

TEACHER GUIDE
**K-12 GLOBAL COMPETENCE
GRADE-LEVEL INDICATORS**



PARTNERSHIP FOR
21ST CENTURY SKILLS

CONTENTS

- 1 Preface
- 2 Methodology
- 3 K-5 Global Competence Indicators
 - Kindergarten and Grade 1 - Indicators
 - Grades 2 and 3- Indicators
 - Grades 4 and 5 - Indicators
- 8 K-5 Global Competence Indicators Checklist
 - Kindergarten and Grade 1 - Global Competence Indicators Checklist
 - Grades 2 and 3 - Global Competence Indicators Checklist
 - Grades 4 and 5 - Global Competence Indicators Checklist
- 12 6-8 Global Competence Grade-Level Indicators
 - Grades 6-8: Overview of Student Global Competencies
 - Grade 6 Competencies - Global Society
 - Grade 6 Competencies - Global Geography
 - Grade 6 Competencies - Global Environment
 - Grade 6 Competencies - Global Education
 - Grade 6 Competencies - Global Economy
 - Grade 6 Competencies - Global Politics
 - Grade 7 Competencies - Global Society
 - Grade 7 Competencies - Global Geography
 - Grade 7 Competencies - Global Environment
 - Grade 7 Competencies - Global Education
 - Grade 7 Competencies - Global Economy
 - Grade 7 Competencies - Global Politics
 - Grade 8 Competencies - Global Society
 - Grade 8 Competencies - Global Geography
 - Grade 8 Competencies - Global Environment
 - Grade 8 Competencies - Global Education
 - Grade 8 Competencies - Global Economy
 - Grade 8 Competencies - Global Politics
- 32 9-12 Global Competence Grade-Level Indicators
 - Grades 9-12: Overview of Student Global Competencies
 - 9-12 Global Competencies - Global Society
 - 9-12 Global Competencies - Global Geography
 - 9-12 Global Competencies - Global Environment
 - 9-12 Global Competencies - Global Education
 - 9-12 Global Competencies - Global Economy
 - 9-12 Global Competencies - Global Politics
- 40 K-12 Global Competence Framework for Teachers
 - Global Ready Teachers - Defining and Competency Levels
 - Global Ready Teachers - Pedagogy and Content
 - Global Ready Teachers - Technology

PREFACE

Global competence is critical for innovation in the 21st century. Educational approaches sensitive to our changing world infuse global awareness and cultural understanding into everyday classroom practices, while also utilizing the technological resources available to teachers and students today. The methodical integration of educational tools that build global awareness and ensure measurement of students' global competence demonstrates commitment to preparing students for the world they will inherit.

A learning environment rooted in global competence empowers teachers and students to develop deep cultural knowledge and explore the ways in which culture influences identities and worldviews. Teachers and students also engage with world issues and challenges, and conceptualize ways to address them together. Openness and curiosity are developed and are critical to global perspective-building and problem-solving processes.

Educating towards global competence is to develop students' understanding of themselves as integral parts of the world community. Students become aware of the world as a dynamic, interconnected system that often requires sophisticated interventions to equitably promote human interests. Global competence is the fuel students need to develop sensibilities for advancing local and global solutions with concern for all people and generations.

These global competence indicators were created by VIF International Education in order to provide grade-level frameworks for integrating global awareness into classroom practices. In combination with professional development and curricular resources, global competence indicators support teachers in creating classrooms that are open to the world. Learn more at vifprogram.com.

METHODOLOGY

What is a globally competent kindergartener able to do? What about a second grader? How do these students progress in their attitudes, skills and knowledge throughout elementary school?

This guide outlines the global competence learning targets for each grade level pair (K-1; 2-3; 4-5). The attitudes, skills and knowledge are indicated in this guide across learning spirals developed by VIF as part of its Global Gateway system: **Understanding**, **Investigating**, **Connecting**, and **Integrating**. For each grade-level pair of indicators, checklists are provided to support integration into everyday classroom practice.

Why use global competence indicators?

- To gauge students' growth and progress in their global learning.
- To use in the summative and formative assessment process (e.g. teachers can develop project rubrics aligned with the Global Learning Spirals that gauge students' progress as they participate in global learning projects throughout the year).
- To refer to in discussions with parents and other community stakeholders.



GLOBAL COMPETENCE OUTCOMES

ATTITUDES

Teachers understand and explore cultural and global topics.

Students explore their own culture, make comparisons with other cultures and investigate global issues and challenges.

SKILLS

Teachers use effective pedagogical skills to integrate global themes into their classrooms.

Students improve their critical thinking, problem solving, perspective-taking and research skills.

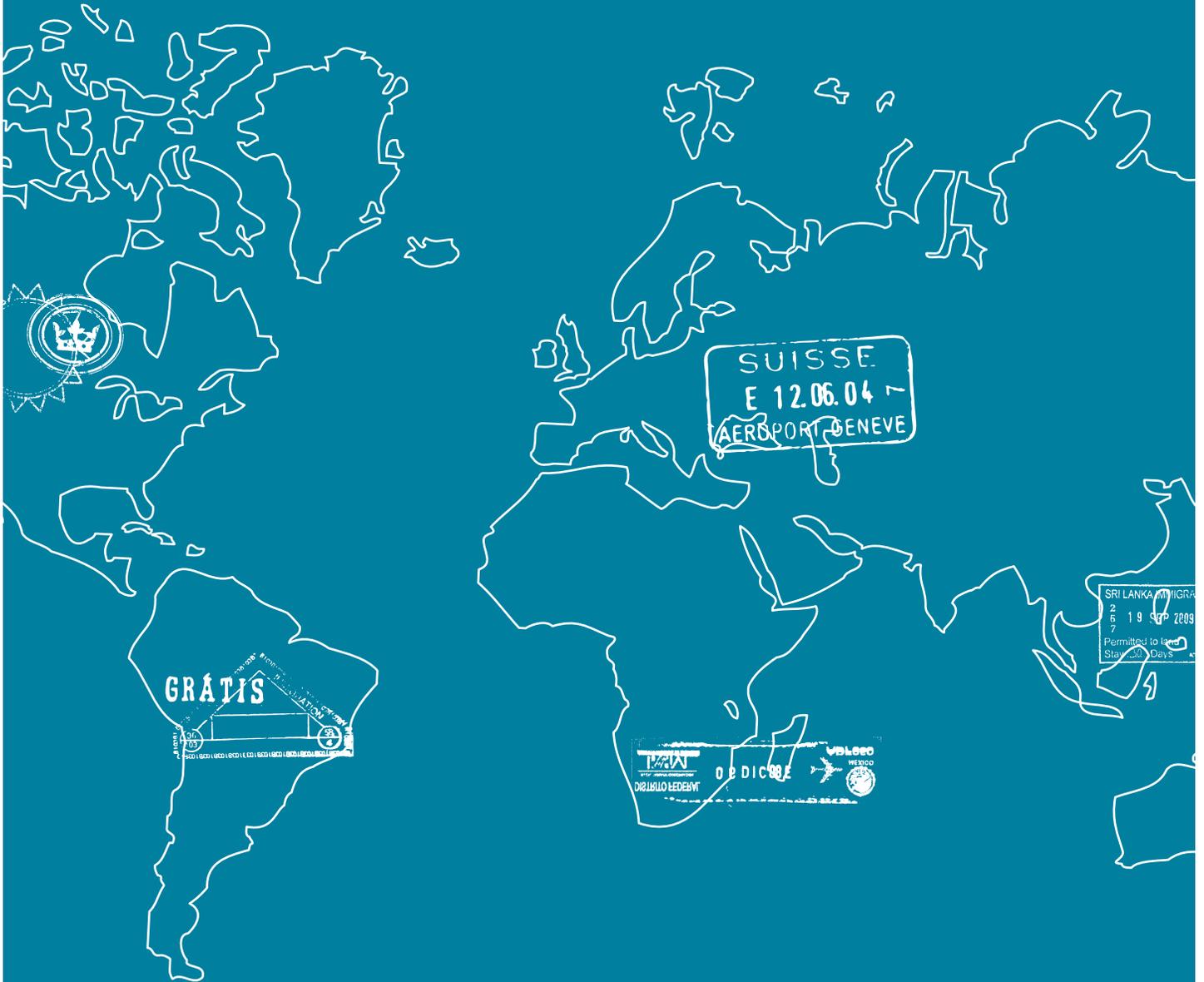
KNOWLEDGE

Teachers integrate globally infused content into their classrooms.

Students develop awareness of cultural diversity and global issues.

TEACHER GUIDE

K-5 GLOBAL COMPETENCE GRADE-LEVEL INDICATORS



PARTNERSHIP FOR
21ST CENTURY SKILLS

KINDERGARTEN AND GRADE 1 — INDICATORS

Overall Global Learning Goal: In Kindergarten and First Grade, students will demonstrate a global perspective through multiple learning opportunities to compare other cultures to their own.

Understanding: Articulate the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with classmates' and global peers' cultural traditions.

Examples of specific indicators include, but are not limited to:

- Students can find their region and its countries on a map.
- Students can name and describe the events, celebrations, and stories that are important to their family and community.
- Students see that other people and communities have traditions that are different from their own.

Investigating: Ask questions, use multiple resources (books, pictures, websites, music, cultural artifacts) and connect to global peers (e.g. *I found out that... This is different for me because...*).

Examples of specific indicators include, but are not limited to:

- Students can ask questions that help them learn about countries in their region.
- Students can read and look at different books and websites to learn about countries in their region.
- Students can look at art to learn about countries in their region.
- Students can listen to music to learn about countries in their region.

Connecting: Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

Examples of specific indicators include, but are not limited to:

- Students can work with other students on global projects.
- Students can discuss what they are learning and incorporate different opinions in their discussions.
- Students can discuss and listen to classmates even when they don't agree.
- Students can reference different traditions, stories, and ideas from other students, teachers, and schoolmates.
- Students can share their learning and projects in all subjects about their region with other students, teachers, parents and their community.

Integrating: Demonstrate the ability to use knowledge of own culture and other cultures to describe, explain, analyze, create etc. (e.g. *She/ he celebrates this holiday while I celebrate that holiday. I love this book because... If I lived in XXX, I would do XXX in a different way.*)

Examples of specific indicators include, but are not limited to:

- Students can reference their knowledge of different cultures in various contexts, within school, as well as in their community.
- Students can compare their culture with other cultures in various presentational mediums (e.g. spoken, written etc.).

GRADE 2 AND 3 — INDICATORS

Overall Global Learning Goal: In Second and Third Grade, students demonstrate an expanding global perspective gained through multiple opportunities to conduct investigations across curriculum areas about diverse cultures. Students connect with peers outside of their classroom and present their knowledge to their peers, teachers, and community using digital media and technology tools.

Understanding: Demonstrate how culture plays a central role in a country's political, economic, educational, health, etc. systems, as well as in a country's artistic representations (e.g. *I learned the following...about Mexican daily life when I looked at murals painted by Diego Rivera... I learned how communities in South America and North Carolina used the Internet to raise awareness about...*)

Examples of specific indicators include, but are not limited to:

- Students can begin to understand the relationship between product, practices and perspectives within certain cultures.
- Students can begin to understand the importance of a cultural perspective in establishing point of view (e.g. how factors such as age, employment, or where one lives can influence how a person sees the world).

Investigating: Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.

Examples of specific indicators include, but are not limited to:

- Students can ask questions that spark global research projects that highlight the relationship between products, practices and perspectives.
- Students can participate in community-based research projects.
- Students can find resources from multiple books, websites, and newspaper articles that provide information about their community and the countries in their region.

Connecting: Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.

Examples of specific indicators include, but are not limited to:

- Students can collaborate with other students within and outside their school on projects about their local community and countries in their region.
- Students can demonstrate openness to diverse ideas and perspectives through active dialogue.
- Students can develop, implement, and present collaborative project-based work in multiple formats (research reports, art projects, etc.).
- Students can present their project findings to other students, teachers, administrators and people from their community.
- Students can publish what they have learned online using blogs and other technology tools.

Integrating: Use multiple literacy strategies and skills to approach print and online texts from diverse cultures from their region of focus.

