about another country or culture. **Example:** Have students read a text about the rice industry in China. Then have them draw conclusions about what a successful rice harvest means for Chinese farmers, citing supporting evidence drawn from the text.

Grade: 9k

IAS 2014: 9-10.RL.1

Standard Description: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

Suggestion for Integrating International

Content: Have students read texts written by authors from other countries and discuss various issues that might lead to difficulties in translating these works into English. **Examples:** *The Little Prince* by Antoine de St. Exupéry (Harcourt Children's Books, 2000); *All Quiet on the Western Front* by Erich Maria Remarque (Ballantine Books, 13th ed., 1996).

Grade: 9

IAS 2014: 9-10.RL.2.2

Standard Description: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Have students compare and contrast love poetry from different cultures or different historical periods to see how the theme is presented and what imagery is used by the poets. **Example:** "How Do I Love Thee" by Elizabeth Barrett Browning in Victorian England; "I Carry

Your Heart with Me” by the U.S. author E. E. Cummings in 20th-century America. **Example:** *The Pearl*, a novella by U.S. author John Steinbeck (Bantam, 1983); “The Diamond Necklace,” a short story by French author Guy de Maupassant published in 1885.

Ideas for Differentiation: Have students read two short pieces of fiction written by authors of different nationalities that treat the same or similar themes for comparison and contrast.

Grade: 9

IAS 2014: 9-10.RL.2.2

Standard Description: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Have students read two works that deal with the theme of war and what it does to the individual and the state. **Example:** Poems in *World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others*, edited by Candace Ward (Dover Publications, 1997).

Ideas for Differentiation: Choose two nonfiction works about World War II, one from a German, Japanese, or Russian perspective and one from an American perspective.

Grade: 9

IAS 2014: 9-10.RL.3.1

Standard Description: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Suggestion for Integrating International

Content: Use any work by an author from another country or culture, or one that takes place in another country or culture, to study their use of foreshadowing or flashback. **Examples:** Mystery novels and detective stories - English writer Agathie Christie; French writer Georges Simenon.

Grade: 9

IAS 2014: 9-10.RL.4.2

Standard Description: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Suggestion for Integrating International

Content: Use any text authored by a foreign writer or set in another country. Have students research symbols for love in different cultures. **Examples:** Maple leaf in Asia; heart and rose in the U.S.; Cupid in Classical Greece.

Grade: 9

IAS 2014: 9-10. RV.3.1

Standard Description: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

Suggestion for Integrating International

Content: Use any texts or segments of texts from different countries. Have students compare diction and figurative language to make conclusions about tone, mood, and theme. **Examples:** *Sense and Sensibility* by Jane Austen (Dover Publications, 1995); *Things Fall Apart* by Chinua Achebe (Anchor Books, 1994); *The Pearl* by John Steinbeck (Bantam, 1983).

Grade: 9

IAS 2014: 9-10.RL.4.2

Standard Description: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Suggestion for Integrating International

Content: Use texts from different countries and time periods. **Example:** Have students read *New Day* by Victor S. Reid (Peepal Tree Press, 2010), partly written in Jamaican Creole (based on

English), and link it to historical information about Jamaica during the early 1900s.

Grade: 9

IAS 2014: 9-10.W.3.3

Standard Description: Write narrative compositions in a variety of forms that: (1) engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; (2) create a smooth progression of experiences of events; (3) use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters; (4) use a variety of techniques to sequence events so that they build on one another to create a coherent whole; (5) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Suggestion for Integrating International

Content: Assign a different country to each student and have each one write a short story set in that country. Have them research the physical settings, imagery, clothing, behavioral characteristics of people, etc., as well as the sights, sounds, and smells to accurately portray the “feel” of that country and its inhabitants.

Grade: 9

IAS 2014: 9-10.W.1

Standard Description: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Suggestion for Integrating International

Content: Choose literature that is authored by people from other countries or that takes place in other countries. **Example:** Analyze poems by several African and African-American poets to bring out differences in the development of their ideas and their presentation styles.

Grade: 9

IAS 2014: 9-10.W.3.2

Standard Description: Write informative compositions in a variety of forms that: (1) introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; (2) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; (3) use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; (4) choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to the purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Suggestion for Integrating International

Content: Have students write a descriptive piece about living in Asia. **Example:** Have them describe everyday life in a small village in China, in the city-state of Singapore, or in a coastal town in Taiwan.

