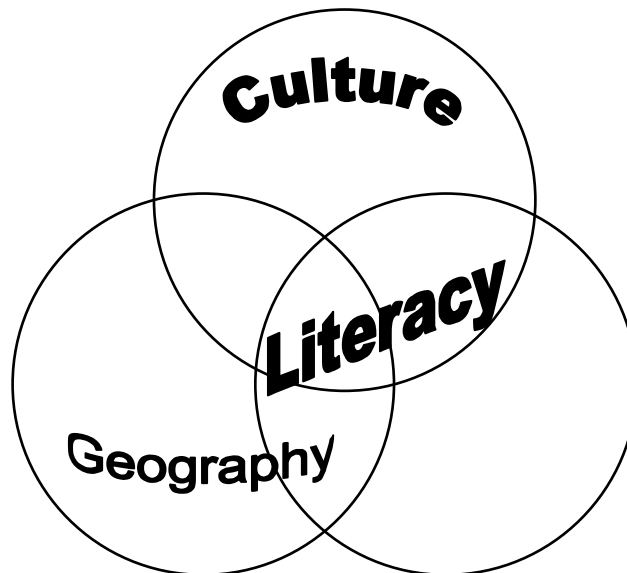


Build Global Education Resources into the Core Curriculum

*Resources from the Polk Bros. Teacher Leadership Network Connections Program,
Organized to Support Peace Corps Curriculum Connections
DePaul Center for Urban Education*

Connect!



Today's Outcome: *Organize a global education unit that applies Goal 5*
—organize and report about a topic, idea, question.

Relevant Illinois Social Studies Learning Goals/Outcomes:

Goal 16: Understand and analyze events and trends influencing history	Goal 18: Understand, analyze, and compare social systems
<p>Young students should gain knowledge of basic skills of historical interpretation that will enable them to:</p> <ul style="list-style-type: none"> • Recognize the importance of the past; • Provide examples of significant events and people in the past; • Understand the geographic, social, economic, and political relationships in history; and • Recognize the contributions of significant people and events in the past to their present world. <p>As students progress through the stages, historical knowledge will enable them to:</p> <ul style="list-style-type: none"> • Explain differences and similarities in major historical eras; • Use historical skills and sources to further interpret and understand past events, ideas, and people; • Examine differing perspectives on significant events, ideas, and people; and • Relate the past to their present world. 	<p>Young students should gain knowledge of social systems that will enable them to:</p> <ul style="list-style-type: none"> • identify values held by their culture and community; • recognize how cultures other than their own have influenced their culture; • identify major social institutions in their community, along with the roles these institutions play; and • understand how individuals and groups interact to obtain the basic needs of food, clothing, and shelter. <p>As students progress through the stages, additional knowledge of social systems will allow them to:</p> <ul style="list-style-type: none"> • describe how culture is shared and expressed through languages, literature, the arts, and traditions; • relate changes in production and population to changes in social systems

Applied Language Arts Standards

- 1A apply word analysis and vocabulary skills to comprehend selections
- 1B apply reading strategies to improve understanding and fluency
- 1C comprehend a broad range of reading materials

- 2A understand how literary elements and techniques are used to convey meaning
- 2B read and interpret a variety of literary works

- 3A use correct grammar, spelling, punctuation, capitalization and structure.
- 3B compose well-organized and coherent writing for specific purposes and audiences
- 3C communicate ideas in writing to accomplish a variety of purposes

- 4A listen effectively in formal and informal situations.
- 4B speak effectively using language appropriate to the situation and audience.

- 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

What will you take from the workshop?

My Goal for Global Education:

What's the theme you want to develop?

How will you assess your students' development of global understanding?

List the resources you'll use and how you'll use them.

Resource	How I'll Use It

Plan a Lesson—Basic GROW structure.

Goal	Learn: _____
Read 1B, 4A/B (if you read aloud)	Read _____ List/illustrate important words. List/illustrate important information.
Organize 1B, C	Show what you find. Make a ____chart __timeline ___diagram ____
Write, Illustrate 3B, 5A	Summarize/Synthesize: Write _____, Draw _____.

Example of a Goal 5 Global Education Lesson Plan.

Goal	<i>Learn how to identify values of a society.</i>
Read	<i>About a society in another part of the world. Make a picture glossary of words that are important to this people. List facts about the culture.</i>
Organize	<i>Make a value chart—match information to the value you think it represents.</i>
Write	<i>A booklet about a culture’s values.</i>

Unit Planner Weeks _____ to _____	
Theme	
Concepts	
Content	
ILS	
Skills/ Strategies	
Kinds of Activities and Projects	
How to Assess	

Link what you teach to the resources you'll use.