Examples of specific indicators include, but are not limited to:

- Students can bring information together from multiple sources, including family and personal history, websites, books, and community investigations.
- Students can reference findings from their cultural investigations across all subjects.
- Students can use multiple media in a purposeful manner to present ideas, incorporating visual, print, and audio segments.

GRADE 4 AND 5 — INDICATORS

Overall Global Learning Goal: In Fourth and Fifth Grade, students demonstrate global competence gained through multiple opportunities to conduct collaborative, comparative investigations across curriculum areas about diverse cultures from their region of focus and beyond. When comparing cultures, students can suspend judgment and look beyond simplistic determinations of “right” and “wrong.” Students connect with peers outside of their classroom and present knowledge to diverse audiences using digital media and technology tools. Students demonstrate a foundational understanding of their role as a digital citizen, including how they present their ideas and points of view using multiple media.

Understanding: Demonstrate understanding that cultural products, practices and perspectives, are justified by underlying beliefs and values.

Examples of specific indicators include, but are not limited to:

- Students can see how culture shapes individual and community perspectives and points of view.
- Students can explain how their cultural beliefs and values influence their own lives.

Investigating: Initiate an effective global inquiry process that includes framing compelling questions, determining and implementing effective investigative practices (e.g online research, community-based investigation, scientific experiment), synthesizing and making meaning out of the information collected, creating a product, sharing the learning product, and reflecting on/revising the entire inquiry process to plan for the next investigation.

Examples of specific indicators include, but are not limited to:

- Students can ask questions that start cultural investigations highlighting the relationship between products, practices and perspectives, and cultural beliefs and values.
- Students can demonstrate multiple literacy skills (comparing and contrasting, making inferences when analyzing fiction and non-fiction texts, multiple media, etc.)
- Students can conduct research that draws upon multiple sources (e.g. books, websites, newspaper articles, etc.) that provide information relevant to their global inquiry.
- Students can sift and analyze the information that they collect to incorporate only relevant, credible resources.

Connecting: Demonstrate the ability to work effectively with a peer and with collaborative peer groups in face-to-face and online mediums. Initiate opportunities to use their cultural knowledge within, as well as outside of, their school.

Examples of specific indicators include, but are not limited to:

- Students can interact with various local and global communities in culturally appropriate ways.
- Students can collaborate effectively with other students within and outside of their school on projects about their local community, and countries in their region, using multiple technology tools and formats.
- Students participate in and design community research projects, and compare these findings with their regional investigations.
- Students can present their research findings and projects to other students, teachers, administrators and people from their community using multiple technology tools and formats.

continued »»»

GRADE 4 AND 5 — INDICATORS, *continued*

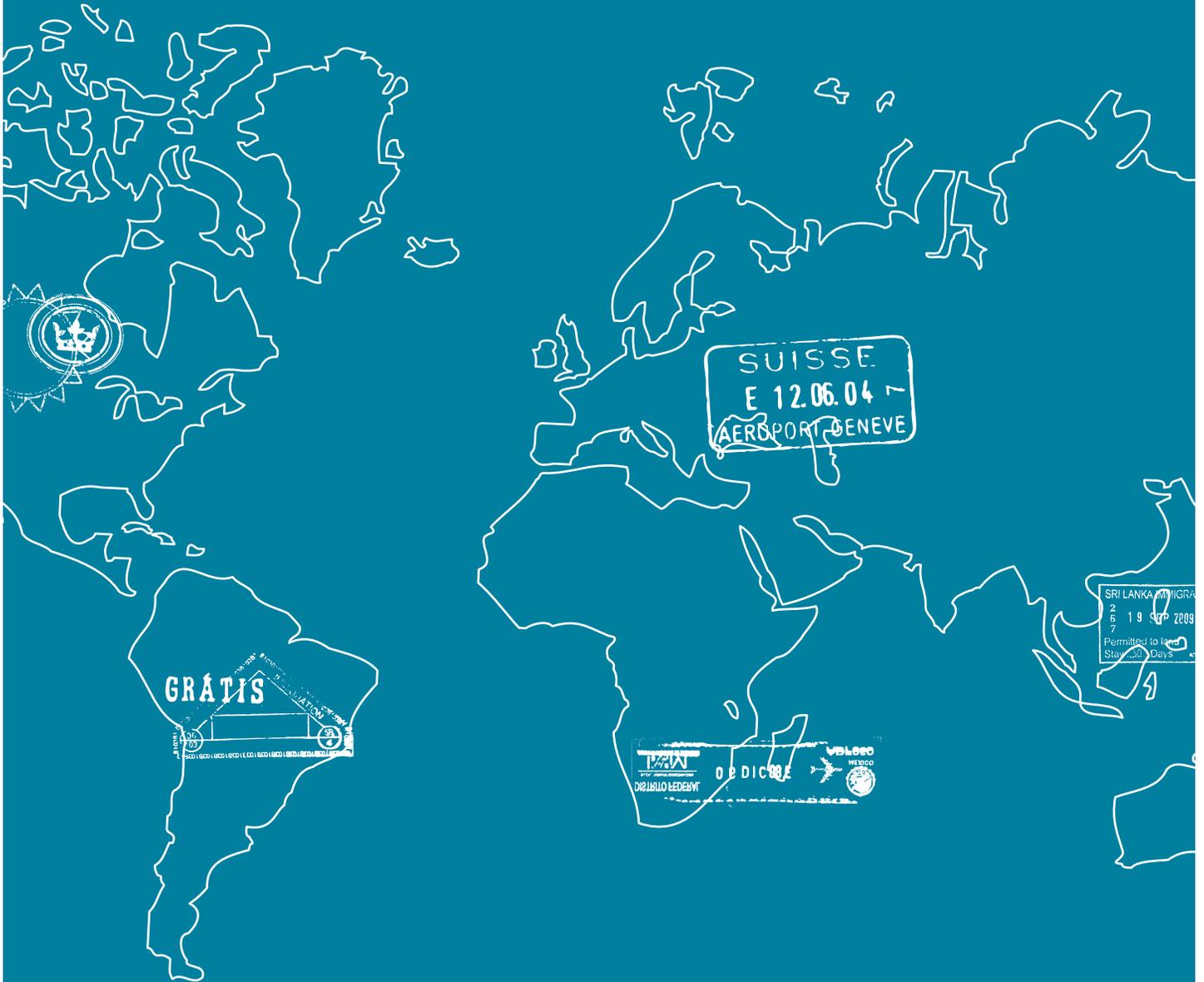
Integrating: Use multiple literacy strategies and skills to approach print and online sources with cultural understanding. Use multiple texts from diverse cultures from their region.

Examples of specific indicators include, but are not limited to:

- Students can synthesize information from multiple sources, including family and personal history, websites, books, and community investigations, and incorporate these multiple perspectives into their project.
- Students can build comparative analyses of what they are learning.
- Students can convey the complexity of culture in their projects (e.g, when comparing cultures, students can suspend judgment and look beyond simplistic determinations of “right” and “wrong,” and explain how geography, history, and political and economic systems affect, and are affected by specific cultural practices).
- Students can communicate what they have learned to diverse audiences, and craft specific presentations tailored to those audiences (in face-to-face settings and through online publishing).

TEACHER GUIDE

K-5 GLOBAL COMPETENCE INDICATORS CHECKLIST



PARTNERSHIP FOR
21ST CENTURY SKILLS

KINDERGARTEN AND GRADE 1 — GLOBAL COMPETENCE INDICATORS CHECKLIST

Understanding

- Students can find their region and its countries on a map.
- Students can name and describe the events, celebrations, and stories that are important to their family and community.
- Students see that other people and communities have traditions that are different from their own.

Investigating

- Students can ask questions that help them learn about countries in their region.
- Students can read and look at different books and websites to learn about countries in their region.
- Students can look at art to learn about countries in their region.
- Students can listen to music to learn about countries in their region.

Connecting

- Students can work with other students on global projects.
- Students can discuss about what they are learning and incorporate different opinions in their discussions.
- Students can discuss and listen to classmates even when they don't agree.
- Students can learn about different traditions, stories, and ideas from other students, teachers, and schoolmates.
- Students can share their learning and projects in all subjects about their region with other students, teachers, parents and their community.

Integrating

- Students can reference their knowledge of different cultures in various contexts, within school, as well as in their community.
- Students can compare their culture with other cultures in various presentational mediums (e.g. spoken, written etc.).

NOTES



GRADE 2 AND 3 — GLOBAL COMPETENCE INDICATORS CHECKLIST

Understanding

- Students can begin to understand the relationship between products, practices and perspectives within certain cultures.
- Students can begin to understand the importance of a cultural perspective in establishing point of view (e.g. how factors such as age, employment, or where one lives can influence how a person sees the world).

Investigating

- Students can ask questions that spark global research projects which highlight the relationship between products, practices and perspectives.
- Students can participate in community-based research projects.
- Students can find resources from multiple books, websites, and newspaper articles that provide information about their community and the countries in their region.

Connecting

- Students can collaborate with other students within and outside their school on projects about their local community and countries in their region.
- Students can demonstrate openness to diverse ideas and perspectives through active dialogue.
- Students can develop, implement, and present collaborative project-based work in multiple formats (research reports, art projects, etc.)
- Students can present their project findings to other students, teachers, administrators and people from their community.
- Students can publish online what they have learned using blogs and other technology tools.

Integrating

- Students can bring information together from multiple sources, including family and personal history, websites, books, and community investigations.
- Students can reference findings from their cultural investigations across all subjects.
- Students can use multiple media in a purposeful manner to present ideas—incorporating visual, print, and audio segments.

NOTES



GRADE 4 AND 5 — GLOBAL COMPETENCE INDICATORS CHECKLIST

Understanding

- Students can see how culture shapes individual and community perspectives and points of view.
- Students can explain how their cultural beliefs and values influence their own lives.

Investigating

- Students can ask questions that start cultural investigations highlighting the relationship between products, practices and perspectives, and cultural beliefs and values.
- Students can demonstrate multiple literacy skills.
- Students can conduct research that draws upon multiple sources (e.g. books, websites, newspaper articles, etc.) that provide information relevant to their global inquiry.
- Students can sift and analyze the information that they collect to incorporate only relevant, credible resources.

Connecting

- Students can interact with various local and global communities in culturally appropriate ways.
- Students can collaborate effectively with other students within and outside of their school on projects about their local community, and countries in their region using multiple technology tools and formats.
- Students can present their research findings and projects to other students, teachers, administrators and people from their community using multiple technology tools and formats.

Integrating

- Students can synthesize information from multiple sources, including family and personal history, websites, books, and community investigations, and incorporate these multiple perspectives into their project.
- Students can build comparative analyses of what they are learning.
- Students can convey the complexity of culture in their projects.
- Students can communicate what they have learned to diverse audiences, and craft specific presentations tailored to those audiences (in face-to-face settings and through online publishing).

NOTES



TEACHER GUIDE

**6-8 GLOBAL COMPETENCE
GRADE-LEVEL INDICATORS**



PARTNERSHIP FOR
21ST CENTURY SKILLS

GRADES 6-8: OVERVIEW OF STUDENT GLOBAL COMPETENCIES

Globally competent middle school students possess the attitudes, skills and knowledge for successful global citizenship in an increasingly interconnected world. The table below provides an overview of competencies for middle school students by merging Global Gateway's learning spirals (Understanding, Investigating, Connecting and Integrating) with conceptual units of study (Global Society, Global Geography, Global Environment, Global Education, Global Economy and Global Politics). Specific competencies for each grade level and units of study are listed in the indicator checklists on the following pages.

UNDERSTANDING

Students will demonstrate an understanding of the global concepts below.