Ideas for Differentiation: Have students summarize articles on global issues in Asia, using a variety of sources and graphic aids to support their data.

Grade: 9

IAS 2014: 9-10.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; (2) develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns; (3) use effective transitions to link the

major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Compile a list of global issues from which students can choose, in order to do research for a persuasive paper or presentation. Have them summarize all sides of their chosen issue, after which they should choose one point of view to support in their paper or presentation. **Example:** Have students research and write about the rise of far-right nationalist parties in Europe. Have them discuss these parties' stands, how native populations view these parties, and the implications radical nationalism has for the people within the countries in which these parties operate, as well as for the EU as a whole.

Grade: 9
IAS 2014: 9-10.RV.1

Standard Description: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggestion for Integrating International

Content: Have students in pairs compile a small dictionary or glossary that a first-time traveler might need in a non-Western country. They will need to research basic functional vocabulary and short phrases relating to such topics as lodging, food, local travel, unusual customs, things to avoid, and asking for assistance. **Suggested resource:** Travelers' pocket dictionaries or phrase books.

Grade: 9
IAS 2014: 9-10.W.5

Standard Description: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate an inquiry

question, and refine and narrow the focus as research evolves; (2) gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources; (3) assess the usefulness of each source in answering the research question; (4) synthesize and integrate information into the text selectively to maintain the flow of ideas; (5) avoid plagiarism and overreliance on any one source and follow a standard format (*e.g., MLA, APA*) for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Have students do research reports with a global focus, guiding them to choose topics that relate to the global economy, global food security, or the world's environment. **Suggested resource:** Resource bibliographies on varied global issues on the Indiana University Center for the Study of Global Change website at <http://www.indiana.edu/~global/resources/guides.php>.

Grade: 9
IAS 2014: 9-10.SL.2.4

Standard Description: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Suggestion for Integrating International

Content: Have students examine cultural differences in nonverbal communication, such as proximity, eye contact, gestures, and touch. **Example:** Divide students into groups to study specific countries regarding nonverbal communication and give class presentations that depict these behaviors. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Business etiquette in the United Arab Emirates* <http://usuaebusiness.org/about-the-uae/business-etiquette-in-the-uae/>.

Grade: 9
IAS 2014: 9-10.SL.2.4

Standard Description: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Suggestion for Integrating International

Content: Have students use speeches that focus on global issues or cultural differences to practice summarizing, determining purpose, point of view, and attitude toward the audience. **Example:** Lectures to prepare business people to successfully conduct business in a foreign country. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

Grade: 9

IAS 2014: 9-10.M.2.1

Standard Description: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

Suggestion for Integrating International

Content: Have students analyze how different cultures use media to provide information about the same event. **Example:** Olympics championships held in different countries, as reported by nations whose sports figures participated in the competitions; Ask students to examine news from North Korea. What messages are important to the North Korean Government? What information about world events is covered and what is not? What must a North Korean's conception of the world be based on government news sources? Have students examine censorship of journalists in Russia leading up the Sochi Olympic Games in 2014 **Suggested resources:** <http://www.kcna.co.jp/index-e.htm>; <http://america.aljazeera.com/articles/2014/1/23/intimidated-journalistsinrussiahesitatetocriticizesochigames.html>.

Grade: 9

IAS 2014: 9-10.M.2.1

Standard Description: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

Suggestion for Integrating International

Content: Have students compare newspaper or television coverage from different countries about the same event. **Examples:** Indian Ocean Tsunami (2004); Gulf War (1990-1991). **Suggested resources:** Articles and references cited in Wikipedia at http://en.wikipedia.org/wiki/Tsunami_of_2004; http://en.wikipedia.org/wiki/Gulf_War.

Grade: 9

IAS 2014: 9-10.M.1

Standard Description: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Suggestion for Integrating International

Content: Have students analyze speeches by famous figures from abroad. **Examples:** Winston Churchill; Napoleon Bonaparte; Queen Elizabeth II; Mussolini.

Grade: 9

IAS 2014: 9-10.M.1

Standard Description: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Suggestion for Integrating International

Content: Choose films from several different countries and have students evaluate each film based on specific criteria, comparing and contrasting them to typical American films of the same genre. **Examples:** *Monsoon Wedding*, set in India (2001); *Amélie*, set in France (2001); *Wo Hu Cang Long (Crouching Tiger, Hidden Dragon)*, set in Hong Kong, China (2000).

