

Ohio Teachers Going Global

Ohio | Department
of Education

Ted Strickland, Governor

Deborah S. Delisle,
Superintendent of Public Instruction



The Ohio Teachers Going Global Curriculum Tool has been supported by funding from the Martha Holden Jennings Foundation.

The online version of this document will be enhanced by the experiences of the teachers who attend the 2009 Global Institute. Their contributions will provide new insights and examples of an international perspective across the curriculum.

For more information, visit the International Education Web page at education.ohio.gov. or contact Donna.Nesbitt@ode.state.oh.us

Table of Contents

Introduction	1
Ohio Examples	4
Instructional Strategies for Creating Global Awareness	5
• Showcasing Global Connections	6
• Understanding Global Systems	7
• Understanding Data	10
• Keeping Current	12
• Considering Multiple Perspectives	14
• Understanding Cultures	15
• Collaborating Globally	17
• Taking Action	18
Local Connections	19
• Transitioning to a More Global Classroom	21
Curriculum in Other Countries	22
Expanding Learning Time	23
Resources	24
• General	24
• Ohio Connections	27
• Travel Opportunities for Teachers	28
• Works Consulted	29
International Education Rubric	30
Standards Connections	33
• Fine Arts	33
• English Language Arts	37
• Mathematics	41
• Science	42
• Social Studies	46
• Technology	50

Introduction

Students in Ohio classrooms today soon will be adults in a world that is very different from the one their parents and grandparents have experienced. They will be competing for jobs in a global economy based on innovative products in sectors that were not imagined even a decade ago. They will be collaborating with counterparts in other countries on joint projects and inheriting international issues related to the environment, security and health. The education they receive in Ohio schools must prepare them to meet those challenges.

Ohio is changing. The diversity of its schools and work places has increased. Even students whose career paths will keep them close to home are likely to interact with people from a variety of cultures. More than 110 languages are spoken by students in Ohio schools. In 2008, Ohio was the seventh largest exporting state with 213 countries and territories receiving its exports. If the next generation is going to thrive, students need to be ready to work in jobs where they will be collaborating, cooperating and competing globally. Developing global competency is not an option; it's imperative. Ohio needs global talent.

Global awareness is one of the 21st century skills that experts have identified as necessary for students in classrooms today. The strategies provide a more global approach to the key content and skills contained within Ohio's Academic Content Standards.

The Partnership for 21st Century Skills has identified global awareness as one of four 21st century interdisciplinary themes that should be incorporated in all core subjects.

Ohio's International Education Advisory Committee (IEAC) has gathered information from a variety of sources to define international education. Its definition includes:

- **Global Context:** Students see and experience relationships among themselves, their communities and the world. Issues are not seen as existing in a vacuum, but within a complex, dynamic web.
- **Global Content:** Students learn about the geography, history, economics and culture of other world regions. They can communicate in more than one language. Standards are internationally benchmarked and assessments are aligned.
- **Global Thinkers:** Students think critically and creatively across disciplines, manage complexity, embrace technology and value diversity. They can work effectively in cross-cultural environments using information from sources around the world.
- **Global Systems:** Ohio's education system is benchmarked against the highest performing systems in the world. Ohio educators are connected to communities of practice that extend around the globe and bring innovative ideas and practices to our schools.

In March 2008, the policy work done by the IEAC and the State Board of Education earned Ohio the Goldman Sachs Foundation prize for international education. At both the state and local levels, a new awareness among leaders creates support both for those teachers who have been pioneers in engaging in international work for decades and for those who wish to move in that direction. Global mission statements, community awareness campaigns and bold decisions in the policy arena can showcase international education as a community asset.

The real work of international education happens in the classroom. This curriculum tool assumes that global awareness can be developed in the context of the school day. It doesn't need to be a separate class or added to an already crowded curriculum. It is not the sole province of world language or social studies classes. It is an approach that requires teachers and students to think about the global connections to the work that they are already doing. Teachers develop global awareness when they call students' attention to people, events and products from around the globe as they encounter them in readings, artwork, and science. They make these connections explicit. They help students see patterns and extract what is significant. Students discover ways that their activities in Ohio impact people in other countries and how they are, in turn, affected by people in other countries. This kind of teaching and learning transforms isolated skills and facts into understandings that empower students to function effectively in the world. Having a new perspective also can increase their creativity and innovation.

All Ohio students deserve opportunities to develop global awareness, regardless of their academic achievement, ZIP code or age. While this awareness may start with exposure to food, flags and festivals, it needs to go deeper into the global context and culture. An atmosphere rich with international content can spark student interest and provide motivation for learning. Although students probably don't realize it, jobs at all skill levels will be more global in the coming decades. Those who are best prepared will have an advantage.

Global awareness can be developed in the context of the school day. It is a different way of thinking about teaching and learning.

The International Studies School Network includes schools across the nation that provide rigorous, engaging education for low-income and minority students, with a vision to prepare them for college, the global workforce and a lifetime of learning. The network was established in 2003, with support from The Bill & Melinda Gates Foundation and in partnership with school districts and charter authorities. The following is an excerpt from their graduate profile.

ISSN graduates are **Prepared for Success in a Global Environment**. They:

- Are 21st century literate and are proficient in reading, writing, listening and speaking in English and in one or more other language.
- Analyze and evaluate global issues from multiple perspectives, gather and synthesize relevant information from around the world and draw conclusions that consider the impact from various viewpoints.
- Understand how the world's people and institutions are interconnected and know how critical international economic, political, technological, environmental and social systems operate interdependently across nations and regions.
- Are proficient in the use of a digital media, can evaluate the validity and integrity of information and can identify sources of bias.

ISSN graduates are **Connected to the World**. They:

- Understand and value the opportunity to work collaboratively with individuals from cultural backgrounds different from their own and can see the world from the perspective of others.
- Are comfortable and competent in different cultural settings and know how to shift behavior and language to respectfully interact with people from different backgrounds.
- Understand that decisions and actions taken in the United States may have international consequences and that events worldwide may have national and local implications.
- Understand their responsibility to make ethical decisions and responsible choices, to weigh the consequences of their actions for themselves and others across the globe, and to act toward the development of a more just, peaceful, and sustainable world. (Asia Society)

Ohio Examples

Eastland-Fairfield Career Technical Schools at Gahanna Lincoln High School

The International Business Program is part of the College Tech-Prep Consortium which offers participants the opportunity to earn up to 45 transferable college credits in their junior and senior years in high school. The program consists of international business, college-prep English and conversational Japanese language courses. It also requires that students continue studying another world language concurrent with their participation in the program. Students interact with business professionals through job shadowing, internships, conferences and the development of a year-long senior project designed to make an impact on the community. Students are able to develop and engage in real international business activities through daily coursework, friendships with international students who participate in the program, and international study tours to Japan and Costa Rica.

Mississinawa Valley Schools

Elementary and junior high school students in Mississinawa Valley Schools have learned Japanese history, culture and customs by starting a Taiko drum group. Teachers and students worked with a music instructor at Capital University to make practice drums and learned to play them. Support for the project grew within the community and beyond. The group has been asked to play at the Ohio Statehouse and at statewide events.

Park Street Intermediate, South-Western City School District

Park Street is a grade 5 and 6 building. The school has an active partnership with a school in Hong Kong and Liebensberg Primary in the Western Cape province of South Africa. The school has hosted visitors from their partner schools and worked on joint projects.

Polaris Career Center

In 2001, Polaris Career Center embarked on an international partnership with Karl-Schiller-Berufskolleg, a vocational school in Dortmund, Germany that focuses on economics. Each year, selected students from their respective high schools travel abroad as an extension of their career-technical training. During the three-week exchange experience, students live with host families and work in unpaid internships in businesses that relate to their future employment plans. The Polaris-German Experience broadens students' cultural perspectives and gives them a glimpse of their future as part of the global workforce. The program develops lifelong friendships and global partnerships that hold the potential to change the future of students.