GLOBAL EDUCATION UNIT BLUEPRINT

Content Standards:

___ 16 A: analyze historical development of communities ___ 18A Analyze how traditions affect cultures;
 ___ 16D: understand social history ___ 18C Analyze how social systems form and develop over time

Focusing Question or Theme: _____

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

Assessment: Students will use information about the topic to explain ideas in: ___ charts
 ___ diagrams ___ illustrations ___ maps ___ presentation
 ___ essay ___ report ___ poem ___ glossary ___ booklet ___ display

Week	Topic	Global Education Resources	Activities	Goal 5 and Goal 3: Writing and Illustrating Learning
1				
2				
3				
4				

**Week 5 is comprehensive assessment week
 —time for synthesis, assessment, expansion of learning.**

Learning Organizer

It starts with an idea.
That idea starts with the standards.

Illinois Learning Goals	CORE CONCEPTS
Goal 16 HISTORY <i>16D: Can give example and explain patterns of social history</i>	ERA CONTEXT PERSPECTIVE TRADITION
Goal 17 GEOGRAPHY 17A: Can locate, describe and explain places, regions and features on Earth. 17C: Can give examples of and explain relationships between geographic factors and society.	LOCATION PLACE CHARACTERISTICS MOVEMENT REGION
Goal 18 SOCIAL SYSTEMS <i>18B Can identify and explain the roles and interactions of individuals and groups in society.</i>	VALUES RELATIONSHIPS DIVERSITY DECISIONS INTERDEPENDENCE

What's the idea you want to develop?

Re-state it as a big question.

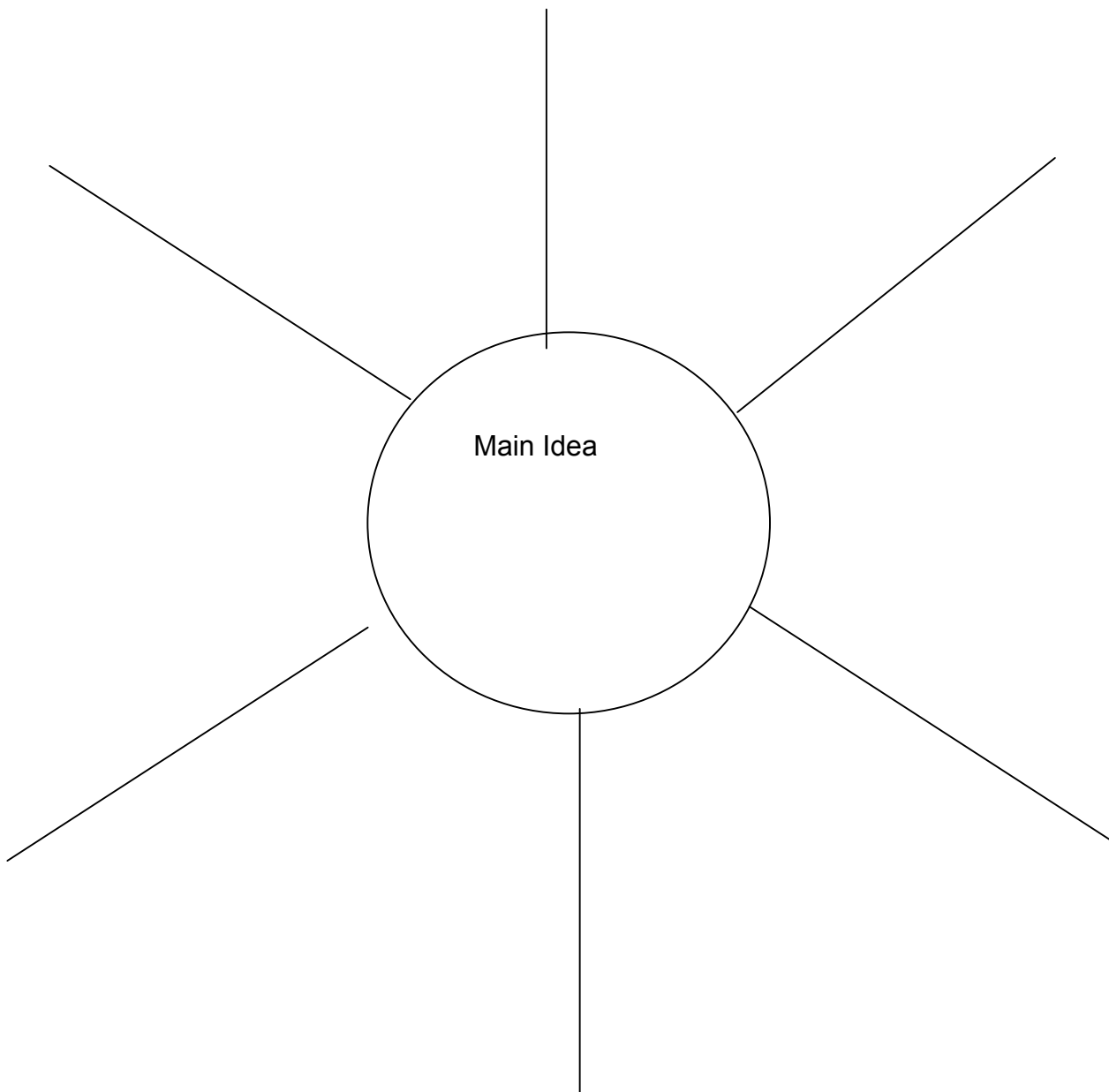
Locate and Collect Important Information

Big Question: _____

Learning Resource: _____

Use words and/or pictures to collect information.