Grade: 9

IAS 2014: 9-10.SL.4.1

Standard Description: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can

follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Suggestion for Integrating International

Content: Have students research and give expository speeches about life in other countries or about global issues affecting specific world regions. **Example:** Create scenarios based on the idea: “If I had been born in Honduras, this is what my life might be like....”

Grade: 9

IAS 2014: 9-10.SL.4.2

Standard Description: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

Suggestion for Integrating International

Content: Have students interview local people who are not originally from the U.S. about their home countries, asking about their reasons for coming to the U.S. and about the adjustments they have had to make in their new lives.

Grade: 9

IAS 2014: 9-10.SL.4.2

Standard Description: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

Suggestion for Integrating International

Content: Have students research and describe some solutions for global food security.
Suggested resource: Website of Indiana Senator Richard G. Lugar at <http://lugar.senate.gov/food/legislation/> on the Global Food Security Act.

Grade: 9

IAS 2014: 9-10.SL.4.2

Standard Description: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

Suggestion for Integrating International

Content: Have students research an international vacation destination that interests them and plan a vacation. Then have them give a descriptive presentation of the vacation they have planned, including photos and other graphic materials.

Grade: 10

IAS 2014: 9-10.RV.3.2

Standard Description: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Suggestion for Integrating International

Content: Have students compare different translations into English of an excerpt of a novel by a famous international author to see how the translations differ, literally and in the implications and inferences that the different translations bring out. The translations should come from different time periods. Have students choose identical episodes or short chapters from the novels on which to base their comparisons.
Examples: *The Stranger* by French author Albert Camus (1942), using a 1940s translation and one from the 1980s; *Crime and Punishment* by Russian author Fyodor Dostoevsky (1866), using one translation from the early 1900s and the other from the late 1900s.

Grade: 10

IAS 2014: 9-10.RN.3.2

Standard Description: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students find examples of ads produced for Indiana audiences by global

companies that are based in Indiana and ads produced by Hoosier companies meant for distribution in other countries. Have them discuss the similarities and differences of their features.

Grade: 10

IAS 2014: 9-10.RN.4.2

Standard Description: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Suggestion for Integrating International

Content: Have students look at a recent global disaster to compare first-hand coverage of the event by a U.S. media outlet, such as CNN, with first-hand coverage by an international media outlet, such as Al Jazeera English. Have students compare differences in media news analyses, the degree of elaboration of their stories, and their reliance on primary vs. secondary sources.

Examples: 2008 Sichuan earthquake in China; 2010 Haiti earthquake. **Suggested resources:** <http://edition.cnn.com/> (international edition); <http://english.aljazeera.net/news/asia%2Dpacific/>.

Grade: 10

IAS 2014: 9-10.RN.4.1

Standard Description: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Suggestion for Integrating International

Content: Have students obtain State of Indiana prospectuses that seek to bring international companies to the state. Have them evaluate and compare the effectiveness of argument and validity of support for using tax credits, among other enticements, versus not courting international corporations at all.

Grade: 10

IAS 2014: 9-10.RL.2.2

Standard Description: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature,

including how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Choose literary works from several cultures or countries with the same theme or topic. Have students compare and contrast imagery, diction, and form, and discuss how the poetry reflects the beliefs of each culture.

Example: Love poetry.

Grade: 10

IAS 2014: 9-10. RL.2.3

Standard Description: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the plot.

Suggestion for Integrating International

Content: Have students look at a text that includes characters of different nationalities and how misunderstandings can occur when respect for or appreciation of other cultures are absent. Then have students discuss real-world examples that they have experienced. **Example:** Have students research the opposing views of Russian and American political leaders during the Cold War. **Suggested resource:**

<http://blogs.cfr.org/lindsay/2014/11/07/the-history-of-the-cold-war-in-40-quotes/>.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.5

Standard Description (Academic or Indicator):

Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Suggestion for Integrating International

Content: Use international examples of literature on the same theme, such as love or war. Then have students discuss the “human condition,” the similarities in human experience.

Grade: 10

IAS 2014: 9-10.RL.2.3

Standard Description: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Have students study texts, both fiction and nonfiction, from different cultures that take opposing views on the same theme or topic.

Example: Concept of individualism in China in contrast to the U.S.

