



The Journey of Content-Specific Global Learning

Guidance for Embedding Global Learning into all Content Areas

The Purpose of the Journey Every educator should consider how much the world beyond the classroom, neighborhood, state and country will impact each student. Each of their future endeavors will involve a touch with a perspective different than his or her own and educators can help prepare students to be successful with those experiences. Fostering lifelong learning and globally-conscious students can happen when the educators infuse global ideas into their classroom. From decorating with travel mementos to inviting in guest speakers with diverse backgrounds to utilizing internationalized content, every teacher can have an impact.

Five Reasons Why Global Learning is Important in all Content Areas:

1. In a globally-focused curriculum, students learn that the world needs them to act, and that they can make a difference.
2. A new generation of students requires different skills from the generation that came before. The ability to thrive in this new and rapidly changing environment is grounded in a globally-focused curriculum.
3. A changing world and global workforce; a company in one country may employ, export or import with a company in another country.
4. The culture that once lived halfway around the world now lives just down the street. Changing demographics in classrooms and neighborhoods
5. A globally-focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. It creates lifelong learners. Global Learning challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action.

In order to develop high-quality global learning opportunities, educators need to know what global competence entails. Every young person should be able to:

- Investigate their world, including their immediate environment and beyond.
- Recognize their own and others' perspectives.
- Communicate and collaborate with diverse audiences.
- Translate their ideas and findings into appropriate actions to improve conditions.

Behind the Wheel and Helping to Plan the Journey: Every teacher of every content can help any and all students become more globally competent. Enabling students to become more globally minded is not reinventing the curriculum or adding additional standards to instruction. Infusing global learning into student learning is simply reframing how one teaches by using a different lens. Below are content-specific resources to help teachers start.

Elementary Level	6-12 Science	6-12 Social Studies	6-12 Math
6-12 English/Language Arts	Agriculture Education	Business, Marketing, Information Technology and Entrepreneurship	Engineering and Technology
Family and Consumer Sciences	Health Science		

Packing Your Bags for the Journey: Use these two Symbaloo webmixes to get started with a bundle of resources curated with a lot of resources. The first is designed to give you a series of resources specific to global learning. The second is focused on teacher and student exchange where you'll find links to scholarships, fellowships and opportunities for students and teachers to travel. You can sign up for a free account to have the links with you wherever there is internet, you can find them on our website or by clicking below.



[Global Learning Webmix](#)

[Teacher & Student Exchange Webmix](#)

Moving along the Journey: K-6 All Subjects

“Childhood is the right time to prepare our next generation for a global future. How they investigate the world, communicate ideas, and act on their beliefs can all start in the elementary years. Today, the school experience must prepare students effectively with the knowledge, dispositions and skills they’ll need to connect, collaborate and compete in a highly interdependent world. Global competence is a crucial foundational element, alongside other social skills, and thus should be encouraged at an early stage of development. There are unique opportunities in elementary education to cross over content and curriculum boundaries, mirroring the way learning occurs outside the classroom.” Asiasociety.org



Internationalized Standards: A resource for the Indiana Academic Standards including a series of suggestions for infusing global content into the disciplines.

English/Language Arts	Mathematics	Science	Social Studies
Grade K Grade 3 Grade 5 Grade 1 Grade 4 Grade 6 Grade 2	Grade K Grade 3 Grade 5 Grade 1 Grade 4 Grade 6 Grade 2	Grade K Grade 3 Grade 5 Grade 1 Grade 4 Grade 6 Grade 2 Updated Science IASI Coming Spring 2017	Grade K Grade 3 Grade 5 Grade 1 Grade 4 Grade 6 Grade 2

How to Get Started: Big Picture

- Students investigate the world beyond their immediate environment.
- Students recognize their own and others’ perspectives.
- Students communicate their ideas effectively with diverse audiences.
- Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.

