



Asia
Society®

Partnership for
Global Learning



Ready for the World:

Preparing Elementary Students
for the Global Age





Partnership for
Global Learning

About Asia Society

Asia Society is the leading global and pan-Asian organization working to strengthen relationships and promote understanding among the peoples, leaders and institutions of Asia and the United States. We seek to increase knowledge and enhance dialogue, encourage creative expression and generate new ideas across the fields of policy, business, education, arts and culture. The Asia Society Partnership for Global Learning develops youth to be globally competent citizens, workers, and leaders by equipping them with the knowledge and skills needed for success in an increasingly interconnected world.

www.AsiaSociety.org

Funding for this publication provided by

MetLife Foundation

MetLife Foundation supports education, health, civic and cultural organizations. In education, it places emphasis on strengthening teaching and learning in public schools and on preparation for, access to, and success in college, particularly the critical first year. Its grantmaking in education is informed by the annual *MetLife Survey of the American Teacher*. For more information see www.metlife.org.

Contents

Preface and Acknowledgements	2
PART I	
Preparing Globally Competent Students	3
PART II	
Strategies for Success: Preparing Teachers	9
Transforming Curriculum	13
Creating Authentic Assessments	14
Making Time to Collaborate with Colleagues	15
Professional Learning	18
How to Get Started	20
PART III	
Curriculum, Instruction, and Assessment to Prepare Students for the Global Age	21
Looking Through a Global Lens at the Content Areas	24
Interdisciplinary Curriculum	29
Thematic Units	31
Active, Student-Centered Instruction	32
Authentic Assessments	33
PART IV	
World Languages in a Global Elementary School	35
Best Practices in Successful Language Programs	41
How to Get Started	42
PART V	
Expanding Student Experiences	43
Connecting Through Digital Technology	45
Connecting Through Service Learning	54
Connecting Through Community	56
Connecting Through Parents	57
Connecting Through Travel and Exchanges	58
PART VI	
Appendices	61
Appendix I: Elementary Curriculum Matrices	62
Appendix II: References	70
Appendix III: National Advisory Committee	72
Appendix IV: Schools Cited	74

Preface and Acknowledgements

Consider a girl entering kindergarten in the United States. Though her classes may be full of students from around the world, chances are global issues and cultures will not be consistently woven throughout her coursework. Unlike young children in other nations who begin learning a second language in elementary school, she will probably learn only one language, English, until high school. When she starts her career, she will likely live and work in a world where China is the largest economy and the world's largest cities are all outside the United States. Will her American education prepare her for the challenges and opportunities of a global economy?

Global competence, the capacity to investigate the world, recognize and weigh perspectives, communicate ideas to diverse audiences, and take action on matters of global significance, is a crucial upgrade in our understanding of the purpose of education in a changing world. Students everywhere deserve the opportunity to succeed in the global economy and contribute as global citizens. Knowing what knowledge and skills they need to seize that opportunity, and designing schools that help to attain them, are essential for students to succeed in the interconnected world of the twenty-first century.

School communities are increasingly interested in preparing their young people to succeed as workers and citizens in this new global environment. To meet this need, Asia Society has created this guide for elementary schools, drawing on best practices from innovative schools across the United States that are integrating global knowledge and skills throughout the curriculum. These schools are putting the world into world-class education by helping students learn about world languages, cultures, and how the world's social, environmental, and economic systems work.

I would like to thank my colleague Heather Singmaster, the project coordinator, for ably managing this important initiative. I would also like to thank Mary Ellen Bafumo, who as primary author compiled dozens of ideas, examples, and strategies to make this publication a rich resource. Additional Asia Society authors of

this guide are Shari Albright, Chris Livaccari, Heather Singmaster, Vivien Stewart, and myself. Producing this guide would not have been possible without the wealth of knowledge from the project advisors and the model programs of international education that they represent. These schools and programs are real pioneers in a field that is increasingly gaining national attention. Finally, Asia Society is deeply grateful to the MetLife Foundation for their support of this guide. MetLife is the Founding Sponsor of Asia Society's Partnership for Global Learning and is a valued partner in our international education work.

The innovations in teaching and learning about the world that are highlighted here are intended to serve both as inspiration and as practical, achievable models for change. While this guide is not comprehensive, it aims to illustrate key concepts and examples from more than forty-five schools across the United States. The variety of approaches shows that teaching and learning about the world is within reach of every type of school in every type of American community. We hope that you will use the ideas embedded in this guide and suggest some of your own so that we may create stronger networks of interested educators and, ultimately, better prepare our young people to succeed in this new global environment.

Tony Jackson
Vice President, Education
Asia Society



PART I
Preparing
Globally
Competent
Students



ANA'S DAY

When Ana enters the lobby of her school, the first thing she sees is the word “Welcome,” written in eighteen different languages that are spoken by students and staff in the building. Small national flags hang next to each word. Ana is proud that she can identify each flag and pronounce the word in every language. Soon she’ll be a school guide when visitors from a sister school arrive.

Ana quickly enters her fourth-grade classroom and logs onto her e-mail account. Ana is learning about American government and is eager to hear from pen pals at sister schools in Osaka, Japan, and Cairo, Egypt, who will share information about the governments in their countries. Students in the three schools work together on a unit about culture, government, and natural resources. As a culminating project, each class will create a video analyzing what they learned about the other two nations. Feki, Ana’s pen pal in Cairo, sent a long e-mail describing Egypt’s federal government and attached a photo of the main government building in Cairo. Ana sees that the governments of the U.S. and Egypt share some similar practices. She can’t wait to share Feki’s information and photo with her social studies class.

Look around; the world is changing in exciting ways. While change isn't new, the way in which it's occurring is nothing less than amazing. Increasingly sophisticated and accessible technologies are driving social, political, and economic change at an unparalleled rate. Digital technology, especially the Internet, has generated an unprecedented level of connectivity. In the midst of this information explosion, the idea of “going global” has a new reach and intensity.

And what does this extraordinary level of interconnectedness have to do with elementary-school education? Everything.

Making Connections to Elementary Education

The web of global concerns has become vastly more complex and tightly woven, adding new dimensions to our daily lives—dimensions that just didn't exist in the recent past. When today's students graduate into the professional world, expectations for them will be different than those for previous generations. They will work for international companies; be involved in international trade; collaborate with peers around the world on multinational ventures; tackle global problems (such as disasters, disease, and climate change); collaborate with employees from a variety of cultures; and compete with peers around the world for jobs and markets.¹

Many American schools are struggling to prepare students for these far-reaching developments, in addition to more traditional subjects. Lagging behind in these areas, however, will lead to serious consequences on the global stage. The world that our students will enter as adults will require new skills and unique dispositions with a global bent. The good news is that we know what knowledge and skills our students need to succeed. Moreover, we know *how* to do it, using the best practices from our own research and from around the world.

Defining Global Competence

Global learning is all about developing global competence. Before we make a case for global learning at the elementary level, let's examine global competence. In a nutshell, it encompasses the knowledge, skills, and dispositions students need in the twenty-first century. There are five dimensions to global competence:

Global competence starts with the capacity to *investigate the world*: that is, to be aware of and interested in the world and its workings. This ability involves formulating and exploring globally significant questions that address people, places, events, and phenomena that may be rooted anywhere from a local community to a faraway country. This also includes the skill of identifying, collecting, and analyzing information in response to important issues. The goal of investigating the world is to create a coherent response that considers multiple perspectives and draws useful and defensible conclusions about anything from an economic or political problem to a scientific query, or a work of art.

Another requirement for global competence is the ability to *recognize and weigh perspectives*. Globally competent students know they have a particular perspective and realize others may or may not share it. They must also identify influences on the development of various perspectives, including how different access to knowledge, technology, and

resources can affect people's views. Students who are globally competent can compare their perspective with others and adjust their points of view accordingly when new information appears.

As in so many areas of life, an aptitude for *communicating ideas* is essential. Global competence entails effective communication—both verbal and non-verbal—with diverse audiences. Modes of communication must be adjusted to reach different groups, since audiences differ on the basis of culture, location, faith, politics, socio-economic status, and other variables. Globally competent students are proficient in English (the world's common language for commerce and communication) and at least one other language. They are also skilled users of media and technology within a global communications environment.

Beyond recognition and adaptability, global competence calls for students to *take action*. They should not only learn about the world but also feel empowered to make a difference in it. Globally competent students see themselves as being capable of making a difference and being aware of opportunities to do so. They're able to weigh options based on evidence and insight, assess potential for impact, consider possible consequences for others, act whether individually or in groups, and reflect on those actions.

In all of these steps toward global competence, students *acquire and apply disciplinary and interdisciplinary knowledge*, expertise, and skills. Simply put, content knowledge is just as important to global competence as it is to other areas of study. Students learn to think like scientists, mathematicians, historians, and artists by using the tools and methods of inquiry in each of the disciplines. Knowing content is important and effectively applying it to situations and ideas that can make the world a better place, is at the heart of learning and of global competence.

Each dimension of global competence requires the ability to use knowledge to understand world conditions, issues, and trends. Global learning helps reveal the interconnectedness of resources, economies, politics, and cultures. Educating students for global competence requires significant engagement at developmentally appropriate levels with the complexities of an interdependent world.

“Empathy is not inherent; it is learned through watching and experiencing. Global learning allows children to understand other cultures and, as a result, develops empathy in every child.”

- NANCY BRYANT, TEACHER, SUPPLY ELEMENTARY SCHOOL,
SUPPLY, NORTH CAROLINA

The Case for Global Learning at the Elementary Level

Having a clearer sense of the parameters of global competence, we can ask why global learning should be introduced at the elementary level. Global competence is a crucial foundational element, alongside other social skills, and thus should be encouraged at an early stage of development. The ability to understand and work with others dovetails with essential educational principles; laying the groundwork in elementary school promotes continued growth in this area as students mature. There are unique opportunities in elementary education to cross over content and curriculum boundaries, mirroring the way learning occurs outside the classroom. A global focus provides an opportunity to bring the rigor, relevance, and focus on relationship development into the curriculum, which is the hallmark of educational reform at the secondary level and represents the very kind of “upgrading” that Heidi Hayes Jacobs, educator and author of *Curriculum 21: Essential Education for a Changing World*, describes as needed to make schooling impactful and engaging for students today. This nonthreatening approach of “upgrading” can be used to change culture and curriculum gradually. (See Part III for more information).

Elementary education has left social studies and science behind during the No Child Left Behind (NCLB) era and a global focus helps to recapture learning about the natural world, its people, places, cultures, and beliefs. Similarly, only 25 percent of elementary schools in the United States offered any world languages in 2008, down from 31 percent in 1997, due to the increased focus on accountability in reading and math.² Yet, there is good evidence to suggest that young children who are exposed to a richer variety of sounds at an early age are more likely to develop an ear for new languages as they get older. Also, when students have an early start to a long sequence of language instruction, they can more easily achieve high levels of fluency than those who start learning a world language in high school.

Another impetus for the early introduction of global competence is the increasing diversity of communities here in the United States. New immigrants, now as ever, transform neighborhoods and workplaces. Central and South American populations in the U.S. are growing. The Hispanic population, now 15 percent of the total U.S. population, is predicted to grow quickly. The Asian population's growth is projected at 213 percent between 2000 and 2050, compared to a 49 percent increase in the U.S. population overall during that time.³ Life in the United States means interacting and working with people from very different cultures and backgrounds. A firm grounding in global competency will help students adapt to the shifting profile of our own country, as well as to international trends.

It is also important to keep an eye on our country's place in the future global economy. The global economy thrives on innovation, which increasingly involves cross-cultural collaboration both within and outside our national boundaries. In order to remain intellectually and economically competitive, our workforce needs the skills described above—abilities that can't effectively be acquired in a short time. Students need more than a year or two to learn different ways of communicating, hone their analytical and problem-solving skills, and strengthen their ability to take action. If we wait until middle or high school to start emphasizing global competency, we will have lost significant ground. In order to successfully teach these crucial concepts, they must be introduced and reinforced throughout the elementary years.

A particular resource for information and guidance is the *Asia Society's International Studies Schools Network*. These design-driven schools (already showing results at the secondary level) are working to develop college-ready, globally competent students and proving that an infusion of global perspectives in the school culture and curriculum is improving test scores, compared to similar schools in the same districts.⁴

The vision for a global elementary school brings together the best of our knowledge about effective education and the most evidence-based predictions about future needs.

The Vision for Global Elementary Schools

The vision for a global elementary school brings together the best of our knowledge about effective education and the most evidence-based predictions about future needs. The school experience is envisioned as one that effectively prepares students with the knowledge, dispositions, and skills they'll need to connect, collaborate, and compete in a highly interdependent world. Here are the major components of a global elementary school:

- a robust, engaging curriculum that seamlessly integrates district and state academic requirements with global content and competencies to foster high academic achievement
- instruction in at least one other language, on a daily basis, from kindergarten throughout the elementary experience, with frequent exposure to native speakers
- instruction that explores the world and how it works through inquiry-based and constructivist approaches and other best practices informed by research to pique student interest and spark ideas
- assessments that are authentic, varied, and rely less on standardized testing and more on portfolios, performances, projects, and mastery-based measures
- abundant use of technology for teaching, learning, researching information, and connecting with others beyond the classroom, community, or national borders
- dynamic interactions and exchanges with sister schools to enhance learning and create understanding
- energetic service and volunteerism programs that teach students leadership skills, include academic content (such as math, writing, and reading), and develop their voice and agency as actors for positive local and global change
- a focus on dispositions and skills (listening, reasoning, weighing options and perspectives, decision-making, responsibility, collaboration, entrepreneurialism) that are vital in a highly interdependent world
- the use of learning venues and teachers beyond the school, leveraging the knowledge and experience of parents, businesses, university faculty, museums, and cultural organizations
- a diverse faculty that brings interest in and knowledge about the world into the school

Numerous forward-thinking U.S. elementary schools are already pursuing these global competency goals. Each meets local and state requirements as well as having a thoroughly supported global component. These schools are at different stages of development, but every one of them started with a vision and a plan for implementation. This guide will identify steps for implementation and will share examples of schools already on this path.

This Guide

Going global is really less a choice than a question of how to make it happen. This guide is written to help you get your school on a global track. You'll find:

- first steps in the process of moving toward a global focus in your school
- ways to create a global vision
- ways to update teacher skills and content for a global approach
- help with integrated curricula and themes through viable examples from existing schools
- suggestions for inviting partners into your endeavor
- resources to help you get started

Elementary school is where formal learning begins and where lifelong habits and dispositions are formed. What happens at this most critical level of education can set the stage for a lifetime of learning. Now is the time to rethink and revitalize elementary education through a global approach to teaching and learning. It's the foundation for a more successful future for our children and our nation.

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

PART II

Strategies for
Success:
Preparing
Teachers



ANA'S DAY

Ana's science class focuses on climate, landforms, and natural resources. The unit encompasses the United States, Japan, and Egypt, to complement her comparative study of government in social studies. Topographic and resource maps of the three nations hang in the science classroom. Ana and her team pour over the maps to identify landforms and resources in each nation. They use a Web site to research and chart each country's climate. Ana notes that next her team must compare landforms and resources, as well as consider how resources influence available foods, jobs, and even lifestyles in each nation. The team goes back to the Internet to search for these answers and then e-mails pen pals in sister schools for more personal ideas on the project to share with classmates.

Ana goes outdoors to the play area for physical education, where she and her classmates are learning tai chi from a Chinese master. The tai chi master is a visiting scholar at the state university who volunteers regularly at the school. His daughter is Ana's classmate; he is teaching the class many things about Chinese language and culture. Ana is learning about the tones used in speaking Chinese, as well as being trained in the correct form for tai chi exercises.

Today's elementary classroom doesn't look the same as it did when you were a student. The black or green chalkboards are now white. New media and technologies have joined the textbooks and notebooks. Even more compelling are the new faces. America's new immigrants are coming from Africa, Asia, the Middle East, Central America, and South America. The diversity that characterizes schools today is a direct result of globalization. Classrooms across America, in suburban and rural communities as well as in major cities, mirror this dramatic change. A new and vibrant social fabric is emerging, woven with distinctly global threads.

Newcomers bring new traditions, new languages, and new ideas to our nation and our schools. They remind us that the world is growing closer through shared resources, intertwined economies, and an ever-increasing level of interdependence. These rapid and exciting developments provide a simple and clear lesson for educators: as the world changes, schools and teachers must change, too.

What do teachers in a highly interdependent world need to be successful in the classroom? Of course, certain qualities are always needed: content knowledge, understanding of children, teaching skills, and an empathetic character. But the direction of society today also requires the following pedagogical attributes that address our interdependent world:

- knowledge and understanding of other cultures (from study and/or travel)
- the ability to integrate curriculum for the seamless delivery of state- or district-required content through a global perspective
- skill in creating authentic assessments to move beyond traditional tests and provide opportunities for students to demonstrate and apply learning
- the ability to tap the knowledge and skills of others (including teachers, parents, and business and community organizations)
- a capacity for finding learning opportunities outside of the classroom to benefit students
- adept use of the Internet and Web 2.0 tools for research, teaching, and learning
- an appetite for meaningful professional learning
- skill in developing and implementing service learning projects that connect the local to the global (See Part V)
- another skill that is increasingly useful in all schools today is the ability to speak and understand a second language (other than English). Though not imperative, this fluency is highly valued. In the future, it may well be an essential job requirement for all teachers.

[The Fulbright-Hays Seminars Abroad program was] an opportunity not just to visit New Zealand as a tourist, but to view it through the eyes of a Kiwi. I have been given so many diverse experiences and seen and done things that many in New Zealand will never get to do. I feel [this trip] will be part of me and my teaching for years to come.

- VICKI O'NEAL, SECOND GRADE TEACHER, LINCOLN ELEMENTARY SCHOOL, BAXTER SPRINGS, KANSAS

Understanding Other Cultures

When teachers have the opportunity to travel and immerse themselves in another culture, the impact of their experience is far-reaching. Personal perceptions change, cultural awareness is heightened, and the ability to respond to a variety of cultures is vastly improved. Teachers return from travel with knowledge, insights, and understandings that are invaluable in diverse classrooms. They can better understand behaviors and interactions among students, and often they interact more easily with parents from other cultures. Teachers from St. Thomas the Apostle School in Grand Rapids, Michigan, visited Mexico to participate in a Spanish immersion program. They stayed with local families and experienced the culture of their hosts. The trip gave the teachers a new understanding of the Spanish language, fresh perspectives on Mexican culture, and significant information about local ways of life—in short, knowledge that only first-hand travel experiences could provide. Back in Grand Rapids, the teachers used this awareness to enrich their classroom lessons.

Teachers who have a passion for travel and learning about other cultures can share their knowledge, mementos, photos, and insights with classes beyond their own. They can also convey their learning to colleagues. This dialogue is critical, especially when international travel is not an option for all of the staff. Planning a professional learning session around a staff member's travel experience is not difficult and allows additional staff to bring new perspectives back to their classroom. School staff can devise a travel template so that those who do travel can effectively and concisely share their ideas, perspectives, and experiences when they return. Some schools set aside a special fund, so that traveling teachers can bring back resources (such as maps, newspapers, handicrafts) for use as teaching tools.

Today's teachers need to deliver content about other nations, governments, religions, traditions, and cultural practices to help students better understand the world around them. They need support for this critical effort. Beyond travel, study and discussion about other cultures is a way to provide content knowledge. Serious, consistent, and focused study should be undertaken to develop understanding.

Travel Opportunities for Teachers

Here are some of the many organizations that support teacher travel and study abroad:

- **American Councils for International Education** administers a variety of cultural exchange, study abroad, and research programs for teachers on behalf of both public and private funders.
- **Earthwatch Institute's Fellowship** program enables teachers to participate in science-focused research expeditions worldwide.
- **Fulbright Teacher Exchange Program** provides funded programs for teachers to participate in international exchanges and conduct research abroad.
- **Fund for Teachers** provides educators with grants for travel to enhance their classroom skills and knowledge.
- **Toyota International Teachers Program** offers fully funded, international, professional development opportunities for U.S. educators.
- **World View**, at the University of North Carolina at Chapel Hill, annually provides international summer study visits for teachers.