Organize and Analyze



Summary:

Link what you teach to the resources you'll use.

GLOBAL EDUCATION UNIT BLUEPRINT

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Students Chart Their Learning Journey

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

Focus: _____

Each day, use words or pictures to show what you have learned.

	M	T	W	T	F
<u>This week's topic</u>					
<u>Vocabulary</u>					
<u>This week's topic</u>					
<u>Vocabulary</u>					
<u>This week's topic</u>					
<u>Vocabulary</u>					
<u>This week's topic</u>					
<u>Vocabulary</u>					

Unit Assessment—Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide

Learning Calendar

___ 16D: understand social history—focus standard

___ 1A, develop vocabulary in context; 1B, read to learn; 5A: synthesize knowledge

Topic: Values and Ways of Living in _____

List what you learn.

Focus of the Week	M	T	W	T	F
Where they live and why they chose to live there.					
Food, clothing, shelter.					
Traditions and Value					
How Life Has Changed					

Write your own book about this culture.

The chart also can be a teacher’s public lesson plan.

Content Standard:

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

Focus: _____

	M	T	W	T	F
This week’s topic Vocabulary	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week’s words to write about topic.
This week’s topic Vocabulary	Read aloud, students listen and illustrate.	Students collect information	Students classify information	Students make up questions, exchange.	Students write and illustrate what they learned.
This week’s topic Vocabulary	Preview Museum Learning Guide; Model visual learning	Museum field trip.	Organize information	Write about what you learned.	Illustrate key points.
This week’s Topic Vocabulary	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into “Big Book”

Unit Assessment—Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide

Example: Culture Unit Plan

Content Standard: 16 A analyze historical development of communities

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;

5A: **read to learn**; 3B: **write to communicate**

FOCUS: How did the culture of _____ change?

	M	T	W	T	F
<p><i>The natural environment</i></p> <p><u>Vocabulary</u> <i>Environment</i> <i>Climate resource</i></p>	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week's words to write about topic.
<p><u>Meeting Needs</u></p> <p><u>Vocabulary</u> <i>Technology shelter</i> <i>Cooperation</i> <i>Subsistence</i></p>	Read aloud, students listen and illustrate.	Students collect information	Students classify information --chart ways needs are met	Students make up questions, exchange.	Students write and illustrate what they learned.
<p><u>Values</u></p> <p><u>Vocabulary</u> <i>Tradition heritage</i> <i>Belief value</i></p>	Preview museum learning guide; model visual learning. Listen to and illustrate folktale.	Museum field trip. Collect information about needs, ways of living.	Organize information --expand chart. Infer the values of the culture.	Write about what you learned.	Illustrate key points.
<p><u>Change</u></p> <p><u>Vocabulary</u></p>	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment

___ Make a presentation ___X___ Write a booklet ___X___ Make an exhibit
 ___ Write and illustrate a guide _____

Think by the Week

This week students develop competencies for:

Goals 5, (research) 1, (read with fluency), 3 (write clearly to communicate important knowledge) and

_____ (content standard)

TOPIC _____

Vocabulary

What will students read to learn about the topic?

Monday <i>Get It Clear.</i>	Tuesday <i>Take it, use It.</i>	Wednesday <i>Work with It.</i>	Thursday: ASSESS and Expand	Friday <i>Finish Fluently</i>
<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities VOCABULARY T: Read aloud</p> <hr/> <p>S: Draw what you hear</p> <p>S: Start a glossary of this week's words. (Option: Make it a picture glossary.)</p> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Read and Collect Facts</p> <hr/> <p>__ list facts __ picture facts __ classify facts</p> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make a "top ten" list of your favorite facts.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities COMPREHENSION Use graphic organizer—make a to show</p> <hr/> <p>Make up questions for other students to answer.</p> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make up more questions.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Active Assessments Take quiz—use the Wednesday questions.</p> <p>WRITING Write about this week's topic: __ paragraph __ poem __ letter __ essay __ booklet</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Write more about this topic.</p>	<p>Focus __ KWL __ Teacher Models __ Student explains __ Homework Review/Connect</p> <hr/> <p>Activities FLUENCY Complete your writing. Present to the class or another class</p> <hr/> <p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Take your writing home and share it with your family.</p>