Grade: 10

IAS 2014: 9-10.W.3.3

Standard Description: Write narrative compositions in a variety of forms that: (1) engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; (2) create a smooth progression of experiences of events; (3) use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters; (4) use a variety of techniques to sequence events so that they build on one another to create a coherent whole; (5) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Suggestion for Integrating International

Content: Have students research a non-U.S. country in which to set a biographical narrative.

Example: Have students choose a specific country as the setting for writing a short story or a short biography of an important figure, historical or current. Have students include details, such as culture, religion, and food that are specific to that country.

Grade: 10

IAS 2014: 9-10.W.3.2

Standard Description: Write informative compositions in a variety of forms that: (1) introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension; (2) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; (3) use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; (4) choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to the purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Suggestion for Integrating International

Content: After studying a piece of literature written by a non-U.S. author, have students research the author's historical and cultural background. Have students draw parallels between the author's text and his/her culture, outlining the effects the author's culture has had on his/her writing. Then have students write a literary analysis in which they explain those connections.

Grade: 10

IAS 2014: 9-10.RV.3.3

Standard Description: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in a text.

Suggestion for Integrating International

Content: Have students prepare for a trip to another English-speaking, non-U.S., country and research the different vocabulary and idiomatic expressions they might need to know to avoid being misunderstood there. **Examples:** In the United Kingdom, the words *pants*, *trousers*, and *jumper* mean different garments than in the U.S.; in Australia, *rooting* for a sports team has a profane and inappropriate meaning.

Grade: 10

IAS 2014: 9-10.W.5

Standard Description: Conduct short as well as more sustained research assignments and tasks to

build knowledge about the research process and the topic under study: (1) formulate an inquiry question, and refine and narrow the focus as research evolves; (2) gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources; (3) assess the usefulness of each source in answering the research question; (4) synthesize and integrate information into the text selectively to maintain the flow of ideas; (5) avoid plagiarism and overreliance on any one source and follow a standard format (e.g., *MLA*, *APA*) for citation; (6) present information, choosing from a variety of formats.

Suggestion for Integrating International

Content: Create a list of global issues and topics that students can choose from to prepare a research paper or presentation. Students should incorporate information drawn from a variety of primary and secondary sources and deal with a range of world regions and cultures. **Examples:** Major world religions; role and treatment of women in other cultures; world hunger. Have students research Islamophobia in Europe and America today. Compare the issues between countries and discuss in class.

Grade: 10

IAS 2014: 9-10.SL.1

Standard Description: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Suggestion for Integrating International

Content: Have each student assume the role of a speaker who will give a speech to an international audience. Students should research hand gestures, eye contact, posture, clothing, use of humor, etc., and perform their speech in a way that would be appropriate and avoid offending an international audience. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

Grade: 10

IAS 2014: 9-10.SL.3.2

Standard Description: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Suggestion for Integrating International

Content: Have students analyze speeches of persuasive orators from different cultures and historical periods. **Examples:** Adolf Hitler; Martin Luther King Jr.; Winston Churchill; Demosthenes; William Wilberforce. **Suggested resources:** *Lend Me Your Ears: Great Speeches in History*, Updated and Expanded Edition, by William Safire (W.W. Norton, 2004); search various websites using the keywords "world's greatest speeches"; a 2011 speech given by President Barak Obama on U.S. foreign policy initiatives in the Middle East: <http://www.theguardian.com/world/2011/may/19/barack-obama-speech-middle-east>.

Grade: 10

IAS 2014: 9-10.SL.4.1

Standard Description: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

Suggestion for Integrating International

Content: Compile a list of international issues from which students can choose to argue for or against. **Examples:** Hydroelectric plants being built in Patagonia, Chile; need for stricter building codes in earthquake-prone countries like Bangladesh and Haiti; high cost of maintaining the International Space Station.

Grade: 11

IAS 2014: 11.12.RV.2.1

Standard Description: Use context to determine or clarify the meaning of words and phrases.

Suggestion for Integrating International

Content: Have students find out the literary sources of terms in British literature. Then have them write short paragraphs describing the "force" that such literary allusions provide when they are used in texts. **Examples:**

Utopian/dystopian; Orwellian; newspeak; a King Lear-like figure.

Grade: 11

IAS 2014: 11-12.RN.3.3

Standard Description: Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Suggestion for Integrating International

Content: Have students watch the famous October 1960 United Nations General Assembly speech by Nikita Khrushchev and analyze how meaning and response can be manipulated through rhetorical devices and presentation, even though it is in a foreign language.