Shaker Heights City Schools

Over twenty years ago, Terrence Pollack, a high school social studies teacher in Shaker Heights City School District, began to work with his colleagues and the community to partner with Marjorie Williams of the Cleveland Museum of Art. Together they created an interdisciplinary Asian studies program which has enriched the lives of many students. The district also has partnerships with sister schools in China, England, France, Mexico, Japan and Germany.

Wauseon Exempted Village School District

Agriculture education students in Wauseon visited Costa Rica in 2007, and another group visited Brazil in 2009 to compare agricultural practices and complete a service-learning project. The teachers have worked with a professor of agriculture in Sao Paulo, Brazil to make the arrangements. During the 2009-2010 school year they will be making presentations to community groups about their experiences.

Instructional Strategies for Creating Global Awareness

Each curricular area has specific content and skills which students are expected to learn. While some teaching methods are subject specific, this section of the curriculum tool contains thinking processes which are appropriate for multiple content areas or for interdisciplinary work.

Curriculum consultants at the Ohio Department of Education have identified the following skills that connect the standards across the disciplines. Those thinking processes can serve as a starting point for interdisciplinary work or for thinking about global competency.

Problem-solving/Design

A performance-based process that involves framing, analyzing and synthesizing information in order to solve problems, answer questions and construct new knowledge. It addresses real-life issues and reflects an understanding of the interconnections within and amongst disciplines.

Research

The process of planning and conducting an investigation that includes: defining information needs, using appropriate tools and techniques to locate and collect relevant information, and analyzing and comparing data to develop explanations. Important throughout the process is the organization and evaluation of the information.

Communication

The process of using spoken, written or non-verbal language to obtain information or express ideas and arguments concisely and logically to a variety of audiences. Effective communication involves the use of symbols, words, numbers, images, graphs, models, movement and technologies in a range of contexts.

Collaboration

The process of interacting effectively with a diverse range of people in a variety of contexts to come up with new approaches, ideas and ways of thinking. It includes the ability to listen actively, recognize different points of view, negotiate and share ideas, and make decisions.

Critical-thinking

The process of acquiring, analyzing and evaluating information to reach a conclusion. Using logic and reasoning skills, the process involves constructing elements and parts to form a whole while staying open and responsive to new and diverse perspectives.

Meta-cognition

The process of developing the awareness of and the ability to control one's thinking processes, in particular the selection and use of problem-solving strategies. It includes monitoring of one's own thinking and self-regulation of learning.

Showcasing Global Connections

The potential for understanding international context exists every day in lessons across the curriculum. Students can read authors' writings and study the work of scientists and world leaders from different countries. Students can learn about scientific phenomena or an art form from around the globe. Items like cars, sports, styles, video games or music are natural hooks for many students, yet international influences often go unnoticed unless teachers draw attention to them. Students can consider why the event or phenomena happens in a particular location. By making connections, they build a deeper understanding of the world.

Planning Questions

- Which people, events or phenomena from other countries are significant for the content that you teach?
- What role does the country or culture play in the significance of the work?
- Why did those events occur in those particular places?

EXAMPLES

	People and Organizations	Events and Phenomena
Career Fields	Business leaders and corporations	New product development and markets
Fine Arts	Artists	Styles and movements
Languages	Authors and subjects	Styles and genres Folktales and myths
Mathematics	Mathematicians	Developments in mathematical thinking
Science	Scientists	Geological, tectonic and climatic patterns
Social Studies	Political and social leaders	Political and social movements
Technology	Inventors, designers and engineers	Innovations and inventions

Understanding Global Systems

The International Studies Schools Network graduate profile states that students need to understand how critical international economic, political, technological, environmental and social systems operate interdependently across nations and regions. Students need to see patterns in order to understand the big global picture.

Maps

For some students, particularly those who are visual learners, patterns become evident when information is displayed spatially. Every classroom, not just the social studies classroom, needs a world map. The map could be a traditional pull-down map or poster or be projected electronically. Pins, sticky dots or digital symbols can mark the information so that patterns begin to emerge.

There are several different types of maps to choose from, depending on the purpose. Think about the best type of map to help your students understand a concept.

- Physical maps show landforms without political boundaries.
- Political maps show boundaries.
- Thematic maps display data about a particular topic like religion or climate.
- Cartograms are maps that distort the size of regions to demonstrate the prevalence of a particular characteristic such as a natural resource or population.
- Outline maps show borders, but don't include labels.

Planning Questions

- What are some global patterns in the content that you teach?
- Do they cluster in particular regions?
- Are the patterns static or do they involve movement from one place to another?
- What kind of graphic would best help students to see those patterns?

EXAMPLES

Career Fields	Trace the distribution of resources and products.
Fine Arts	Connect the cross-cultural influences in visual arts, music, dance or drama.
Languages	Locate the setting of a story and discuss the climate and terrain. Plot the travels of a character in a story or a biography.
Mathematics	Identify the location and discuss the contributions of various cultural groups in ancient times – Mayan, Babylonian, Chinese, etc. Trace the origin of the mathematical symbols that we use today from Indian mathematicians to Arabic numerals to our present day numeration system.
Science	Examine ocean currents, tectonic activity and wind patterns in earth science or track migration and locate biomes in earth science.
Social Studies	Track the travels of world leaders, cities with the fastest growing populations, or places where students' possessions were manufactured.
Technology	Map the spread of a new type of technology from one of the seven technological systems* (e.g., communication technology - cell phone). How does the rate of adoption vary across countries? Track systems of production around the world from raw materials to finished products and marketing.

** The seven systems include: energy and power, transportation, manufacturing, construction, information and communication, medical and agricultural.*

Other Graphic Organizers

Besides maps, there are many other ways to visualize global systems including flow charts and concept webs. A flow chart is used to show successive steps in a procedure or system. Having students create a flow chart demonstrating the process for creating a product that they use is a way to help them understand the international context of our modern world. A T-shirt might start as cotton grown in one country, made into thread and cloth in another place, sewn in a third and marketed in a fourth.

Concept webs organize information organically. At the beginning of a new topic, students may be asked to demonstrate everything they already know about a topic and organize it into a web with branches for subtopics. A web for a concept that one knows well should include detailed information and specific vocabulary. Student webs can serve as a formative assessment to check for understanding of a concept. Many types of mind-mapping software are available on the Internet.

Planning Questions

- What are some global processes in the content that you teach?
- What kind of graphics would best help students to see those patterns?

EXAMPLES

Career Fields	Make a flow chart showing the flow of resources to create a product.
Languages	Create storyboards or webs related to stories from other countries.
Mathematics	Practice proportional thinking by calculating monetary exchange rates.
Science	Create graphics related to types of energy resources, spread of diseases or availability of vaccines.
Social Studies	Even topics in U.S. history have a global component. Have students create a multiple tier timeline to show trends, events, discoveries and people in other parts of the world during a particular era.
Technology	Discuss the influence of economics and culture on technological development, changes in society that result from technological “progress,” technological solutions generated by collective needs and the use of technology in daily life (advantages and disadvantages).

Understanding Data

Students need to formulate research questions and be able to acquire data to answer them. As students explore topics, stereotypes and guesses sometimes lead them to conclusions that are not based on facts. Authentic data from different world locations can add an international element to subjects such as mathematics, science or social studies.

The Internet abounds with data. Data sets on population, the number of automobiles or the number of cell phones per thousand people, or birth rates can be used to solve authentic problems based on real-world situations.

Students will have an even better understanding of the challenges of acquiring and presenting valid and reliable data if they have actual experience collecting data on a topic of interest to them. For example, students may look at data on the increase in the number of cell phones per capita in countries around the world. They also may want to look at the rate of adoption in their own communities and survey people they know to see when they acquired their first cell phones. They realize the complexity of the question, including the age of the people being interviewed, the location of the community, etc.

Whether students use data sets gathered by others or generate their own, verifying data is important. Cross-checking with other reliable sources and making sense of the data are key skills that are important in higher education, research and the workplace.

Displaying and communicating data also are important 21st century skills. News media, businesses and nonprofit organizations use data displays to communicate information and make the case for proposing a particular course of action. Students who have experience selecting the data to be communicated and deciding the most effective way to display it have skills that are versatile and transferable to multiple career paths.