INVESTIGATING

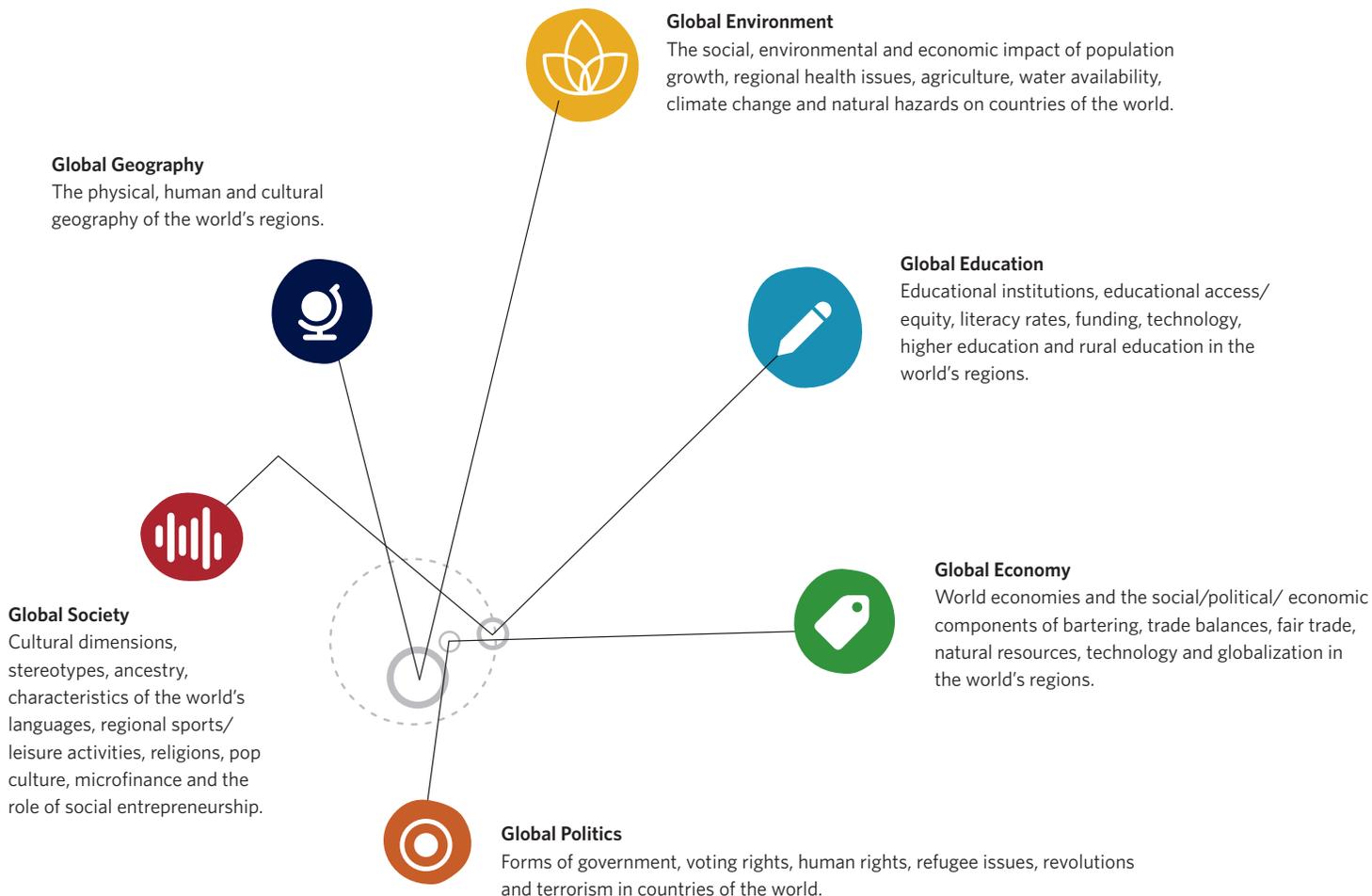
Students will conduct research from primary and secondary sources to investigate the global concepts below.

CONNECTING

Students will work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions. Students will demonstrate relationships between global concepts, leading to understanding about the complexities of each.

INTEGRATING

Students will synthesize information from multiple sources to present to diverse audiences on the global concepts below.



GRADE 6: GLOBAL COMPETENCIES — GLOBAL SOCIETY



Students will explore the connectedness of the world's people by examining the meaning of culture and the similarities and differences between U.S. culture and the cultures of other countries. Students will also be introduced to the concept of social entrepreneurship and be encouraged to think through solutions to global issues.

Understanding: Demonstrate understanding of various concepts such as cultural dimensions, stereotyping and the importance of one's ancestry. Demonstrate knowledge of the important role of microfinance and social entrepreneurship initiatives around the world.

Examples of specific indicators include, but are not limited to:

- Students demonstrate relationships between cultures, stereotypes and behaviors.
- Students describe their family traditions and how they are similar to or different from other traditions.
- Students explain what defines and who are U.S. Americans and how U.S. Americans are perceived by different cultures around the world.
- Students describe the ethnic origins of U.S. Americans.
- Students define microfinance, describe its components and articulate at least one possible social entrepreneurship opportunity in another country.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of cultural elements, stereotypes, microfinance and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate cultural differences in family structures around the world.
- Students critically select appropriate primary and secondary sources (e.g., interviews, books, websites, newspaper articles and other media) to examine stereotypical perspectives about U.S. Americans.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products.

Connecting: Demonstrate relationships between various global society topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students describe the relationship between culture and behavior.
- Students explain relationships between social entrepreneurship initiatives and the economic reality of people and communities around the world.
- Students interact with individuals and/or groups in their local and global communities to further analyze different cultural traditions, as well as the effects of stereotypes.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia presentations on various cultural issues, as well as on the importance of microfinance.

Examples of specific indicators include, but are not limited to:

- Students summarize data gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos) on cultural issues.
- Students synthesize investigations and create proposals for addressing global challenges through social entrepreneurship.
- Students use multiple media to communicate their ideas on opportunities for social entrepreneurship projects to a diverse audiences.

GRADE 6: GLOBAL COMPETENCIES — GLOBAL GEOGRAPHY



Students will study the Earth and its people from a physical perspective. Students will investigate the effects of geography on the distribution of people and resources worldwide, on world economies and on socio-cultural activities. They will also study world regions and landforms, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the physical geography of the world's regions.

Examples of specific indicators include, but are not limited to:

- Students identify geographical features of a country and are able to explain the importance of geographical knowledge.
- Students articulate connections between geography and culture.
- Students demonstrate understanding of maps by creating print and digital geographical maps of a region.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support the analysis of geographical features of world regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate types of geographical features of world regions.
- Students critically select appropriate sources that enable comparative investigations of the geography of a global region of study and their local community.
- Students evaluate and analyze credible sources to create high quality print and/or digital learning products.

Connecting: Determine the relationships between global geography topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the interconnectedness of geography and culture.
- Students articulate relationships between types of landforms and their impact on a region's people, resources and activities.
- Students interact with individuals and/or groups in their local and global communities to further analyze global geography topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations on the geography of a world region.

Examples of specific indicators include, but are not limited to:

- Students summarize knowledge of the world's geographical features gathered from primary and secondary sources (e.g., interviews websites, books, videos).
- Students synthesize investigations and create various multimedia presentations to explain geographical features.
- Students communicate their analyses of geographical features to a variety of audiences.

GRADE 6: GLOBAL COMPETENCIES — GLOBAL ENVIRONMENT



Protecting the environment involves political, economic and social responses that influence daily life of the global population. Students will investigate various global environmental challenges, as well as possible solutions. Students will also study population growth and world health issues, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global environment by investigating the world’s population, health, resource availability and the social impact of environmental challenges.

Examples of specific indicators include, but are not limited to:

- Students describe the world’s population growth over time and its social and environmental impact on cities.
- Students explain how population growth affects food availability.
- Students articulate the world’s major regional health issues by describing how quality of health is affected by food quality, poverty level, health care access and availability of clean water.
- Students describe historical epidemics/pandemics and their impacts on health and population.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the world’s population growth and regional health issues and their social, environmental and economic impact.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to focus investigations on the world’s largest cities and the related social, environmental and economic problems associated with population growth.
- Students critically select appropriate sources that enable comparative investigations on public health around the world and in their local community.
- Students evaluate and analyze credible sources to create high-quality print and/or digital learning products.

Connecting: Determine relationships between global environment topics (e.g., population, health, megacities, epidemics/pandemics). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students describe relationships between population, arable land and available food supply.
- Students explain the interconnectedness between population growth in cities and the social, economic and environmental effect on residents.
- Students articulate the relationships between a population’s health and topics such as hunger, poverty, immunizations and clean water.
- Students interact with individuals and/or groups in their local and global communities to further analyze global environmental topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to integrate information from multiple sources and create multimedia products and presentations on population and health issues of world regions.

Examples of specific indicators include, but are not limited to:

- Students summarize knowledge of the effects of the world’s population growth and health issues gathered from primary and secondary sources (e.g., websites, books, videos).
- Students synthesize investigations of world populations and health issues and create multimedia presentations.
- Students use multiple media to communicate their research analyses of global environmental topics to a variety of audiences.

GRADE 6: GLOBAL COMPETENCIES — GLOBAL EDUCATION



Students will address many issues that different countries face in providing educational opportunities to their citizens. Students will also explore global literacy issues and educational access/equity, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of educational institutions, education access issues and population literacy rates in different world regions.

Examples of specific indicators include, but are not limited to:

- Students explain the types of educational institutions and education access issues of a country and a world region.
- Students articulate the influence of a country's culture on its educational access and types of educational institutions.
- Students describe different literacy rates within a world region and their impact on people and societies.
- Students compare and contrast the educational systems, educational access and literacy rates of a country and their local community.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of educational systems, educational access issues and literacy rates of world regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate types of educational systems and identify literacy rates of world regions based on evaluation of relevant sources.
- Students critically select appropriate sources that enable comparative investigations between educational systems around the world and in their local community.
- Students evaluate and analyze relevant, credible sources to create high quality print and/or digital learning products.

Connecting: Determine relationships between global education topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the interconnectedness of education and culture.
- Students analyze relationships between types of education, educational access issues, literacy rates and their impact on people, resources and activities around the world.
- Students interact with individuals and/or groups in their local and global communities to further analyze global educational topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia presentations on diverse global educational topics.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings on the world's educational systems gathered from primary and secondary sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of global educational systems and create various multimedia products and presentations.
- Students use multiple media to effectively communicate their analyses of global educational systems to diverse audiences.

GRADE 6: GLOBAL COMPETENCIES — GLOBAL ECONOMY



Students will explore the increasing economic dependency between countries, their financial institutions and the movement of goods and services. Students will study the eurozone and bartering, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global economy by investigating specific economies of world regions and by exploring microeconomic concepts in diverse social and political contexts.

Examples of specific indicators include, but are not limited to:

- Students describe issues that are affecting different world economies.
- Students explain the eurozone and its structure, currency and member countries.
- Students articulate the concept of bartering and its social, political and economic effects in specific economies around the world.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of specific global economies and microeconomic concepts.

Examples of specific indicators include, but are not limited to:

- Students describe examples of issues affecting the world's economies through research using primary and secondary sources.
- Students critically select appropriate sources that enable comparative investigations focused on currencies used in the United States and in the eurozone.
- Students evaluate and analyze credible sources to create high-quality print and/or digital learning products.

Connecting: Determine relationships between global economic topics (e.g., regional economies, eurozone, bartering, currency). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the relationship of the euro in individual countries and the European Union's economy as a whole.
- Students articulate relationships between bartering, standard currency and exploration of the world's regions.
- Students interact with individuals and/or groups in their local and global communities to conduct investigations about economic concepts.
- Students demonstrate openness to diverse perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources to create multimedia products and presentations about global economic issues and microeconomic concepts, such as bartering, for diverse audiences.

Examples of specific indicators include, but are not limited to:

- Students summarize data about the global economy gathered from primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations and explain regional economic issues and bartering using multimedia presentations.
- Students use multiple media to communicate their analyses of global economic issues and microeconomic concepts to diverse audiences.

GRADE 6: GLOBAL COMPETENCIES — GLOBAL POLITICS



Students will explore the impact of global political systems on everyday life, as well as the complexity of processes that countries use to make political decisions, both internally and globally. Students will investigate forms of government and voting rights, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the forms of government and voting rights in the countries of world regions.