For more information on these and other programs see AsiaSociety.org/Education.

Inviting university faculty to share expertise is one way to increase teacher knowledge. The John C. Daniels Magnet School of International Communication, a Pre K-8 school in New Haven, Connecticut, has partnered with the Yale School of Music since 2007 to provide music instruction for its students. This connection allows the band program to take advantage of international partnerships that Yale has already established. For instance, when Wing Ho, associate professor of viola from the Central Conservatory in Beijing, visited Yale with a group of his college students, concerts were arranged for the students and staff at John C. Daniels. Band students from John C. Daniels also had a chance to work directly with Wing Ho to learn about Chinese music and instruments. The group discussed similarities in musicianship between China, the U.S. and other countries as well. This connection is currently being expanded so student ensembles from John C. Daniels can play for the Central Conservatory and other students in China through online technology.

Many universities have Title VI centers, funded by the U.S. Department of Education, and mandated to work with elementary and secondary schools to support learning about specific world regions. These organizations can provide speakers, cultural programming, and scholarly resources to elementary and secondary schools for use in faculty or student learning. (See *Connecting Through Community* in Part V for more information.)

Making use of other community resources—museums, cultural organizations, business groups, heritage associations, or other contacts with pertinent knowledge to share—is yet another source of information for teachers. High-quality television programs and channels that highlight other cultures (for example, the National Geographic Channel, PBS, *Nature*, *Discovery*, the History Channel) are an easy way to learn new ideas, particularly if teachers watch select programs together and engage in a discussion to process their perceptions. Maintaining an interest in global events and trends, so that they can quickly be moved into the curriculum, is also a vital skill for teachers. Administrators can help teachers to stay current on such issues by consistently offering information about global events in weekly staff meetings. Teachers who have such support can more easily integrate important information into the daily curriculum and build their own global knowledge and skills.

Transforming Curriculum

Developing the ability to integrate a global focus into the curriculum and to connect topics thematically is an important teaching skill for any grade level. In a globally focused elementary school where required curriculum is meshed with global content, integration is a logical curriculum format. Smoothly infusing global themes into required content uses instructional time efficiently and creates patterns and connections to facilitate learning. At Wiley International Studies Magnet Elementary School in Raleigh, North Carolina, the school improvement plan calls for enhancing integration across content areas, electives, and service projects. Teachers reflect on what it means to truly integrate global and international studies into the required curriculum and continually evaluate and build on their efforts. Here's what this idea looks like in practice:

- Teacher teams meet to identify specific global content they want to integrate with required curriculum across the year at their grade level.
- They discuss how it can be effectively and seamlessly integrated, analyzing specific subjects and each topic's suitability for being meshed with global content.
- Teaching strategies or approaches are also discussed. Which delivery system would be most effective for conveying integrated global content? Where do cooperative learning, inquiry-based learning, or direct instruction, for example, fit best?
- Teams identify appropriate materials and events (such as guest speakers and field trips) to support the content and to enhance integration. Multicultural literature, Web sites, artifacts, film, and music are all important to the end goal of seamless integration.
- Teams develop lessons around their collaborative ideas.
- They also create a feedback template. After a lesson is taught, the team or teacher (and any who observe) reflects on the lesson content and delivery, using the template.
- Teacher teams meet to discuss feedback, with an eye toward improving the subject content, level of integration, pedagogy, and materials.

Intentionally and collaboratively reflecting on the process of integrating subject matter, especially when infusing the required curriculum with globally focused content, will provide a more thoughtfully constructed and higher-quality curriculum for students.

Creating Authentic Assessments

The expectations for learning in an interconnected world are different from those common in the twentieth century. The objectives of a useful elementary level education now include real-life applications for knowledge, the ability to analyze and solve problems, the development of effective communication skills, the ability to learn collaboratively as well as independently, and skill in using technology to acquire information. When learning goals change, ways of assessing learning must change as well.

In contemporary classrooms, assessments move far beyond paper, pencil, and standardized tests. Today's assessments need to provide opportunities for students to demonstrate their learning in authentic ways, and to apply their knowledge. This requires a very different approach to assessment than the norm. When we look to the highest performing countries in the world, we can find new models to inspire us. One example can be found in Sweden's National Tests and National Assessments document,¹ which illustrates new outcomes for a global approach to learning and the way they play out in assessment.

Outcomes for the education of Swedish students include specific content in mathematics, the ability to use mathematics in everyday life, and the ability to use new technology for research.² These goals are shared by most U.S. educators, but other learning outcomes are less typical by U.S. standards. Here is a partial listing for Swedish students:

- develop curiosity and a desire to learn
- develop their own way of learning
- develop confidence in their own ability
- learn to listen, discuss, and respond
- use knowledge as a tool to form and test assumptions as well as solve problems.³

Self-assessment is one tool used in the Swedish system. Students are presented with a list of everyday tasks, from reading a television program guide and working out math with or without a calculator, to their ability to work with others. They self-assess by indicating whether they are "very sure, pretty sure, unsure, or very unsure" about their ability to complete each task.⁵ Swedish educators use a variety of ways to determine student mastery of national requirements. Some methods are more typical than others, but each is used to measure outcomes that are new and different from those of previous generations.

Swedish Assessment Questions

Swedish educators assess learning through real-life scenarios; students are posed a question and must explain their analyses in their responses. Here's an example: "Carl bikes home from school at four o'clock. It takes about a quarter of an hour. In the evening he's going back to school because the class is having a party. The party starts at six o'clock. Before the party, Carl has to eat dinner. When he comes home, his grandmother calls, who is also his neighbor. She wants him to bring in her post before he bikes over to the class party. She also wants him to take her dog for a walk and then to come in and have a chat. What does Carl have time to do before the party begins? Write and describe below how you have reasoned."⁴ This type of content gets at the different learning outcomes the Swedish system has established for students.

On a practical level, assessments should also reflect the type of learning projects in which students engage. Performances and demonstrations of learning are part of authentic assessment and are often more suited to illustrating learning than written products. Additionally, when students come from various nations and exhibit different levels of literacy, students who cannot write fluently may well be able to share their learning orally, or through problem solutions, drama, the arts, or technology. This rationale for assessment is not confined to students with language issues. It holds for any student who is challenged by traditional testing formats and makes a solid case for a variety of authentic assessments in the classroom, particularly those that best match the nature of the learning task. Here's what this idea looks like in practice:

- Instead of written answers to an assessment, students might select pictures or other media that answer the questions.
- Students demonstrate learning by preparing an artistic representation or dramatic re-enactment.
- To assess use of technology, students create multimedia presentations, produce a film, create a broadcast, build a Web page, or use Internet search engines to locate resources.
- The ways students highlight an issue and inform others about it can also be authentically assessed. These activities could include publishing a class newspaper, creating a mural, spearheading a letter-

writing campaign to a local official, organizing a service learning project, coordinating a classroom recycling project, or heading a school-level campaign for student council.

- Creating real-life scenarios that enable students to develop and apply critical thinking and problem solving skills is another authentic way to assess learning.

An added benefit of these assessments is that those involving demonstrations, technology presentations, and the arts are usually much more motivating for students. They also frequently get at subtle or nuanced skills and knowledge that other assessments don't detect. In a globally focused school, authentic assessments are a curricular goal.

Making Time to Collaborate with Colleagues

Teachers in a number of European and Asian countries spend less than half of their time teaching students. The rest is spent on collaborative time with colleagues for planning, analyzing, and reviewing lessons; developing and evaluating assessments; engaging in peer observations; and meeting with students and parents.⁶ Building teacher expertise is seen as a way to improve the educational system. Many of these nations' students outperform U.S. students on international assessments like the Trends in International Mathematics and Science Study (TIMSS). TIMSS data for 2007 in mathematics compares American fourth graders with peers in 35 nations. While U.S. students scored higher on average than 23 nations, they scored lower than eight nations in Asia and Europe. In science, US fourth graders beat the TIMSS average, but scored significantly lower than students in four Asian countries.⁷ The data reveals that U.S. educators may have something to learn about planning and pedagogy from their international peers.

The lessons prepared by teachers working collaboratively with their colleagues are nearly always of higher quality than those prepared by individuals. This is especially true as teachers undertake the task of integrating global content into the curriculum. Consistent time for peer observations helps teachers to improve their craft. Time to collaboratively analyze lessons and assessments assures higher-quality instruction. It also affords support for new teachers, who are not left on their own during the first formative years of teaching.

Such teamwork is customary in many nations' schools, particularly those in Japan⁸, but it is less common in the U.S. Clearly American educators recognize that time is needed for such activity, but few U.S. schools are structured to effectively provide it. In some schools that

do, a culture of collaboration is not in place. Teachers have common planning time, but don't use it to plan together. In order to successfully integrate global content into a standard curriculum, teachers need time to discuss strategies, implementation, and assessment and, where necessary, support in learning how to use time well. At Hillcrest Elementary Foreign Language Magnet Academy in Orlando, Florida, the teachers' schedules include weekly meetings to discuss core subjects and foreign language instruction. They are a professional learning community that plans strategically and shares resources.

Opening the Classroom Door

Team teaching, teaching to strengths, having peers provide feedback, and observing others to learn new ideas and strategies are ways in which globally focused schools best serve students. When teachers plan together, even without team teaching, their combined knowledge and experience is always more valuable than what one teacher alone might develop. One collaborative, commonly used approach is Japanese lesson study. Teachers work as a group (usually at a specific grade level) to plan, observe, examine, and refine actual classroom lessons. Here is an abbreviated version of this process that could be used for any subject:

- Teams of teachers meet together to plan a lesson on a specific topic, pooling their knowledge.
- Collaborative decisions are made about content, the integration of global competencies, materials, and teaching strategies.
- Each team member is open to being observed while teaching the lesson and to observing colleagues in order to provide feedback.
- Team members use a rubric for the observation and specific areas to target for feedback, recording observations rather than criticisms.
- Team members review observations and rewrite the lesson to improve both content and delivery.

Collaborative planning and team teaching is a winning combination for students. It provides enhanced content and builds teacher expertise, both of which can motivate students to learn.

Welcoming parents into the classroom and sharing it with them as teachers of heritage languages and cultures is standard practice in schools with a global focus. Who better to convey the details of another language and cultural tradition than someone who has gained them

through personal or extensive professional experience or study? Parents often have cultural artifacts to share that further enliven study. Utilizing parents' expertise as a teaching resource enriches learning for students. Moreover, treating parents' cultural or professional background as a valuable asset helps create deeper school/parent partnerships, honors different cultural or professional contributions, and helps to break down the divide that sometimes exists between home and school due to linguistic or cultural differences.

Using learning venues outside of the classroom is routine in globally focused schools. High-level learning can occur through the efforts of community organizations, museums, cultural organizations, at universities, businesses, and of course, in the home through parents and caregivers. Teachers engaged in sharing global content and competencies forge partnerships with individuals and groups who can share their international knowledge with students to broaden their perspectives about the world.

Teachers who are intentional about utilizing people, organizations, and events that provide learning experiences can advance their own learning as well as that of their students. Continued teacher learning is a critical facet of effective schools. World conditions change rapidly and technology changes even faster. Teachers must stay abreast of the changes in order to best serve students. In schools that are moving from a traditional focus to a global one, staying current is even more vital. Infusing a traditional curriculum with a global perspective and international topics requires current information and deep understanding of content. Both require a commitment to sustained learning.

Teacher Training in the Community

In 2004, The Peace Center in Greenville, South Carolina, launched Intensive Development in Education through the Arts (IDEA), a teacher training program developed to improve student achievement and the community by providing teachers professional development training in arts integration across the curriculum. Teachers commit to three years of training, attending up to forty-five hours of professional development events each year. IDEA involves five elementary schools in the county including Heritage Elementary School, where almost 90 percent of the faculty participates. Heritage faculty members have had multiple opportunities to receive training from international artists as well as attend cultural programs from around the world. Recently teachers learned African chants and songs designed to facilitate reading lessons and to enhance classroom management.⁹

Developing Student Voice and Agency

Helping children to develop voice and agency is an important component of global education. This is accomplished by offering learning choices, opportunities to express ideas and opinions, and engaging students in service learning that addresses both local and global issues. Students share in some decision-making in this vision for education.

Web Sites for Online Teacher Learning

To enhance available professional development resources in your local community, there are many places online which can add to your knowledge on international cultures and events.

- **Asia Society** provides information on the latest business, economic, and education happenings in Asia. There are also resources specifically designed for teachers including curriculum units, interactive maps, videos, and podcasts.
- **Council on Foreign Relations** provides issue briefs, task force reports, podcasts, blog posts, and more on the latest issues in the world of international affairs.
- **The History Channel** Web site has articles and features on historical topics from around the world. Interactive games challenge teachers and students alike.
- **National Geographic** has innumerable interactive maps, videos, and other materials on international geography and contemporary issues. State Geographic Alliances also provide professional development in your state.
- **PBS** features games and programs for children, but also provides higher-level resources for teachers as well as online professional development with an international bent.
- **Smithsonian's Education** Web site offers many resources for educators including free online education conferences on a variety of topics.
- **United Nations** offers the latest news reports and updates on global happenings.
- **Words Without Borders** is an online international literature magazine that also provides lesson plans, book reviews, and author interviews from around the globe.
- **Universities** offer online courses to assist teachers in integrating a global dimension into their curriculum. A long standing course is taught by Merry Merryfield, Professor in Social Studies and Global Education at The Ohio State University. Other new and growing programs can be found at Rice University, Indiana University, and others.

For more information on these resources and others, see AsiaSociety.org/Education

Fostering a level of open-mindedness and understanding about different people, ideas, and perspectives is increasingly important in an interconnected world and corollary to developing student voice and agency. At the Davidson Community School in Davidson, North Carolina, instruction centers on inquiry- and problem-based learning. Students are routinely challenged for proof of their ideas and responses in all subjects. They learn to provide evidence for their choices and develop clear communication skills in order to explain why they think as they do. Teachers consistently ask for “think aloud” responses which provoke comments, and sometimes disagreement, from peers. With this process, students learn to think through issues, disagree in appropriate ways, and consider other perspectives. Preparation for the future in a global society means that students need to think, reflect, weigh the views of others, and then act. That sequence must be modeled, taught, and consistently practiced so that it becomes a habit and reflexive reactions to differences are no longer the norm.

Using Online Venues

Today's students have grown up with technology and online access. Learning through online venues is a familiar and motivating way to teach global competence while addressing district requirements. Elementary classroom texts are of necessity limited in the amount of information they can contain about world history and cultures. The Internet offers an ever-expanding range of information and is one of the best sources for current data about other nations' governments, cultures, religions, traditions, and arts. Teachers need to know how to effectively search topics, identify the best sites for the information they need, and sort through information to glean what is most pertinent and accurate for their lessons.

Online venues are useful for connecting teachers around shared projects and students with peers in other schools inside and out of the United States. These exchanges build language skills and understandings among students from different nations. iEARN, the International Education and Resource Network, is a well-recognized, non-profit organization that brings together students to work collaboratively, through technology, on a variety of projects based on global issues. (For more on iEARN, please see *Connecting Through Digital Technology* in Part V.)

Teachers can also use the Internet and computer programs like Skype to connect themselves and students with experts in a variety of fields who lend their expertise to school projects, or who simply provide instruction in a novel format. For example, schools across

the U.S. have been interacting with NASA scientists online since 2000. Such connections with experts at universities, research labs, think tanks, and foundations across the globe have great potential for sharing unique perspectives with students.

Professional Learning

Teachers need high-quality professional learning opportunities to stay abreast of trends, new content, and fresh strategies in global studies and their field in general. They especially need to be among like-minded professionals who share their interest in internationally focused education. The key to effective professional learning is to make consistent, meaningful opportunities available, use the ideas and skills of the experts on staff, identify online resources, and make a culture of learning and sharing that defines the school.

Teacher book/film clubs offer occasions for peers to discuss pertinent topics and share ideas. Books on global content, concepts, skills, and competencies are particularly useful for discussion when teachers are working with an international curriculum. Consider, for example, how teacher book studies about regions of the world, novels by international authors, or even shared film-viewing of documentaries or commercial films from around the world might be the springboard for ideas to help children learn about the world and how it works.

Peer observations, pertinent guest speakers, and trips to other schools to observe and learn new techniques all help teachers develop effective ways of blending global competencies with state educational requirements. Another is leveraging opportunities that are available through international organizations and colleges and universities in your community. (See *Connecting Through Community* in Part V.)

A wide variety of online learning programs, courses, and forums—some offered for college or in-service credit—are also available. Individualized learning about the history and culture of other nations is cost-effective and easy to access online as are language learning tools such as free podcasts on iTunes. While online programs don't take the place of a native speaker, they are an effective way to help teachers get started learning a language. (For more online resources for teachers see box on page 17.)

Conferences, seminars, and workshops sponsored by well established professional organizations are important resources for elementary school teachers. There are a number of well-known organizations that host these events annually—see box.

Professional Development Conferences

Discipline-based groups that regularly organize conferences include the International Reading Association (IRA), National Council of the Social Studies (NCSS), National Council of the Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), National Science Teachers Association (NSTA), the National Art Education Association (NAEA), and the American Council on the Teaching of Foreign Languages (ACTFL).

There are also yearly meetings with a wider scope. For instance, the Association for Supervision and Curriculum Development (ASCD) puts on a conference and workshop devoted to teaching, learning, assessment, and school improvement. The National Staff Development Council (NSDC) offers a conference and seminars focused on the needs of staff developers.

Visiting International Faculty Program

Yet another way to share global cultures and international understanding with students and teachers is through international faculty. One example is VIF International Education. Designated by the U.S. Department of State as an Exchange Visitor Program, VIF's 20 year history is rooted in providing greater opportunities to expose students to the world's languages, its myriad cultures, and diverse perspectives through international teachers. Helping schools to accelerate the pace and depth of international education, VIF supports schools in the selection, relocation, and support of international teachers. VIF also develops and manages comprehensive K-5 international education programs, including "Splash! Language Immersion" and "Passport Global Literacy."

At St. James-Santee Elementary in McClellanville, South Carolina, a VIF teacher from Slovakia taught students about her country through music, showing them the use of traditional Slovakian instruments and discussing the importance of music at cultural and family events. According to Principal Lerah Lee, "Students at St. James-Santee Elementary now understand that our world consists of various cultures and traditions that contribute to our global society."

The Asia Society's Partnership for Global Learning promotes a broad view on global issues in education. Its annual conference is a unique opportunity for globally minded educators to learn from each other, through lectures, instruction, and networking.

Learning a Second Language

Traditional ideas, communities, families, and languages are being replaced by new cultural fusions across the nation. The ability of teachers to understand and speak a second language is critical when students come from many different countries. If a teacher is able to speak the native language of an immigrant student, he or she provides a comfort zone in the classroom as the student learns English. Mastery of a second language also helps the teacher to be a genuine role model for language learning.

Some teachers have a solid second language background from their own education and travel. Others are native speakers of a language other than English. Schools adopting a more global approach are actively helping teachers to learn new languages through district-based, on-the-job professional development. At Hoover Elementary School in Tulsa, Oklahoma, district officials sought ways to assist teachers in acquiring new languages. They decided to use existing funds creatively to reach their goal. The school district allocated a portion of its federal Title II funds for summer professional learning to world language studies. Teachers attended a district program to study a new language and received a stipend to offset costs of summer attendance.