Data collection, communication and interpretation can serve as the basis for collaborative international projects. If students not only consider data from multiple locations, but also discuss and share the data with students or content experts in those locations, they will begin to understand some of the mechanics of cross-cultural problem solving.

Planning Questions

- What types of data relate to the topic your class is studying?
- What types of data are available on the Internet?
- What types of data could your students collect or research?
- What types of charts or graphs do your students need to be able to create, read or interpret?
- What audience would be interested in that data?

EXAMPLES

Career Fields	Examine productivity or customer preferences.
Fine Arts	As students learn basic principles of design, help them make connections between applications in the fine arts and everyday uses of design principles that might apply to how color, layout, etc., can be used effectively to communicate data.
Languages	Write reports that explain data collected or displayed in a chart or graph.
Mathematics	Help students realize their options for the best ways to display different types of data, including types of graphs, scale and color.
Science	Collect and share data on water quality, carbon footprint and climate.
Social Studies	Use data to solve problems and answer questions. Have students create new thematic maps in addition to those readily available in atlases. Explore data from the Population Reference Bureau.
Technology	Evaluate the effectiveness of a technological design to solve a particular problem (e.g., ability of a material to withstand an earthquake).

The United Nations Cyber School Bus at <http://wwan.cn/cyberschoolbus/> contains a tool that creates graphs to compare basic statistical data for multiple countries in the categories of population, health, economy, technology and environment.

Keeping Current

Current events provide an opportunity to globalize the curriculum. Despite the most robust communication systems in history, citizens in the U.S. receive very little news about events in the rest of the world through the popular media. Students can access information about new developments in science, art, literature and politics by using English translations of international newspapers available online. If they are going to be successful in any field, they will need to know what is happening in that field around the world.

Planning Questions

- What are the current developing issues or trends in your field?
- How can students engage in what is happening with those issues in other countries?
- What meaningful assignments would enhance student understanding of the concepts that you are teaching?

EXAMPLES

Career Fields	Gather news about international business, agriculture or new types of technology.
Fine Arts	Read reviews of film, art or plays.
Languages	Apply media literacy guidelines to international media as well as the U.S.
Mathematics	Use articles as a basis for a lesson on quantitative literacy – tax rates, banking.
Science	Include articles on new discoveries on work in the International Space Station.
Social Studies	Track elections, the economy or pop culture trends.
Technology	<p>Compare countries' policies on current technology issues, such as alternate energy use, access to information (e.g., censorship, filters), ethical use of technology (e.g., copyright, privacy).</p> <p>Study a global issue (e.g., availability of water) and compare varying technological solutions adopted by different countries. Why do certain solutions work in one country, but not another? What would happen if we transferred a successful technological solution to another country?</p>

Keeping Current Worksheet

Find a news story from a source outside of the United States to answer the questions below.

What's new? _____

Why is it important? _____

How does it connect to something happening closer to home? _____

Is it specific to a particular location or could it have happened in other places? _____

How do people in Ohio impact the people in this article? _____

How do the people in the article impact us? _____

How might people in another culture see this issue differently? _____

Is this information from a reliable and credible source? _____

How do you know? _____

Considering Multiple Perspectives

People around the globe may view an issue differently depending on their locations, cultures, resources, economy, politics, etc. Considering multiple perspectives is important in gaining understanding. Sometimes perspectives are evident, while at other times they may be more implicit. Always thinking about the perspective of others is a useful skill in the workplace. In addition to reading newspapers from other countries and visiting Web sites (when translations are available), talking with individuals or reading other's blogs can provide insights into different perspectives.

Imagine the perspectives that surface as astronauts from multiple countries work together to solve new problems aboard the International Space Station.

Planning Questions

- What is one key issue in the curriculum that might be viewed differently around the globe (e.g., forest preservation, organ transplant, biofuels, etc.)?
- How do textbooks in other countries approach this topic?

EXAMPLES

Career Fields	Compare workplace schedules and norms.
Fine Arts	Discuss preferences in art and music.
Languages	Write stories in which students must take another's perspective.
Mathematics	When learning the metric system, think about how using a different measure might create a slightly different perspective about buying particular products, such as gasoline.
Science	Consider different viewpoints on new developments in science.
Social Studies	Examine how a particular event is covered in the textbooks of another country.
Technology	Look at different viewpoints of societal changes that result from technological developments.

Understanding Cultures

Culture is a key factor that affects our approach to interaction, issues and problem-solving. Often students are unobservant of their own culture. Studying other cultures and drawing students' attention to their own culture helps them to develop larger concepts. They begin to understand that people have universal concerns and that culture may determine, in part, how they respond to them. Whether students will be working on an engineering project or providing health care for a patient, cultural understanding can make the work easier and more successful.

The natural environment, history and creativity all play a role in shaping cultural perspectives. Beliefs and values result in practices and products that are visible clues to understanding cultures. For example, in Asian cultures family groups are very important. That perspective results in the practice of writing the family name before the given name. That is the opposite of the practice in western cultures where the individual's name is followed by the family name.

Major Enduring Understandings

- Everyone has a culture. It shapes how we see the world, ourselves and others.
- Culture is like an iceberg. Some aspects are visible; others are beneath the surface. Invisible aspects of culture influence and cause the visible ones.
- Understanding someone from another culture can be hard. People really do see the world in fundamentally different ways. People behave as they do because of the things they believe in and value.
- It can be easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others, you have to try to see the world from their point of view.
- Crossing cultures isn't easy. It's a complex process in which understanding the context is everything.
- Understanding and respecting cultural differences can lead to greater harmony in the school, the community and the world. (Coverdell World Wise Schools)

Situations in which students must describe their own culture to those unfamiliar with it, make them consider it more deeply. Information can be communicated in a writing assignment, a video, and a collaborative project with students of another culture, collecting and graphing data or preparation for an exchange.

While it is important that students see that human beings have many similar needs across cultures, it also is important for them to understand that there are significant differences. For example, most cultures have rituals for important occasions like birth, marriage and death. It is important to know that these may be marked in different ways. Initially, students may notice tangible features of culture like dress, greetings or food. Extended contact and deeper study reveal cultural attitudes and beliefs about privacy, family, fairness, rank in society, work and rules of polite behavior. Understanding the differences in these beliefs across cultures is important when working together. Explore not only what is different, but why it is different. To avoid an "us versus them" discussion, it is often helpful to include the cultural perspectives, practices and products of two or more cultures in addition to one's own. Students also need to understand that within cultures there are individual differences based on gender, age and education levels, etc.

All students will need the knowledge and skills to collaborate and solve problems with their counterparts in other countries. Opportunities for collaborative curriculum projects with local or international partners can help them prepare for that future. Some students are learning in schools with a high degree of diversity where there are multiple home languages. Yet other students report that they have never learned about the cultural backgrounds of their peers. Educators can help students learn about the cultures of the school population in ways that model respect for diversity. In schools where there is less diversity, there is even more need for educators to actively seek opportunities that allow students to interact with people from different cultures.

Planning Questions

- What assignments in your class ask students to look carefully at their own cultural practices, products or perspectives?
- How can you help students think about the products and practices in their everyday life as aspects of their culture?

EXAMPLES

Career Fields	Examine the culture of the workplace in the U.S and another country where students might be assigned or want to do business.
Fine Arts	Look for cultural clues in artwork, while identifying universal themes.
Languages	Look for cultural clues in literature. Discuss cross-cultural communication. Prepare students to speak through an interpreter and then debrief after the experience.
Mathematics	Mathematics is a universal language. How might culture affect the way that individuals approach the solution to a problem?
Science	Take cultural differences into consideration as students discuss solutions to environmental or health problems.
Social Studies	Consider how geography has influenced cultures. As students consider global issues think about how to balance the need for pride in one's own country and an open mind to other points of view. Make sure that study of cultures includes non-western cultures and those from all of the inhabited continents.
Technology	Examine use of technological products in everyday life. Why are particular products adopted and valued while others are not? How do perceived advantages and disadvantages reflect the students' culture? Examine the design of technological products or artifacts (e.g., chairs, buildings). What cultural values are reflected in the characteristics of the designs? Examine use of online communication, such as social networking sites. What assumptions do students make about their audiences that influence how they communicate using this tool? Would these assumptions change if they were communicating with someone from a different culture? (Coverdell World Wise Schools)

Collaborating Globally

International projects are a relatively new option for most U.S. classrooms. Aside from pen pal projects, students in the U.S. rarely have had an opportunity to connect with students from other countries. Today's technology allows both synchronous (real time) and asynchronous communication with students or experts in other countries.