Suggested resource:

<http://www.youtube.com/watch?v=8Xv7z5h7yBQ>

Ideas for Differentiation: Have them also evaluate the translator’s attempts to capture the essence of Khrushchev’s speech.

Grade: 11

IAS 2014: 11-12. RN.3.2

Standard Description: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

Suggestion for Integrating International

Content: Have students analyze the reporting of a major world event in English language international newspapers from different countries.

Example: Compare the Egyptian coverage of the 9/11 terrorist attack with that of the British press, looking at the repetition of key terms and ideas throughout and how they affect the meaning from the perspective of these countries. **Suggested resources:**

<http://www.inkdrop.net/dave/news.html>;

<http://www.world-newspapers.com/>;

http://en.wikipedia.org/wiki/Category:English-language_newspapers.

Grade: 11

IAS 2014: 11-12.RL.2.2

Standard Description: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Have students read Rebecca Stuhr’s 18-page plot synopsis (Chapter 4) in her book, *Reading Khaled Hosseini* (Macmillan, 2009), of the Afghan-American author’s 2007 novel, *A Thousand Splendid Suns*. Then have students write essays on the theme of women and their place in traditional Afghan society. **Suggested resource:** Chapter 4 of Stuhr’s book is available online in almost complete preview form at Google Books.

Grade: 11

IAS 2014: 11-12.RL.4.2

Standard Description: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues or topics.

Suggestion for Integrating International

Content: Have students watch the film *Das Boot* directed by Wolfgang Petersen (1981), which shows how members of the German military themselves questioned the wisdom of launching World War II. Have them research how members of the U.S. military have similarly questioned U.S. involvement in various recent wars in the 20th and 21st centuries.

Grade: 11

IAS 2014: 11-12.RL.4.2

Standard Description: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues or topics.

Suggestion for Integrating International

Content: Have students choose an excerpt from *Cry the Beloved Country* by Alan Paton (Scribner, 1948; paperback ed., 2003) that shows the relationship of father and son in this South African novel during the apartheid period. Have students focus on how each character can be viewed as a crusader, champion, or outcast within this relationship. Have students read excerpts from the Analects of Confucius, discuss Confucian values, then discuss how those values are represented in East Asian stories such as “Shi Jin the Nine-Tattooed Dragons” from *Chinese Civilization: A Sourcebook (2nd edition)* by Patricia Buckley Ebrey (The Free Press, 1993).

Grade: 11

IAS 2014: 11-12.RN.2.3

Standard Description: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact or develop over the course of the text.

Suggestion for Integrating International

Content: Have students examine models of different approaches to writing. **Example:** Writers in the U.S. typically base their work on the five-paragraph essay, whereas in another culture, they might have a deductive reasoning approach with radically different paradigms. **Suggested resource:** *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

Grade: 11

IAS 2014: 11-12.W.4

Standard Description: Apply the writing process to: (1) plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent; (2) use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Suggestion for Integrating International

Content: After watching a wartime speech by Soviet leader Joseph Stalin (with subtitles), have students write a short analysis pointing out dramatic elements of the speech that make it convincing. **Suggested resource:**

<http://www.popmodal.com/video/4103/Stalin-speech--November-7-1941English-subtitles>.

Grade: 11

IAS 2014: 11-12.SL.3.2

Standard Description: Evaluate a speaker’s point of view, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Suggestion for Integrating International

Content: Have students watch one of the important post-World War II speeches, “Sinews of Peace” - also known as the “Iron Curtain” speech - delivered by Sir Winston Churchill on March 5, 1946 at Westminster College in Fulton, Missouri. Have them analyze in particular the final passages that warn of the impending “iron curtain” - his coinage - that will drop across Europe and the sequence of facts that Churchill uses to build his case for world security.

Suggested resources:

<http://www.youtube.com/watch?v=jvax5VUvjWQ> for a 5-minute video extract of the speech; <http://www.hpol.org/churchill/> for the transcript of the complete speech.

Grade: 12

IAS 2014: 11-12.RV.2.1

Standard Description: Use context to determine or clarify the meaning of words or phrases.

Suggestion for Integrating International

Content: Do a lesson about Scots English when teaching Scottish poetry. Discuss the controversy in Great Britain concerning whether Scots is a distinct language, a regional dialect, or just British English full of a special kind of slang.