In another approach, each teacher at New Life Academy of Excellence in Norcross, Georgia, attends a weekly class in Mandarin to study the language. Learning together provides a safe and supportive environment with opportunities for peer tutoring. Weekly meetings keep learning fresh and provide consistent reinforcement as well. Staff members were also offered the opportunity to visit China in the summer of 2009 to improve their language skills and enhance instruction in Chinese culture when they returned to school.

There are also outside organizations that offer language courses and professional development for teachers of world languages. One example, Concordia Language Villages in Minnesota, offers a host of opportunities including on-line classes, weekend courses, and even a Master of Education in World Language Instruction. Customized professional development workshops on topics such as adding a global perspective to the world languages classroom, can also be offered in your school or district.

Introducing Heritage Language Speakers to the Classroom

Parents and other heritage speakers from the community can also be a valuable asset to the classroom. For instance, Shuang Wen School, a K-8 school in New York City, joins forces with the neighboring Chinese community. A community "grandparent" program that was initiated by Principal Ling Ling Chou early in the school's history, and is now funded through Title V of the New York City Department for the Aging, places local, Mandarin-speaking senior citizens in classrooms. There they work side-by-side with teachers for the first half of each day. Their presence promotes the children's grasp of Mandarin while reinforcing the essential Chinese cultural principle of respect for elders.

At Pioneer Valley Chinese Immersion Charter School (PVCICS) in Hadley, Massachusetts, the Big Sibling Program matches volunteer native or near-native Mandarin-speaking college students with interested PVCICS students and their families. This provides a one-on-one opportunity for the elementary students to practice Chinese and learn about the culture of China from a native speaker. The college students, meanwhile, learn about American culture by spending time with their host child's family and visiting their classroom.

Language courses are not the only way to begin second language learning. At the Academy of World Languages in Cincinnati, Ohio, seventeen paraprofessionals with diverse cultural histories assist teachers with the critical languages program. Their varied cultural and linguistic backgrounds help them to promote understanding of cultural differences as well as support world language acquisition. They move about the school, interpreting and improving the flow of communication within and outside of the world language program. The use of paraprofessionals as well as linguistically and culturally diverse parents to support language acquisition and cultural diversity is a novel and useful approach to promoting an international perspective and experience for students.

How to Get Started

- Identify resources outside of the classroom that can enhance global curricular topics and help teachers build them into the curriculum.
- Stock the library with multicultural literature for students and teachers.
- Begin teaching and modeling the process of integrating curriculum and developing authentic assessments. Provide examples for staff.
- Provide consistent, high-quality professional learning opportunities for staff, such as online and face-to-face classes, conferences, international travel, book studies, expert workshops, and presentations.
- Develop a school- or class-wide service learning project with a global focus. Invite staff to work together on it to provide experience for those that have never created and implemented service learning projects. (See Connecting Through Service Learning in Part V for more information.)
- Provide a professional learning session on effective use of the Internet to access useful sites for global studies and how they can be used.
- Inventory the international experiences and connections of teachers and staff including language skills. Determine which staff members have skills to teach young students and peers, even informally.
- Provide access to online language-learning programs to staff as a first step in acquiring another language.
- As budget permits, consider hiring a native speaker of a language other than English.
- Ask teachers to begin to structure student choice into learning. Develop a concise professional learning session to demonstrate how to do this effectively.
- Work on school-wide schedules to be sure teaching teams have consistent time to plan together. Schedule weekly or monthly staff meetings for the entire group to meet and discuss relevant issues.

“Without a doubt “raising” globally competent kids is a real, effective, and exciting way to “raise” excellence academically and the way to open up a myriad of opportunities for success for all kids.”

- JURATE KROKYS, CEO AND FOUNDING PRINCIPAL, INDEPENDENCE CHARTER SCHOOL, PHILADELPHIA, PENNSYLVANIA

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

PART III

Curriculum,
Instruction, and
Assessment to
Prepare Students
for the Global Age



ANA'S DAY

During lunch, Ana sits with Shama, a classmate from Mumbai. Ana and Shama discovered that they both have baby sisters at home and they share stories about them. Shama lives in the same neighborhood as Ana and they play after school together. Ana likes the detailed temporary henna tattoos that Shama has on her arms. Shama's grandmother will put one on Ana's arm later today. Ana can't wait!

During the language arts period, Ana's teacher shares a sampling of folktales, one each from the United States, Japan, and Egypt. The class discusses the common ideas in the tales, which initially seemed quite different. Ana is challenged to read three more folktales from different countries, find the common threads about human nature, and describe what universal traits they illustrate. She eagerly looks through the assortment of books available to her class and, with her team, chooses one from each nation. They go back to the reading area, full of soft cushions, and read the tales aloud to each other. Lev, who came from Israel last year, can read in English and Hebrew. Ana and the team ask him to read one tale in both languages and Lev is happy to do it. An animated discussion begins as they take notes and determine what they will report back to the class.

Understanding that the curriculum shapes and mediates the experience of students¹ in any school, it is imperative that schools develop engaging and rigorous courses which motivate, spark inquiry, nurture curiosity and imagination, and promote intense learning and passion that leads to action. In a globally focused elementary school, learners are deeply engaged in studying the world around them in these very ways. They explore issues close to home and those beyond the borders of their state and nation. Students connect with peers around the world to work and learn collaboratively about matters that impact them all. As some programs have proven, an elementary school can thoroughly teach district- and state-required content *and* simultaneously instill global competencies. Is it possible to do it all? Yes, it is.

Elementary schools across the country are infusing global knowledge and skills into their curricula, both within the content areas as well as across them through an interdisciplinary focus. These schools know their state and district standards well and have analyzed them, across subject areas and grade levels, to uncover patterns in skills and content. They then see where connections exist and where there are opportunities to shift to a more global focus while meeting standards. Heidi Hayes Jacobs, in *Curriculum 21: Essential Education for a Changing World*,² describes the notion of “replacement” in the curriculum rather than “integration.” This engages teachers in a systematic way of re-evaluating their curriculum focusing on “upgrading over time” rather than forcing new content or skills into an already overloaded curriculum or engaging in a complete revision. Successful globally focused elementary schools *replace* existing curricular units with ones that are more updated, more global, and more powerfully engaging for students.

Looking Through a Global Lens at the Content Areas

The definition of global competence outlined in Part I can be applied as a lens through which teachers can view the various content areas which typically make up the school curriculum. With this perspective, they can begin to look for global connections that can enrich or replace existing units as well as serve as the catalyst for new, interdisciplinary units. Although one of the hallmarks of the elementary curriculum is the flexibility to make interdisciplinary connections, globally competent students will also need the disciplinary tools and skills that enable them to think and reason as a scientist, seek evidence as a historian, calculate as a mathematician, draw or compose as an artist, and create as a writer. Applying the global competence definition to each subject area gives these separate units a common thread, creating a context for interdisciplinary work.

Appendix I provides a series of elementary curriculum matrices which articulate characteristics of student work demonstrating global competence in mathematics, physical education and wellness, reading/English language arts, science, social studies, visual and performing arts, and world languages. These matrices offer criteria for teachers to use in designing lessons and assessing student work within and across subjects.

Reading and English Language Arts

In a balanced reading and English language arts curriculum, students can investigate the world by reading a wide range of international fiction and non-fiction to introduce them to the differences and commonalities shared among various cultures. (See the “Resources on World Literature” box for some useful digital resources that provide guidance about grade level appropriateness as well as readability.) In the lower grades, students can be introduced to global issues or local issues with a global connection through stories or non-fiction “read-alouds,” media, field trips, or speakers. They can begin to write and draw about different world regions and issues based on what they learn. In the upper grades, students can select a global issue to research and create a question that they want to answer about the issue. They will draw information from a variety of sources, including international media, use it to answer the question, and then present their findings in a meaningful way. This allows reading and writing as well as representing ideas in artistic or non-linguistic ways to be developed while learning about the world and global issues.

The English language arts classroom is also a perfect place to help students to recognize and weigh perspectives. Through discussions, students can express their own views on given topics and can compare their thinking with others in the classroom or with the ideas in the books that they are reading. Through fiction, non-fiction, and other media from around the world, students can explore how others think about topics or issues. They begin to see the power that learning to read, write, listen, and speak provides when trying to understand and solve problems locally or globally.

The English language arts classroom provides an opportunity for students to utilize their expressive powers, whether through writing or visual display, to advocate for an issue that they have learned about and to communicate with others about the issue, whether locally or globally, through digital technology (see Part V).

Comparative Literature

Many schools bring comparative stories into the classroom as students investigate the world beyond the United States. Comparing *Cinderella* with Haiti's *Cendrillion* is a highlight of a U.S. – Haiti study. Using *Lon Po Po*, a Chinese version of *Little Red Riding Hood*, is a favorite for a study about China and the United States. When students study Japan, learning to write spare and beautiful haiku is a wonderful language activity. As teachers help students to recognize and weigh perspectives of others, literature is immensely useful and appealing. What is it like to live in a place where you don't speak or understand the language? *One Green Apple* by Eve Bunting helps to make that experience clear and relevant by relating the experiences of a young Muslim girl in America. What is it like when no one pronounces your name the right way, even your teacher? *My Name is Jorge: On Both Sides of the River* by Jane Medina illustrates exactly what it's like. Using multicultural literature brings the world into the classroom while developing traditional literacy skills.

Cross-cultural literature can also motivate children to take action on an issue. Whether it's a news article or a book about the need for schools in other nations (such as *Three Cups of Tea* by Greg Mortensen), well-written literature is a powerful agent for action. Given the wide range of authentic, well-translated, beautifully rendered international children's literature available today, it's easy to give reading instruction a global angle.

Resources on World Literature

Below are selected resources to find international books for different ages and reading levels:

- **The United States Board on Books for Young People** publishes bibliographies of international books and selects an annual list of Outstanding International Books.
- **The International Children's Digital Library** is a collection of thousands of children's books available free online from countries across the globe in native languages and in English.
- **Words Without Borders** is an online magazine dedicated to global literature in translation; it includes lesson plans, book reviews, and author interviews.
- **Worlds of Words (WOW)** is an online database of international books with strategies for locating and evaluating culturally authentic international literature. Publications include contributions written by educators and critical reviews.
- **First Book and Reading Is Fundamental** both provide books to children in low-income communities. The First Book Marketplace includes deeply discounted books, including those focused on diversity and global literacy themes, to afterschool programs and other initiatives serving children in need.
- **Africa Access** distinguishes the best books published in the United States about Africa (most by African authors) through the annual Children's Africana Book award. They post reading lists and maintain a searchable database of books.
- **Notable Social Studies Trade Books for Young People** is an annual list with categories covering international themes. The list is a joint project of the National Council for the Social Studies and the Children's Book Council.
- **Asia Society** provides online, illustrated, interactive stories from Asia as well as lesson plans for utilizing international literature such as Cinderella stories from around the world.

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

Mathematics

In the mathematics classroom, even at the youngest ages, students can begin to learn how numbers and mathematical expressions help people to understand and explain the world. When exploring different regions of the world or learning about a global issue, students will have the opportunity to reinforce basic mathematical concepts such as size and measurement, counting, sequencing, and numeration, as well as reasonableness in mathematical representations. They can see examples of how people, events, or time are described in mathematical terms and will use those concepts and tools as they share what they have learned with others.

The mathematics curriculum can also be enriched by including the discipline's history. Students can explore the origins of counting that developed in Africa or the advanced mathematical calculations of the Mayans in Central America to connect the history of mathematics with what is learned today. In these ways, students begin to see mathematics as a language and tool that helps to explain the world—a tool that's been used by many different cultures over the centuries and one that many refer to as a universal language due to the ability to understand it across place and time.

Science

The science curriculum also lends itself to helping students unlock their understandings of the world and how it works. Strong science instruction is rooted in the inquiry process, a foundational element of global competence. Whether students are learning about sinking and floating in a hands-on science center in kindergarten or exploring the natural world and collecting samples in an upper grade-level class, the core principles of scientific inquiry are demonstrated. Students can use those skills to compare regions, ecosystems, and scientific phenomena and see how those same strategies are used by scientists worldwide. They will learn about their immediate environment and explore the interdependency of living systems around the world.

Science classes can also look into how scientific work is conducted collaboratively worldwide. Students explore how scientists and others use scientific information to explain the world, to create plans to improve it, and to measure the change that occurs by the plans that they enacted. Finally, as with mathematics, the history of the discipline can be woven into lesson plans, giving another opportunity for global awareness. Whether telling the story of Galileo or Da Vinci, teachers can touch on the different cultures in which their discoveries took place.

Cooking Through Math

Math literally has an international flavor at P.S. 212 in Jackson Heights, New York. Students learn math through the Cooking through Math program, an eight-week course where they learn about measurements, creating recipes, following recipes, and developing their own cookbook. Students make foods from countries around the world; as they learn basic math principles and measurements, children also learn about the connection between food and a country's culture. Students work with standard and equivalent measurements and ultimately cook their own international treats, making math an increasingly popular subject at the school.

Working Together with a Theme

At North Woods International School in LaCrosse, Wisconsin, Pre-K–5 science classes adopted the theme “Take Care of the Earth.” Each classroom researched an aspect of global warming and then created a papier-mâché “Cool Globe” which allowed students to artistically show either the problem or solution. One kindergarten class created a globe depicting games and toys from around the world that people can enjoy without having to use electricity. Another examined how much gasoline is needed to transport food from around the world to local grocery stores. Even the preschool participated, with students researching the importance of trees and recycled paper around the world.

Social Studies

Social studies classes have recently been neglected at the elementary level, but they're an ideal forum for global learning. They dig into the geographical, historical, social, and cultural development of different groups of people. The field also promotes the widely held view of understanding one's own place in the world from individual to family to community to city, state, country, and world.

Through this approach, students can compare different countries and people around the world, delving beyond the usual comparisons (food, flags, holidays, traditional dress, and the like) to unearth the true commonalities as well as the differences in culture, beliefs, and practices. A social studies curriculum also offers the opportunity to study how different groups of people think about and take action on issues of global significance. Students can more thoroughly investigate the history and development of these issues, to better understand current courses of action.

Kindergarten Unit of Inquiry: Dwellings

At Washington International School in Washington, DC, kindergarten students study where we are in place and time with a unit on dwellings around the world. Over the course of six weeks, students develop an understanding of the central idea, "around the world, people find it necessary to build houses." Teachers plan activities and structure lessons in French and Spanish that encourage students to construct meaning of what a dwelling is and how dwellings differ. Once a basic understanding is established, teachers guide their students to a discussion of why people have homes and, finally, how dwellings bring people together.

Students construct their knowledge by walking around the neighborhood with adults to view homes and other aspects of the neighborhood. They look critically at similarities and differences in homes around the world to understand common elements. They invite guest speakers to talk about their homes and how they live as a family, in an attempt to understand the ways homes bring people together. Along the way, the teacher guides students' inquiry, recording their observations and questions as their knowledge grows. Halfway through the unit, parents are invited to participate in home building, with their child directing the process.

Global Learning Through Dance

At Independence Charter School, in Philadelphia, Pennsylvania, the arts are a core subject and they are infused with global learning. Dance and movement teacher Shavon Norris has a fully international approach to dance. As students learn different dances and movement from various cultures, she asks essential questions: How do we learn and retain structured movement? How does culture influence development of an art form? Students answer these questions as they move from the study of country to country during each grade. In kindergarten, children learn Mexican folk dances. First graders learn about French ballet. In second grade, students practice Indian yoga positions. Third graders learn about Russian ballet and Masai jumping and call responses. In the fourth grade, students learn about Ghana's Ashanti dances and ceremonies. Fifth graders study the South African gumboot dance. Students have the opportunity to learn not only dance and movement, but how each meshes with the culture of a nation, for instance learning about the historical connections between gumboot dance and gold miners.

Visual and Performing Arts

Like social studies, all forms of art represent another valuable opening for global learning—though the arts, too, are losing ground in many elementary schools. Music, fine art, and performing arts can powerfully and viscerally illuminate the history and current concerns of the world's cultures. Students can focus on the universal themes that unite people and how they are represented in various art forms. Different artistic tools, styles, and designs from various regions of the world can be compared and used for the students' own creative work.

Community or global issues can also be depicted artistically to convey a message, in ways that connect students with their international peers. An initiative called *Others Are Us*, for instance, connects students from the United States with students from developing countries around the world through the shared creation of art projects. Through this program, the students teach one another about their lives and cultures, addressing global issues together. In many ways, the arts open up the world, allowing students to "try on" other cultures in a way that other content areas cannot provide.

World Languages

World languages can't be overlooked in a globally focused curriculum. These can be the catalyst in many schools for learning about the world both through language acquisition and related cultural studies. Please see Part IV on world languages for a full description of why learning a new language is an essential global competency. The section also offers suggestions on structuring a world languages program.

Circus Arts in New Orleans

The Circus Arts program adds an international dimension to the PE curriculum for third and fourth graders at the International School of Louisiana in New Orleans. Elements of traditional European and contemporary circus are fused to create a program that emphasizes the development of physical aptitude and life skills such as teamwork, discipline, and respect for diversity. Students participate in acrobatics, balancing, juggling/prop manipulation, and clowning.

Physical Education and Wellness

Even physical education and wellness/health can be vehicles for learning about the world. They may be often overlooked, but these subjects are a great opportunity to build global understanding alongside foundational skills of collaboration and understanding through shared physical activities. Students can compare different local and global sports such as rugby and American football; specific athletic skills can be developed using the games and activities popular in other cultures (for instance tai chi). World dance is also a popular feature in globally focused elementary PE programs, offering both physical skills development and cultural insights to different regions of the world and the flexibility to integrate the arts into the PE classroom.

From a social development perspective, helping students to learn about and examine good sportsmanship and the role that it plays in collaboration and bridging differences among athletes is a foundational concept for understanding different perspectives, engaging in collaborative work, and fostering conflict resolution. From a wellness or health perspective, the world context offers many opportunities to examine nutrition, exercise, disease and disease prevention, safety, and how media and marketing can influence decision-making around healthy life choices.

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

Interdisciplinary Curriculum

One of the most effective ways to blend state and district requirements and a global focus is through the use of an interdisciplinary curriculum. First, let's clarify the term interdisciplinary curriculum. This means purposefully planning the study of a topic or theme by integrating content from many disciplines in meaningful ways.

An interdisciplinary curriculum serves three critical purposes. The first is that integrating content is a primary way the human brain learns. The mind seeks patterns and connections in order to acquire new information.³ Planning and teaching in an integrated fashion builds those patterns and connections for students both overtly and in more subtle ways through teaching, discussions, and learning activities.

Second, the human brain requires redundancy to encode or assimilate learning. This doesn't mean repeating the same thing over and over, as in rote learning. It means providing more connections between what is already known and new information.⁴ Integration provides that duplication. For instance, students learning about Japan's history and politics in social studies can continue to study aspects of its culture through language and art classes. Learning could continue in physical education, as children practice games that peers play in Japan.

A third but equally important purpose is that integrating content is an efficient and engaging way to teach. When learners build on existing patterns and connections, new information is more easily assimilated. For instance, it takes little time to add a contemporary, comparative study of civil war to the standard study of the American Civil War. By examining the conflict in Darfur as a comparison to the American Civil War, research about civil conflict immediately becomes global in scope. Analyzing both conflicts demonstrates that some ideas, like the struggle for power, are timeless.

An Interdisciplinary Global Curriculum at Work

At the John Stanford International School in Seattle, Washington, students investigate the world through comparative studies with a global focus. In social studies, students learn about South America and give special attention to the rainforest. They learn about issues of deforestation, hunting, and global warming. They compare this information with what they learn about the ecosystem in Washington state. Students also take action

at the end of the unit by writing to local authorities to ask them to protect vital ecosystems, explaining why this is important.