Joint projects furnish a structure for learning with students in another country. Teachers considering an international connection need to have a clear idea of their objectives. Projects should be planned to clearly focus on information or insights that could not be obtained from a library or online research. Projects can be short term or provide purpose and direction to sustain communication and partnerships over a longer period of time.

Good planning is the key to success. Project goals and agendas should be decided jointly by the teachers involved to benefit students in all classes involved in the project. Involving students in the planning, where possible, will increase students buy-in and ownership. The project timeline should include time for students to complete research, readings, data collection or other work that they will be sharing.

Planning Questions

- What are the goals for the collaboration?
- How will time zones or seasons be important for a particular collaborative project?
- Where in the curriculum would student understanding be most enhanced by working with a group in another country?

For more information see *Connecting Ohio Classrooms to the World*.

EXAMPLES

Career Fields	Connect to a career or technical school in another country and compare the curriculum that students are studying.
Fine Arts	Exchange artwork with a partner school or complete a joint project, such as a mural.
Languages	Create an international newspaper by corresponding with a partner school and sharing articles.
Mathematics	Jointly share solutions to mathematical problems from the International Olympiad.
Science	Collaborative projects on native species of plants and animals, habitat or climate are natural connections.
Social Studies	Exchange culture boxes, compare textbook accounts of particular events in history or discuss social issues.
Technology	Use Google Earth to explore latitude and longitude and changes from day to night around the globe.

Taking Action

Exploring global problems can seem overwhelming unless students see themselves as capable of making a difference, either immediately or through their future careers. Global issues provide opportunities for active citizenship and service-learning. Students can choose an issue they are interested in and research contributing factors and proposed solutions. They can recommend a plausible solution and make their cases to a real-world audience, either local or global. The use of spoken or written language and media to persuade others provides relevance for the application of skills. Communication technology allows motivated students to share their ideas with a vast audience and connect with groups that share their perspective. They can use their entrepreneurial skills to act individually or with others to provide material or financial support.



Local Connections

The world is here in Ohio. There are many local resources to help students develop greater global awareness. Teachers can arrange for opportunities for students to meet people from other cultures. English language learners, parents, exchange students at the high school or local universities can serve as cultural consultants who share their experiences and perspectives.

Teachers can create a safe place where language and cultural differences are seen as assets and sensitive issues can be discussed. When inviting guests to the classroom, it is important to be clear about expectations. Ask guests to bring visuals or cultural artifacts to help engage students.

Many businesses in Ohio export to international markets and many multinational companies are based in Ohio. They are interested in hiring students who can excel in an international marketplace. They may be able to share information about ways that international skills and perspectives are useful in their line of business. Many have interesting anecdotes about working cross-culturally. Local organizations may be doing international work that may be of interest to a whole class or serve as the basis for individual student research. Some sports teams have international players and arts groups may be hosting international performers.

Colleges and universities have international partnerships or centers in other countries with faculty traveling back and forth frequently. Professors can help students understand that all career fields engage in international collaboration. Several university presidents in Ohio have suggested that students should come to college with a passport. College faculty or admissions officers can demonstrate the value that the university places on having a global perspective and how it can be enhanced through course selection, study abroad and internships.

Where there is a concentrated population of a particular nationality in a geographic area, there are often heritage organizations interested in sharing information about their home countries and cultures. Many communities also have one or more sister city relationships in other countries. Those programs sometimes host exchange visits or can help identify contacts for partnerships. For information about Ohio's international connections, see the Web site www.thinkglobalohio.org.

Many museums in Ohio have international collections. Consulting their Web sites can provide useful information about the works on exhibit. When field trips are not possible, many museums offer video distance learning opportunities for a modest fee. Zoos also have programs related to some of the countries where they have active collaborations, and they also offer video distance learning opportunities.

What are your community's global connections?

- What languages are spoken in the homes within your community?

- Do the names of towns or streets have a global connection?

- Does your town have a sister city in another country?

- What languages are taught in the schools?

- Do businesses in the community export goods or services?

- Are there exchange students at the high school or a nearby college or university?



- Have school groups taken trips abroad?

- Do local sports teams have players from other countries?

- Are there returned Peace Corps volunteers in your community?

- Do local museums, performing arts organizations or other cultural institutions have a global connection?

- Do any cultural groups have international festivals?

Transitioning to Global Education

As teachers begin to internationalize the curriculum, it may seem like a daunting task for which there is little time. Traditionally teacher preparation programs have not included an international emphasis, so teachers may feel unsure of their own background knowledge. It is not necessary to be an expert on every country, language, culture and issue. Teachers can start by focusing on one topic or unit with clear goals. Working as a team with other teachers allows everyone to pool areas of strength. As they consult with experts, teachers may be learning new information right along with students. Modeling a process of lifelong learning can be as important for students as the content being learned.

The table below along with Ohio's Academic Content Standards may be used in planning.

Topic _____

Standards Connection _____

Global Connection _____

Enduring Understandings _____

Instructional Strategies _____

The following continuum adapted from *Planning Curriculum in International Education* by the Wisconsin Department of Education may be useful to school teams for monitoring progress.

Enrichment	Integration	Restructuring
Addition of an international project to enrich an existing unit of study by one teacher.	Rewriting curriculum around global themes, to involve teams of colleagues in multiple disciplines and to collaborate with schools in other countries.	Centering school on multicultural and international vision; changing policies and practices of staffing, instruction and outreach.

Ohio's International Education Advisory Committee has created a rubric for schools to examine the extent to which their programs have an international focus. See the rubric in the resource section of this document.

Curriculum in Other Countries

Undoubtedly, teachers have read articles about the concern over scores of U.S. students on the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). In addition, high school and college graduation rates are rising in many countries. Many policy-makers see a need to accelerate education improvement for all U.S. students if the U.S. is going to remain a world leader. As a result, several national organizations, including Achieve, the National Governors Association and the Council of Chief State School Officers, have undertaken projects to study components of educational systems in the United States and other countries. The Ohio Department of Education will use the results of these studies in the revision of the academic content standards.

Educators who have the opportunity for meaningful discussion about curriculum and other educational practices with international partners can gain insights into the rationale for curricular decisions. It can lead to an examination of assumptions and consideration of other possibilities.



Expanding Learning Time

Students also can partake in international experiences after school. Model United Nations programs and model Asian Pacific Economic Cooperation (APEC) are two programs that ask students to take on the role of a particular country in discussion of global issues. Language clubs have been a staple at the high school level and sometimes furnish an opportunity for students to travel abroad. Some schools are starting international clubs that provide students with more opportunities to interact with people from other cultures.

In the Lakewood School District, families have had the opportunity to be introduced to a language in an evening program. Family movie nights are another option for building an international perspective.

In 2009, Ohio was one of six states chosen to participate in a project funded by the Mott Foundation to increase the international focus of after school activities for students. The Ohio Afterschool Network includes more than 700 programs dedicated to providing quality opportunities for students. For more information see *Expanding Horizons: Building Global Literacy in Afterschool Programs* from the Asia Society.

Resources

The inclusion of a specific resource should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

General

America Abroad Media

This is a radio and television program site on global issues.

<http://www.americaabroadmedia.org/>

Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding Coverdell World Wise Schools

In addition to curriculum materials and posters, this site will match teachers with a Peace Corps volunteer and arrange for returned volunteers to speak in classrooms.

www.peacecorps.gov/wws

Center for Teaching International Relations (CTIR)

CTIR is the outreach arm of the University of Denver Graduate School of International Studies which has a 40 year history of helping K-12 educators teach about global affairs. CTIR offers a network, materials for purchase and World Affairs Challenge for students.