Examples:

Math:

2nd Grade Measurement Standard 2.M.5 - Hang two clocks in your room one to represent your local time zone and another to show the time zone of a country you’d like to visit. Label them based on country. When practicing telling time, you can ask students the time in both time zones so there will be two correct answers to every question eliciting more student participation. Consider changing your country of choice and time zone each quarter or semester.

4th Grade Measurement Standard 4.M.5 – Use Google images to find photos of individuals holding chopsticks. Use the varying angles of the chopsticks to serve as the samples for students to practice their measurement skills with the various angles.

English Language Arts:

1st Grade Writing Standard 1.W.3.3--- Have students use varied words to describe international events, people, and places. Examples: A sunny day at a soccer match in Cape Town, South Africa; a rainy day at Trafalgar Square in London, England.

3rd Grade Reading Literature Standard 3.RL. 2.2--- Have students read various fables from around the world. Examples: “The Crow and the Peacock” (China), “The Golden Fish” (Russia), or “How the Princess Learned to Laugh” (Poland). Extensions: Use these fables as the basis for comprehension questions, phonics skills, homophones, similes/metaphors, and other language arts exercises.

Science:

Kindergarten Earth & Space Science K.ESS.3 - Investigate the local weather conditions to describe patterns over time. Select two countries around the world to display around the classroom throughout the year. Each day when you have students describe the weather outside their classroom, use the internet to show students what the weather is like in your two selected countries. You could also purchase a beach ball that reflects a globe and toss it around each morning that the class studies the weather and look up the weather for the country that is under the thumb of the student that catches the ball.

Social Studies:

5th Grade Civics and Government Standard 5.25--- Have students compare and contrast the rights given to Americans in the Bill of Rights with the rights established by other countries around the world. Discuss how, in some countries, the people have very little freedom or few individual rights. Have students reflect on why civil rights and liberties vary in each culture.

Resources:

- [Ready for the World: Preparing Elementary Students for the Global Age](#) (Source: asiasociety.org)
- [Children Around the World: Theme and Activities](#)
- [Kid World Citizen](#)
- [Kids Global Issue Resources](#)

Moving along the Journey: 6-12 English/Language Arts

“A globally-focused English language arts classroom shows students who they are, and how they can have an impact on the world and influence the power structure. They become more powerful communicators, learning to sort through text with a critical eye, discerning what’s credible and understanding what drives someone to a particular speech. They find their voice as writers, learning the means to use words—in a story, letter, blog or video—that convince other to take action on a local, regional or global issue.” Asiasociety.org

Internationalized Standards: A resource for the Indiana Academic Standards including a series of suggestions for infusing global content into the disciplines.

[Grade 6](#)

[Grade 7](#)

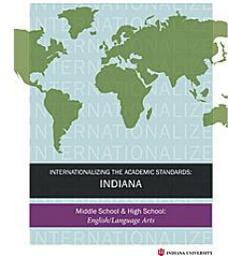
[Grade 8](#)

[Grade 9](#)

[Grade 10](#)

[Grade 11](#)

[Grade 12](#)



Beginner Steps Reframe literature: rethink the canon of literature and use global themes to change the way it is taught.

- Incorporate non-traditional texts to show students global issues from multiple perspectives
- Take a global issue and look at how it’s represented in a variety of texts
 - *Example: IAS 6.RN.4.2/IAS 7.RN.4.2* Assign students different countries’ newspapers, news outlets, social media accounts and have them seek articles and information 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.
- Students need to see themes at work outside the classroom and in the world
 - *Example: IAS 11-12.RL.2.2* Have students compare and contrast a central theme of parenting in *To Kill a Mockingbird* and *Purple Hibiscus* (a Nigerian novel by Chimamanda Ngozi Adichie)
- Teach students how to use persuasive strategies for specific purposes and audiences
 - *Example: IAS 8.W.3.1* 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, 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.
 - *Example: IAS 7.SL.4.1* 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.
- Help students recognize that choices are related to cultural, societal, and personal values and contexts

Resources/Examples:

- Create Advocacy Projects: taking an issue and using language to create something
 - i.e. Letter to the editor or a public service announcement on YouTube; do this for not one, but multiple audiences tailoring the medium to how to would best reach each one; i.e. a 60 year old VS a 15 year old, a person in Brazil VS a person in West Virginia
- For international literature:
 - [Words Without Borders](#) is an online magazine dedicated to global literature in translation, and includes lesson plans, book reviews, and author interviews.
 - [Worlds of Words](#) (WOW) is an online database of international books with strategies for locating and evaluation culturally authentic international literature. Publications include contributions written by educators and critical reviews.
 - [United States Board on Books for Young People](#) publishes bibliographies of international books and selects an annual list of Outstanding International Books.
- For foreign news sources:
 - News organizations from [CNN](#) to [PBS](#) and [BBC](#) offer round-the-clock news updates from around the world.
 - [Time for Kids](#), CNN’s StudentNews, and NewsHour Extra, regularly cover international news and topics in a youth-friendly format.
 - NewsHour’s [the.News](#) for teens has a special feature called “the.Globe” with video features covering international studies from around the world.



Overcoming Roadblocks and Speedbumps



Questions and Answers about Embedding Global Learning into Instruction

Q: Won't teaching global content take away from my standards-based content?

A: Although it may seem like you'd be doing more with the same amount of time, the idea of global learning is to teach the standard that you were going to teach anyway, but simply use resources and contexts that are globally-focused rather than the materials/resources/ideas that are focused on a primarily non-diverse or single-sided ideas.

Q: I am not well traveled. How am I supposed to teach globally when I have never been out of the country?

A: Although this may seem intimidating, this is where IDOE can help. The resources above, especially the Internationalized Indiana Academic Standards in the links at the top of the content area pages for Math, English Languages Arts and Social Studies, are here to share with you the ideas on how to do this without ever having left the country. Your content area specialists have also selected some standards from their courses to give you even more ideas across the curriculum. Also, consider giving your students some of the reigns and help them use their experiences and home cultures to infuse a "global" element into your classroom. If your school hosts exchange students, invite those students in too. The way that they learned the information that your students are learning may be quite different and could connect to some of your students better!

Q: Why should I spend time on global content when it is not in my standards nor is it assessed?

A: When you sit back and consider both why you entered the field of education and where students will be headed when they leave your classroom and school, this seems to be an easy answer. This is one of the most critical elements of helping your students be able to spread their wings once they leave the K-12 environment. Many of Indiana's universities are highly diverse both with international student populations that will be teaching some of their classes but also there are many more cultural backgrounds represented than to what some of our Hoosier students may be accustomed. Should your students be moving along to the workforce or the armed forces, interactions with individuals from backgrounds and with languages different than theirs are almost inevitable, thus it is our job as educators to prepare them for their next steps. If you are an elementary or middle level educator, you have the unique ability to establish such a strong and intriguing foundation for students to continue pursuing global topics and cultural studies beyond your classroom.

Q: Embedding global learning into my instruction sounds great in a perfect world, but I barely have time to plan lessons on my own content. How will I find time to find content and plan activities?

A: You are not alone. Teachers like yourself are being pulled in many directions every day. Our suggestion is to start small. Start with that unit that you already want to re-do or spice up. Let the Internationalized Indiana Academic Standards be a guide to get you started when you pick that standard or unit you want to do differently. There are ideas and resources listed to help get you started. You can also join the "Global Learning" Community on the Learning Connection where teachers can share lesson plan ideas with colleagues as they are integrating global content into their own classes.

Q: I teach a course that is not represented in this document. How can I get assistance in globalizing my course?

A: Some of the content areas that have examples above represent more than 30 different courses and we could not represent them all here. The pages of this document are meant to spark your ideas and get you started. If you teach a course that is not represented, please consider reaching out to the [Global Learning & World Languages Specialist at IDOE](#), visiting the [IDOE Global Learning website](#), visiting the [Asia Society website](#), or even visiting the [Partnership for 21st Century Learning website](#) to get some ideas about integrating global learning!