In science, as students learn about plant growth and development, they not only learn the scientific processes involved, they develop perspectives that are aesthetic, too. For example, they study art work by Vincent van Gogh, closely examining his famous painting of sunflowers, and learn how the structural study of plants and their parts is an integral part of science but also offers insight into the development of beautiful artistic representations. From this, students learn that scientific study can help to cultivate different perspectives about the world.

At the Bilingual Orientation Center, the John Stanford International School's newcomer program, students study the different countries each newcomer represents in a month-long unit. They communicate ideas about this new information through writing about their school, holidays, clothing, housing, language, and culture in a given nation while practicing their newly acquired English skills. Students also use art to communicate ideas and learn how to give oral presentations, giving talks to different classrooms so that other students can learn about various cultures in their own school.

Fifth grade students at John Stanford study volcanoes in Washington state, Tanzania, and Japan. Students research volcanic activity, experiment with model volcanoes, study videos of active volcanoes, engage in discussion groups, and write papers. They also study plate tectonics and how tidal waves occur. In 2007, during this study, students were touched by the tsunami disaster in Southeast Asia. They led the school's effort in taking action by collecting donations for victims in Southeast Asia and in Africa, using all of their academic skills in the process. Students made posters and flyers, distributed them in the community, wrote and sent letters to businesses, made presentations to younger students about the assistance project, and sharpened math skills as they tracked donations. All of these efforts were based on an interdisciplinary science-math project on volcanoes that grew to encompass social studies, language arts, and the fine arts, too—all with an eye towards global learning and citizenship.

Thematic Units

The key to meaningful, effective interdisciplinary instruction is often built upon thematic units. These thematic units should provide focused study that organizes and connects many topics around a central theme in logical and imaginative ways. See the “Sample Ideas for Thematic Units” box for some ideas.

Sample Ideas for Thematic Units

- “Where in the World...?” Area studies about various regions of the world, their cultures, histories, and current lifestyles.
- “Why Move?” Investigate the causes, challenges, and impacts of migration and immigration.
- “Who’s My Neighbor?” Explore the cultures found in a school, community, city, or nation.
- “What’s for Dinner?” Study different kinds of food, its origins, its distribution, and the varying access people have to it.
- “What Can I Buy?” Follow how the world’s goods are produced, bought, sold, and exchanged.
- “Staying Healthy?” What keeps us healthy in a global world and where do health-related issues create problems?
- “Why Make Art?” Pursue how different cultures around the world and throughout time have used the arts to express their ideas, hopes, and fears.
- “What Does That Symbol Mean?” Examine the use of symbols, including those in English and other languages, mathematics, graphic depictions, and symbolic representations in the world.

At Sunset Elementary School in Miami, Florida, interdisciplinary thematic units shape the school year. In fourth grade social studies, for instance, students investigate the world through thematic units on cultural awareness, environmental awareness, and cross-cultural awareness. In studying cultural awareness, students learn about the different religious and cultural groups who settled in Florida over the centuries, from the Seminoles and Miccosukees to the conquistadors and Huguenots. A great deal of content is brought together in this unit in meaningful ways through students’ examination of the cultural diversity, both historic and contemporary, in their home state.

When learning about environmental awareness, students explore alternate energy sources (ethanol, solar, wind, and water power) and their impact on the environment. They also focus on biodiversity as an indicator of environmental health and research the status of Florida’s manatees, an endangered species, as a specific example of the decreasing biodiversity in their state.

In their thematic unit on cross-cultural awareness, students then compare environmental solutions in other world regions, learning about forms of transportation, like the Airbus and Smart cars. They consider how each helps the environment and weigh the perspectives of others on the topic as they survey European peers regarding pros and cons of Smart cars. Students communicate ideas about their learning through multimedia presentations. For instance, they might advertise a more efficient mode of transportation or create bar graphs to display results of their European peer survey. Students take action by creating sixty-second public service announcements to describe viable alternative power sources. Many topics are brought together in Sunset Elementary’s thematic units and all examine issues that affect students at home and peers around the world.

Thematic units also use essential questions to focus the study of content. The essential question that focuses the Sunset Elementary unit on cultural awareness is: “Why is it important for a global citizen to become aware of other cultures?” The thematic unit on environmental awareness asks this essential question: “As a global citizen, how can you preserve our environment?” The essential question for the cross-cultural unit is: “How does multicultural awareness affect the global economy?” Essential or key questions play an important role in the overall scheme of interdisciplinary thematic units by focusing study, contributing to creating patterns through comparisons, and by building connections among content information.

Active, Student-Centered Instruction

A vibrant curriculum grounded in research and global exploration requires instruction that moves well beyond traditional teacher directed learning. Effective instruction depends on the following practices:

- preparing carefully for research-based instructional practices
- student inquiry to examine issues, suggest solutions, and solve problems
- designing motivating, relevant learning activities with local and global themes
- developing thought-provoking essential questions to focus learning
- planning for cooperative learning opportunities, including learning with peers in other nations via technology
- providing engaging materials for meaningful projects
- providing direct instruction where appropriate
- allowing time for research and discussion to process ideas
- using technology to bring information from venues beyond the school into the learning equation
- tapping the expertise of community, university, and business partnerships for student learning
- using formative as well as summative assessments
- using projects, constructions, performances, portfolios, presentations, observations, student self-assessment, and many means beyond standardized or teacher-made tests to assess student learning

Interdisciplinary thematic units, active pedagogy, and a global perspective come together in Kenneth Sider's⁵ third grade unit on India at Riverside Elementary School in Oneonta, New York. In a year-long immersion study of India that helps fulfill New York state standards, students learn about the history, religions, literature, culture, and government of India. Sider's students correspond with a sister school in India and cross-cultural friendships develop quickly, even with significant cultural differences, as the children talk about sports and other topics. Geography comes alive as students use maps to locate places described by their pen pals.

Indian parables (Jataka tales) about courageous animals are read during story time. Students learn Indian dance movements from a visiting artist-in-residence who is a master of Kathak dance. A local storyteller who lived in India shares Indian tales and childhood games. A master sitar teacher visits to share his music with children. A local artist teaches students how to make Indian block prints on fabric for saris; the students also try their hand at *rangoli*, an ancient Indian art form using colored powder on paper.

Professors from nearby universities teach third graders about Indian religions and Sider teaches biography, using the life of Mohandas K. Gandhi as an example. Sider notes that integrating more global content into the New York state curriculum benefits the study of required topics. "Many of my third-grade students are challenged to think about the power of literacy and the value of education. They contemplate the effects of economic status, gender, and religion in different societies. As we confront issues like poverty and child labor, we build bridges to other social studies subjects such as the history of European domination in colonial America, the women's suffrage movement, and the twentieth-century struggle for civil rights. Our year-long study of beliefs and traditions informs our understanding of conflicts in America and around the world."⁶

Active, student-centered instruction like this requires thoughtful preparation, time, and organizational skills from the teacher. For such a rich learning experience, teachers need a thorough knowledge of the subject, as well as a variety of resources to facilitate students' in-depth exploration of the topic. The example of Mr. Sider's class also highlights aspects of cooperative and shared learning which can allow students to construct knowledge for themselves, learn about working collaboratively, practice the art of compromise, help each other, and develop presentation skills. All of these are important aspects of the world and workplace.

Authentic Assessments

An engaging, interdisciplinary curriculum and motivating, student-centered pedagogy need both formative and summative assessments which replace, where possible, or at least enhance the more traditional measures such as teacher-made tests or standardized testing that are so prevalent in schools. Globally focused schools use performances, projects, and portfolios as venues for students to demonstrate what they know and are able to do. For more on authentic assessments, see Part II on Preparing Teachers.

Performances and Projects

Plays, oral readings, puppet shows, costumed book reports, debates, student-made multimedia presentations, videos, newscasts, brochures, letter-writing campaigns, and genealogy charts are examples of performances and projects that can be assessed to show levels of content learning and skills development. For instance, a student video on local or global political and environmental issues taps into research skills, science, literature, communications, math, and technology learning. Presentations of speeches and poems are opportunities to assess oral language skills as well as to assess the ability of students to craft a coherent proposal or argument using multiple perspectives. Student-produced plays and puppet shows allow teachers to assess writing, communication, and presentation skills. Book reports, debates, and multimedia presentations provide a chance to assess content knowledge and communication, organizational, and technology skills.

At Fair Street Elementary School in Gainesville, Georgia, students demonstrate their learning at the end of each thematic unit by taking action that can improve the world either locally or globally. Examples of student action include exhibits on a topic, informational brochures on an issue, presentations to other classes, letters of advocacy to appropriate authorities, and service on environmental projects, all of which entail students applying content knowledge and skills to a specific task.

Interdisciplinary, thematic curricula is particularly useful when students must apply knowledge, because they have learned content and skills through a variety of disciplines, building the redundancy needed to learn deeply.

Portfolios

Using portfolios, a compilation of student work over time, lets students review and refine their work before assembling it for presentation and assessment. For example, a portfolio can serve as the documentation of students' achievement around the desired knowledge, skills, and dispositions. The matrices in Appendix I can be used to help determine what competencies a school believes are important for all students to master by fifth grade and serve as a unifying base for curriculum and instruction. Using portfolios allows students to see progress, to identify their areas of strength, and to pinpoint areas that need improvement. Student self-assessment is also a powerful component of the portfolio, as students often choose the examples of their best work and are able to explain how it compares to other samples in their collection, as well as the intended outcome measures.

Exemplary schools have students share their portfolios with parents and the community, creating shared celebrations of learning. In globally focused schools, engaging parents and the community in this way offers parents an opportunity to see beyond grades while also building understanding of and support for the overall concept of global learning.

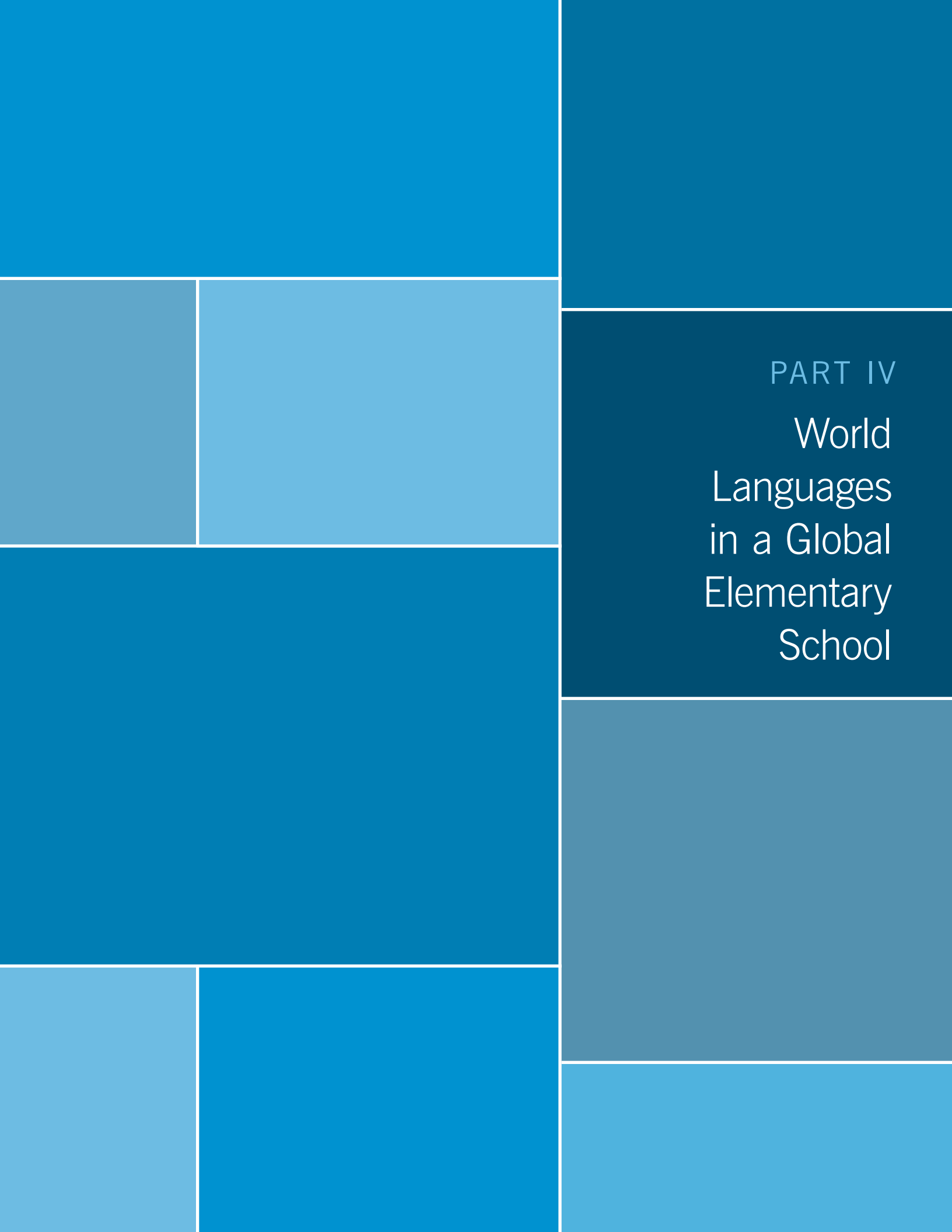
All of the approaches listed above offer various ways to assess students and to augment state or standardized test scores. There is no one perfect way to assess student learning, but there are many options that allow students to use the full range of their knowledge and skills.



ANA'S DAY

After physical education, Ana goes back in her classroom for math. Her class is learning math in a Spanish immersion environment. Her teacher reminds students that math is a universal language, understood by everyone. So far, Ana is learning fourth grade math concepts as well as her counterparts who are taught in English. Her only challenge is that sometimes she forgets and answers questions in English. When she does, her teacher says, *"Ana, en español, por favor!"*

In addition to the normal curriculum taught in Spanish, the class is preparing for a Friday field trip to a nearby nursing home where they will practice conversational skills with the Spanish speaking residents. These visits happen once a month but Ana spends additional afternoons here as part of an afterschool program which helps students learn more about the history of immigrants to the United States. Ana likes talking with the residents and comparing their stories to the stories told to her by her own grandparents.



PART IV
World
Languages
in a Global
Elementary
School

Young Americans growing up and seeking their place in this global society need knowledge and skills that are significantly different from those of previous generations. An integral part of global competence is facility in world languages and cultures. As the need for multilingualism rises, however, world language courses are in short supply in American schools.

Only 25 percent of elementary schools in the United States offered any world languages in 2008, down from 31 percent in 1997, due to the increased focus on accountability in reading and math as a result of No Child Left Behind.¹ American secondary schools offer more opportunities yet involvement is still low; currently, only half of all American high school students take even one year of a world language. Like many other academic advantages, language-learning opportunities are less available in urban schools than in suburban or private schools. For the past fifty years, school language choices have remained for the most part the same commonly taught European languages. Language offerings in the United States contrast markedly with those of other countries where learning a second language is a higher priority. Twenty out of twenty-five industrialized countries start teaching world languages in grades K-5 and twenty-one of the thirty-one countries in the European Union require nine years of language study.² It is not surprising that a 2007 report from the National Academy of Sciences warned, “The pervasive lack of knowledge of foreign cultures and languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.”³

In this rapidly changing and increasingly global economy, there is a growing need for workers with the skills to work across different languages and cultures. In fact, according to the Committee for Economic Development, a non-profit organization of more than 200 business leaders and university presidents, “to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses, increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries.” Therefore, “the educated American of the twenty-first century will need to be conversant with at least one language in addition to his or her native language, and knowledgeable about other countries, other cultures, and the international dimensions of issues critical to the lives of all Americans.”⁴

Beyond the clear economic and professional advantages of achieving facility in a language other than English, language learning also has clear cognitive benefits for students of all ages. There are many examples of people who start learning a language late in life who successfully achieve high levels of linguistic proficiency, but studies clearly show that there is a significant advantage for those who have the opportunity to start early. The human brain is more open to linguistic development in the years before adolescence, so children who learn a language during elementary school are more likely to achieve native-like pronunciation.⁵ In fact, there is good evidence to suggest that young children who are exposed to a richer variety of sounds at an early age are more likely to develop an ear for new languages in general as they get older.⁶

Having more time in which to learn a new language is an obvious yet potent argument for early instruction. When students get an early start to a long sequence of language instruction, they can more easily achieve high levels of fluency than those who start learning a foreign language in high school. This extended sequences approach is especially important for the increasingly significant yet less commonly taught languages such as Chinese and Arabic, which take longer for students to master than European

languages. According to the U.S. Department of State, it takes three or four times as many hours of study for an English speaker to reach an equivalent level of proficiency in Chinese, Japanese, Korean, or Arabic compared to languages like Spanish, French, or German.

Research also shows that learning another language early has other cognitive and academic benefits. Increased mental flexibility, the ability to shift easily between different symbol systems, improved divergent thinking, and, sometimes, higher scores on measures of verbal ability all correlate with early language learning.⁷ On standardized achievement tests, young language learners often outperform their peers who are not studying a foreign language. As anyone who has learned another language knows, it also enhances a student's understanding of the structure and patterns of English. Perhaps more importantly, the set of linguistic and communicative skills that students develop through learning one foreign language can be applied to the learning of other languages. Even if the languages in question are very different, such as Spanish and Chinese, an early education in one language will make it easier for students to learn another later in life. So, ultimately, the study of language generally is as, if not more, important than achieving linguistic proficiency in one particular language.

Beyond the language skills acquired, learning a language gives tremendous insight into other cultures. Contemporary world language instruction goes well beyond the teaching of verb tenses – effective foreign language programs in schools today introduce students to the cultures, societies, and communication strategies of speakers of the target language. In learning about culture and society, students not only learn the specifics of those countries or regions, but also develop a set of skills that will enable them to better understand and adapt to other cultures more generally. Just as students learn to “code switch” between different languages, they will also learn to do so in terms of cultural practices and communicative strategies. In this way, exposure to a second language and culture can benefit students even if they do not attain high levels of fluency. In this increasingly interdependent and diverse society, learning to communicate across cultures is critical to the social fabric of our schools and communities and will benefit students throughout their adult lives. Learning how to cross multiple linguistic and cultural planes is an important skill that, unfortunately, the majority of American students are not yet developing – and one in which students in most other parts of the world learn as a core part of their academic program.

For all these reasons, languages have a central place in a globally focused elementary school. On a positive note, polls suggest that parents increasingly understand the importance of early language learning. According to a 2007 Phi Delta Kappan poll, 85 percent of the public believes that language study is important and 70 percent believe language learning should begin in elementary school.⁸ In fact, wherever a new elementary school with a strong language program opens, it is invariably oversubscribed.

Models of Language Learning in Elementary Schools

The opportunities and programs for learning languages in elementary school range from short, basic introductions to fully immersive experiences. Some programs focus on making students generally aware of a certain language and culture, while others seek to build true fluency in another language.