<http://www.du.edu/ctir/>

Choices for the 21st Century

Choices for the 21st Century Education Program is a national education initiative based at Brown University's Watson Institute for International Studies and provides curriculum units and professional development.

<http://www.choices.edu>

CIA World Fact Book

The CIA World Fact Book provides information, maps and statistics for every country in the world and is updated frequently.

<https://www.cia.gov/library/publications/the-world-factbook/>

Culturegrams

This site contains an online subscription database with information about cultures in more than 200 countries.

<http://www.culturegrams.com/>

Engineering is Elementary

These materials developed by the Museum of Science in Boston contain science units that are each based on a situation in a different country.

www.mos.org/eie

Global Education Motivators (GEM)

GEM is a non-governmental-organization in association with the United Nations Department of Public Information to help schools meet the complex challenges of living in a global society, emphasizing human rights and human responsibility.

<http://www.gem-ngo.org/>

The GLOBE Program

Global Learning and Observations to Benefit the Environment (GLOBE) is a worldwide network of students, teachers and scientists working together to study and understand the global environment. GLOBE students make environmental observations at or near their schools and report the data online.

<http://www.globe.gov/>

Google Earth

In addition to maps that can be used for virtual tours of locations around the world, the site also contains a gallery of specific tools on science topics like earthquakes and biomes.

<http://earth.google.com/>

Institute for Global Environmental Strategies

This site provides information, curriculum materials and student activities related to the environment.

<http://www.strategies.org/>

International Children's Digital Library

International books from various countries are available digitally. Most appear in the language of the country where they were published, but some are translated into English and other languages.

<http://en.childrenslibrary.org/>

International Education and Resource Network (iEARN)

iEARN is a non-profit organization made up of schools and youth organizations in more than 125 countries. There are over 150 projects in iEARN. Teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world who are working on the same project. There is a membership fee.

<http://iearn.org/>

International Schools

This site features video clips showing award-winning international education programs in schools like John Stanford International School, an elementary school in Seattle and Walter Payton College Preparatory High School in Chicago.

<http://www.edutopia.org>

Link TV

This site contains videos from television stations around the world including world music videos.

<http://www.linktv.org/>

National Geographic

Find maps, world music, articles, pictures and games to use in the classroom.

<http://www.nationalgeographic.com/>

100 People Project

This site has statistics, pictures and videos that can provide a snapshot of global demographics.

<http://100people.org/>

Population Reference Bureau

This site contains extensive data related to aging, education, environment, immigration, gender, health, income, family, race and youth.

<http://www.prb.org/>

Stanford Program on International and Cross-Cultural Education (SPICE)

SPICE provides multi-disciplinary materials on international themes for K-14 schools.

<http://spice.stanford.edu>

United Nations Cyber School Bus

This site contains data sets, art from around the world and information on countries, as well as maps, lesson plans and games.

<http://wwan.cn/cyberschoolbus/>

United State Board on Books for Young People

This site provides a list of international books. For the purposes of this list, the term "international book" is used to describe a book published in the U.S. that originated or was first published in a country other than the U.S.

<http://www.usbby.org>

United States Geological Survey

This site contains maps and resources for earth science education.

<http://education.usgs.gov/>

Words Without Borders

Words Without Borders publishes selected prose and poetry on the Web and in print anthologies, stages special events that connect foreign writers to the general public and media, and develops materials to help high school teachers use world literature in classrooms.

<http://www.wordswithoutborders.org>

The World in Transition

The Southern Center for International Studies sells curriculum units on world regions with access to online updates. Its Web site contains some free material, including a strong collection of links and a timeline of recent news by month.

http://www.southerncenter.org/world_in_transition.html

World Newspapers

This site provides a list of links to the major newspapers of most countries.

www.world-newspapers.com

You Think

This World Bank site for youth has information on a variety of global issues.

<http://youthink.worldbank.org/>

Ohio Connections

Councils on World Affairs

These programs offer a variety of professional development opportunities for teachers and programs for students.

Cleveland Council on World Affairs

<http://www.ccwa.org/>

Columbus Council on World Affairs

<http://www.columbusworldaffairs.org/>

Global Center of Greater Cincinnati

<http://www.globalcincinnati.org/>

Gerald H. Read Center for International and Intercultural Education at Kent State University

The Gerald H. Read Center for International and Intercultural Education serves as an international and intercultural resource for students and faculty at Kent State, but also provides local schools with opportunities to host international guests.

<http://www.ehhs.kent.edu/ciie/index.cfm>

Global Markets Division of the Ohio Department of Development

Check this site for information about international business in Ohio.

<http://www.development.ohio.gov/itd/>

Ohio Arts Council (OAC)

This site contains useful links to arts organizations in Ohio and information about OAC's international partnership program.

<http://www.oac.state.oh.us/>

Office of International Affairs at the Ohio State University

This site offers a speakers bureau, educator resources, workshops and Web resources.

<http://oia.osu.edu>

Ohio Valley International Council (OVIC)

The Ohio Valley International Council (OVIC) in the Center for International Studies at Ohio University in Athens offers resources to help teachers, students and community groups increase their knowledge and understanding of different cultures and global issues. OVIC coordinates visits by Cultural Consultants (international students or other "world citizens") to share cultural presentations with schools, community groups and organizations in Southeast Ohio.

<http://www.internationalstudies.ohio.edu/activities-outreach/ovic.htm>

TeachGlobalEd.Net

This site was funded by the Office of International Affairs Title VI Area Studies at The Ohio State University and researched by Professor Merry Merryfield of the College of Education and Human Ecology. It provides teachers with a vast array of learning materials.

<http://teachglobaled.net/>

Think Global Ohio

This site features information and resources about Ohio's international connections, including an interactive map and updates.

<http://www.thinkglobalohio.org/>

Travel Opportunities for Teachers

Fulbright Exchanges

Several programs offered through the U.S. Department of State offer long-term opportunities to work in another country.

<http://www.fulbrightexchanges.org/>

Fulbright Hayes Seminars Abroad

The Fulbright Hayes program is open to educators and administrators with responsibilities for curriculum development in fields related to humanities, languages and area studies. Topics and host countries of the seminars vary from year to year. All seminars are in non-western European countries. Seminars take place from late June to mid-August for four to six weeks.

<http://www.ed.gov/programs/iegpssap/sapfacts.html>

Goethe Institut - Germany

The Goethe Institut USA offers a transatlantic outreach program with study tours for teachers.

<http://www.goethe.de>

Keizai Koho Center Fellowships to Japan

The Keizai Koho Center (Japan Institute for Social and Economic Affairs), in cooperation with the National Association of Japan-America Societies sponsors a 10-day fellowship to Japan every summer for 10 educators in the U.S. and Canada. Participants learn first-hand about contemporary Japanese society and enhance their classroom teaching of global perspectives.

<http://www.us-japan.org/programs/kkc/k2009/index.html>

National Consortium for Teaching about Asia

The National Consortium for Teaching about Asia (NCTA), funded by the Freeman Foundation, is a multi-year initiative to foster a permanent place for the teaching and study of East Asia at the middle and secondary school levels. The objectives of the program are accomplished through a lifelong approach to professional development: Teaching about Asia seminars; curriculum development, texts and resources; continuing education programs; and study tours to East Asia.

<http://ncta.osu.edu/>

Toyota International Teacher Program

The Toyota International Teacher Program sends U.S. teachers abroad to experience foreign cultures and increase global understanding. Established in 1998 and administered by the Institute of International Education, the program now sends teachers to Japan, the Galapagos Islands and Costa Rica.

www.toyota.com

Works Consulted

Building Bridges: A Peace Corps classroom Guide to Cross-Cultural Understanding. National Geographic Education Foundation and Paul D. Coverdell WorldWise Schools, 2002.
Retrieved 2-19-09 <<http://www.peacecorps.gov/www/publications/>>.