Examples of specific indicators include, but are not limited to:

- Students explain the types of governments and voting rights of a country and a world region.
- Students articulate the influence of a country's culture on its forms of government.
- Students describe the history of voting rights within a world region and the impact on its people and societies.
- Students compare and contrast the forms of government and the history of voting rights in a country from a specific world region with those of the U.S.
- Students identify how knowledge of governmental forms and voting rights may inform the development of global citizens.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of forms of government and voting rights of world regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate forms of government and identify the voting rights of world regions.
- Students critically select appropriate sources that enable comparative investigations between voting systems around the world and in their local community.
- Students evaluate and analyze relevant and credible sources to create high-quality print and/or digital learning products about forms of government and voting rights.

Connecting: Determine relationships between various global politics topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the interconnectedness of forms of government, voting rights and culture.
- Students articulate relationships between types of government, voting rights and their impact on a region's people, resources and activities.
- Students interact with individual and/or groups in their local and global communities to further analyze global political topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources to produce multimedia products and presentations on political institutions and voting rights in a world region.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings on the world's political systems gathered from various primary and secondary sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of global political systems and create multimedia products and presentations.
- Students communicate their analyses of global governmental systems and voting rights to a variety of audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL SOCIETY



Students will explore the connectedness of the world's people by examining oral and written languages and sports/leisure activities. They will be introduced to the concept of social entrepreneurship and think through solutions to global issues.

Understanding: Demonstrate understanding of characteristics of the world's languages, regional sports/leisure activities, microfinance and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students describe characteristics of a language, its relationship to culture and the effects of globalization on languages.
- Students explain the sports/leisure activities of different world regions.
- Students understand microfinance and social entrepreneurship contexts through an economic, socio-cultural lens.
- Students articulate dimensions of social entrepreneurship processes and explain at least one possible opportunity for investing in a project in another country.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of world languages, regional sports/leisure activities and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame questions to investigate socioeconomic dimensions of social entrepreneurship and its investment opportunities.
- Students critically select appropriate primary and secondary sources that enable comparative investigations about global and local sports and leisure activities.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products about world languages and regional sports/leisure activities.

Connecting: Determine relationships between global society topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work valuing while individual contributions.

Examples of specific indicators include, but are not limited to:

- Students demonstrate relationships between culture and language.
- Students articulate connections between social entrepreneurship and meeting the economic/social needs of people and communities.
- Students interact with individuals and/or groups in their local and global communities to further analyze different topics related to culture and language and to regional sports/leisure activities.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations on world languages, regional sports/leisure activities and microfinance.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about globalization and world languages gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations and create multimedia presentations for addressing global challenges through social entrepreneurship.
- Students use multiple media to communicate research findings about addressing global challenges through social entrepreneurship to diverse audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL GEOGRAPHY



Students will study the Earth and its people from a human perspective. Students will investigate the effects of geography on the distribution of people and resources worldwide, on world economies and on socio-cultural activities. They will also study transportation and traders/travelers, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of geography through the investigation of economic opportunities and challenges, political structures and environmental impacts.

Examples of specific indicators include, but are not limited to:

- Students explain how transportation varies according to where people live and the environmental impacts of different modes of transportation.
- Students articulate the movement of materials for the production and distribution of products and explain their understanding of the importance of historical trading routes.
- Students describe knowledge of positive and negative effects of trade agreements.
- Students demonstrate understanding of how landforms and water forms influence the way people, goods and services move through a global region.
- Students compare and contrast transportation systems of a global region with the systems existing in their local community.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support the analysis of the transportation and trade economies of world regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate global transportation and trade economies.
- Students critically select appropriate sources for comparative investigations about transportation and international trade agreements around the world.
- Students examine historical trade routes and trade agreements based on the evaluation of relevant sources.
- Students evaluate and analyze credible sources to create high-quality print and/or digital learning products about transportation and global trade.

Connecting: Determine causal relationships between global geography topics (e.g., transportation, trade agreements). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students articulate relationships between transportation and environmental impacts.
- Students explain the interconnectedness of politics, transportation and geography in relation to trade routes and trade agreements.
- Students interact with individual and/or groups in their local and global communities to further analyze transportation and trade agreements.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and create multimedia products and presentations about the influence of geography on global transportation and trade.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings gathered from primary and secondary sources (e.g., interviews, websites, books, videos) on the world's transportation systems and their environmental impacts.
- Students synthesize investigations to create multimedia products and presentations about geographical influence on global production and international trade.
- Students use multiple media to communicate analyses of geographical influence on global production and international trade to diverse audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL ENVIRONMENT



Protecting the environment involves political, economic and social responses that influence daily life of the global population. Students will investigate various global environmental challenges, as well as possible solutions. Students will also explore agricultural production and water/sanitation, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global environment through investigation of the world's agricultural, food and water resources.

Examples of specific indicators include, but are not limited to:

- Students describe an example of a food shortage and its global economic and environmental effects.
- Students explain how different agricultural practices used throughout the world impact food production.
- Students articulate the types of agricultural products different countries produce and export.
- Students describe the causes of and solutions to one water-related disease.
- Students articulate strategies used to provide clean water and propose their own clean water solutions.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the agricultural, food and water resources of the world's regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate the world's agricultural practices and production.
- Students critically select appropriate sources that enable comparative investigations of global water-related diseases, their locations and interventions.
- Students evaluate and analyze credible sources to create high-quality print and/or digital learning products illustrating the world's agricultural and water issues.

Connecting: Determine relationships between global environment topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain connections between an example of a food shortage and its effects on prices and the global economy.
- Students articulate relationships between people's health and issues of hunger, poverty, immunizations and clean water.
- Students explain the dual need for and the relationship between access to water and agricultural cultivation.
- Students describe connections between sanitation and the health of people in different world regions.
- Students interact with individuals and/or groups in their local and global communities to further analyze global access to water and agricultural practices around the world.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to integrate information from multiple sources and produce media products and presentations on the agricultural and water issues of world regions.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about water-related diseases gathered from primary and secondary sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of the world's agriculture and related political, economic and environmental effects and create a range of multimedia products and presentations.
- Students use multiple media to communicate research analyses of the world's agriculture and related political, economic and environmental effects to diverse audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL EDUCATION



Students will address many issues that different countries face in providing educational opportunities to their citizens. Students will explore education funding and technology integration, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of global education systems by investigating different types of funding, technology access and the role of education in economic development.

Examples of specific indicators include, but are not limited to:

- Students explain education funding in the U.S and in countries within a global region of study.
- Students articulate similarities and differences of education funding structures.
- Students describe challenges in education funding faced by the U.S. and countries in a global region of study.
- Students identify organizations that contribute funds to support global education.
- Students demonstrate understanding of how the Internet has transformed global access to educational resources and services.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of education funding, technology access and the role of education in world region economies.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate global education funding, technology access and education's role in an economy.
- Students critically select appropriate sources to examine global challenges to universal education access and opportunities (and challenges) afforded through new technologies.
- Students evaluate sources to enable comparative investigations about local and global education funding and access to technology.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products about local and global education funding and access to technology.

Connecting: Determine relationships between global education topics (e.g., education funding, technology access, economic development). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students articulate relationships between education, education funding and technology access and the impact of education on economic development.
- Students explain the interconnectedness of education funding and economic development.
- Students interact with individuals and/or groups in their local and global communities to further analyze education funding, technology access and economic development.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative multimedia products and presentations about education funding and technology access around the world.

Integrating: Demonstrate the ability to synthesize information from multiple sources to produce multimedia presentations on education funding and technology access around the world.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings from primary and secondary sources (e.g., interviews, websites, books, videos) on the world's education funding structures and levels of technology access.
- Students synthesize investigations of education funding systems, levels of technology access and education's role in economic development and create multimedia products and presentations.
- Students use multiple media to effectively communicate analyses of education funding systems, levels of technology access and education's role in economic development to diverse audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL ECONOMY



Students will explore the increasing economic dependency between countries, their financial institutions and the movement of goods and services. Students will study trade balances, fair trade policies and the use of natural resources, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global economy and its institutions through contextual analyses of concepts such as interdependence, fair trade and financial policies.

Examples of specific indicators include, but are not limited to:

- Students describe global economic interdependence and fair trade policies.
- Students explain global financial institutions and policies.
- Students identify natural resources in specific global regions and compare and contrast access to these resources.
- Students articulate dimensions of social entrepreneurship processes, explain at least one possible opportunity for investing in a project in another country and describe how that opportunity may influence local and global economic systems.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of global economic interdependence, fair trade policies, access to natural resources and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate global economic interdependence.
- Students critically select appropriate primary and secondary sources (e.g., interviews, books, websites, newspaper articles and other media) to examine global economic institutions and their policies.
- Students engage in comparative investigations by analyzing credible primary and secondary sources about local and global access to natural resources.
- Students evaluate and analyze relevant, credible sources to create a variety of print and/or digital learning products about global economic institutions and their policies.

Connecting: Determine relationships between global economic topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students demonstrate relationships between cultures and economic systems.
- Students articulate connections between social entrepreneurship, global economic interdependence, fair trade policies and access to natural resources.
- Students interact with individuals and/or groups in their local and global community to further analyze global economic topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources to create multimedia presentations on global interdependence, fair trade, access to natural resources and microfinance.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos) about global economic interdependence and global economic policies.
- Students synthesize investigations and create products and presentations about global economic policies, such as fair trade and the movement of goods and services.
- Students use multiple media to communicate research findings or global economic policies, such as fair trade and the movement of goods and services, to diverse audiences.

GRADE 7: GLOBAL COMPETENCIES — GLOBAL POLITICS



Students will explore the impact of global political systems on everyday life, as well as the complexity of processes that countries use to make political decisions, both internally and globally. Students will investigate human rights and refugees, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of what constitute human rights around the world, and of political refugees and their effects on populations in specific global regions.

Examples of specific indicators include, but are not limited to:

- Students describe what and who define human rights, and the global legal framework designed to protect them.
- Students explain political factors that contribute to a person's refugee status.
- Students understand microfinance and social entrepreneurship contexts through a political, socio-cultural lens.
- Students articulate dimensions of social entrepreneurship processes and describe how these processes may influence political systems.

Investigating: Gather relevant information through multiple primary and secondary sources, drawing evidence to support analysis of human rights, political refugees and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate what and who define human rights and how definitions are influenced by specific cultural contexts.
- Students critically select sources for comparative investigations about the world's approach to protecting human rights and the status of political refugees.
- Students evaluate and analyze relevant and credible sources to create high-quality print and/or digital learning products about the socio-political dimensions of social entrepreneurship.

Connecting: Determine relationships between global political topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students demonstrate relationships between culture and politics.
- Students articulate connections between social entrepreneurship and promoting the political rights of people and communities.
- Students interact with individuals and/or groups in their local and global communities to further analyze global political topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations about human rights around the world, the plight of refugees in specific political contexts and microfinance.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings from primary and secondary sources (e.g., interviews, websites, books, videos) and develop points of view regarding human rights and political causes and the effects of refugee populations in specific global regions.
- Students synthesize research findings about global definitions and approaches to protecting human rights and create multimedia products and presentations.
- Students use multiple media to communicate analyses of global definitions and approaches to protecting human rights to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL SOCIETY



Students will explore the connectedness of the world's people by examining world religions and pop culture. Students will be introduced to the concept of social entrepreneurship and will think through solutions to global issues.

Understanding: Demonstrate understanding of the cultural contexts of world religions and the global dimensions of pop culture. Demonstrate knowledge of the importance of microfinance and social entrepreneurship initiatives around the world.

Examples of specific indicators include, but are not limited to:

- Students explain characteristics of world religions through a cultural lens.
- Students articulate components of pop culture.
- Students describe the global dimensions and characteristics of American pop culture.
- Students identify the systemic role of social entrepreneurship in communities around the world.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of world religions, pop culture and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate world religions and global dimensions of pop culture.
- Students critically select appropriate sources that enable comparative investigations about world religions and pop culture.
- Students evaluate and analyze relevant and credible sources to create high-quality print and/or digital learning products about the systemic nature of social entrepreneurship in addressing social problems.