Example: Have students listen to and read a popular poem, “Kispoe/Bairnsang” by Liz Lochhead in *The Colour of Black and White: Poems 1984-2003* (Polygon, 2003). **Suggested resources:**

<http://www.youtube.com/watch?v=L2PfrDrAIR0> for a discussion and reading of the poem by the

author;
<http://www.antimoon.com/forum/t5221.htm> for the complete text.

Ideas for Differentiation: Have students examine a short clip with a lot of dialogue in it from the movie, *Braveheart* (1995).

Grade: 12

IAS 2014: 11-12.RN.3.3

Standard Description: Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Suggestion for Integrating International

Content: Have students analyze the speeches of heads of states made at the same formal event.
Example: The presidential statement of China's President Hu Jintao on his state visit to the U.S. in January 2011 and that of President Barack Obama. Have students compare the official transcripts of these two speeches and evaluate how well each president used various persuasive techniques to further his national stance on the issues discussed at that event. Have students watch Romanian Communist Dictator Nicolae Ceausescu's last speech and discuss the message of the speech, propaganda, the atmosphere in which the speech was given, and why it was a significant moment in Romania's final days of Communism. **Suggested resource:** https://www.youtube.com/watch?v=wWlBctz_Xwk.

Grade: 12

IAS 2014: 11-12.RN.3.2

Standard Description: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

Suggestion for Integrating International

Content: Have students examine a selection of texts from different countries for their use of organizational patterns, idea repetition, language organization, and/or choice of words. Have them

compare the different texts for how well the clarity of meaning is achieved through these techniques. **Example:** Have students read Abbe Sieyes' political pamphlet "What is the Third Estate?" and discuss literary devices, what it is communicating, persuasiveness, and talk about why this was an important pamphlet in the months leading up to the outbreak of the French Revolution. **Suggested resource:** <http://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>.

Grade: 12

IAS 2014: 11-12.RN.2.1

Standard Description: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including where the text leaves matters uncertain.

Suggestion for Integrating International

Content: Have students examine a common topic in articles from different countries with varying viewpoints on that topic. Examine the cultural assumptions, implicit or explicit, that underlie the major national premises and how they are expressed in the articles.

Grade: 12

IAS 2014: 11-12.RN.2.1

Standard Description: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including where the text leaves matters uncertain.

Suggestion for Integrating International

Content: Have students consider a topic of current international interest from the perspective of official governmental press releases. **Example:** Have students look at the press releases from the U.S. Department of State - and its equivalent ministry in Russia - regarding the recent signing of the START Treaty in December 2010. Identify how different national interests are expressed, based on the statements each government makes, and how each nation's implicit and explicit assumptions are represented.

Ideas for Differentiation: Have students look at newspaper coverage of these same events to explore public opinion as well.

Grade: 12

IAS 2014: 11-12.RN.4.1

Standard Description: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.

Suggestion for Integrating International

Content: Have students read a blog post with a global theme and consider how it would be received by a wide range of audiences. **Suggested resource:**

<http://www.somatosphere.net/2009/11/berlin-wall-as-metaphor-and-diagnosis.html>.

Grade: 12

IAS 2014: 11-12.RL.3.2

Standard Description: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (*e.g., satire, sarcasm, irony, or understatement*) in order to understand the point of view.

Suggestion for Integrating International

Content: Have students watch a film from the Godzilla series and explore the allegory that it represents of life in post-World War II Japan.

Grade: 12

IAS 2014: 11-12.RL.2.2

Standard Description: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

Suggestion for Integrating International

Content: Have students read excerpts from the novel *Jasmine* by Bharati Mukherjee (Grove Press, 1999) to explore the differing roles of women in India as compared to the U.S.

Grade: 12

IAS 2014: 11-12.RL.4.1

Standard Description: Analyze multiple interpretations of a story, play or poem evaluating how each version interprets the source text and the impact of the interpretations on the audience.

Suggestion for Integrating International

Content: Have students use online resources to evaluate and analyze how Muslim poets use these poetic devices. **Suggested resource:**

<http://www.islamicedfoundation.com/material.htm>.

Grade: 12

IAS 2014: 11-12.RL.4.2

Standard Description: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

Suggestion for Integrating International

Content: Have students read works translated from another language and have them grapple with issues of translation. **Suggested resource:** The translator's introduction to *Inferno* by Dante Alighieri, translated by John Ciardi (Signet Classics, 2009), in which he discusses such issues.