Expanding Horizons: Building Global Literacy in Afterschool Programs. Asia Society Partnership for Global Learning, 2009.

Merrifield, Merry M. and Wilson, Angene. *Social Studies and the World: Teaching Global Perspectives.* National Council for the Social Studies, 2005.

Going Global: Preparing Our Students for an Interconnected World. Asia Society, 2008.

Planning Curriculum in International Education. Wisconsin Department of Education, 2006.

International Education Rubric for Ohio Schools – Building Level

Ohio educators may find this rubric useful in evaluating the degree to which they are preparing students for the interconnected world of the 21st century.

Boxes in the column on the left side of the table describe basic levels of international education while boxes on the right describe more advanced levels to which schools might aspire. Schools scoring at the advanced or exemplary levels in category are assumed to demonstrate the criteria described at the beginning and emerging levels as well.

GLOBAL CONTEXT				
	Beginning	Emerging	Advanced	Exemplary
1. PUBLIC AWARENESS	Our community is beginning to discuss the need for an international focus in our school.	Our community understands the need for an international focus in our school.	Actions of community members and groups support an international focus in our school.	Our community enthusiastically supports an international focus in our school.
2. COMMUNITY AND BUSINESS CONNECTIONS	Our school has at least one business or community partnership that allows students to become familiar with international connections or issues.	Our schools has a business or community partnership that makes possible an activity, field trip or speaker that highlights our connections with other countries.	Our school has a business or community partnership that provides at least three opportunities a year for international interaction or skills development for students.	Students participate in service-learning projects or internships with an international focus as a result of a business or community partnership.
3. PERSONAL CONNECTIONS	One or more classes in our school correspond or connect with a partner class in another country.	Our school has a partner school in another country with school-wide activities focused on this partnership.	Student groups from our school travel abroad to study on a regular basis.	Our school has an exchange program where we host groups of international students and groups of our students study abroad.

GLOBAL CONTENT				
	Beginning	Emerging	Advanced	Exemplary
4. WORLD CLASS CURRICULUM	All students in our school take social studies classes that incorporate culture, history and geography of other countries.	All students in our school study literature and arts of other countries.	Mathematics and science classes purposefully incorporate international context and examples.	Our curriculum specifically incorporates international content in all subjects.

GLOBAL CONTENT

		Beginning	Emerging	Advanced	Exemplary
5. COMPREHENSIVE WORLD LANGUAGE PROGRAMS	ELEMENTARY	Our school offers foreign language instruction.	Students in grades where foreign language is offered receive 60-90 minutes of instruction a week.	Language teachers work collaboratively with teachers of other subjects to plan instruction that reinforces content being learned.	Students in grades where foreign language is offered receive 90-150 minutes of instruction a week and the program articulates to the next level.
	MIDDLE AND HIGH SCHOOL	All students in our school are given the opportunity to participate in world language instruction.	Our school offers classes in multiple languages, either on-site or through distance learning/ on-line courses.	All students are required to take a foreign language.	Students are required to demonstrate their proficiency in reading, writing, listening and speaking according to defined criteria to advance to the next level.
6. KNOWLEDGE OF WORLD GEOGRAPHY, CULTURES AND ISSUES		Our school curriculum is aligned with the Social Studies Academic Content Standards.	Students in our school can locate countries on a world map and tell something about them.	Students can discuss international topics appropriate for their age to demonstrate understanding of geography, culture and current issues.	All students study a current international issue in-depth at a defined point in the curriculum and complete a portfolio or project.
7. CO- CURRICULAR ACTIVITIES	ELEMENTARY AND MIDDLE	Students have the opportunity to participate in activities beyond the school day.	The school provides at least one opportunity for families to learn about other countries during an activity planned at a time that is convenient for them to participate.	Participation in the activity described in the previous box involves the families of more than 50% of students.	The school provides at least one opportunity for families to learn about other countries that includes in-depth knowledge and skills in language and culture.
	HIGH SCHOOL	Students have the opportunity to participate in groups whose membership represents the cultural diversity of the school.	Our school provides at least one activity for students with an international connection such as a foreign language club or Model United Nations.	Students have a choice of several extra curricular activities that will increase their international awareness and competence.	At least one activity sponsored by an internationally focused club involves at least 50% of the student body in a way that increases their international awareness.

GLOBAL CONTENT				
	Beginning	Emerging	Advanced	Exemplary
8. PROFESSIONAL DEVELOPMENT	Teachers are aware of the need for international education.	Teachers in each content area have identified opportunities for adding international context to the curriculum.	Teachers work collaboratively to infuse global content throughout the curriculum.	Teachers work collaboratively with international partners on matters of content and pedagogy.

GLOBAL THINKERS				
	Beginning	Emerging	Advanced	Exemplary
9. 21ST CENTURY SKILLS	Students complete projects that utilize new technologies to advance learning.	Students routinely use critical and creative thinking to address complex tasks.	Students use technology and higher-level thinking skills to address global issues.	Students use technology to work on joint projects with students in other countries, sharing information and data in a variety of formats.

GLOBAL SYSTEMS				
	Beginning	Emerging	Advanced	Exemplary
10. LEADERSHIP	Our principal promotes international education in the school's curricular and co-curricular activities.	Our school's mission supports international education.	The international component of our school's mission guides decision-making.	Our school serves as a model to others who contact us or visit to learn about our programs.

The rubric is designed as a tool for assessing a school's current status and to help educators envision next steps. Creating international perspective requires planning over a period of years.

Standards Connections

Fine Arts

The arts can provide a common language to bridge and understand cultures. Ohio's Academic Content Standards for Fine Arts provide the opportunity for integration of international content at every grade through the inclusion of works of artists, composers, choreographers and styles from other countries. The strongest connections in the benchmarks are listed below. Grade-level indicators listed in the standards documents can provide greater detail.

Dance

Grades K-4

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Identify and perform dances from a variety of cultures of past and present society.
 - Benchmark B. Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.
 - Benchmark C. Recognize and describe how choreographers, dancers and dance contribute to people's cultural heritages.

Grades 5-8

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Perform and describe dances from various cultures and historical periods with emphasis on cultures addressed in social studies.
 - Benchmark B. Explain the social and historical contexts that influence the development of dance in a culture.
 - Benchmark C. Research a recognized contributor to dance (e.g., choreographer, dancer or educator) and trace the development of the individual's work to its historical and cultural influences.

Grades 9-12

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Synthesize contextual information about culturally representative dances to understand and explain their development.
 - Benchmark C. Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.

Drama/Theater

Grades K-4

- ◆ Historical, Cultural and Social Contexts
 - Benchmark B. Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.
- ◆ Connections, Relationships and Applications
 - Benchmark A. Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.
 - Benchmark B. Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.

Grades 5-8

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Explain the style of a dramatic/theatrical work in historical or cultural context.
- ◆ Connections, Relationships and Applications
 - Benchmark C. Identify recurring drama/ theatre ideas and concepts that occur across time periods and/or cultures.

Grades 9-12

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.
- ◆ Creative Expression and Communication
 - Benchmark C. Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.

Music

Grades K-4

- ◆ Historical, Cultural and Social Contexts
 - Benchmark B. Identify and respond to music of historical and cultural origins.
- ◆ Analyzing and Responding
 - Benchmark B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
- ◆ Connections, Relationships and Applications
 - Benchmark A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.
 - Benchmark B. Describe how music is used in various cultures in the United States.

Grades 5-8

- ◆ Valuing Music/Aesthetic Reflection
 - Benchmark B. Reflect on why others may have different music preferences.

Grades 9-12

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.
 - Benchmark B. Research and explain how music and composers both influence and are influenced by society and culture.
- ◆ Valuing Music/Aesthetic Reflection
 - Benchmark B. Explain how people differ in their music preferences based on their personal experiences.
- ◆ Connections, Relationships and Applications
 - Benchmark C. Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.

Visual Art

Grades K-4

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Recognize and describe visual art forms and artworks from various times and places.
 - Benchmark B. Identify arts forms, visual ideas and images and describe how they are influenced by time and culture.
- ◆ Connections, Relationships and Applications
 - Benchmark D. Describe how visual art is used in their communities and the world around them and provide examples.