Connecting: Determine relationships between global society topics (e.g., world religions, pop culture, microfinance). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the interconnectedness of world religions and cultures.
- Students articulate global relationships between pop culture in the U.S. and other countries.
- Students describe how social entrepreneurship efforts may address possible solutions to societal challenges.
- Students interact with individuals and/or groups in their local and global communities to further analyze world religions and global dimensions of pop culture.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources to produce multimedia products and presentations about the cultural context of world religions, elements of pop culture and microfinance opportunities.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about world religions and global pop culture gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations and create multimedia presentations addressing global challenges through social entrepreneurship.
- Students use multiple media to communicate research findings about addressing global challenges through social entrepreneurship to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL GEOGRAPHY



Students will study the Earth and its people from a cultural perspective. Students will investigate the effects of geography on the distribution of people and resources worldwide, on world economies and on socio-cultural activities. They will also study fine/performing arts and architecture, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of global human geography by investigating the influence of culture on fine arts, performing arts and architecture.

Examples of specific indicators include, but are not limited to:

- Students explain how music, art and films are reflective of culture.
- Students articulate how “green” building initiatives are impacting the world’s architecture.
- Students demonstrate understanding of art, music, architecture and other cultural geography topics in a global region.
- Students identify world heritage sites in a global region.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of fine arts, performing arts and architecture in the world’s regions.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate the influence of geography on fine arts, performing arts and architecture around the world.
- Students critically select appropriate sources to enable comparative investigations about music, art and films of different cultures.
- Students evaluate and analyze credible sources to create high-quality print and/or digital learning products about the influence of human geography on music, art, films and architecture around the world.

Connecting: Determine systemic relationships between global geography topics (e.g., fine arts, performing arts, architecture). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students articulate connections between geography, culture, music, art and films.
- Students explain relationships between local building materials and the architectural structures in different world regions.
- Students describe connections between Greek architecture and present day structures in the U.S.
- Students interact with individuals and/or groups in their local and global communities to further analyze the influence of human geography on fine arts, performing arts and architecture.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats about local and global fine arts, performing arts and architecture.

Integrating: Demonstrate the ability to synthesize information from multiple sources and create products and presentations about human geographical influences on fine arts, performing arts and architecture around the world.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings from primary and secondary sources (e.g., interviews, websites, books, videos) about the influence of human geography on the world’s music, art, films and architecture.
- Students synthesize investigations and create multimedia products and presentations about the influence of geography on the world’s music, art, films and architecture.
- Students use multiple media to communicate analyses of the influence of human geography on the world’s music, art, films and architecture to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL ENVIRONMENT



Protecting the environment involves political, economic and social responses that influence daily life of the global population. Students will investigate various global environmental challenges, as well as possible solutions. Students will also explore climate change and natural hazards, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global environment by investigating world climates, natural hazards and their human/environmental impacts.

Examples of specific indicators include, but are not limited to:

- Students explain types of global climates and weather phenomena.
- Students describe global warming and take positions on how to address its challenges.
- Students articulate the types of natural hazards that impact regions of the world.
- Students describe the processes through which international aid organizations provide relief to countries that have experienced natural disasters.

Investigating: Gather relevant information using multiple primary and secondary sources, drawing evidence to support analysis of the climate and natural hazards of world regions.

Examples of specific indicators include, but are not limited to:

- Students frame questions to investigate the world's climates and natural hazards.
- Students critically select sources to enable comparative investigations about El Niño and La Niña, and their causes and effects around the world.
- Students evaluate and analyze relevant and credible sources to create high-quality print and/or digital learning products illustrating the world's climates, natural hazards and their effects on world regions.

Connecting: Determine the systemic relationships between global environmental topics (e.g., climate, natural hazards). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students explain the causal relationship between the greenhouse effect and global warming.
- Students articulate connections between climate and a region's varied temperature, wind, precipitation, storm and seasonal patterns.
- Students interact with individuals and/or groups in their local and global communities to further analyze global environmental topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative multimedia products and presentations.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations on climate and natural hazards.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about global climate, global warming and natural hazards gathered from primary and secondary sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations about world's climates, natural hazards and relief efforts and create multimedia products and presentations.
- Students use multiple media to communicate analyses of the world's climates, natural hazards and relief efforts to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL EDUCATION



Students will address many issues that different countries face in providing educational opportunities to their citizens. Students will explore higher education and education in rural areas of the world, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of global education by investigating higher education and rural education in world regions.

Examples of specific indicators include, but are not limited to:

- Students identify higher education institutions around the world.
- Students describe opportunities and challenges of studying abroad.
- Students demonstrate understanding of the attitudes, skills and knowledge needed for a globalized world, and how higher education meets (or does not meet) those demands.
- Students identify unique challenges facing rural education locally and in the world region of focus.
- Students describe education in rural areas around the world.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of global higher education, rural education and the attitudes, skills and knowledge needed for a globalized society.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate global higher education and rural education systems.
- Students critically select appropriate sources to enable comparative investigations about local and global higher education institutions and rural education initiatives.
- Students evaluate and analyze credible sources about higher education institutions and rural education initiatives around the world to create high-quality learning products.

Connecting: Determine the systemic relationships between global education topics (e.g., higher education, rural education). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students articulate connections between higher education, rural education and a society's economic and political development.
- Students explain relationships between higher education and the attitudes, skills and knowledge needed for a globalized society.
- Students interact with individuals and/or groups in their local and global communities to further analyze education topics (e.g., higher education, rural education).
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations about global higher education and rural education in multiple formats.

Integrating: Demonstrate the ability to integrate information from multiple sources to produce multimedia presentations about local and global higher education and rural education systems.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings on global higher education and rural education systems gathered from various primary and secondary sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations about global higher education and rural education systems and create multimedia products and presentations.
- Students use multiple media to effectively communicate analyses of global higher education and rural education systems to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL ECONOMY



Students will explore the increasing economic dependency between countries, their financial institutions and the movement of goods and services. Students will examine technological advances and globalization, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the global economy through exploring the impact of technology and globalization on economy.

Examples of specific indicators include, but are not limited to:

- Students describe benefits and challenges of new technology innovations and how technology impacts the global economy.
- Students explain what globalization is and how it affects their local and global communities.
- Students identify how increased trade and foreign investment result in unintended consequences (both positive and negative) for local communities.
- Students articulate dimensions of social entrepreneurship processes, explain at least one possible opportunity for investing in a project in another country and describe how that opportunity reflects the influence of new technologies and globalization.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the impact of new technologies, globalization and increases in foreign investments on local and global economies.

Examples of specific indicators include, but are not limited to:

- Students frame questions to investigate global foreign investment, the impact of new technologies on the global economy and socioeconomic dimensions of social entrepreneurship.
- Students critically select appropriate primary and secondary sources (e.g., interviews, books, websites, newspaper articles and other media) to enable comparative investigations about globalization and how access to new technologies has impacted local and global economies.
- Students evaluate and analyze credible sources to create a variety of learning products about globalization and to explain how access to new technologies has impacted local and global economies.

Connecting: Determine the systemic relationships between global economic topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students demonstrate relationships between culture and economic systems.
- Students articulate connections between social entrepreneurship, globalization, the impact of foreign investment and access to new technologies.
- Students interact with individuals and/or groups in their local and global communities to further analyze global economic topics.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and create multimedia products and presentations about globalization, access to new technologies and the impact of microfinance and other forms of foreign investment in specific economic contexts.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos) about globalization and the economic policies related to foreign investment and access to new technologies.
- Students synthesize investigations and create multimedia products and presentations about the effects of globalization and new technologies.
- Students use multiple media to communicate research findings about the effects of globalization and new technologies to diverse audiences.

GRADE 8: GLOBAL COMPETENCIES — GLOBAL POLITICS



Students will explore the impact of global political systems on everyday life, as well as the complexity of processes that countries use to make political decisions, both internally and globally. Students will investigate revolutions and terrorism, relating these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of how complex political systems, social movements and conflicts affect everyday life around the world.

Examples of specific indicators include, but are not limited to:

- Students describe the effects of different political systems on everyday life.
- Students explain the political causes and effects of revolutions and terrorism in diverse contexts.
- Students understand microfinance in context and social entrepreneurship through a political, socio-cultural lens.
- Students articulate dimensions of social entrepreneurship processes and describe how political systems may support or challenge their success.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of political systems, revolution, terrorism and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate how political systems are influenced by specific cultural contexts, and the causes and effects of revolutions and conflicts.
- Students critically select appropriate sources to enable comparative investigations about global political systems, revolutions and conflicts.
- Students evaluate and analyze credible sources to create high-quality learning products about global political systems, revolutions and conflicts and their effects on social entrepreneurship and investment opportunities.

Connecting: Determine systemic relationships between global political topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students demonstrate the relationship between a specific culture and its corresponding political system.
- Students articulate connections between social entrepreneurship projects and the political systems in which they operate.
- Students interact with individuals and/or groups in their local and global communities to further analyze global political systems and conflicts.
- Students demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative products and presentations in multiple formats.

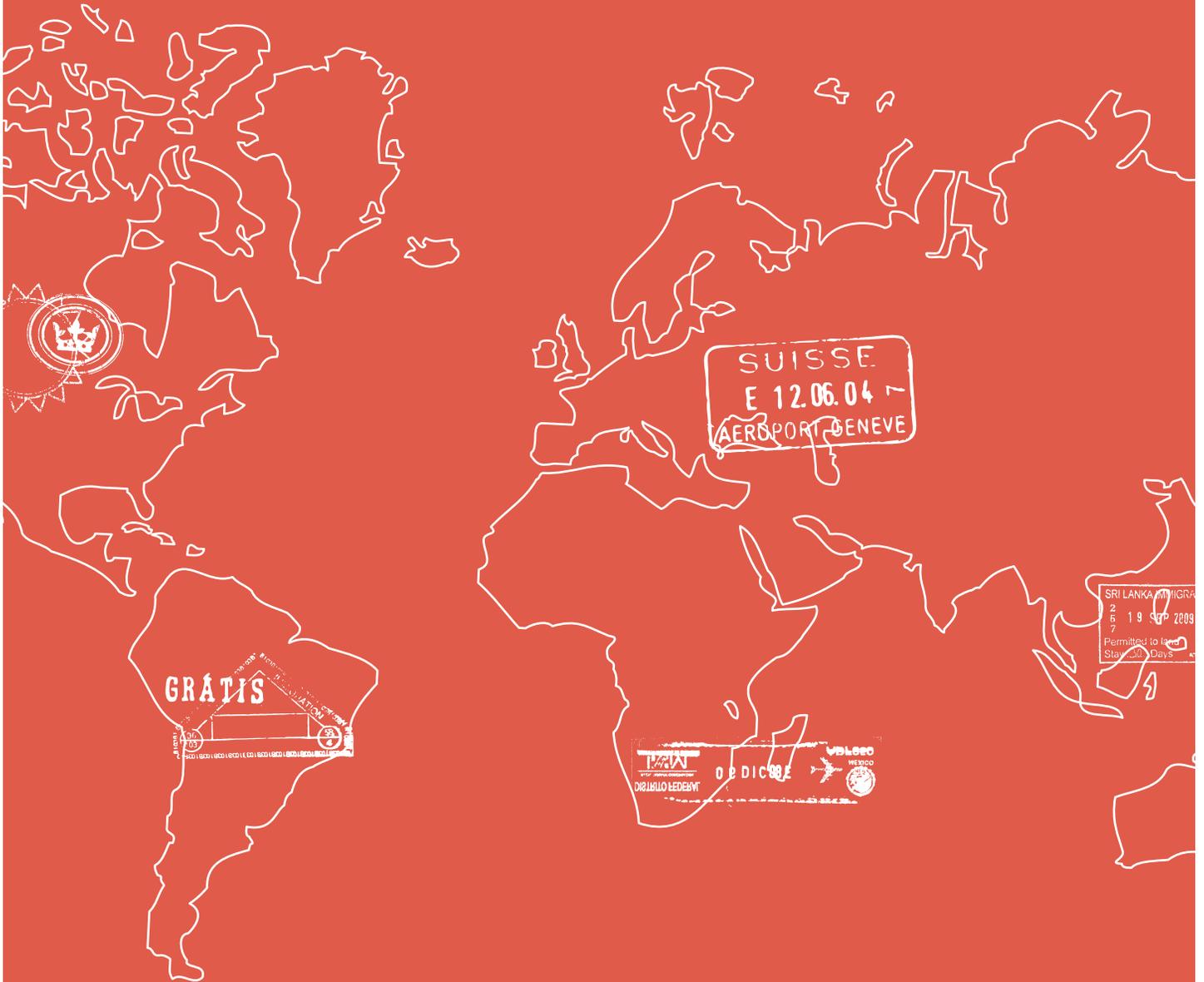
Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations about political systems, social movements and conflicts around the world.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings from primary and secondary sources (e.g., interviews, websites, books, videos) and develop points of view about political systems around the world and the political causes of revolutions and terrorism in specific global regions.
- Students synthesize research findings and create multimedia products and presentations about how political systems and conflicts influence economic opportunities such as microfinance projects.
- Students use multiple media to communicate analyses of political systems and the history of revolutions and conflicts around the world to diverse audiences.