At one end of the continuum are exploratory programs, traditionally called Foreign Language Exploration or Experience (FLEX). These programs introduce children to other cultures and to language as a general concept but do not have proficiency as a goal. Classes meet only once or twice a week or even less often. While not able to produce much proficiency in a language, such programs can provide students with motivation for learning languages later and districts with a start to developing a language program.⁹

For some time, the most popular early language programs were ones that taught basic language skills for thirty to forty minutes at least three to five times a week. These programs, known as Foreign Language in the Elementary School (FLES) offered a second language taught as a distinct subject, often taught by a roving teacher who would serve many classes throughout the week. Depending on the frequency of the classes and the opportunities for practice, children in these programs may attain some proficiency in the language studied after several years. However, it's often a challenge to maintain this achievement when transitioning to secondary school. Districts find it difficult to plan middle-school programs that will build on the language skills that the students have already developed, rather than placing those students in an introductory class with peers who are just beginning language study. A recent national study by Center for Applied Linguistics showed a substantial drop in the number of FLES classes offered in the United States since the late 1990s.¹⁰

At the other end of the continuum are immersion programs in which elementary students spend part or all of the school day learning the academic curriculum in a second language. In full (total) immersion programs, which exist in only a small number of schools, children learn all of their subjects (e.g., math, science, social studies) in a second language. In partial immersion programs, only a portion of the curriculum is taught in a second language. Children in immersion programs reach far higher levels of language proficiency than those in other programs while showing no decrease in their achievement scores in other subjects, even when the assessment of these subjects is in English.¹¹

Another immersion option that is gaining popularity is the two-way dual immersion model. In this model, half the class is composed of native speakers of a language and the other half is made up of English-dominant speakers. Half the instruction is then given in English and the other half is in the target language. The added benefit of this program over a regular immersion program is that students help each other learn the new language, which adds a more natural dimension to language learning. In addition, the non-English dominant students show the greatest academic and English language gain in this model.¹²

Out-of-school language programs are increasing in some states. These programs are either held at the school site or in the community. Many elementary students have been participating in summer language camps in critical languages funded by the federal grant program called STARTALK. Often parent groups organize afterschool language programs, hiring their own teachers and planning a curriculum. As interest in the programs grow, schools may begin bringing language study into the standard curriculum.

While all of these types of program structures have different outcomes in terms of linguistic proficiency, they can all help build students' global competence. Even in a basic exploratory program, students come to understand that different languages and cultures use different strategies of communication and they increase their capacity to see issues from multiple perspectives. While linguistic proficiency is a major objective of a robust and dynamic world languages program, it is not the only goal.

A strong world languages program also facilitates the integration of immigrant students into a classroom by helping students who are native English speakers develop an increased sensitivity to the challenges faced by second-language learners. When all students are language learners, they share the common experiences of working towards skills in literacy, oral communication, analysis, and argument.

Language Immersion in the West

Utah and Wyoming are at the forefront of language learning in the United States. In 1999, the Wyoming legislature passed a law requiring that every child in grades K–2 have the opportunity to learn another language. The state reinforced that mandate by appropriating \$5 million in 2004 to fund the development of a K–6 language program to be piloted in fifty Wyoming elementary schools for five years. The pilot program began in September 2004 and in the fall of 2007, approximately 9,000 students from this program entered sixth grade. The Wyoming Department of Education was then awarded a federal FLAP grant to develop, pilot, and share nationally (via the Web site Curriki) a curriculum for grades 6–8 to allow children leaving the K-5 program to enter a content-based middle school program that will offer them an uninterrupted, articulated sequence of language study.

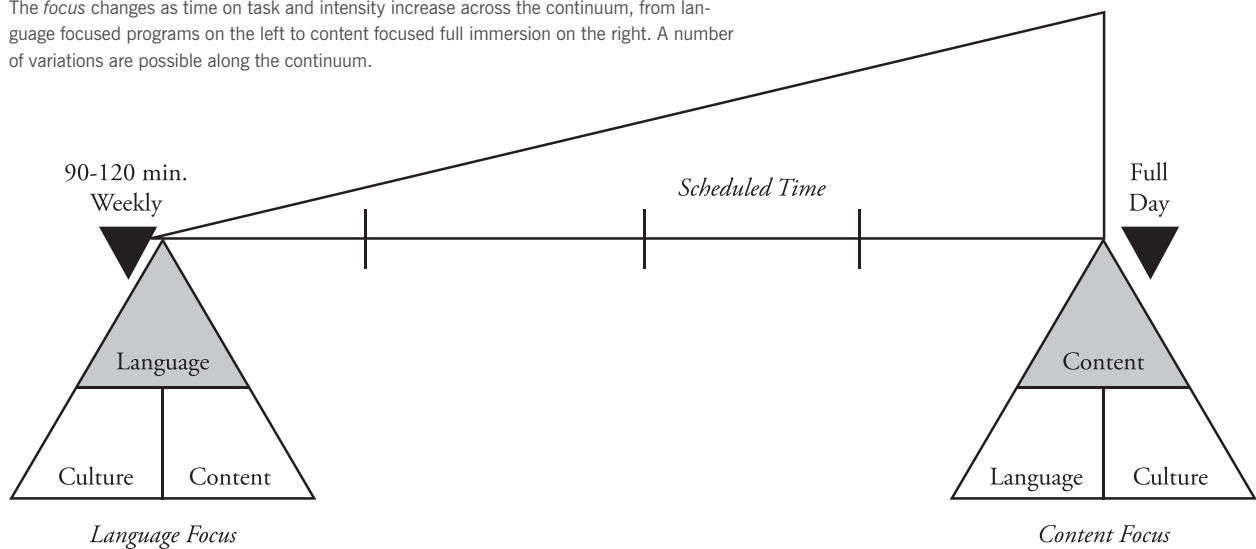
In Utah, support for language learning has been strong for many years. As stated by Gregg Roberts, World Languages Specialist, Utah State Office of Education, “Utah is a small state, so for us, economic development and participation in the global community are vital. With this in mind, we realized that developing global citizens is a requirement for Utah students. For its future economic success in the twenty-first century, Utah *needs* a global workforce that is multilingual.” In 2007, the Utah legislature funded the Critical Languages Program, to support the growth of Chinese dual immersion programs across the state. Support has also been provided for K-12 dual immersion programs focusing on Spanish, Chinese, or French. In 2010, over fifty of these programs existed in the state with a goal to have over 100 dual immersion programs by 2015. One example, Eagle Bay Elementary School in Farmington,

Utah, is a K-6 school catering to almost 1,000 students in a Spanish dual immersion environment. Principal Ofelia Wade has successfully attracted over fourteen teachers who speak a second language. Consistently scoring above the district average, the school serves as a model to other programs in the state, receiving visits from more than thirty schools per year.

Acknowledging that one of the most difficult parts of starting a language program is securing teaching curriculum, Utah, Wyoming, and Arizona are working together to share materials. Professional development is another key area of this collaboration. Schools such as Jackson Elementary School in Jackson, Wyoming, and Ventana Vista Elementary School in Tucson, Arizona, both Spanish dual immersion schools, have traveled to Utah to learn from Eagle Bay Elementary and share best practices.

Continuum of Intensity and Focus for Early Language Programs Leading to Proficiency¹³

Language, culture, and curriculum content are essential elements in every program model. The *focus* changes as time on task and intensity increase across the continuum, from language focused programs on the left to content focused full immersion on the right. A number of variations are possible along the continuum.



Examples of Successful Elementary School Language Programs

The following examples show the rich variety of language programs that are being carried out in elementary schools.

- In the K-5 program at Richmond Elementary School¹⁴ in Portland, Oregon, students are immersed in Japanese beginning on their first day of kindergarten. The school follows the Oregon State Curriculum but for half of each day, students are taught this curriculum in Japanese. The rest of the day is spent learning in English. This approach lasts until middle school, when students study for one-third of the day in Japanese. In high school, Japanese is offered at an advanced level. Elementary students also have opportunities to learn more about Japanese culture through afterschool programs in martial arts and calligraphy. In the fifth grade, students participate in a cultural exchange, hosting Japanese students and then traveling themselves to Japan. They have another opportunity for travel in eighth grade thanks to dedicated parents who spend time raising funds for the program.
- Yinghua Academy¹⁵ in Minneapolis, Minnesota, is a public charter school, one of the first in the country to teach K-2 students using a total immersion model. All content is taught in Chinese. Many proven immersion methods are employed, such as rhyme and song. Test scores show that while students are a bit behind in English language arts in their full immersion years, by second grade, when English is integrated back into the curriculum, test scores shoot up in English. Students read at grade level and above. Math scores are also well above grade level, assisted by learning through Chinese vocabulary and the Singapore math curriculum.
- The Glastonbury School District in Connecticut has long promoted language study, beginning with an elementary language requirement. All students begin taking Spanish in first grade. Through sixth grade, students receive daily Spanish instruction and must continue with Spanish through eighth grade, but can begin to add an additional language in seventh grade. Foreign language classes are optional in high school, but 93 percent of Glastonbury's students continue to study at least one foreign language and 30 percent study more than one.

Characteristics of High Quality Programs¹⁶

- Curriculum is standards-based and driven by desired student language proficiency outcomes.
- Instructional planning addresses student interests, abilities, and learning styles.
- Assessment mirrors instruction, providing appropriate feedback to students on their progress and measuring progress on overall program goals.
- Certified/endorsed teachers staff the program.
- Adequate planning and preparation time is provided to teachers.
- Funds are available for the purchase or production of engaging instructional materials.
- Time and funds are available for continued professional development of the teachers.
- Where heritage students are present, their language learning needs are specifically addressed.
- Community members are invited and encouraged to participate in the program.
- Procedures ensure that the program articulates in a seamless fashion from grade to grade and from school to school.

Best Practices in Successful Language Programs

Fortunately, research has established the critical features of program design that make a difference in student learning. Regardless of the model, all effective world-language courses share common characteristics with respect to teaching, learning, assessment, and resources. Some of the most critical aspects of these programs are described below. (See also the “Characteristics of High Quality Programs” box.)

Time

As with any other aspect of education, time on task matters. That is why less intensive approaches such as FLEX produce little useable language skills. Language learning, like math, is sequential. Ideally, a student should study a language for a reasonable number of hours per week over a period of years, with a well-articulated progression to each new grade so that language competence builds over time. Time on task is also greatly enhanced if the teacher conducts the class in the target language, rather than in English with occasional use of the target language.

Student Engagement

Student engagement is another essential ingredient. Active learning styles, including physical activity, are especially important in elementary school. As students’ knowledge of a language grows, they need meaningful tasks that encourage them to use language as a tool for communicating ideas and understanding others. That is why content-based approaches to language learning are increasingly popular. In these methods, material from other school subjects (such as math, science, and geography) is either taught in or reinforced in the target language. For instance, folk tales from around the world studied in their native language can be engaging and fun for young learners.

Teachers

The key to a good language program is a great teacher. But there is a shortage of certified language teachers, especially those who can teach content in the target language. If a certified teacher cannot be found locally, guest teachers from other countries, provided through programs like VIF International Education, the College Board, the National Committee on US-China Relations, the US State Department, and the American Councils for International Education, can get a program started. Then, explore growing your own teachers by identifying speakers of the language in your own community, hiring them as assistants, and enabling them to seek a teaching qualification through alternative route certification programs. Language programs are also increasingly available online, so a blended approach with both face-to-face and online instruction is another feasible model.

Beyond the Classroom

The ability to use language to communicate beyond the classroom is vital to student motivation and the development of useable proficiency. Engaging with local heritage communities that speak the target language, or using Skype or videoconferencing to connect with speakers of the language elsewhere, greatly strengthens a school’s program. Field trips to local communities where the target language is spoken provide a real-world chance to use new language skills, whether at a restaurant, a heritage market, or a neighborhood festival. These are all opportunities for students to try out their language skills, even at the early levels of language proficiency.

How to Get Started

Since world languages have been neglected for so long at the elementary level, it takes careful planning to build community support for these programs.

As with any new educational endeavor, a languages program will need a broad base of community and professional support. Starting up a program involves tackling issues such as the purposes of the program, the language(s) to be offered, and the resources required. A planning committee involving key stakeholders in the school/community should address such questions. Visiting elementary schools that have successful language programs is a useful and often inspiring step in the planning process.

Finding a great teacher is a critical step. A good languages teacher at the elementary level has a solid background in the language as well as in English but just as importantly, has an ability to use the kind of engaging pedagogy that is essential at the elementary level.

Afterschool programs are sometimes a way for a district to get started with a language program and build community interest.¹⁷ An afterschool program does not have to be intensive or formal to be effective. Such programs may take one of many routes: complementing language instruction that happens during the school day by providing opportunities to use the language in authentic ways; exposing young people to new languages that are not taught in school; or simply helping young people realize the excitement and value of learning another language.

Consult organizations with expertise on elementary languages programs that can support the development of your new program. The Center for Applied Linguistics, National Network for Early Language Learning, and Iowa State University National K-12 Foreign Language Resource Center all have significant expertise and resources on early language programs. For Chinese, see the Asia Society Chinese Language Web site.

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education



PART V
Expanding
Student
Experiences



ANA'S DAY



Ana is studying Japanese calligraphy in her art class. She is learning how to make the graceful brush strokes and how to understand the meaning behind each stroke. Jorge, another classmate of Ana's, is particularly good at calligraphy. He doesn't speak English yet but sees that Ana needs help, so he shows her how he holds the brush. Ana realizes that Jorge has a better technique and thanks him. She learned watercolor techniques earlier in the year and admires the works of early Japanese watercolor artists. Copies of class favorites are displayed on the art wall.

Ana also worked on intricate flower and mosaic patterns from Egypt that her teacher demonstrated. She was so intrigued with the elaborate designs her teacher shared after a visit to Egypt, that she created her own colorful pattern for a placemat. She laminated it as a birthday gift for her mother. Before the year is over, Ana will study the works of American artists of the Hudson River School. The dramatic landscape paintings will integrate well with what Ana learns in science and social studies.

As Ana heads home she has much to think about. In her social studies class, Ana learned from her pen pal Feki that some schools in Egypt don't have enough textbooks and other supplies. Ana and her team are determined to find a way to collect and distribute school supplies to Egyptian schools in need. Ana's day has been full of lessons, comparisons, and activities that help her to see and understand herself as both an American and a global citizen.

Connecting Through Digital Technology

Easy access to multiple technologies makes this a genuinely exciting time to begin the process of going global at the elementary level. One of the fastest and most effective ways to incorporate a global approach is through the use of digital technology. Since the mid-1990s, learning has been transformed by technology. Computers, interactive software, video conferencing, computer games, online courses, blogs, educational television, video-sharing Web sites, smart phones, Web 2.0 tools, and other such devices and services connect our world like never before. They have bridged distances and increased our opportunities to learn from each other: to see new places, meet new people, explore other cultures, learn new languages, and share and develop ideas. Bringing the world into the classroom has never been faster, easier, or more motivating for teachers and students.

Educators agree on two key points. First, technology provides vital tools for twenty-first-century learning. Also, today's students are indisputably motivated by technology. Digital devices are already familiar gateways to the world for today's students. Used thoughtfully, these technologies can give students meaningful connections to people, places, and issues far beyond their own backyards.

The good news is that nearly every school in the United States is equipped with a variety of digital technologies that teachers use both to enhance student learning and to find resources for curriculum development. Effectively leveraging these technologies becomes the challenge for teachers today. How can different digital tools and formats be used to promote global learning within content standards for accountability? The projects described here and the use of technology in the classroom in general are not meant to be an addition to existing curricula, nor must they only be found in a technology course. Instead, they can be used to help teachers meet their global learning goals across multiple curricular areas. Technology-based projects can be easily aligned to district and state standards.¹

This section will describe ways in which several technologies are used in elementary schools to promote global learning, as well as contacts and projects that enhance understanding by developing knowledge about other nations, cultures, governments, and the issues that affect us all: the environment, natural resources, economics, and managing conflict. This information is grouped around the four aspects of global competence: Investigate the World, Recognize and Weigh Perspectives, Communicate Ideas, and Take Action.

Media Literacy and Convergent Learning

Sorting through a variety of international information sources via technology requires two key skills: media literacy and convergent learning. Convergent learning encourages students to practice nonlinear thinking and multitasking as they sift through digital information. Media literacy helps students determine the accuracy and bias of such sources. For example, older students could trace the various sources of an international article on Wikipedia to analyze its accuracy. This will help them practice these valuable skills. Younger students could compare articles on the same international topic from multiple sources, including those written by young people, from Web sites like Time for Kids, Y-Press Youth News Network, or Pearl World Youth News. Students can then discuss questions such as the following: Why were these stories created and who created them? How do these stories represent the issue and the people involved in positive or negative ways? Do all of the stories use the same facts and statistics? Why do you think the story was told in this way?

Investigate the World

Helping students to see themselves as global citizens begins with lessons about their own community and the world beyond. A global perspective requires the ability to pose critical questions and develop defensible responses to complex challenges. In all of these endeavors, teachers and students can tap a host of digital technologies. In fact, knowing how to use these tools effectively is a life skill, not simply something to be used in school. Locating and manipulating information online, collaborating in virtual work teams, and presenting and publishing via digital platforms is preparation for the future in a world that increasingly runs on technology.

Schools use technology in a variety of ways, largely due to available funding and on-site expertise. Opportunities for learning increase exponentially when technology is part of the educational equation, even when considering very different implementations.

Students at Folk Arts-Cultural Treasures Charter School, in Philadelphia, Pennsylvania, participate in “Culture Tools: Building Community through Folk Arts,” an online museum that highlights the cultural richness of Philadelphia’s diverse communities. Working with Asian Americans United, the Philadelphia Folklore Project, and Scribe Video Center,

students undertake projects that involve critical inquiry and community engagement. For instance, “Recipe Book,” a project for third graders, involves learning about oral history and the ways in which cooking and recipes can carry lessons passed down by elders from the community. Students learn interview skills and record interviews with parents and grandparents in the community, asking about the importance of cooking in their heritage. After cooking food with their family members, students write up their recipes and interviews in a Web-appropriate format, then contribute them to the Culture Tools Web site.

Digital technologies can help students investigate their world in many classes and curricular areas. A case in point is Google Earth, which is changing the face of geography, history, and science instruction. Students can investigate regions via satellite views or get street-level views of a specific location. Real-time views of ancient sites in Turkey or new construction in Hong Kong via Google Earth enliven the study of places beyond the classroom in ways that photos and, in some cases, even video can’t match.

Randolph Elementary School in Arlington, Virginia, has a very diverse student population. Connecting to cultures that originate thousands of miles away can be challenging, but Randolph’s teachers turn to digital technologies to bridge the divide. They use Google Earth to discover the ancestral homes of students new

“Computers have transformed our students into researchers, peer teachers, and change agents. The information they gather extends classroom learning and provides a window to the world for them, helping them to see where they can focus their energies to make our community and our world better places.”

- JOY WARNER, DIRECTOR, COMMUNITY SCHOOL OF DAVIDSON, DAVIDSON, NORTH CAROLINA.

to the United States and those whose families have been here for generations, as they study family histories in their curriculum. Lessons with this kind of personal association motivate students more than simply reading about cultures here or abroad.

Google Earth is an amazingly flexible teaching tool, especially in the hands of a creative teacher. The Google Lit Trips site uses Google satellite map imagery to augment the goals of a study of a literary work through “placemarks” which include everything from videos to historic photos to questions inserted in the Trip template. For instance, elementary students might read and travel along with Big Tony in Tomie dePaola’s book, *Big Anthony: His Story*. Students follow Anthony as he travels the length of Italy, learning about everything from the Leaning Tower of Pisa to Renaissance art in Florence to cooking *zuppa* (soup) in Naples. Students find themselves not only experiencing a new geographical awareness but also exploring relevant supplemental information such as cultural, historical, and political influences that distinguish them from, as well as connect them to, universal aspects of our communities.

Well-produced Web sites are powerful tools for helping students to investigate the world. The Asia Society’s Web site is an especially rich venue for information and resources around global issues and education, including games, language learning tools, interactive stories from around the world, and articles.

National Geographic, whose motto is “inspiring people to care about the planet since 1888,” has a Web site that is a reliable, outstanding resource for information on global cultures, environments, economics, and more. The site encompasses streaming video, award-winning photographs, well-written text, state-of-the-art-maps, and interactive games like Geobee (a geography bee). It also hosts a simpler section for younger children that is even more colorful and photo-laden.

National Geographic also has a television channel, the National Geographic Channel, which like the magazine, features programming on a wide range of fascinating subjects, ranging from asteroids to desert nomads to endangered species. The documentary shows are

renowned for their accuracy, timeliness, and cinematography. Students can also view the National Geographic Channel. Both the channel and the Web site are go-to tools for enhancing global curricular studies across a spectrum of topics.

