

Standards in Global Education

	Standard 1 (Reading non-fiction)	Standard 2 (Reading Literature)
1. Standard and source	CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem (PA Core Standards ELA 6-12)	CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. (PA Core Standards ELA 6-12) CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.(PA Core Standards ELA 6-12)
2. Integration of global education	This standard focuses on selecting and using multiple sources of information as one works to solve a problem. I chose this standard because it clearly aligns to the four competencies. At its core, this is an investigation standard because it revolves around research and source gathering. The problem solving part to me sticks out as an obvious opportunity for both the communication and taking action competencies. Analyzing multiple sources is also an opportunity to consider different perspectives.	These standards relates to the idea that an author's life and context often embeds itself into the literature he or she writes. When students read, it is be important to consider how the author's life experiences within their social situation influence the story they tell and the themes they convey. It would also be useful to know this information should their story be based in realistic settings or plots where specific cultural habits are a part of the plot line.
3. Specific lesson plan modifications & global competency connections	I could see this standard taking on a global scope for all of our grade level research projects, but I'll focus on 9th grade since that's what I teach. In 9th grade, the research topic is career-oriented. Instead of focusing just on careers, groups could research how one career or field is different depending on location. For example, obviously teachers are held in various regards and require different training in different countries. Medical professionals have different advancements, technologies, and cultures depending on where they serve. Students would be able to consider how their US-based career is influenced or dependent upon global relationships, perhaps through the global economy (imports and exports) or through communication (advertising, marketing, etc).	In 9th and 10th grade, we read from Luis Rodriguez's <i>Always Running</i> , Harper Lee's <i>Always Running</i> , Shakespeare's <i>Romeo and Juliet</i> , Sherman Alexie's <i>Absolutely True Diary of a Part Time Indian</i> , Elie Wiesel's <i>Night</i> , and Chinua Achebe's <i>Things Fall Apart</i> . In each of these works, it's important that students understand the perspective from which the author is writing. While in each unit, we work hard to develop the necessary background information so that students better understand the stories' characters, conflicts, and themes, what if we didn't stop at the end of each novel? A great addition to students' literary portfolio could be to pull common ideas from multiple texts. Maybe multiple character exemplify the same core values or make the same mistakes. Maybe multiple

		conflicts are between self and society or self and family. Maybe similar techniques of symbolism or foreshadowing are used throughout literature, no matter the author’s country of origin. Doing such an exploration would help students investigate the world, analyze perspectives, and ultimately realize that there are universal ways of communicating ideas.																
4. Informal outcome assessment	Since 9th graders are just beginning to hone their research skills, I would start small with this idea. If an academic student could do as much as cite the salaries of one occupation in five countries, that would be a good start. For an honors student, I would want them to go further and find out salaries and what level of education is required. For gifted enrichment, those students would also look into the average cost of education and the median cost of living in those countries to see if the salary of that job in that country leads to a higher, lower, or equivalent standard of living compared to a similar profession in the United States.	This “making connections” idea could be an ongoing chart in students’ online portfolios. They could keep adding new columns to the chart, perhaps organized by thematic topic (family, heroes, education, hope, friendship, failure, etc). Not every book would fit in every column, but it could be a goal to connect each book at least 2 or 3 times (maybe more for honors classes than academic classes). A brief example of what that chart could look like is included below. This could be extended into the 11th and 12th grade English classes as well. <table><tr><th>TEXT</th><th>Family</th><th>Hope</th><th>Failure</th></tr><tr><td>R & J</td><td>Ex. summary</td><td></td><td>Ex. summary</td></tr><tr><td>TKAM</td><td></td><td>Ex. summary</td><td>Ex. summary</td></tr><tr><td>TFA</td><td>Ex. summary</td><td>Ex. summary</td><td></td></tr></table>	TEXT	Family	Hope	Failure	R & J	Ex. summary		Ex. summary	TKAM		Ex. summary	Ex. summary	TFA	Ex. summary	Ex. summary	
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