TEACHER GUIDE

9-12 GLOBAL COMPETENCE GRADE-LEVEL INDICATORS



PARTNERSHIP FOR
21ST CENTURY SKILLS

GRADES 9-12: OVERVIEW OF STUDENT GLOBAL COMPETENCIES

Globally competent high school students possess the attitudes, skills and knowledge for successful global citizenship in an increasingly interconnected world. The graphic below provides an overview of these competencies for high school students by merging Global Gateway's learning spirals (Understanding, Investigating, Connecting, and Integrating) with conceptual units of study (Global society, Global Geography, Global Environment, Global Education, Global Economy and Global Politics). Specific competencies for each unit of study are listed in the indicator checklists on the following pages.

UNDERSTANDING

Students will demonstrate an understanding of the global concepts below.

INVESTIGATING

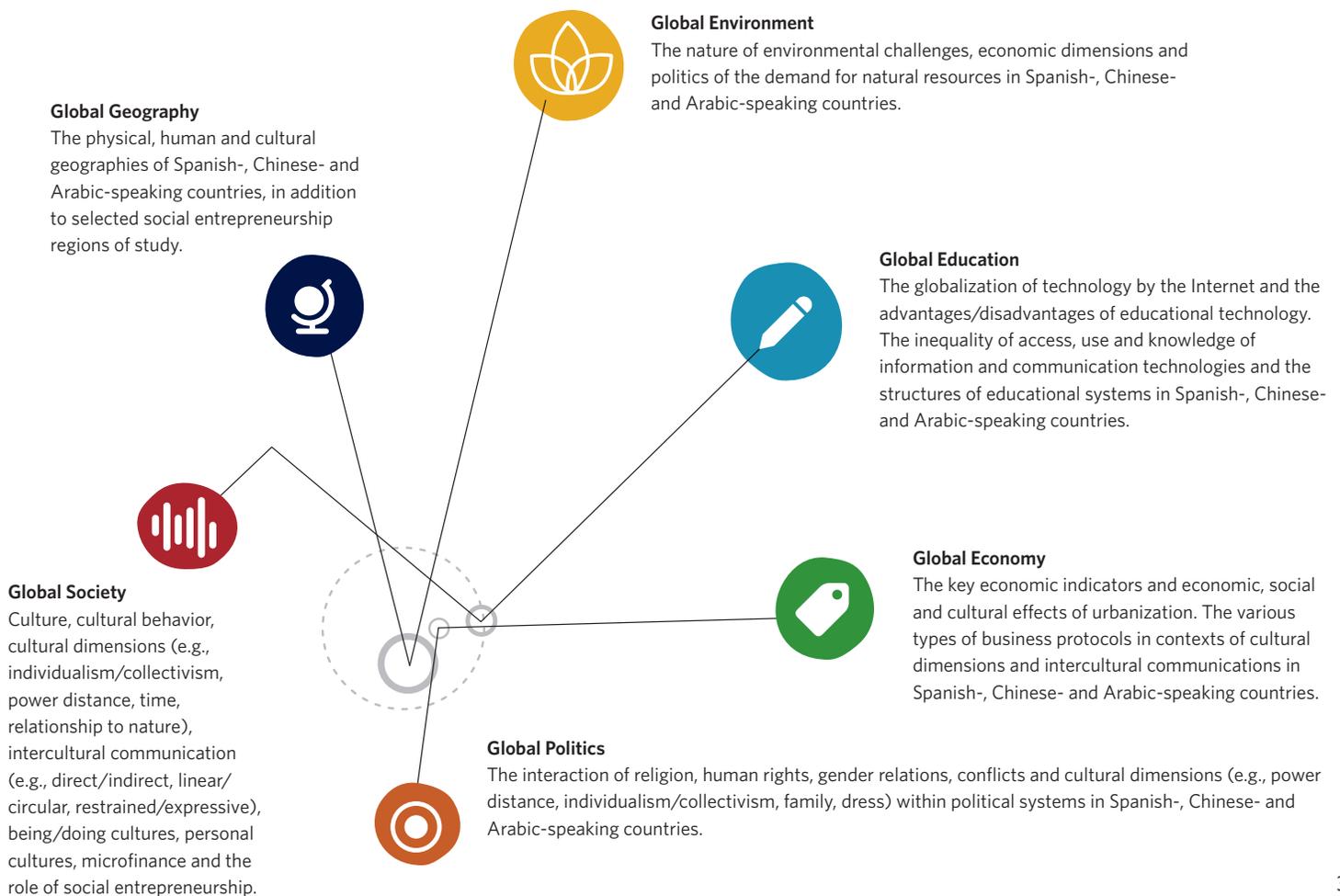
Students will conduct research from primary and secondary sources to investigate the global concepts below.

CONNECTING

Students will work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions. Students will demonstrate relationships between global concepts, leading to understanding about the complexities of each.

INTEGRATING

Students will synthesize information from multiple sources to present to diverse audiences on the global concepts below.



GRADES 9-12: GLOBAL COMPETENCIES — GLOBAL SOCIETY



Students will study the visible and invisible characteristics of culture. In order to effectively analyze the complexity of culture, students will learn about four main cultural dimensions: individualism/collectivism, power distance, time and relationship with nature. Cultural communication styles are explored and students will describe their own cultural identities, values and beliefs in relation to other cultures. This unit also includes an introduction to the concept of social entrepreneurship and encourages students to think through solutions to global issues analyzed throughout the curriculum.

Understanding: Demonstrate understanding of the dimensions of culture and intercultural communication. Demonstrate knowledge of the importance of microfinance and social entrepreneurship initiatives around the world.

Examples of specific indicators include, but are not limited to:

- Students define the meaning of culture and how behaviors relate to cultures.
- Students explain four dimensions of culture, including individualism/collectivism, power distance, the concept of time and relationship with nature.
- Students describe differences among three intercultural communication styles: direct/indirect, linear/circular and expressive/restrained.
- Students explain relationships between the cultural dimensions and communication styles of being and doing cultures.
- Students define microfinance, describe its components and articulate at least one possible social entrepreneurship opportunity in another country.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of cultural dimensions, intercultural communication and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate cultural dimensions, different types of cultural communications and social entrepreneurship.
- Students critically select appropriate primary and secondary sources (e.g., interviews, books, websites, newspaper articles and other media) to examine the dimensions of different cultures, communication styles and social entrepreneurship.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products describing cultural dimensions, intercultural communication and social entrepreneurship.

Connecting: Demonstrate relationships between various global society topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students describe relationships between behaviors and cultural dimensions.
- Students explain connections between communication styles and conveying meaning.
- Students explain relationships between social entrepreneurship initiatives and the socioeconomic contexts of communities around the world.
- Students interact with individuals and/or groups in their local and global communities to further analyze different cultural dimensions and communication styles.
- Students integrate diverse ideas and perspectives through active discussions to accomplish a group goal.
- Students develop and present collaborative learning products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations on cultural dimensions, intercultural communication styles and social entrepreneurship.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about culture dimensions, intercultural communication and social entrepreneurship gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of cultural dimensions, communication styles and microfinance to create multimedia products and presentations.
- Students use multiple media to communicate research findings about dimensions of culture, intercultural communication styles and social entrepreneurship to diverse audiences.

GRADES 9-12: GLOBAL COMPETENCIES — GLOBAL GEOGRAPHY



Global Geography studies the physical geographies of Spanish-, Chinese- and Arabic-speaking countries, as well as their people, communities and cultures. Students use Google Earth and other online tools to identify physical locations of countries and to analyze their physical geographies. Human geography characteristics including population, economy, literacy rate, industries and government structures are also explored. Students relate global geography concepts to their selected social entrepreneurship projects in the specified linguistic regions and critical media literacies are developed as students investigate the regions.

Understanding: Demonstrate understanding of global physical and human geography through investigations of the locations and characteristics of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students describe the physical locations of Spanish-, Chinese- and Arabic- speaking countries in relation to neighboring countries.
- Students identify characteristics of several Spanish-speaking countries (e.g., economy, governments, industries).
- Students describe the geographical origins of the Spanish language and its influence on the cultural characteristics of power distance.
- Students explain how images convey meaning depending on cultural contexts, intended purposes or audience.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the geographical characteristics of Spanish-, Chinese- and Arabic-speaking countries, and development of visual/ website literacy.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate the geographical characteristics of the specified linguistic regions.
- Students critically select appropriate primary and secondary sources that enable comparative investigations of the locations and characteristics of countries in the specified linguistic regions.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products about the physical and human geography of the specified linguistic regions.
- Students critically examine multiple media to deepen their research skills in the geographical contexts of the specified linguistic regions.

Connecting: Demonstrate relationships between various global geography topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students interact with individuals and/or groups in their local and global communities to further analyze geographical characteristics of countries in the specified linguistic regions.
- Students critically analyze images to understand how cultures generate diverse interpretations.
- Students explain the interconnectedness of geography, language and the cultural dimensions of power distance.
- Students integrate diverse ideas and perspectives through active discussions to accomplish a group goal.
- Students develop and present collaborative learning products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations on the geographical characteristics of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about geographical characteristics of countries in the specified linguistic regions gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of geographical characteristics of countries in the specified linguistic regions to create multimedia products and presentations.
- Students use multiple media to communicate research findings about geographical characteristics of countries in the specified linguistic regions to diverse audiences.

GRADES 9–12: GLOBAL COMPETENCIES — GLOBAL ENVIRONMENT



Global Environment investigates environmental challenges, as well as possible environmental solutions, in Spanish-, Chinese- and Arabic-speaking countries. The unit explores various types of natural resources, the complex systems surrounding the demand for natural resources and how resources are being used. The critical lens on natural resources is enhanced by a close look at the complexity of political and economic systems in Spanish-, Chinese- and Arabic-speaking countries. Students will also relate global environment concepts to their selected social entrepreneurship projects in the specified linguistic regions.

Understanding: Demonstrate understanding of the eco-political nature of natural resources and environmental challenges in Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students identify the natural resources of selected Spanish-, Chinese- and Arabic- speaking countries.
- Students explain various issues of environmental concern, such as conservation and pollution, in the specified linguistic regions.
- Students articulate how politics affect the use of natural resources in relation to the economies of countries in the specified linguistic regions.
- Students describe cultural dimensions of human-nature relationships and how they relate to the use of natural resources.
- Students identify the natural resources and environmental issues of a social entrepreneurship region of study.

Investigating: Gather relevant information through multiple primary and secondary sources, drawing evidence to support analysis of natural resources and environmental concerns in relation to the eco-politics of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate types of natural resources and environmental issues of countries in the specified linguistic regions.
- Students critically select appropriate primary and secondary sources that enable comprehensive investigations of the systemic relationships between natural resources, environmental challenges, politics and the economies of the specified linguistic regions.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products describing natural resources, environmental issues and their relationships to the politics and economies of the specified linguistic regions.

Connecting: Demonstrate relationships between various global environment topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students interact with individuals and/or groups in their local and global communities to further analyze the natural resources and environmental concerns of countries within the specified linguistic regions.
- Students describe relationships between usage of natural resources and effects on the environment and economies in countries in the specified linguistic regions.
- Students explain connections between decision-making processes on the use of natural resources and human-nature cultural dimensions.
- Students integrate diverse ideas and perspectives through active discussions to achieve a group goal.
- Students develop and present collaborative learning products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and to produce multimedia products and presentations on the natural resources, environmental issues and eco-political relationships in Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about natural resources and eco-political/environmental issues of countries in the specified linguistic regions gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of natural resources and eco-political/environmental issues of countries in the specified linguistic regions to create multimedia products and presentations.
- Students use multiple media to communicate research findings about the natural resources and eco-political/environmental issues of countries in the specified linguistic regions to diverse audiences.