At the Web site of the Smithsonian Institution, elementary students can join conferences with scientists and other experts to investigate topics like climate change. Interactive websites allow students to be virtual explorers, allowing them to retrace the voyages of the Vikings or learn about the people of Africa. Among the Smithsonian Institute’s nineteen museums are renowned international art collections, some of which can be previewed online. For example, the Freer Gallery of Art and the Arthur M. Sackler Gallery post images and descriptions of their Asian and Islamic treasures on their shared site.

YouTube, the video-sharing Web site that popularized thousands of goofy home videos, can also be used to good educational effect—if monitored judiciously, that is. Since the site posts all sorts of material, teachers need to track down specific segments before class, rather than searching during class. By being very specific when it comes to search terms, for example, instead of Thailand, search for Thai art or Thai dance, teachers can find good documentary pieces that can be used in the classroom. Likewise, students need to be closely supervised when using YouTube. Still, with appropriate oversight, it’s an excellent resource for free, current footage that highlights different countries and cultures.

Television programming, which is also available online, offers ways for students to investigate the world, recognize and weigh perspectives beyond their own, become inspired to communicate their ideas, and even to take action. Television plays a major role in teaching about elections, climate change, and other issues that have national and global ramifications. The fact is that television is a familiar technology for student learning and is often available for students outside of the school when other learning technologies may not be easily accessible, making it potentially an effective educational tool. The key to its effectiveness in and out of the classroom is its judicious use.

PBS has grown in the decades since its first children's programming appeared. Children starting elementary schools today are the third generation of Sesame Street watchers. Beyond Sesame Street, a host of entertaining programs that teach important global skills are available. Between the Lions and Reading Rainbow address academic skills and dispositions using global characters and issues. Nature examines scientific topics such as volcanic activity and insect life. Nature programs frequently include the cultural and political context of topics like climate change, hurricanes, and droughts. Web sites for each PBS program extend learning through interactive games and additional resources.

Recognize and Weigh Perspectives

Globally competent students are able to weigh their own perspectives and those of others; they can also understand and articulate the differences between these points of view. This skill comes from learning about and actively experiencing a variety of ideas, cultures, languages, and social settings. Teachers who focus on global competencies intentionally develop their students' understanding of other people and cultures as they explore ideas and places beyond their region, state, or nation.

One exciting way to provide such experiences is through digital technologies, which have been a major force in providing extended opportunities for global exploration, learning, and reflection. These technologies are especially valuable to students who don't have the opportunity to travel. Virtual worlds immerse young learners in a new environment and encourage exploration. Panwapa, for example, is an online virtual world created just for children, in the preschool and primary grades, by Sesame Workshop. Its Muppet characters have a familiar look and activities are designed specifically to help four- through seven-year-olds build respect and empathy for others, to spark an interest in other languages and global learning, and to develop a sense of responsibility as global citizens. Children join this virtual community and create their own avatar, select their home country, and even design a flag for it. Users

are prompted to design their character and flag using all sorts of variables, from skin color to types of clothing representative of different cultures. As a result, learning new perspectives begins immediately. Children explore other countries by learning about the things that children everywhere have in common: sports, crafts, music, food, and animals. They can do this in a variety of languages and can also send pre-scripted messages to other children on the site. Each activity builds critical thinking skills, awareness of one's actions and their impact on others, and develops understanding of others' perspectives.

It isn't feasible for every student to travel internationally to acquire global experience, so some schools are creatively using digital technology to provide virtual experiences. For instance, third graders at Sugar Creek Elementary School in Verona, Wisconsin, have begun a virtual partnership with Morland Primary School in Ipswich, England. Students on both sides of the Atlantic share a Web site where they post photos and joint assignments. They have shared haiku, New Year's resolutions, and videos in which they introduce themselves. Both schools engaged in interviews and shared presentations about Martin Luther King, Jr., which provided a unique opportunity to view this American icon from different perspectives. Sugar Creek students, meanwhile, got a fresh point of view on English history by seeing photos of their British peers dressed in Tudor-era costumes for a project at Morland. Physical education teachers in both schools exchanged gear and rule books to teach U.S. students cricket and British students baseball. Students and parents will travel to visit Morland and Morland will send teachers to visit Sugar Creek for ten days. Both schools are looking forward to the addition of blogging and Skype to ramp up their communications. Teachers say that students are motivated to improve their writing when they know their peers will be reading what they've written.

Online networks foster global perspectives among students by connecting them directly to peers around the world through collaborative learning projects. One of the most popular is the International Education and Resource Network (iEARN). This non-profit organi-

“Technology has changed considerably since I began in education and the changes are reshaping education in amazing ways. Our students connect with experts far from our campus who help them to learn. Our staff communicates more closely with parents because of e-mail.”

- ELAINE SAEFE, PRINCIPAL, PANTHER RUN ELEMENTARY SCHOOL, PEMBROKE PINES, FLORIDA.

Cultural Correspondents

In partnership with the North Carolina State University (NCSU), The Center for International Understanding's Afterschool Cultural Correspondents program connects K-8 classrooms and afterschool programs with university study abroad students to expose youngsters to what it may be like to live in another country. The curriculum is linked to the Standard Course of Study and supports global competence for students. Students across the state are learning alongside college students studying in Australia, Denmark, Ecuador, England, Ghana, Japan, Morocco, Spain, New Zealand and many other countries.

Clyde Erwin Elementary School students in Jacksonville, North Carolina, corresponded with NCSU students studying in Ghana. The elementary students improved their writing skills and learned about the differences in access to education between the U.S. and Ghana. The elementary students were inspired to raise scholarship money for two Ghanaian girls, Mary and Sarah, who had never been to school, allowing the girls to attend school for two years. Says third-grade teacher Cathy Dalimonte, "On a personal note, this experience has had a profound impact on me as a teacher, a learner, and a human being. It brings to light the harsh life of others, but even through that, hope and promises of tomorrow shine through. I see it in the faces of my students as well as in the faces of the children in Ghana. This makes me hopeful for our future if we can instill this in today's children, tomorrow's global citizens."

zation connects classrooms around the world via the Internet and other digital technologies. Classrooms work together on projects that meet learning objectives *and* have an impact on issues that affect students in all nations. These project-based partnerships are developed by students and teachers to address specific interests and needs. Opportunities for second-language development and cultural studies are an important part of these collaborations. Fourth-year Spanish students at Frantz H. Coe Elementary School in Seattle, Washington, complete an iEARN global art project called "Caring." Students at Coe and their partner school in Mexico create artwork that portray ways that they presently care for one another within their schools, families, communities, and the world. Each student also writes an

essay or poem on his or her ideas on caring in their native languages so students can see the many languages that communicate ideas of caring. The artwork is then posted in iEARN's "Caring Forum," and sent to other participating schools via mail and e-mail.

Another useful social networking site is ePals, the world's fastest-growing Web-based learning community, which makes it simple to begin a global journey that provides students with access to peers around the world and inevitably, with new perspectives about other nations. It contains a section on how to begin connecting with other schools that makes it easy for novices to get started. Listings of schools and locations are clearly posted. Participants can choose among collaborative projects, some created in partnership with National Geographic. The topics range from digital storytelling to biodiversity to human rights. Classes from all over the world then pool their skills and ideas to explore the subject. For instance, a first-grade class at R.A. Mitchell Elementary School in Gadsden, Alabama, connects to a partner school in Palmerston North, New Zealand, through e-mail, regular Skype calls, and a blog. Students create videos and share blog posts on different topics such as health and wellness or their response to the 2010 earthquake in Haiti.

Web sites that promote global perspectives, but are not necessarily created by educational organizations, are important resources for students. The Web site of the United Nations, for instance, is an outstanding resource for learning about global issues, cultures, and perspectives. Well-organized and user-friendly, it lists topics and pictures of interest from its global projects that work well with current events at the elementary level. The site hosts "Cyberschoolbus," a global teaching and learning project that uses webcasts to highlight important events. There are quizzes and games around critical issues like hunger, refugees, and water conservation, as well as a colorful and enticing world flag quiz. This site is a must for teachers and students who are learning about global perspectives or working on a globally focused curriculum.

Voices of Youth, a UNICEF-sponsored Web site, offers another venue for sharing and gathering perspectives of students across the globe. The site's main categories ("Explore," "Speak Out," and "Take Action") provide ways for students to discuss critical issues that impact young people around the world and to discover ways of "becoming a doer." Enduring issues like poverty are addressed, alongside HIV, the status of female children in China, and other important global topics. This site is appropriate for upper elementary level and older students.

Digital technologies provide parents with exposure to global perspectives, too. Kellogg Elementary School in Huntington, West Virginia houses the June Harless Model School, where teachers use virtual field trips to promote international learning in their global studies curriculum. School leaders schedule virtual trips on parent nights so that families can engage in learning together. Parents and students have virtually experienced a Japanese tea ceremony through a videoconference with the Philadelphia Museum; learned about the Great Barrier Reef ecosystems from Reef Headquarters Aquarium in Queensland, Australia; experienced Kahurangi Maori Dance Theatre in collaboration with the Thurgood Marshall Elementary School in Lynwood, California; and enjoyed Europe’s musical geography through a broadcast from the Cleveland Institute of Music. A host of digital technologies brought these global perspectives into a school community that might otherwise never have had the opportunity to share in them. Providing parents with these experiences fosters family learning and can increase parental support for the curriculum.

Communicate Ideas

Communicating ideas with peers in other countries is an important way to build global understandings. When students make personal connections, they form emotional bonds and learn to find points of commonality despite cultural differences. On a practical level, students also develop important communication skills when they reach out and connect with peers in other nations. They learn appropriate greeting protocols and ways of identifying and adapting to their audience’s

interests. If partnering with non-anglophone students, they build vocabulary in their own and a target language, too.

Clyde Erwin Elementary Magnet School in Jacksonville, North Carolina, connects with its sister school in Puebla, Mexico, through Elluminate, a Web conferencing program that also uses an interactive whiteboard. Staff members won a grant to help Clyde Erwin students and their counterparts in Puebla collaborate on a book-authoring and -publishing project. They collaboratively published a book about “Canela” and “Erwin,” two teddy bears (one from each school) who visited each other’s country and had interesting adventures. The book was published in both English and Spanish. Students and teachers communicate regularly and have also engaged in other joint learning projects such as co-created videos narrated in Spanish and English. This type of collaborative learning works to foster cultural understandings as well as global content.

In an intricately connected and highly interdependent world, being able to communicate effectively is a vital skill for global citizens. It encompasses listening as well as speaking. Ideally, students will learn to speak and understand others in a language other than English.

As noted in the section on world languages, best practice in language instruction is to begin second-language learning early. The window on language learning is optimal in young children and initiating instruction in pre-school and kindergarten is appropriate. Unfortunately, this is not yet common practice in the United States. Many other nations begin second-language instruction early and continue it through to acceptable levels of fluency.

“In our digital age, children as young as four are learning to traverse the world in entirely new ways. Children approach learning about the global neighborhood in ways that generations past have never been able to contemplate, and their familiarity with devices and platforms that can deliver new knowledge and experiences is advancing rapidly. With the right mix of digital and global learning we can influence classroom instruction in fundamental and powerful ways.”

- MICHAEL LEVINE, EXECUTIVE DIRECTOR, JOAN GANZ COONEY CENTER AT SESAME WORKSHOP

Creatively using digital technology can help teachers get a jumpstart on second-language learning. Leslie Davidson, an elementary level Spanish teacher at Dillon Valley Elementary School in Dillon, Colorado, embeds language instruction in a cultural context. She also integrates geography into language study. Davidson uses maps of course, but she also used Skype, with a webcam, to contact a colleague in Chile when she was teaching about Chile’s geography. Students held a globe in front of the webcam and Davidson’s colleague directed them, in Spanish, to his location in Chile: “arriba, abajo, arriba,” as the student searched for the right spot on the globe.² When Davidson’s first graders asked what the tooth fairy did in other countries, she called her Chilean colleague again; he explained that in Chile, the tooth fairy is a mouse. In Spanish, he went on to exhort students to brush their teeth.³ Real-time contact with citizens in other nations provide motivating moments that excite learners, especially when they can ask questions and have someone at the source respond to them. Davidson helps other language teachers understand that using Skype or blogging with students in other nations is about communicating and collaborating to learn, not just a fun activity; technology is simply the tool that makes communication possible.⁴

Using digital connections to communicate with native speakers, especially other students, is revolutionizing language learning. Students today can easily connect with their peers in another country, practice language skills with native speakers, see classrooms in other nations, and make a human connection with someone across the world. Marty Abbott, Director of Education for the American Council on the Teaching of Foreign Languages (ACTFL), notes that digital tools “...put a whole new face on language learning.”⁵ That face is a relatable one and the resulting connection is vital in an interdependent world.

Technology tools, even if not used to connect to others around the world, make learning engaging for students. Whiteboards are used to teach Chinese at Cascade Heights Public Charter School in Milwaukie, Oregon. Cascade Heights is a sensory immersion school

that uses an instructional approach that combines visual, tactile, and auditory elements into teaching. Whiteboards facilitate this type of teaching. The touch-sensitive boards connect to a computer and digital projector for enhanced presentation effects, especially when there is Internet access in the classroom. Students even use it while learning to write Chinese characters.

The Academy of World Languages in Cincinnati, Ohio, integrates technology into its critical language learning program with their iPod learning lab, which augments instruction by a critical language teacher. Instructors have access to commercial podcasts or can create their own for students in audio, text, or picture formats. Content includes conversations, poems, songs, vocabulary, and quizzes. Students can also create their own language podcasts.

Online language learning sites are also a valuable option for schools that are just starting second-language learning and have yet to build a budget for a staff position. Michigan State University’s Confucius Institute, for instance, developed a free online program that teaches Mandarin. The program, called Zon, is an interactive, animated learning environment that teaches Mandarin language and Chinese culture. A joint project between Michigan State University and the Office of Chinese Language Council International (Hanban), the virtual world of Zon uses a variety of simulations (arriving at the airport, for instance) to immerse young learners in a highly engaging real world situation where the lessons are both meaningful and fun.

Take Action

An important outcome of education is for students to translate their ideas and knowledge into actions that make a positive difference in the world. Students need to be motivated to get involved in improving the world around them. Schools with a global focus have service learning components in curricular units, in which student-selected service opportunities emerge from learning. (See a discussion of service learning in the next section.)

Two important Web sites that encourage action by teachers and students are those of the foundations run by former Presidents Jimmy Carter and Bill Clinton. Both Presidents remain involved in major global concerns. The Carter Center Web site focuses on global health and human rights. “Help us change the world” is the first thing students see when logging on. At the William J. Clinton Foundation Web site, a global climate initiative, health project, and sustainable growth endeavors are just some of the issues highlighted. Teachers and students can acquire useful content and ideas for taking action on issues from both sites.

Sometimes taking action is participation in service learning projects, sometimes it is informing others on how they can take action. For instance, students at Wiley International Studies Magnet Elementary School in Raleigh, North Carolina, learn to use technology to investigate their world and then present their results to the rest of the school. The Wiley International News program (WIN) is run entirely by students from grades 3, 4, and 5. They operate video and sound equipment and use computers and whiteboards. During an elective period, students use Internet research to learn about internationally relevant issues. Using either video or PowerPoint, they create a presentation on the issue for airing on WIN. (For instance, one broadcast addressed African mountain gorillas and their shrinking habitat. The show focused on ways in which Wiley students could take action to help.) Video cameras capture student interviews and report on the school’s international theme of study. A student weather reporter uses a whiteboard that shows a map, flags, and weather data as the international forecast is read. As Wiley’s students learn global current events, they also learn valuable technology skills and broaden their understanding of the world.

How to Get Started with Digital Technologies

Digital technologies bring the world to students and broaden their perspectives in immeasurable ways. New content as well as worldwide connections change the face of learning. Getting started with more complex digital technologies may require a learning curve, but the enhancements to teaching, learning, and student outlooks that they provide are worth the time and effort.

- Identify parents, teachers, administrators, and business people who have connections abroad. Encourage them to create an introduction to a school in another country. Follow up on contact information with the principal or teacher to plan collaborative projects among students. See AsiaSociety.org/Education for suggestions on how to create and maintain partnerships with schools abroad. Organizations such as Sister Cities International can also be helpful.
- Engage in a collaborative learning project with another class in a different country. Keep journals, make videos, and take photos to document the collaboration. Use iEARN or ePals to get started.
- Use Skype to connect with a family member, colleague, or friend from another country. Have that person talk with your students, answer their questions, and practice foreign language skills with them.
- Use the Internet to locate Web sites for global learning that mesh with your curriculum and would be especially motivating to your students. See AsiaSociety.org/Education for ideas to get started.
- Learn how to use simulation sites that focus on global ideas or languages (Panwapa, Zon) and connect content within them to your curriculum.
- Learn to use digital technologies like presentation and publishing software, interactive whiteboards, video conferencing, and more. These tools enliven teaching by providing motivating formats for student learning.

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

Technology Resources for Engaging Young Students

Learning Activities and Games:

- **BBC Students** features learning activities and games on global topics as well as resources on international current events and issues.
- **Global SchoolNet's Online Expeditions** hosts several virtual field trips that allow young people to follow real trips online through daily updates of text, video, and photos.
- **Go Go Lingo!** is an interactive online game to help young students learn Spanish.
- **iPhone, iPod Touch, and iPad** applications include some student-friendly approaches. For example, Hello-Hello, a language learning program, lets students connect to native speakers around the world. International Children's Digital Library (ICDL) has a free iPad application for online children's books in more than 50 languages.
- **UN Cyberschoolbus** provides quizzes, games, and "webquests" on global subjects ranging from health to urban development.
- **WGBH's Fin, Fur and Feather Bureau of Investigation (FFFBI)** takes children aged eight to thirteen on virtual missions to solve international detective stories.
- **Whyville** is a virtual city where students can participate in activities and play educational games with others from around the world.

International Collaboration Tools:

- **Edu Glog** is an online "poster" creation site, which includes the ability to embed sound, video, and images, through which students can create and share projects.
- **GLOBE** is a worldwide hands-on science and education program that allows students to work with scientists and other students around the world.
- **Google** applications offer the ability for classrooms to collaborate through video chat or by creating documents and projects online from anywhere in the world.
- **Nings** are online platforms for people to create their own social networking sites. Students can use them to collaborate with other students across borders.
- **VoiceThreads** contains a secure K-12 area for digital storytelling. A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to leave comments.

International News and Information:

- **Google Earth** allows students to see close-up maps of much of the world and to create their own maps as well.
- **Kids Around the World**, the National Peace Corps Association's Web site for elementary-age children, includes audio clips of children answering questions of interest to other children; images of kids and their daily activities; links to

background information about each country; and lesson plans for educators.

- **World Almanac for Kids** has resources for younger children, including basic facts about each country, information about how children live around the world, quizzes, and games.
- **World Bank's YouThink!** offers student-friendly facts, stories, quizzes, slideshows, and multimedia resources on international development topics. A special section introduces global issues to younger children.

Making International Connections:

- **Circle of Friends Pen Pal Club** is a safe online place for girls to find pen pals around the world.
- **School-to-School International** has a pen pal program to connect U.S. elementary students with students in Guinea, West Africa.
- **iEARN and ePals**, as mentioned in the text, are sites to help engage students in collaborative projects with other classrooms around the world.

Connecting Through Service Learning

Service learning is service that is integrated into the curriculum, has explicit learning objectives, and involves organized reflection and critical analysis activities.⁶ It may involve but goes beyond fund-raising. It occurs when students are engaged in academic study and discover critical concerns that go beyond their own borders. When they reflect on and analyze these issues, students are often motivated to find ways to address them.