Grade: 12

IAS 2014: 11-12.RL.4.2

Standard Description: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

Suggestion for Integrating International

Content: Have students analyze *Buddenbrooks: The Decline of a Family* by Thomas Mann

(Vintage, 1994), a novel that depicts the changes in German society from the 19th to 20th centuries, as a representation of how literature reflects the life of the period.

Grade: 12

IAS 2014: 11-12.RL.4.2

Standard Description: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

Suggestion for Integrating International

Content: Have students read three texts written by authors from three different countries, to explore and gain knowledge of the social issues in those countries during the 18th or 19th centuries.

Grade: 12

IAS 2014: 11-12.W.3.1

Standard Description: Write arguments in a variety of forms that: (1) introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence; (2) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; (3) use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; (4) establish and maintain a consistent style and tone appropriate to purpose and audience; (5) provide a concluding statement or section that follows from and supports the argument presented.

Suggestion for Integrating International

Content: Have students examine different approaches to writing in different countries. While the five-paragraph structure prevails in the U.S., different organizational approaches exist in

other countries. **Suggested resource:** *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

Grade: 12

IAS 2014: 11-12.M.1

Standard Description: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Suggestion for Integrating International

Content: Have students analyze strategies used by media sources from around the world.

Examples: BBC (Great Britain); Al Jazeera English (Middle East); Reuters (Europe); *The Kabul Weekly* (Afghanistan), now online at <http://www.kw.af/>. **Suggested resource:** For media listings by world region and/or country, go to http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media.

Grade: 12

IAS 2014: 11-12.M.1

Standard Description: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture

Suggestion for Integrating International

Content: Have each student choose a different country and complete a unit on that country's online media. Have them focus on the communicative strategies used to inform, persuade, and entertain their readers and listeners. **Suggested resource:** For media listings by world region and/or country, go to http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media.

Ideas for Differentiation: Have the class choose a common topic with which to compare how each of their countries covers this topic differently.

Grade: 12

IAS 2014: 11-12.M.1

Standard Description: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture

Suggestion for Integrating International

Content: Have students search the Internet for examples of how stereotypes may be expressed differently in non-U.S. countries. **Example:** Have students discuss how families are represented on television in the U.S. in contrast to families depicted in a European, Middle Eastern, African, Asian, or Latin American country.

Ideas for Differentiation: Provide students with a list of the standard techniques that advertising agencies utilize when marketing to different countries. Have students make a chart, by country, of the techniques that are used. Ask students to infer why a particular technique might not be as effective in some countries or cultures as in others.

Grade: 12

IAS 2014: 11-12.M.2.1

Standard Description: Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

Suggestion for Integrating International

Content: Have students watch the 2007 film of Khaled Hosseini's novel, *The Kite Runner* (2004) and explore how everyday life in Afghanistan contrasts with Americans' image of the region and its peoples. Have students read *Our Twisted Hero* by Yi Mun Yol (Minumsa, 2012) and compare situations in the story with those of modern American school life.

Grade: 12

IAS 2014: 11-12.W.3.2

Standard Description: Write informative compositions in a variety of forms that: (1) introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create

a unified whole; include formatting (*e.g.*, headings), graphics (*e.g.*, figures, tables), and multimedia when useful to aid in comprehension; (2) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; (3) use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; (4) choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy; (5) establish and maintain a style appropriate to the purpose and audience; (6) provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g.*, articulating implications or the significance of the topic).

Suggestion for Integrating International

Content: Have students read *The Boy in the Striped Pajamas* by John Boyne (David Fickling Books, 2008), a novel about one young boy's experiences during the Holocaust. Then have them create an illustration for a presentation in which they explain what their picture illustrates and what theme within the text is represented.

Grade: 12

IAS 2014: 11-12.SL.4.2

Standard Description: Create engaging presentations that make strategic and creative use of digital media (*e.g.*, textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

Suggestion for Integrating International

Content: After researching another country that has major ties to the U.S., have students use various forms of media technology to produce a presentation which answers the question, "What is the main connection between this country and the U.S. and why is it important?"

ENGLISH/LANGUAGE ARTS

Create Your Own Suggestions for Integrating International Content

Grade:
IAS 2014:
Standard Description:

Suggestion for Integrating International Content:

Grade:
IAS 2014:
Standard Description:

Suggestion for Integrating International Content:

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