GRADES 9-12: GLOBAL COMPETENCIES — GLOBAL EDUCATION



Global Education addresses issues that different countries face in providing educational opportunities to their citizens. Students will examine the effects that economics and politics have on access to education in Spanish-, Chinese- and Arabic-speaking countries, as well as how the digital divide shapes education in these countries. Students will also relate global education concepts to their selected social entrepreneurship projects in the specified linguistic regions.

Understanding: Demonstrate understanding of the Internet, educational technological opportunities/challenges and educational systems of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students explore the development of the Internet and explain advantages and disadvantages of the Internet in educational contexts.
- Students articulate comparisons of access, use and knowledge of information and communication technologies in the specified linguistic regions and the United States.
- Students describe similarities and differences in the educational systems of countries within the specified linguistic regions.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the Internet, the digital divide and the educational systems of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students frame research questions to investigate the use of Internet technologies in schools, access to information/communication technologies and the educational systems of countries in the specified linguistic regions.
- Students critically select appropriate primary and secondary sources that enable comprehensive investigations of the digital divide and educational systems in the specified linguistic regions.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products describing the Internet and various educational technologies, as well as educational technology access/equity issues and educational systems of the specified linguistic regions.

Connecting: Demonstrate relationships between various global education topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students interact with individuals and/or groups in their local and global communities to further analyze the globalization of technology, the digital divide and the educational systems of countries in the specified linguistic regions.
- Students describe relationships between the globalization of technology and its effect on education in countries in the specified linguistic regions.
- Students integrate diverse ideas and perspectives through active discussions to accomplish a group goal.
- Students develop and present collaborative learning products and presentations in multiple formats.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations about the Internet, the digital divide and the educational systems of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about the globalization of technology, access to educational technology and educational systems of the specified linguistic regions gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of the globalization of technology, the digital divide and educational systems of countries in the specified linguistic regions to create multimedia products and presentations.
- Students use multiple media to communicate research findings about the globalization of technology, educational access to technology and educational systems of countries in the specified linguistic regions to diverse audiences.

GRADES 9–12: GLOBAL COMPETENCIES — GLOBAL ECONOMY



Global Economy includes exploration of the increasing economic dependency between Spanish-, Chinese- and Arabic-speaking countries, and cultural and environmental impacts of the movement of people from rural areas to cities. Students analyze intercultural dimensions of business communications, exploring cultural and business protocols ranging from negotiating skills to greetings. Students relate these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of key economic factors, the socio-cultural effects of urbanization and business protocols of Spanish-, Chinese- and Arabic-speaking countries in the context of cultural dimensions and intercultural communication.

Examples of specific indicators include, but are not limited to:

- Students identify and compare the key economic indicators of China to those of the United States.
- Students describe the economic, social and cultural effects of urbanization on countries within the specified linguistic regions.
- Students articulate different types of business protocols in countries within the specified linguistic regions in relation to cultural elements and intercultural business communication styles.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of economic indicators, the challenges of urbanization and the cultural contexts of business communications in Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students frame effective research questions to investigate key economic factors, effects of urbanization and the cultural contexts of business communications in countries within the specified linguistic regions.
- Students critically select appropriate primary and secondary sources that enable comprehensive investigations of economic indicators, the socio-cultural effects of urbanization and business communication styles within cultural contexts of the specified linguistic regions.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products describing economies, effects of urbanization in socio-cultural contexts and cultural and business communication protocols in the specified linguistic regions.

Connecting: Demonstrate relationships between various global economy topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students describe connections between urbanization and its effects on cultures and families in countries within the specified linguistic regions.
- Students explain relationships between cultural dimensions, intercultural communication styles and effective business protocols in the specified linguistic regions.
- Students interact with individuals and/or groups in their local and global communities to further analyze the economies, the socio-cultural effects of urbanization and business protocols in countries within the specified linguistic regions.
- Students integrate diverse ideas and perspectives through active discussions to accomplish a group goal.

Integrating: Demonstrate the ability to synthesize information from multiple sources and produce multimedia products and presentations about economic indicators, the socio-cultural effects of urbanization and business communications in the cultural contexts of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos) on the economies, the effects of urbanization on cultures and cultural contexts of business communications in the specified linguistic regions.
- Students synthesize investigations of key economic indicators, socio-cultural effects of urbanization, and the cultural contexts of business communications in countries within the specified linguistic regions to create multimedia products and presentations.
- Students use multiple media to communicate research findings about the economies, effects of urbanization on cultures and business communication protocols in cultural contexts of countries within the specified linguistic regions to diverse audiences.

GRADES 9-12: GLOBAL COMPETENCIES — GLOBAL POLITICS



Global Politics explores the impact of political systems on everyday life and the complexity of processes Spanish-, Chinese- and Arabic-speaking countries use to make political decisions. Students learn about governments and how political systems in selected countries interact with religion, human rights, gender relationships, conflicts and cultural dimensions. Students relate these concepts to selected social entrepreneurship regions of study.

Understanding: Demonstrate understanding of the relationships between types of governments in Spanish-, Chinese- and Arabic-speaking countries and human rights, religion, gender relations, conflicts and cultures.

Examples of specific indicators include, but are not limited to:

- Students define the concept of human rights and explain human rights issues found in the specified linguistic regions in the context of political influences.
- Students describe the primary religions of two linguistic regions and their influences on the regions' cultures.
- Students articulate issues of gender relations in countries in the specified linguistic regions with regard to elements of culture (e.g., power distance, family, dress, individualism/collectivism, masculinity/femininity).
- Students explain issues that surround the conflicts between China/Taiwan, China/Tibet and countries involved in the Arab Spring.

Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of the interactions of religions, human rights, gender relationships, conflicts and cultural dimensions with political systems in Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students frame effective research questions to investigate religions, human rights, gender relations and conflicts in countries in the specified linguistic regions.
- Students critically select appropriate primary and secondary sources that enable comprehensive investigations of the political and cultural contexts of religion, human rights, gender relations and conflicts within the cultural context of the specified linguistic regions.
- Students evaluate and analyze relevant, credible sources to create high-quality print and/or digital learning products describing the religions, human rights, gender relations and conflicts in the specified linguistic regions.

Connecting: Demonstrate relationships between various global politics topics. Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.

Examples of specific indicators include, but are not limited to:

- Students describe the connectedness of gender relations and cultural elements (e.g., power distance, family, dress, individualism/collectivism, masculinity/femininity) in countries in the specified linguistic regions.
- Students explain the relationship between political structures and human rights in the specified linguistic regions.
- Students identify connections between elements of religions and cultural traditions.
- Students interact with individuals and/or groups in their local and global communities to further analyze religions, human rights, gender relations and conflicts in countries in the specified linguistic regions.
- Students integrate diverse ideas and perspectives through active discussions to accomplish a group goal.

Integrating: Demonstrate the ability to synthesize information from multiple resources and produce multimedia products and presentations about religions, human rights, gender relations and conflicts within the political and cultural contexts of Spanish-, Chinese- and Arabic-speaking countries.

Examples of specific indicators include, but are not limited to:

- Students summarize research findings about the political systems, religions, human rights, gender relations, conflicts and cultures in the specified linguistic regions gathered from various primary and secondary multimedia sources (e.g., interviews, websites, books, videos).
- Students synthesize investigations of the political systems, religions, human rights, gender relations, conflicts and cultures in countries in the specified linguistic regions to create multimedia products and presentations.
- Students use multiple media to communicate research findings about the political systems, religions, human rights, gender relations and conflicts within the cultural contexts of countries in the specified linguistic regions to diverse audiences.

GLOBAL-READY TEACHER COMPETENCY FRAMEWORK: STANDARDS AND INDICATORS



PARTNERSHIP FOR
21ST CENTURY SKILLS

GLOBAL-READY TEACHER COMPETENCY FRAMEWORK

ALL LEARNERS – WHETHER ADULT OR CHILD – ACQUIRE THE ATTITUDES, SKILLS AND KNOWLEDGE NEEDED FOR GLOBAL COMPETENCE OVER TIME AND IN LEARNING ENVIRONMENTS THAT UTILIZE INQUIRY AND DEVELOPMENTAL APPROACHES.

To ensure students are prepared to effectively innovate, compete, collaborate, communicate and address complex issues in a global society, teachers must themselves be global-ready and demonstrate expertise and leadership in three domains of instructional practice:

- Continually developing understanding of and applications for inquiry-based **pedagogical approaches**.
- Integrating global **content** into curriculum.
- Utilizing next-generation **technologies** in curriculum practices.

In addition, global-ready teachers represent global competence characteristics across four learning and instructional pillars:

- **Understanding** applications of learning theory, innovative uses of digital tools to support learning and the importance of incorporating global contexts and perspectives into classroom instruction.
- **Investigating**, designing and synthesizing innovative curriculum, technology tools and best practices from diverse sources to implement and integrate global content into classroom instruction.
- **Connecting** and collaborating with peers in professional learning communities to advance the field of global education.
- **Integrating** global attitudes, skills and knowledge into curriculum, instruction and assessment.

The Global-Ready Teacher Competency Framework is intended to serve as a dynamic planning document for the professional growth of global educators. The standards and indicators established in the framework will guide and inform the design of rubrics, observation tools and self-assessments to outline the developmental stages of distinguished global educators.

The framework is divided among the three domains of practice: pedagogy, content and technology. Each domain includes two standards that outline expertise and leadership characteristics global-ready teachers should demonstrate. Each standard is defined by indicators that identify the attitudes, skills and knowledge needed for global competence (see Figure 1).



FIGURE 1

GLOBAL-READY TEACHER COMPETENCY STANDARDS

Expertise standards in the pedagogy, content and technology domains of practice relate to the mastery, proficiency and capability of global-ready teachers to create effective learning environments that integrate planning, assessment and instructional strategies for global learning.

Leadership standards in the pedagogy, content and technology domains of practice relate to active and ongoing professional learning and collaboration. Global-ready teachers cultivate new knowledge and collaborate with professional colleagues by supporting, sharing, leading and promoting global education.

GLOBAL-READY TEACHER COMPETENCY INDICATORS

Attitude indicators include the dispositions, mental habits and moral orientations that influence the actions of teachers in delivering effective global learning.

Skills indicators include specific actions teachers take in learning environments to promote effective global learning.

Knowledge indicators include the understanding and expertise developed through teachers' experiences, collaborations, education and research that are necessary for effective practices in global education.

1 — PEDAGOGY

1.1 — PEDAGOGY: EXPERTISE

The teacher demonstrates and models expertise in inquiry- and design-based learning theories and practices that build learners' knowledge, creativity, innovation, critical thinking, perspective-taking and problem-solving skills through consistent implementation of global projects.

ATTITUDES

The teacher values:

- A. Risk taking in order to establish an innovative global learning environment.
- B. Encouraging learners to take the lead during project-based investigations.
- C. Promoting development of critical thinking and problem-solving skills in global education learners.
- D. Providing inquiry- and design-based global learning experiences for learners.
- E. Showing respect for diversity in ideas, perspectives, learning styles, approaches to problem-solving and cultures of individual learners.

SKILLS

The teacher is able to:

- F. Use inquiry- and design-based instructional practices that engage learners in global project-based investigations and that stimulate them to develop new ideas, solutions and learning products, Project-based investigations involve activating prior knowledge, generating compelling questions or design challenges, researching topics, using cooperative groups, creating and presenting learning products or solutions and reflecting on learning through authentic assessments.
- G. Use culturally-responsive teaching strategies. For example, students may investigate their cultures and engage in perspective taking.
- H. Create flexible global learning environments that encourage and stimulate curiosity. For example, classroom resources may include regional authentic artifacts that represent diverse cultures.
- I. Provide a safe and trusting learning space that allows both the teacher and learners to take risks, offer original ideas, explore new tools, and display curiosity and openness to diverse ideas and perspectives.
- J. Model problem-solving skills and generate creative solutions during global projects to support and build learners' development of these skills.