Grades 5-8

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.
 - Benchmark B. Create a work of art which incorporates the style or characteristics of artwork from a culture other than their own.
 - Benchmark C. Demonstrate knowledge of historical influences on contemporary works of art and make predications about influences on the future of visual art.
 - Benchmark D. Research culturally or historically significant works of art and discuss their roles in society, history, culture or politics.
- ◆ Connections, Relationships and Applications
 - Benchmark D. Use words and images to explain the role of visual art in community and cultural traditions and events.

Grades 9-12

- ◆ Historical, Cultural and Social Contexts
 - Benchmark A. Explain how and why visual art forms develop in the contexts (e.g., cultural social, historical and political) in which they were made.
 - Benchmark B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.
 - Benchmark C. Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.
 - Benchmark D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.

English Language Arts

English language arts can provide many opportunities to incorporate international content and skills. Ohio's Academic Content Standards for English Language Arts provide the opportunities at every grade through the inclusion of readings from international authors, biographies or news stories about other countries. Students can write about a wide variety of topics and share their writings with other students. Interdisciplinary projects that incorporate social studies content can provide more coherence for students. The strongest connections in the benchmarks are listed below. Grade level indicators listed in the standards documents can provide greater detail.

Reading Grades K-3

- ◆ Comprehension of Print
 - Benchmark D – Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
- ◆ Informational Text
 - Benchmark D. Use visual aids as sources to gain additional information from text.
- ◆ Literary Text
 - Benchmark A. Compare and contrast plot across literary works.
 - Benchmark B. Use supporting details to identify and describe main ideas, characters and setting.
 - Benchmark C. Recognize the defining characteristics and features of different types of literary forms and genres.
 - Benchmark E. Identify the theme of a literary text.

Writing Grades K-2

- ◆ Writing Process
 - Benchmark G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.
- ◆ Writing Application
 - Benchmark C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.
- ◆ Research
 - Benchmark A. Generate questions for investigation and gather information from a variety of sources.

Writing Grades 3-4

- ◆ Writing Process
 - Benchmark I. Prepare writing for publication that is legible, follow an appropriate format and uses techniques such as electronic resources and graphics.
- ◆ Writing Applications
 - Benchmark D. Write informational reports that include facts, details and examples that illustrate an important idea.
- ◆ Research
 - Benchmark A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.
 - Benchmark B. Select and summarize important information and sort key findings into categories about a topic.

Reading Grades 4-7

- ◆ Acquisition of Vocabulary
 - Benchmark A – Use context clues and text structure to determine the meaning of new vocabulary.
 - Benchmark D – Use knowledge of symbols, acronyms and word origins and derivations to determine the meanings of unknown words.
- ◆ Comprehension of Print
 - Benchmark B – Apply effective reading skills and strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- ◆ Informational Text
 - Benchmark A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
 - Benchmark C. Explain how main ideas connect to each other in a variety of sources.
- ◆ Literary Text
 - Benchmark B. Analyze the importance of setting.
 - Benchmark D. Differentiate between the points of view in narrative text.
 - Benchmark F. Identify similarities and differences of various literary forms and genres.

Writing Grades 5-7

◆ Writing Process

- Benchmark H. Prepare writing for publication that is legible, follow an appropriate format and uses techniques such as electronic resources and graphics.

◆ Writing Applications

- Benchmark C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
- Benchmark D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- Benchmark E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

◆ Research

- Benchmark A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
- Benchmark B. Locate and summarize important information from multiple sources.

Grades 8-10

◆ Acquisition of Vocabulary

- Benchmark A – Use context clues and text structure to determine the meaning of new vocabulary.
- Benchmark D – Explain how different events have influenced and changed the English language.

◆ Informational Text

- Benchmark E. Use multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).

◆ Literary Text

- Benchmark B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- Benchmark D. Identify similar recurring themes across different works.

◆ Writing Process

- Benchmark F. Prepare writing for publication that is legible, follow an appropriate format and uses techniques such as electronic resources and graphics.

◆ Writing Applications

- Benchmark C. Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.
- Benchmark D. Use documented textual evidence to justify interpretations of literature or to support a research topic.
- Benchmark E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

◆ Research

- Benchmark A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
- Benchmark B. Evaluate the usefulness and credibility of data and sources.

Grades 11-12

- ◆ Acquisition of Vocabulary
 - Explain the influence of the English language on world literature, communications and popular culture.
- ◆ Literary Text
 - Benchmark A. Analyze and evaluate the five elements (e.g., plot, character, setting point of view and theme) in literary text.
 - Benchmark B. Explain ways characters confront similar situations and conflict.
- ◆ Writing Process
 - Benchmark F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.
- ◆ Writing Applications
 - Benchmark C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstanding and that include formatting techniques that are user friendly.
 - Benchmark D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.
- ◆ Research
 - Benchmark A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
 - Benchmark B. Compile, organize and evaluate information, take notes and summarize findings.
 - Benchmark C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.

Mathematics

Mathematics can provide many opportunities to incorporate international content and skills. Ohio's Academic Content Standards for Mathematics provide the opportunities at every grade through the inclusion of problems with an international context. Useful and interesting data are available from many reliable sources. Students can collect data, analyze and share with other classes. They should understand at some point that the development of mathematics has interesting international roots and that mathematics is a common language across cultures.

There are fewer benchmarks in mathematics that are explicitly international. They are listed below. Grade-level indicators listed in the academic content standards can provide greater detail.

Grades 3-4

◆ Measurement

- Benchmark A. Select appropriate units for perimeter, area, weight, volume (capacity), time and temperature, using:
 - Objects of uniform size;
 - U.S. customary units; e.g., mile, square inch, cubic inch, second, degree Fahrenheit, and other units as appropriate;
 - Metric units; e.g., millimeter, kilometer, square centimeter, kilogram, cubic centimeter, degree Celsius, and other units as appropriate.

◆ Data Analysis and Probability

- Benchmark B. Read and interpret tables, charts, graphs (bar, picture, line, line plot), and timelines as sources of information, identify main idea, draw conclusions, and make predictions.
- Benchmark C. Construct charts, tables and graphs to represent data, including picture graphs, bar graphs, line graphs, line plots and Venn diagrams.

Science

The important international connections in Ohio's Academic Content Standards for Science occur in earth sciences, environmental topics and the accomplishments and collaborative nature of scientific work. Students who plan to work in the sciences will be part of an international community of professionals who share information to advance scientific knowledge. All students need to have an understanding of the global impact of daily choices that they make in use of resources.

Grades K-2

◆ Earth and Space Sciences

- Benchmark C. Observe, describe and measure changes in the weather, both long term and short term.
- Benchmark C. Describe what resources are and recognize some are limited but can be extended through recycling or decreased use.

◆ Life Sciences

- Benchmark B. Explain how organisms function and interact with their physical environment.

◆ Physical Sciences

- Benchmark C. Recognize sources of energy and their uses.

◆ Science and Technology

- Benchmark A. Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment.

◆ Scientific Inquiry

- Benchmarks under this standard are only indirectly connected with an international focus.

◆ Scientific Ways of Knowing

- Benchmark C. Recognize that diverse groups of people contribute to our understanding of the natural world.

Grades 3-5

◆ Earth and Space Sciences

- Benchmark B. Summarize the processes that shape Earth's surface and describe evidence of those processes.
- Benchmark C. Describe Earth's resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.
- Benchmark D. Analyze weather and changes that occur over a period of time.

◆ Life Sciences

- Benchmark C. Compare changes in an organism's ecosystem/habitat that affect its survival.

◆ Physical Sciences

- Benchmarks at this grade band are only indirectly connected with an international focus.

◆ Science and Technology

- Benchmark A. Describe how technology affects human life.

◆ Scientific Inquiry

- Benchmarks under this standard are only indirectly connected with an international focus.

◆ Scientific Ways of Knowing

- Benchmark D. Explain that men and women of diverse countries and cultures participate in careers in all fields of science.