The subjects in question are almost always enduring ones: poverty, justice, hunger, environmental degradation, catastrophe, or access to education. When schools first undertake service learning, it is usually local or national in focus. This is especially true when there is specific need within the students' own community or nation. However, taking a global approach to service can also provide the impetus for involvement in local issues, as students in the U.S. learn that people in communities around the globe are engaged with concerns similar to their own. Environmental challenges, whose impacts are usually clearly discernible around the globe, are often a starting point for service learning with an international focus.

Once students acquire a context for service learning (background knowledge about a nation or community and the issue it is facing), structure and objectives are necessary for a successful project. Student choice around the type and scope of effort is also important. Shaping an endeavor that is age-appropriate and works with students' developmental level will also help them attain project goals. As students design their plan of action, care should be taken to examine the positive outcomes of the initiative as well as the possible unintended consequences arising from the plan.

Dispositions are also a vital aspect of service learning. As students engage with a project, they should also be developing respect for the people involved and for the cause itself. When students reflect on their efforts, teachers need to help them focus on their role as active global citizens, their impact in making a difference, and how they have helped to empower others to solve their own problems.

Internationally focused service learning projects can be inspired by connections students make via communications technologies that open classrooms to the world. As students investigate other nations, cultures, governments, and social settings, communications technology can link them to other students and institutions that provide more personal information than texts or databases. These venues can reveal specific needs or issues that students choose to address. A case in point is Eisenhower Elementary School in Tulsa, Oklahoma. The school offers a globally focused curriculum from which service opportunities often emerge. When a graduate of the school, who was a Cambridge University Marshall Scholar at the time, returned to speak about a project he was undertaking to build the first public library in Rwanda, his presentation compelled Eisenhower students to consider the benefits of their own public library. Spurred to take action, students studied Rwandan culture to better understand the benefits a library could bring. They collected used books and raised nine thousand dollars to help build the first public library in Rwanda, an amazing feat for an elementary school.

Supporting Sustainable Development

Students at George Elementary School in Springdale, Arkansas, were inspired by a book, *Beatrice's Goat*, about an African girl who was able to attend school only after her family received a goat through the Heifer International non-profit organization. Soon the entire fifth-grade class was visiting the local Heifer Ranch in Perryville, Arkansas. At the ranch, students learned about local sustainability and agriculture; they also absorbed information about farming practices in other areas of the U.S. (such as Appalachia) and elsewhere in the world. Upon their return to school, students began a series of projects to raise money to send farm animals to needy families in other countries. Students practiced the real-life application of economic concepts throughout the projects, including the utilization of the PACED decision-making model (define the Problem, list the Alternatives, select Criteria, Evaluate the alternatives, make a Decision). In addition, they studied the use of natural, human, and capital resources in the production of goods to sell at the school's market.

Since there is no single formula for service learning, it is implemented differently at each school. At Glenlyon Norfolk School in Victoria, British Columbia, students are connected with international peers at sister schools and use the International Baccalaureate Primary Years Programme (IB PYP). Service learning is built into Glenlyon's curriculum and students determine a focus for their efforts by researching issues that have global implications. One student chose to support the programs of the foundation of former President Bill Clinton that provide tools and expertise for people to have clean water, immunizations, and HIV medications. The student set out to create a handmade game, which required him to use his reading, research, math, and other skills as he crafted the game and a sales campaign to sell it. When Clinton visited Victoria, the student presented the President with the proceeds from his efforts.⁷

Service learning is a way to meet academic goals and to develop the dispositions necessary for citizenship in a global world. Schools approach the process differently, but the common threads of preparatory reading and research, writing and correspondence, student choice, project structure, and goals are evident. Left undefined, but critically important, are the lasting emotional

outcomes: a sense of empowerment; the satisfaction of assisting others in reaching their goal; and developing an activist perspective to global challenges that can last into adulthood.

Service learning projects are also a good way to help young students see the connection between issues in their community and globally significant concerns. For example, a student project to compost for the school garden provides a ready opportunity to relate students' work to larger issues of global sustainability.

A global approach at the elementary level requires teachers to design and implement meaningful service learning opportunities for students. Their purpose is to help students, who are egocentric at this age, to look beyond themselves to the needs in their school, community, and the larger world. Through service learning, students become aware of needs beyond their own. They have the opportunity to experience a sense of giving back, assisting others, and bringing relief to those in need while at the same time deepening their own knowledge and capacities. Service learning experiences teach that even young children have the power to alter and even transform the world around them by taking action.

Pennies for Peace

For students at Queen of the Rosary School in Elk Grove Village, Illinois, the incentive to make a difference in the world emerged from a school-wide reading assignment. Students read the youth version of *Three Cups of Tea*, Greg Mortenson's book about his mission to build schools in remote areas of Pakistan as a way to promote peace and make education accessible to children, particularly girls. Students learned about Muslim culture from the book and were made aware of the great differences between such a remote village and their hometown. They also learned that they could be part of a global effort to create peace. They decided to fundraise and join Mortenson's "Pennies for Peace" initiative. When U.S. Army Captain Craig Giancaterino visited the school to address students after his third tour of duty in the Middle East, he shared his volunteer experiences in Middle Eastern schools. Language arts teacher Kathleen McGinn noted that the Captain's stories brought the school's reading initiative sharply into focus. She said, "The students deepened their understanding of Pakistani culture and of the necessity of educating children in order to promote global peace."⁸

Connecting Through Community

Community resources for learning evoke the African proverb “it takes a village to raise a child.” Leveraging these community resources can extend the circle of support and help students succeed.

Businesses, universities, museums, zoos, retail stores, arts and cultural organizations, gardening clubs and more, all have the potential to enhance children’s learning on global issues. Many businesses have members who travel internationally, hail from other nations, and speak second and third languages. Inviting them to be guest speakers, to discuss their travel, culture, and languages, enhances the elementary level curriculum. Businesses can also provide mentors to administrators, sharing expertise on how to better run the school, solve challenges, and even lend schools specific staff members with skills in language, team building, mediation, and human resource development.

Retail stores feature products from all over the world. Inviting buyers into the school to share the multinational nature of everyday products can be an eye-opening encounter for students. Such presentations help to reinforce the idea of global interdependence; they also segue into studies of different nations, geography, and economics.

Auto dealerships seem unlikely sources of information about global studies, but they are actually useful contacts. Volkswagen, Saab, Subaru, and Honda are brands with roots outside of the U.S. Their headquarters have materials about company origins and globalization. Sales videos frequently include major cultural sites or geographic features of the nation of origin, such as the German autobahn or Scandinavian fjords. Dealerships can share posters at the very least and many dealers have been to the company’s headquarters. Most are pleased to share travel experiences and insights in a school environment.

Alongside world language departments, colleges and universities often have departments devoted to anthropology and Asian, African, and European studies. Faculty members can share knowledge and first-hand experiences with students as young learners explore other nations, cultures, traditions, and languages.

The U.S. Department of Education has funded National Resources Centers (NRCs), also known as Title VI Centers, devoted specifically to the study of various world regions. Each NRC focuses on a different area, from the Middle East to Southeast Asia to Latin America and

beyond. They are based at universities across America, providing faculty exchanges with universities in their target region, sponsoring subsidized programming, and offering public outreach with their seminars and informational gatherings on language, cultures, arts, and politics. NRCs are valuable resources for schools with a global focus. (See AsiaSociety.org/Education for a list of Title VI Centers.)

Science, art, and natural history museums often highlight topics, works, and artifacts from different nations. These can be helpful during studies of specific cultures. Museums in particular are very hands-on today and students can interact with exhibits. In addition, many museums now have traveling programs that bring museum staff and artifacts (or replicas) to the classroom, which can save time and money for a school.

Local cultural organizations in which ethnic groups share language and traditions are an invaluable resource when teaching students about different cultures. Most groups have examples of native dress, musical instruments, and other artifacts available to share. Groups could also perform programs of music, literature, and poetry at local schools. One particularly supportive organization in many communities is the World Affairs Council whose mission is to bring programming around pertinent global issues to the community. World Affairs Council programs may include international speakers, conferences on global issues, or events to meet others in the community interested in world affairs – all valuable to teachers and students.

Even garden clubs are a good resource for teaching about other cultures. Most members are very knowledgeable about plants and their origins. Many promote heritage seed collections and can explain their significance to students, outlining how the plants came to the U.S. and how the plants are used by different cultures. For instance, the leaves of the curry leaf tree, native to India and grown in parts of the United States like California and Florida, are used as a cure for diabetes in India.

Most communities have many such resources for creating global awareness and instruction. Teachers need to be creative in locating them and inviting those who can enrich the global agenda into the school.

Connecting Through Parents

Parents have been aptly described as “a child’s first and most essential teachers.”⁹ Research on parent involvement demonstrates that when parents are involved in the education of their children, academic achievement improves.¹⁰ The message for teachers and schools is clear: welcome parents into the school and provide support for them to assist their children.

Parents can share expertise from their native languages and cultures, as noted earlier. They can also share the skills they bring to their workplace or use in the home. Some schools use a parent inventory form that parents complete when they register their child. It asks about languages, special skills, hobbies, or interests that might be shared in the classroom. A parent volunteer enters items into a database and when teachers need a native speaker, someone to share experiences from a specific culture, or an astronomer, chef, or surveyor to address the class when teaching a unit, parents are called on to share their skills.

There are also ways in which schools can be helpful to parents. At Fox Hill Elementary in Indianapolis, Indiana, parents can sign up for English language instruction. Sixteen classes are held over eight weeks on Monday and Tuesday evenings. Child care is provided by students from the Spanish National Honor Society and district and organizational funds provide supplies. Where liability is not an issue, a school bus can be

dispatched to pick up families in neighborhoods where few own cars and public transportation is difficult to access in the evenings.

When students come from many nations, the school can also be host to a variety of services that are useful to parents who are new to the U.S. For example, schools can arrange to host an immunization clinic on site several times a year by working with their state health agency. The district or school nurse can address parent interest in learning more about allergies or specific childhood illnesses and treatments. The school psychologist can provide workshops on behavior, study skills, parenting skills, or any topic of interest to parents. Making interpreters available or hosting sessions in the dominant language is an important service for parents.

Bringing parents into the learning equation by tapping their expertise, building their skills, or meeting their needs has positive results for students and should be a facet of any globally oriented elementary school.

“As parents, what should our role be? Home environments can reinforce these efforts. Simple acts, like grocery shopping together for one new variety of produce junior has never tried before, or renting a family-friendly movie set in a different country; and more profound steps, like making friends across boundaries and engaging in dinner table conversations across generations can launch your child on a process of feeling at home in the world, like a global citizen. These don’t cost much, and we can’t afford not to do this for our kids.”

- HOMA SABET TAVANGAR, AUTHOR, GROWING UP GLOBAL: RAISING CHILDREN TO BE AT HOME IN THE WORLD.

Connecting Through Travel and Exchanges

While technology provides many ways of connecting students to world knowledge and to their peers in other countries without leaving home, international travel allows students to deepen their knowledge of another culture and test their second language skills in real-life situations. Part II discussed the opportunities and benefits of travel and study abroad for teachers. For students too, there are a whole variety of ways to gain international experience through travel. Students who travel, even if for only a week, have greater knowledge and interest in learning about other countries, bring back new perspectives about and appreciation for their own country, and have increased intercultural awareness, tolerance, and confidence in dealing with other people. School partnerships or exchanges, in which a school develops a long-term relationship with a school or schools in another part of the world, bring added benefits as they enable both U.S. and international students and teachers to participate in a regular exchange and deepen understanding on both sides.

Hoover Elementary School in Tulsa, Oklahoma, provides an instructive example of an exchange program with a sister school, this one in China. Hoover students travel to China and Chinese students visit Hoover for a week. When not traveling, students use technology to complete projects together and share information about their school and daily lives. Teachers also prepare for student travel to China by inviting their students' parents to participate in video conferencing meetings that are held with Hoover's sister school in China. Each set of American parents sees their child's host family and home. When parents see these families and homes in real time, they are more comfortable with their children making the trip. In essence, parents and students are able to explore the area in China where students will be spending most of their time, well before the students go abroad.

A successful travel program should ensure access for all students. Costs include passport and visa applications, airline tickets, museum admissions, miscellaneous meals, and hiring a substitute if the trip takes place during the school year. Funds for such a program can come from a wide range of sources (see box). The principal of P.S. 86 in the Bronx, New York, feels that elementary students are not too young to explore the world and has made opportunities available for them to do so. In 2009, fifth grade students studying the Holocaust were able to travel to Germany and Austria where they visited the Dachau concentration camp as well as other sites such as the Olympic stadium, the BMW museum in Munich, and Mozart's birthplace. Each family paid \$300 for the trip, with the rest subsidized by the school through money raised by a book fair and a vending machine. Teachers also pitched in with fundraising - one asked a family that owns a BMW dealership to donate money for the visit to the BMW museum. Another asked the Goethe-Institut to arrange for volunteer tour guides for the trip.¹¹

How to Get Started with Student Travel

- Create a school-to-school partnership. Study an existing program such as the Oklahoma China exchange program happening in 20 schools across the state. This program was assisted by the China Exchange Initiative. Also visit the Web site of Sister Cities International to download the Sister Schools Toolkit.
- Find a champion to kick off the program. This might be a teacher or administrator who has traveled abroad, a parent or local business executive, or a non-profit organization with international ties.
- Create top-down and ground-up support for the idea. Develop a committee of teachers, parents, administrators, students, and community leaders to organize events, find host families, create publicity, and raise support.
- Consider designing your own trip customized to the school's needs to save money, to broaden access to more students, and to ensure that students' experiences reinforce the school's curricular goals.
- Prepare parents and follow district protocols. Parents will have many questions about the travel program, safety, etc. Student travel groups can advise on trip design and procedures.
- Have clear educational and personal goals for the participating students.
- Prepare students before the trip through study of the country's language and/or history and culture in their regular classes.

Funding International Travel

Once the students who will participate have been identified, help them to set up a calendar of fund-raising activities that benefit them as a group.

- **Create travel-related items for sale.** Greeting cards, t-shirts, and more are easily created now with home computer technology. They can highlight the name and goals of the exchange as well as photos from the country.
- **Solicit local businesses and organizations.** Sponsoring students can be an excellent public relations opportunity for a business or business organizations. Students can return to the business or organization to give a presentation about the travel experience.
- **Seek grants and scholarships from national organizations.**

For more information and to get started on the ideas above, visit our website:

AsiaSociety.org/Education

PART VI
Appendices

Appendix I: Elementary Curriculum Matricies

Elementary Global Competence Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Compare the location, climate, culture, beliefs, and lifestyles of countries and people around the world. ● Identify world problems/challenges and explain how different countries are addressing them. ● Identify, collect, and analyze knowledge and evidence about different world regions and world problems from a variety of national and international sources. ● Present their knowledge about the world and its challenges in a coherent and compelling way. 	<p>Students:</p> <ul style="list-style-type: none"> ● Articulate what they think and understand about a situation, event, issue, or phenomena and explain what led them to that understanding. ● Articulate and explain perspectives of other people or groups that may be the same or different than their own and identify what influenced those ideas or views. ● Explain how different cultures influence how we live and what we do in our own country as well as how we influence other countries with our culture and beliefs. ● Identify what kinds of experiences and education they have access to in their school, community, and country, then compare these to the experiences and education of other students around the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize that people speak and act differently in different settings; identify and demonstrate appropriate communication for the school setting as well as other settings in their lives. ● Use appropriate language (English and other world languages), behavior, and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. ● Explain how effective communication impacts understanding and collaboration in the world. ● Select and effectively use appropriate technology and media to communicate their ideas with diverse audiences in school and with students around the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize their capacity to advocate for and contribute to improvement locally, regionally, or globally. ● Identify opportunities to make a difference in their school, community, or on an international level, either on their own or in partnership with others. ● Create a plan for taking action on an issue that takes into account what others are doing about the issue already, as well as the plan's possible future impact on others. ● Act creatively and innovatively to contribute to improvement locally, regionally, or globally both personally and collaboratively.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning. © 2009

Elementary Mathematics Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Identify an issue or question of global or local significance that calls for a mathematical approach. ● Select an appropriate mathematical model or approach that fits a given question. ● Apply mathematical strategies to review evidence, draw conclusions, and make decisions. ● Interpret and apply the results of mathematical analyses to defend an argument about a globally significant problem. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize and express how mathematics helps develop their understanding of the world. ● Use mathematics to assess the quality and accuracy of information. ● Articulate how the development of mathematical knowledge is based on the contributions of different cultures. ● Describe how societies and cultures are influenced by mathematics. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize and express how diverse audiences may perceive different meanings from the same mathematical information. ● Communicate mathematical thinking coherently to diverse audiences of peers, teachers, and members of the community. ● Use the appropriate technology and media to communicate mathematical ideas. ● Use the language of mathematics, mathematical representations, and statistics to organize, record, and precisely communicate mathematical ideas. 	<p>Students:</p> <ul style="list-style-type: none"> ● Identify how mathematics can be used to understand or explain a local or global issue. ● Use connections among mathematical ideas to take action on local and global issues. ● Use mathematical models to weigh and select an ethical strategy for addressing a globally significant issue. ● Reflect on how mathematics contributes to their capacity to advocate for improvement.

Elementary Reading / English Language Arts Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Explore the world and its issues by reading a range of fiction and non-fiction resources from local as well as global sources. ● Identify a significant global issue or local issue with global connections, create a question about the issue, read about the issue, and research the question using multiple sources and media. ● Make sense of a variety of information on the issue and craft a meaningful response to answer the researchable question. ● Present their research to others in a way that highlights the different ideas about the issue and offers a logical conclusion or solution. 	<p>Students:</p> <ul style="list-style-type: none"> ● Share their own ideas on an issue, both verbally and in writing; explain the reasons behind their opinions; and describe any changes in their views based on new information. ● Read a variety of fiction and non-fiction from around the world and identify, both verbally and in writing, how others perceive the world and its issues. ● Read about and view media on issues or events from around the world and explore how various cultures and beliefs create different perspectives. ● Explain how learning to read, write, listen, and speak effectively is important to solving local and world issues and how those who don't have these skills may not be able to participate in the same ways. 	<p>Students:</p> <ul style="list-style-type: none"> ● Listen to and communicate with a variety of people, both verbally and non-verbally, using the appropriate language and behavior for the situation. ● Recognize and explain that there are differences in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. ● Select and use a variety of media and technologies to communicate with diverse audiences both in their school and around the world. ● Explain how using different communication strategies matters when working with people who don't speak the same language or don't have the same background. 	<p>Students:</p> <ul style="list-style-type: none"> ● Express how they can make a difference in the world, alone or with others, by using their reading, writing, speaking, and listening skills. ● Read about a response to a community or global issue; write and explain their own plan of action to address that issue. ● Carry out the steps of their written plan to tackle an issue and write a reflection about the experience at its conclusion. ● Describe in writing and/or verbally how their actions affected the issue that they addressed.

Elementary Science Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Identify an issue or question of global or local significance that calls for a scientific approach. ● Use a variety of sources (domestic and international) to identify and weigh relevant scientific evidence to address globally significant questions or issues. ● Design and conduct a scientific inquiry to collect data, analyze data, construct plausible and coherent conclusions, and/or raise questions for further study. ● Interpret and apply the results of a scientific inquiry to develop and defend a coherent explanation or conclusion. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize and express how their own and others' understanding of the world is influenced by science. ● Examine perspectives about science held by other people and groups. ● Explain how cultural interactions influence the development of scientific knowledge. ● Explain how benefits from scientific inquiry are not equally accessible around the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize and express how diverse audiences may make different interpretations and/or assumptions based on the same scientific information. ● Use appropriate languages, behaviors, and strategies to communicate scientific information coherently to diverse audiences of peers, teachers, and members of the community. ● Select and use appropriate technology and media to share scientific data and ideas with peers around the world. ● Recognize and express how the international scientific community collaborates to solve global issues. 	<p>Students:</p> <ul style="list-style-type: none"> ● Identify and create opportunities where scientific inquiry can enable personal or collaborative action to improve conditions. ● Assess options, plan actions, and design solutions based on scientific evidence and potential consequences. ● Act, individually or collaboratively, in creative and ethical ways to implement scientifically based solutions to local and/or global issues. ● Reflect on how scientific knowledge and skills contribute to their capacity to advocate for improvement and take action.