KNOWLEDGE

The teacher understands:

- K. Inquiry- and design-based learning theories and how they can be used to promote learners' knowledge construction.
- L. Culture plays a role in learner approaches to comprehension of concepts, understanding of content and applications of knowledge.
- M. All learners come to the classroom with valuable knowledge and skills based on their individual experiences and cultures.
- N. Differentiated instructional methods to meet learners' diverse needs.
- O. System-based thinking that incorporates global themes and concepts. For example, natural and designed systems such as society, environment, education, geography, politics and economy are all comprised of components that interact and cooperate with one another through their structures and processes.
- P. How to structure investigations to provide learners with opportunities to engage in creative problem solving.
- Q. How to develop unit and lesson activities that build learners' critical thinking skills and that address real-world problems and challenges.
- R. How to build formative and summative assessments that measure creativity, critical thinking, problem solving and perspective taking.

NOTES

1 — PEDAGOGY

1.2 — PEDAGOGY: LEADERSHIP

The teacher sees professional growth and collaboration as integral parts of ongoing development as a global educator and assumes a leadership role in supporting inquiry-based pedagogy with school peers and in external professional learning communities.

ATTITUDES

The teacher values:

- A. Professional learning to improve his/her knowledge base and instructional practices as a global educator.
- B. Collaborating with colleagues to grow professionally and sharing his/her knowledge and skills of effective global learning to promote effective instructional practices among peers.
- C. Advocating for global education to influence educational practice and policy.
- D. Reflecting on his/her own teaching practice in hopes of improving instruction, especially as related to integration and teaching of global concepts.
- E. Examining his/her perspectives on different cultures and other contexts that influence and impact expectations and performances of learners in the classroom and sharing these reflections with colleagues.
- F. Taking initiative to research and identify resources that support and develop diverse perspective taking.

SKILLS

The teacher is able to:

- G. Collaborate with other educators to share and model global education instructional strategies that improve teacher and learner development in global education.
- H. Lead professional learning sessions that promote inquiry- and design-based learning theories in global curriculum.
- I. Establish and maintain connections to experts in the field of global education to increase his/her expertise.
- J. Create and advocate for innovative curriculum and learning strategies that promote global education via relevant school, district or state policy or curriculum committees.
- K. Use community-based resources to enhance the opportunities and materials available for effective global learning.
- L. Analyze educational research and assessment strategies and share research-based ideas with colleagues.
- M. Contribute to the field of educational research by conducting teacher action-research projects in his/her classroom.
- N. Identify critical instructional issues in the profession and promote a vision for solutions.
- O. Reflect on and evaluate his/her instructional effectiveness by analyzing a variety of classroom data sources.
- P. Analyze his/her own cultural perspectives and evaluate how these perspectives may impact and effect relationships or experiences with learners and/or colleagues.
- Q. Mentor peers by providing feedback on global education instructional expectations and implementation.

KNOWLEDGE

The teacher understands:

- R. Concepts of effective global teaching including elements of the classroom environment, inquiry-based learning, authentic assessment and integration of global curricular concepts.
- S. How to collaborate with and relate to other local or global educators appropriately in face-to-face and digital environments.
- T. New instructional and policy directions related to global education and how they affect daily curriculum practices.
- U. How to communicate and contribute to online professional learning communities supporting global education.
- V. How to utilize classroom learner data to analyze instructional effectiveness and learning.

NOTES

2 — CONTENT

2.1 — CONTENT: EXPERTISE

The teacher demonstrates knowledge of global content, curriculum and instructional practices that cultivate new knowledge through ongoing interdisciplinary global investigations.

ATTITUDES

The teacher values:

- A. Being open and responsive to the realization that content knowledge is constantly changing, and he/she stays informed about new curriculum and instructional practices in global education.
- B. Participating in learning opportunities about inquiry-based learning and the integration of global themes into standards-based curricula.
- C. Investigating multiple perspectives of global education within the discipline by building a repertoire of content knowledge, authentic assessment methods and instructional strategies.
- D. Collaborations with colleagues across disciplines and grade levels that contribute to a comprehensive, interdisciplinary global curriculum and effective classroom applications.
- E. Application of global concepts in the classroom which build learners' understanding of different cultures and global citizenship.

SKILLS

The teacher is able to:

- F. Apply his/her knowledge of content and curriculum integration strategies in the classroom to promote learners' understanding of global issues and analyses of content from multiple cultural perspectives.
- G. Engage learners in global education concepts that promote inquiry, critical thinking and problem-solving skills.
- H. Create and/or adapt curricular materials and use supplementary materials when needed to help learners investigate global issues.
- I. Engage learners in critical analyses of sources and information by providing multiple explanations and perspectives from a variety of disciplines to examine the complexity of global issues.
- J. Allow learners to engage in the entire inquiry-based learning process by providing them opportunities to activate prior knowledge, investigate compelling questions, create learning products, share their products and reflect on their learning experiences.
- K. Reflect on her/his instructional practices and content knowledge by evaluating learner engagement and learning.
- L. Create and use effective and authentic assessments to evaluate global learning.
- M. Use available resources to enhance global learning in the classroom.
- N. Integrate culturally relevant content and current world events into instruction to add relevance for learners.
- O. Guide learners through the process of examining their own and other possible perspectives on global issues/events.

KNOWLEDGE

The teacher understands:

- P. Relevant global education content and strategies for integrating global concepts/issues into interdisciplinary curriculum-based instruction.
- Q. Application of activity strategies that examine cultural diversity and differing perspectives.
- R. The rationale, benefits and steps of implementing project-based inquiry (activating, compelling questions, investigate, create, share and reflect) in the classroom to study global topics.
- S. Personal awareness of cultural diversity can impact perspectives and assumptions in the teaching/learning process.

NOTES

2 — CONTENT

2.2 — CONTENT: LEADERSHIP

The teacher demonstrates leadership in extending subject knowledge to include global content and consistently connects interdisciplinary standards-based curriculum to current real-world local and global issues.

ATTITUDES

The teacher values:

- A. Collaborating and sharing knowledge/skills with colleagues to broaden one another's global education content and instructional knowledge.
- B. Being open to the ideas and perspectives of others to build a repertoire of integrated and interdisciplinary instructional strategies relating to current events and global issues.
- C. Curiosity about current world events and the integration of this information into his/her instruction to create real-world connections.
- D. Integrating global concepts into the standards-based curricula.
- E. Learning and sharing new knowledge and effective global interdisciplinary instructional strategies in professional learning communities.

SKILLS

The teacher is able to:

- F. Collaborate with colleagues in the field of global education and other disciplines to expand content knowledge and interdisciplinary integration strategies.
- G. Communicate effectively in sharing interdisciplinary global teaching and authentic assessment strategies with colleagues.
- H. Develop curriculum resources that demonstrate effective integration of global concepts and issues into standards-based curricula.
- I. Integrate global themes that promote learners' understanding and analyses of content from multiple cultural perspectives.
- J. Engage learners in analyses of current global events that promote critical thinking, reasoning, inquiry and problem-solving skills.
- K. Facilitate the application of curriculum concepts from both local and global perspectives.
- L. Promote skills development in learners and illustrate the interdisciplinary nature of global issues through project-based inquiry projects.
- M. Reflect on and evaluate the effectiveness of global education practices (integration of interdisciplinary global topics, instructional practices and content knowledge) by analyzing learner engagement and learning.

KNOWLEDGE

The teacher understands:

- N. How to communicate and collaborate with colleagues in sharing major concepts, issues and challenges of interdisciplinary integration of global content into standards-based curricula.
- O. Available resources to help integrate various subject-area knowledge into global learning.
- P. How to guide learners in examining and understanding both their own as well as the perspectives of others on global issues and events.
- Q. How to use social and professional learning platforms to lead and engage in professional collaborations with peers to learn from others and demonstrate global teaching expertise and integration strategies.

NOTES

3 — TECHNOLOGY

3.1 — TECHNOLOGY: EXPERTISE

The teacher is confident in experimenting with and consistently integrating next-generation technology throughout teaching and learning processes that build learners' global content knowledge, communication and media literacy skills.

ATTITUDES

The teacher values:

- A. Learning and researching effective technology tools for global learning.
- B. Experimenting and taking risks with technology in his/her classrooms to improve learner interactions and learning.
- C. Allowing learners to experiment with new technologies and take the lead in global projects.
- D. Extending projects to incorporate new technologies that support learners' public presentation skills to share their knowledge.
- E. Integrating media and Information and Communication Technology (ICT) literacy skills development into standards-based curricula.
- F. Organizing his/her classroom to incorporate learner investigations and presentations using new technologies.
- G. Using innovative communicative technologies to ensure global collaborations with other classrooms.
- H. Designing and implementing lesson plans in which technology promotes learners' understanding of different cultures.
- I. Applying new technologies in the classroom to promote learners' understanding of global issues and connections to other classrooms.

SKILLS

The teacher is able to:

- J. Reflect on and evaluate the integration of new technology tools by analyzing learner engagement and instructional effectiveness.
- K. Connect with technology experts to examine instructional technologies to enhance global learning.
- L. Provide learners with multiple opportunities to investigate and experiment with new and existing technologies.
- M. Find new technology avenues and platforms to share with his/her learners that develop technology skills for meaningful research, content synthesis and learning product production.
- N. Invite learners to engage in critical and complex discussions about cultural representations in print and digital media.
- O. Provide opportunities for learners to use a range of technologies to conduct, publish and present multidisciplinary investigations and research projects on authentic global topics, challenges and themes.
- P. Utilize asynchronous and synchronous communication tools (Google Hangout, Skype, etc.) for virtual interviews, research or meetings.
- Q. Use technology tools to interact in and build professional learning communities to improve his/her knowledge base and to share ideas.

KNOWLEDGE

The teacher understands:

- R. How to create an engaging global learning environment by choosing appropriate technology tools.
- S. How to structure and implement learner-led technology-rich global projects.
- T. Effective technology platforms that could be used for varying types of presentations.
- U. How to use interactive technologies to build knowledge and skills, engage learners in global learning and connect to other classrooms.
- V. Core curricula and how to integrate new technologies in inquiry-based activities to explore global concepts and issues.
- W. Virtual collaborative activities that connect learners to experts and other classrooms globally.

NOTES

3 — TECHNOLOGY

3.2 — TECHNOLOGY: LEADERSHIP

The teacher demonstrates leadership in the integration of next-generation technology tools that best support collaborative, standards-based global investigations.

ATTITUDES

The teacher values:

- A. Creating community-based partnerships and collaborations with peers (via in-person and/or virtual communications) focused on the identification and implementation of technology tools that enable authentic global learning experiences for learners.
- B. Leading others in the experimentation and integration of Web 2.0 tools and other technology applications that support inquiry, problem solving and learner product production in global topics.
- C. Advocating for educational technology and advancing practices and policies at the school, district, state and/or national levels.

SKILLS

The teacher is able to:

- D. Encourage peers, colleagues and other educators to observe and utilize technology-rich projects in their classrooms.
- E. Conduct formal and informal trainings on new technologies and their use in global education investigations/classrooms.
- F. Engage in online communities (Twitter, education tech leaders online, etc.) devoted to education technology topics.
- G. Integrate ideas and implement new projects with learners based on information gained from current education media and articles such as blogs, newspaper articles and social media.
- H. Participate in technology committees or groups that aim to guide education technology policy and use at the school, district or state levels.
- I. Participate in professional development opportunities to extend her/his own and his/her colleagues' technology knowledge and skills.
- J. Use new technologies to connect with other classrooms on global interdisciplinary topics and/or current local and global events.

KNOWLEDGE

The teacher understands:

- K. New technologies and strategies to use to enhance global teaching and learning in classrooms.
- L. Current educational technology policies, how they impact the classroom and how to support the development of effective educational technology policies at the school, district or state-levels.
- M. How to use technology for collaboration and communication to establish, engage in and sustain local and global community-based projects, relationships and partnerships.
- N. How to guide colleagues in applying and integrating technology strategies into classroom investigations.