Grade 6-8

◆ Earth and Space Sciences

- Benchmark C. Describe interactions of matter and energy through out the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).
- Benchmark E. Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithosphere plate movements).

◆ Life Sciences

- Benchmark D. Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).

◆ Physical Sciences

- Benchmark C. Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of these sources.

◆ Science and Technology

- Benchmark A. Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.
- Benchmark B. Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).

◆ Scientific Inquiry

- Benchmarks under this standard are only indirectly connected with an international focus.

◆ Scientific Ways of Knowing

- Benchmark B. Explain the importance of reproducibility and reduction of bias in scientific methods.

Grades 9-10

◆ Earth and Space Sciences

- Benchmark D. Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.
- Benchmark E. Explain the processes that move and shape Earth's surface.
- Benchmark F. Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of Earth and space sciences.

◆ Life Sciences

- Benchmark J. Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life sciences.

◆ Physical Sciences

- Benchmark H. Trace the historical development of scientific theories and ideas, and describe emerging issues in the study of physical sciences.

◆ Science and Technology

- Benchmark A. Explain the ways in which the processes of technological design respond to the needs of society.

♦ Scientific Inquiry

- Benchmarks under this standard are only indirectly connected with an international focus.

♦ Scientific Ways of Knowing

- Benchmark D. Recognize that scientific literacy is part of being a knowledgeable citizen.

Grades 11-12

♦ Earth and Space Sciences

- Benchmark B. Describe how Earth is made up of a series of interconnected systems and how a change in one system affects other systems.
- Benchmark C. Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.
- Benchmark D. Summarize the historical development of scientific theories and ideas and describe emerging issues in the study of Earth and space sciences.

♦ Life Sciences

- Benchmark B. Explain how humans are connected to and impact natural systems.
- Benchmark D. Relate how biotic and abiotic global changes have occurred in the past and will continue to do so in the future.
- Benchmark E. Explain the interconnectedness of the components of a natural system.
- Benchmark F. Explain how human choices today will affect the quality and quantity of life on earth.
- Benchmark G. Summarize the historical development of scientific theories and ideas within the study of life sciences.

♦ Physical Sciences

- Benchmark E. Summarize the historical development of scientific theories and ideas within the study of physical sciences.

♦ Science and Technology

- Benchmark A. Predict how human choices today will determine the quality and quantity of life on Earth.

♦ Scientific Inquiry

- Benchmarks under this standard are only indirectly connected with an international focus.

♦ Scientific Ways of Knowing

- Benchmark C. Explain how societal issues and considerations affect the progress of science and technology.

Social Studies

Social studies is one of the most obvious places in the curriculum to help students develop their world views. There are opportunities at every grade level. In grade levels where the scope and sequence have a strong U.S. focus, students need to understand the international context of events.

Kindergarten - A Child's Place in Time and Space

Grade 1 - Families Now and Long Ago, Near and Far

Grade 2 - People Working Together

Grade 3 - Communities: Past and Present, Near and Far

Grade 4 - Ohio: Its Past, Its Location, Its Government

Grade 5 - Regions and People of North America

Grade 6 - Regions and People of the World

Grade 7 - World Studies from 1000 B.C. to 1750: Ancient Civilizations Through the First Global Age

Grade 8 - U.S. Studies from 1607 to 1877: Colonization Through Reconstruction

Grade 9 - World Studies from 1750 to the Present: Age of Revolutions Through the 20th Century

Grade 10 - U.S. Studies from 1877 to the Present: Post-Reconstruction Through the 20th Century

Grade 11 - Political and Economic Decisions

Grade 12 - Preparing for Citizenship

Grades K-2

◆ History

- Benchmark D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

◆ People in Societies

- Benchmark A. Identify practices and products of diverse cultures.
- Benchmark B. Identify ways that diverse cultures within the United States and the world have shaped our national heritage.

◆ Geography

- Benchmark A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.
- Benchmark B. Identify physical and human features of places.
- Benchmark C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

Grades 3-5

◆ History

- Benchmark B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

◆ People in Societies

- Benchmark A. Compare practices and products of North American cultural groups.

◆ Geography

- Benchmark A. use map elements or coordinates to locate physical and human features of North America.
- Benchmark B. Identify the physical and human characteristics of places and regions in North America.
- Benchmark D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

◆ Economics

- Benchmark C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

Grades 6-8

◆ History

- Benchmark B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- Benchmark C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
- Describe the effects of interactions among civilizations during the 14th through 18th centuries.

◆ People in Societies

- Benchmark A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
- Benchmark B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
- Benchmark C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology languages and forms of government.

◆ Geography

- Benchmark A. Identify on a map the location of major physical and human features of each continent.
- Benchmark B. Define and identify regions using human and physical characteristics.
- Benchmark C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
- Benchmark D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

◆ Economics

- Benchmark A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
- Benchmark B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

◆ Government

- Benchmark A. Explain why people institute governments, how they influence governments, and how governments interact with each other.
- Benchmark C. Compare the defining characteristics of democracies, monarchies and dictatorships.

Grades 9-10

◆ History

- Benchmark B. Explain the social, political and economic effects of industrialization.
- Benchmark C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.
- Benchmark D. Connect developments related to World War I with the onset of World War II.
- Benchmark E. Analyze connections between World War II, the Cold War and contemporary conflicts.

◆ People in Societies

- Benchmark A. Analyze the influence of different cultural perspectives on the actions of groups.
- Benchmark B. Analyze the consequences of oppression, discrimination and conflict between cultures.
- Benchmark C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

◆ Geography

- Benchmark A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.
- Benchmark B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.
- Benchmark C. Analyze the patterns and processes of movement of people, products and ideas.

◆ Economics

- Benchmark A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.

◆ Government

- Analyze the differences among various forms of government to determine how power is acquired and used.

◆ Citizenship Rights and Responsibilities

- Benchmark A. Analyze ways people achieve governmental change, including political action, social protest and revolution.

Grades 11-12

◆ History

- Benchmark A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.
- Benchmark B. Use historical interpretations to explain current issues.

◆ People in Societies

- Benchmark A. Analyze how issues may be viewed differently by various cultural groups.
- Benchmark B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.
- Benchmark C. Explain the role of diverse cultural institutions in shaping American society.

◆ Geography

- Benchmark A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
- Benchmark B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.
- Benchmark C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.

◆ Economics

- Benchmark C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.

Technology

The strong impact of technology on quality of life is not limited to state or country, but is felt across the planet. It is crucial for students to develop into adults who are able to weigh the potential positive and negative results of a developing technology. They also must become adults who can see their own role in the development of technology by understanding how the nature of society influences technology's development. It is not possible to fully understand the interaction between technology and society without considering this interaction within a global context, in which technology's impact will vary depending on a society's culture, values, economy, and politics. By considering these global patterns, students can grasp the complexity of this interaction, view the decisions they make concerning technology through an international perspective and gain an understanding of how these decisions may affect those around the world.

Grades K-2

◆ Technology and Society Interaction

- Benchmark A. Identify responsible citizenship relative to technology and its use.
- Benchmark B. Recognize that technology has an interrelationship with the environment.
- Benchmark C. Describe and demonstrate how technology has had an influence on our world.
- Benchmark D. Collect information about products and discuss whether solutions create positive or negative results.

Grades 3-5

◆ Technology and Society Interaction

- Benchmark A. Define responsible citizenship to technology.
- Benchmark B. Investigate and explain the interrelationships between technology and the environment.
- Benchmark C. Explain and demonstrate the influence of technology throughout history.
- Benchmark D. Identify development patterns and examine the influence of technology on the world.

Grades 6-8

◆ Technology and Society Interaction

- Benchmark A. Analyze technologically responsible citizenship.
- Benchmark B. Describe and explain the impact of technology on the environment.
- Benchmark E. Assess the impact of technological products and system.

Grades 9-12

◆ Technology and Society Interaction

- Benchmark A. Interpret and practice responsible citizenship relative to technology.
- Benchmark B. Demonstrate the relationship among people, technology and the environment.
- Benchmark C. Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.
- Benchmark D. Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.
- Benchmark E. Forecast the impact of technological products and systems.