Elementary Social Studies Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Compare the location, climate, culture, beliefs, and lifestyles of various populations around the world. ● Identify world problems/challenges; explain how different countries addressed them in the past and are addressing them now. ● Identify, collect, and analyze information about different world regions, their histories, and challenges from a variety of national and international sources. ● Present findings about regions of the world and their challenges in a coherent and compelling way. 	<p>Students:</p> <ul style="list-style-type: none"> ● Articulate what they think and understand about a current or past situation, event, or issue; explain what led them to that understanding and whether their perspective has changed as they gathered new information. ● Articulate and explain perspectives of individuals or groups (whether the same or different than their own) and identify what influenced those ideas or views. ● Explain how different cultures influence life in our own country as well as how we influence other countries with our culture and beliefs. ● Identify the experiences and education that they have access to in their school, community, and country; compare these to the experiences and education of students elsewhere in the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize that people speak and act differently in different settings and identify and demonstrate appropriate communication for their own school setting as well as other settings in their lives. ● Communicate both historical and current information about world regions, issues, and challenges in clear and accurate ways. ● Select and effectively use appropriate technologies and media to communicate their ideas with diverse audiences in school and with students around the world. ● Explain how effective communication impacts understanding and collaboration in the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize their personal capacity to contribute to improvement locally, regionally, or globally. ● Identify opportunities to make a difference in their school or community, or on an international level, individually or as part of a group. ● Create a plan for taking action on an issue that includes looking at the background of the issue and collaborating with other groups who are working on the same issue. ● Enact their plan and express how their contribution made a difference regarding the issue.

Elementary Visual and Performing Arts Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Identify themes of local, regional, or global significance that could be expressed using the arts. ● Compare the art, music, dance, and theatrical styles of people and cultures around the world and how they depict local or global themes or issues. ● Compare the tools and designs that are used to produce arts around the world (e.g. paints, inks, costumes, instruments, buildings) including how these are used to express important ideas or themes. ● Create works of art or performances that depict global themes or issues using knowledge of world arts and techniques. 	<p>Students:</p> <ul style="list-style-type: none"> ● Explain their perspectives on a topic or piece of work and express their interpretations and perspectives through pieces of artwork or artistic performances. ● Explore others' interpretations of pieces of artwork or artistic performances and what influenced those interpretations or perspectives. ● Follow a global theme across different countries or regions and compare how the arts are used to represent that theme. ● Compare how students learn about and apply artistic expression in different parts of the world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Use various arts forms to express their own ideas or global ideas and themes. ● Recognize how different art forms are used around the world to communicate specific ideas. ● Select and use a variety of tools of the arts and explain why the chosen media were selected to convey their idea or message. ● Explain why the arts can be an important way to communicate ideas in a diverse world. 	<p>Students:</p> <ul style="list-style-type: none"> ● Research how others have used the arts to advocate for an issue. ● Use various art forms in order to connect with students from other countries or regions about local issues. ● Draw on various art forms to explicate or advocate for an issue that impacts their world. ● Use various art forms to reflect on and document their global learning and service.

Elementary World Language Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Use knowledge of language and culture to investigate a country or region that speaks the target language. ● Compare the language, culture, and customs of speakers of American English and speakers of the target language using a variety of resources and media. ● Compare traditional and contemporary cultures and how they vary among speakers of the target language. ● Present multi-faceted understandings about a culture or country using a variety of resources and viewpoints. 	<p>Students:</p> <ul style="list-style-type: none"> ● Compare common words and phrases in their own language as well as the target language and recognize how different words can have different meanings or be used in different ways. ● Identify different communication strategies and cultural practices used by speakers of American English and speakers of the target language. ● Identify differences in value systems and historical experiences between speakers of American English and speakers of the target language. ● Explore the careers and learning opportunities that are available to people who speak more than one language. 	<p>Students:</p> <ul style="list-style-type: none"> ● Articulate how people speak and act differently in different settings. Identify and demonstrate appropriate communication strategies in the target language. ● Use appropriate language, behavior, and strategies to communicate, both verbally and non-verbally, with diverse audiences in the target language. ● Select and effectively use appropriate technology and media to communicate their ideas with speakers of the target language. ● Communicate in the target language with native speakers in authentic settings, both in person and digitally. 	<p>Students:</p> <ul style="list-style-type: none"> ● Communicate with speakers of the target language to identify global issues that they are facing and compare with issues that are being faced in the U.S. ● Advocate in their native and target languages on an issue that impacts their world. ● Select or create a plan for taking action on an issue that affects speakers of the target language and speakers of American English. ● Enact the plan to address an issue (in partnership with members of the target country, if possible). Reflect on the outcomes.

Elementary Physical Education and Wellness Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate their own community and the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspectives.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve local and/or global conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ● Identify and analyze sports that are popular locally and internationally, pinpointing their origin, expansion, commonalities, and differences. ● Perform and compare dances native to their own and other cultures. ● Recognize and practice learned motor skills (such as kicking, throwing, striking, balance etc.) while participating in games and activities from other regions or cultures. ● Compare the ways that different countries and cultures prioritize active, healthy lifestyles. 	<p>Students:</p> <ul style="list-style-type: none"> ● Recognize and understand their own and others' perspectives on participation in physical activity. ● Investigate the challenges and opportunities children from different countries and cultures face in order to participate in physical activity or sports. ● Explain how different cultural perspectives about competition, cooperation, and physical fitness affect participation in, and appreciation for, individual and team sports and wellness. ● Analyze what constitutes "good sportsmanship" and how its demonstration reflects the cultural values of a society. 	<p>Students:</p> <ul style="list-style-type: none"> ● Demonstrate appropriate verbal and non-verbal communication with students and adults, whether in the role of learner, participant, partner, teammate, opponent, spectator, and/or commentator. ● Explain how sports and sporting events can promote understanding of other cultures. ● Participate in online competitions or collaborations that promote wellness. ● Understand how media and marketing can influence local, national, and international perspectives on athletes, sports, products, and personal wellness. 	<p>Students:</p> <ul style="list-style-type: none"> ● Demonstrate willingness to work, partner, and team effectively with others of different gender, culture, abilities, or interests. ● Develop and use conflict management strategies when involved in situations that threaten their own or others' personal or emotional safety. ● Develop and implement a plan to improve a local situation in which opportunities for physical health and wellness are limited. ● Contribute to a positive change in a local, national, or global issue through the development of and/or participation in a physical activity.

Appendix II: References

Part I

- 1 The Center for International Understanding. *North Carolina in the World: A plan to increase student knowledge and skills about the world*. (Raleigh, 2005). Available: <http://ciu.northcarolina.edu>
- 2 Nancy C. Rhodes and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey* (Washington, DC: Center for Applied Linguistics, 2009).
- 3 United States Census Bureau. Population projections. <http://www.census.gov>.
- 4 T. Jackson, "High schools in the global age," in *Educational Leadership*, 65, no. 8 (2008) 58-62.

Part II

- 1 Astrid Pettersson, "National Tests and National Assessments in Sweden," PRIM-gruppen, http://www.prim.su.se/artiklar/pdf/Sw_test_ICME.pdf
- 2 Ibid., p.3.
- 3 Ibid., p.2.
- 4 Ibid., p.5.
- 5 Ibid.
- 6 Ruth Chung Wei, Althea Andree, and Linda Darling-Hammond, "How Teachers Learn," *Educational Leadership* 66 (2009): 28-33.
- 7 Patrick Gonzales, Trevor Williams, Leslie Jocelyn, Stephen Roey, David Kastberg, and Summer Brenwald, "2007 Trends in International Mathematics and Science Study Results in Mathematics and Science," National Center for Education Statistics, <http://nces.ed.gov/TIMSS>.
- 8 Ibid.
- 9 The Peace Center. http://www.peacecenter.org/education_outreach/idea_program.php

Part III

- 1 Heidi Hayes Jacobs, *Curriculum 21: Essential Education for a Changing World* (Alexandria: Association for Supervision and Curriculum Development, 2010), 18-29.
- 2 Ibid.
- 3 Renata Caine, Geoffrey Caine, Carol L. McClintic, and Karl J. Klimet, *12 Brain/Mind Learning Principles in Action, Second Edition* (Thousand Oaks: Corwin Press, 2008).
- 4 Judy Willis, *Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher* (Alexandria: Association for Supervision and Curriculum Development, 2006).
- 5 Kenneth Sider, "Compassion's Echo: Experiential Learning about India," in *Social Studies and the Young Learner* 20 (2008): 26-29.
- 6 Ibid., 29.

Part IV

- 1 Nancy C. Rhodes and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey* (Washington, DC: Center for Applied Linguistics, 2009).
- 2 Shuhan Wang, "Finding Solutions: Reforming World Language Teacher Supply System" (presentation at Startalk 2009 Teacher Certification Summit, Arlington, VA, December 9-11, 2009). <http://startalk.umd.edu/2009/meetings/certification/>
- 3 National Academy of Sciences, *Rising Above The Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. (2007) Available: <http://darwin.nap.edu/books/0309100399/html>
- 4 Committee for Economic Development. *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*. (Washington, DC, 2006). Available: <http://www.ced.org>
- 5 For a brief survey of the literature on nativeness and phonological development in second language learning, see: Annie Hong Qin Zhao and Carol Morgan, "Consideration of Age in L2 Attainment

- Children, Adolescents, and Adults,” *Asian EFL Journal*, 6, no. 4, Article 10 (Dec 2004), http://www.asian-efl-journal.com/december_04_ahqz_cm.php
- 6 Some researchers have gone so far as to link the development of a native-like accent in a second language with brain plasticity and the myelination of Golgi type 1 neuronal cells. The argument essentially reflects the idea that higher order cognitive processes develop over several decades, along with the neurons that regulate those processes, while those that involve articulatory movement lose their plasticity early in life. For a more thorough discussion, see: Alene Moyer, “Age, Accent, and Experience in Second Language Acquisition: An Integrated Approach to Critical Period Inquiry,” *Multilingual Matters*, Clevedon: 2004.
 - 7 Myriam Met, “Improving Students’ Capacity in Foreign Languages,” *Phi Delta Kappan* 86 no. 3 (2004): 214-218.
 - 8 L.C. Rose and A.M. Gallup, “The 39th annual Phi Delta Kappan/Gallup poll of the public’s attitudes toward the public schools,” *Phi Delta Kappan* 89 no. 1 (2007): 33-48.
 - 9 Helena Curtain and Carol Ann Dahlberg, *Languages and Children: Making the Match, New Languages for Young Learners, Grades K-8, 4th edition* (Allyn & Bacon, 2008).
 - 10 Center for Applied Linguistics, *World language Teaching in U.S. schools: Preliminary Results from the National K-12 Foreign Language Survey*. (Washington, DC, 2010). Available: <http://www.cal.org/projects/flsurvey.html>
 - 11 Ibid.
 - 12 Wayne P. Thomas and Virginia P. Collier, “A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement: Final Report, Executive Summary,” Santa Cruz, CA, and Washington, DC: Center for Research on Education, Diversity & Excellence (2002).
 - 13 Marcia Rosenbusch and Shuhan Wang, “Elementary Schools: Program Models for Early Language Learning” (presentation at Elementary Schools for a Global Era: An Introductory Guide meeting, Los Angeles, California, March 9 – 10, 2009).
 - 14 *A World-Class Education: Community Action Kit*. DVD-ROM. Asia Society and The George Lucas Educational Foundation, 2004.
 - 15 *Learning Chinese in American Schools*. DVD-ROM. Asia Society, 2010.
 - 16 Asia Society, *Creating a Chinese Language Program in Your School*, (New York, 2006), 28.
 - 17 Asia Society, *Expanding Horizons: Building Global Literacy in Afterschool Programs* (New York, 2009), 36.

Part V

- 1 Resources, including Teaching for Understanding Framework led by Martha Stone Wiske and David Perkins and the book *Teaching for Understanding with Technology* (Jossey-Bass, 2005), can assist you as you integrate educational technology to help bring the world to your students – and your students to the world.
- 2 Sandy Cutshall, “Clicking Across Cultures,” *Educational Leadership* 67 (2009): 41.
- 3 Ibid.
- 4 Ibid., pp. 41-42.
- 5 Ibid., p.44.
- 6 Eugene C. Roehlkepartain and Peter C. Scale, “Developmental Assets: A Framework for Enriching Service Learning,” Scotts Valley, CA: Learn and Serve America, National Service-Learning Clearinghouse, 2007. http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/developmental_assets/
- 7 Telephone interview with Wayne Poncia, CEO, Etraffic Solutions, British Columbia, Canada, January 10, 2010.
- 8 Eileen O. Daday, “Soldier’s Visit to School Part of a Lesson on Global Education,” *Daily Herald*, February 24, 2010, Column.
- 9 Ernest L. Boyer, *The Basic School: A Community for Learning* (San Francisco: Jossey-Bass, 1995), 48.
- 10 Joyce Epstein, “School and Family Partnerships,” in *Encyclopedia of Educational Research* 4, 6th Ed. (New York: Macmillan, 1992), 1139-51.
- 11 WinnieHu, “Bronx Elementary Students to Take a Trans-Cultural Trip, to Germany and Dachau,” *New York Times*, April 10, 2009, Education section, New York edition.

Appendix III: National Advisory Committee

Michele Anciaux Aoki, World Languages Program Supervisor, Office of Superintendent of Public Instruction, Washington

Rich Barbacane, Former President, National Association of Elementary School Principals, Virginia

Yvonne Chan, Principal, Vaughn International Studies Academy, California

Judy Coddling, President and Chief Executive Officer, America's Choice, Washington, DC

Sebastian Cognetta, Cooperative Member and Educational Consultant, Aveson Educational Cooperative, Inc., California

Margaret Smith Crocco, Professor of Social Studies and Chair, Department of Arts and Humanities, Teachers College, Columbia University, New York

Kristi Rennebohm Franz, Global Teacher and Consultant, Washington

Heidi Hayes Jacobs, Executive Director, Curriculum Mapping Institute, and President, Curriculum Designers, Inc, New York

Christina Kishimoto, Deputy Superintendent, Hartford Public Schools, Connecticut

Janice Kittok, World Languages Coordinator, Department of Education, Minnesota

Karen Kodama, Head of International Education and World Languages, Seattle Public Schools, Washington

Jurate Krokys, Chief Executive Officer, Independence Charter School, Pennsylvania

Michael Levine, Executive Director and Senior Advisor to the Chief Executive Officer, Joan Ganz Cooney Center at Sesame Workshop, New York

Mike Matsuda, Coordinator, Quality Teacher Program, Anaheim Union High School District; Member, California English Learner Advisory Committee; and Trustee for the North Orange County Community College District, California

Myrna Meehan, Principal, Winding Springs Elementary School, North Carolina

Kate Meenan-Waugh, Director, Center for International Education and Service Learning, Washington International School, Washington, DC

Delia Pompa, Vice President, Education, National Council of La Raza, Washington, DC

Steve Regur, Founder and Executive Director, Educational Consulting Division, Aveson Educational Cooperative, Inc., California

Marsha Reynolds, Director of Elementary Education, Metropolitan School District of Washington Township, Indiana

Marcia Rosenbusch, Director, National K-12 Foreign Language Resource Center, Iowa State University, Iowa

Aline Sarria, Principal, Sunset Elementary School, Miami, Florida

Kathy Short, Professor of Language, Reading and Culture, University of Arizona and Director, Worlds of Words, Arizona

Kimberly Stone-Keaton, School Design Specialist, Hartford Public Schools, Connecticut

Lori Takeuchi, Fellow, Joan Ganz Cooney Center at Sesame Workshop, New York

Shuhan Wang, Deputy Director, National Foreign Language Center, University of Maryland, Maryland

Elaine Wrenn, Apple Distinguished Educator, Director of Technology, Echo Horizon School, California

Asia Society

Shari Albright, Chief Operating Officer, International Studies Schools Network

Mary Ellen Bafumo, Consultant/Writer

Judy Conk, Director of Academic Affairs, International Studies Schools Network

Tony Jackson, Vice President, Education

Barbara Kelley, Director of Professional Development, International Studies Schools Network

Chris Livaccari, Associate Director, Education and Chinese Language Initiatives

Amy McCammon, Coach, International Studies Schools Network

Alexis Menten, Assistant Director, Education

Grace Norman, Managing Editor, Education Online

Heather Singmaster, Senior Program Associate

Vivien Stewart, Senior Advisor for Education

The principals and staff of Asia Society's International Studies School Network.

Appendix IV: Schools Cited

We wish to thank the following schools for serving as examples for this guide:

- Academy of World Languages**, Cincinnati, Ohio
- Cascade Heights Public Charter School**, Milwaukie, Oregon
- Center Street Elementary School**, Williston Park, New York
- Clyde Erwin Elementary School**, Jacksonville, North Carolina
- Community School of Davidson**, Davidson, North Carolina
- Dillon Valley Elementary School**, Dillon, Colorado
- Eagle Bay Elementary School**, Farmington, Utah
- Eisenhower Elementary School**, Tulsa, Oklahoma
- Fair Street Elementary School**, Gainesville, Georgia
- Folk Arts-Cultural Treasures Charter**, Philadelphia, Pennsylvania
- Fox Hill Elementary**, Indianapolis, Indiana
- Frantz H. Coe Elementary School**, Seattle, Washington
- George Elementary School**, Springdale, Arkansas
- Glenlyon Norfolk School**, Victoria, British Columbia, Canada
- Glastonbury School District**, Connecticut
- Heritage Elementary School**, Travelers Rest, South Carolina
- Hillcrest Elementary Foreign Language Magnet Academy**, Orlando, Florida
- Hoover Elementary School**, Tulsa, Oklahoma
- Independence Charter School**, Philadelphia, Pennsylvania
- International School of Louisiana**, New Orleans, Louisiana
- Jackson Elementary School**, Jackson, Wyoming
- John C. Daniels Magnet School of International Communication**, New Haven, Connecticut
- John Stanford International School**, Seattle, Washington
- June Harless Center Model School at the Kellogg Elementary School**, Huntington, West Virginia
- Lincoln Elementary School**, Baxter Springs, Kansas
- New Life Academy of Excellence**, Norcross, Georgia
- North Woods International School**, La Crosse, Wisconsin
- Panther Run Elementary School**, Pembroke Pines, Florida
- Pioneer Valley Chinese Immersion Charter School**, Hadley, Massachusetts
- Public School 86**, Bronx, New York
- Public School 212**, Jackson Heights, New York
- Queen of the Rosary School**, Elk Grove Village, Illinois
- R.A. Mitchell Elementary School**, Gadsden, Alabama
- Randolph Elementary School**, Arlington, Virginia
- Richmond Elementary School**, Portland, Oregon
- Riverside Elementary School**, Oneonta, New York
- St. James-Santee Elementary**, McClellanville, South Carolina
- St. Thomas the Apostle School**, Grand Rapids, Michigan
- Shuang Wen School**, New York, New York
- Sugar Creek Elementary School**, Verona, Wisconsin
- Sunset Elementary School**, Miami, Florida
- Supply Elementary School**, Supply, North Carolina
- Thurgood Marshall Elementary School**, Lynwood, California
- Ventana Vista Elementary School**, Tucson, Arizona
- Washington International School**, Washington, DC
- Wiley International Studies Magnet School**, Raleigh, North Carolina
- Yinghua Academy**, Minneapolis, Minnesota

Ready for the World:

Preparing Elementary Students
for the Global Age



Asia
Society®

Partnership for
Global Learning

ISBN 978-1-936123-06-3