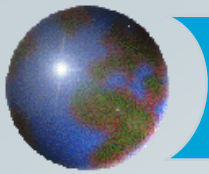


*Going Global:  
Transforming Curriculum  
and Going Beyond*

*OSPI Winter Conference  
January 2009*

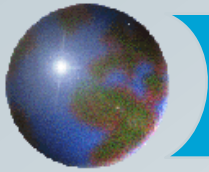


# *Topics*

- ✚ Getting Started
- ✚ Transforming Curriculum & Instruction
- ✚ Going Beyond

***Going Global: Preparing Our Students for an Interconnected World  
(Asia Society 2008)***

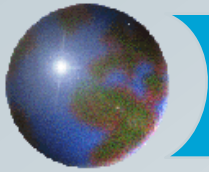
<http://asiasociety.org/education/pgl/goingglobal.htm>



*“Today’s high school students will graduate into a world vastly different from that of the 20<sup>th</sup> century. ... To succeed in this new global age, our students will need a new skill set that goes beyond reading, math, and science to include international knowledge and skills.”*

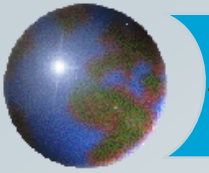
Vivian Stewart, VP Education, Asia Society

*Going Global: Preparing Our Students for an Interconnected World*  
(Asia Society 2008) p. 2

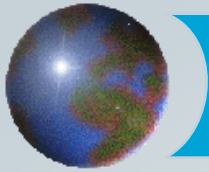


# *Transforming Curriculum & Instruction*

- ✚ Science
- ✚ Mathematics
- ✚ English Language Arts
- ✚ Social Studies
- ✚ Visual and Performing Arts
- ✚ Career and Technical Education
- ✚ Health and Physical Education
- ✚ World Languages



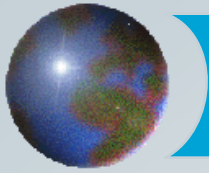
# *Science*



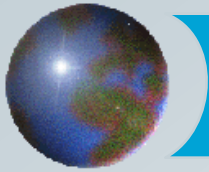
# *Science*

Use science to promote global competence:

- ✚ Teach the global history of science
- ✚ Address global challenges
- ✚ Learn science through international collaborations



# *Mathematics*

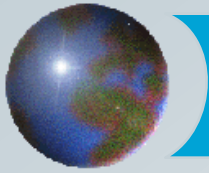


# *Mathematics*

Use the world to understand mathematics:

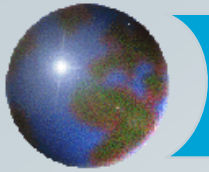
- ✚ Math is a global language
- ✚ Apply math to explore global issues and collaboration
- ✚ Teach the global history of mathematics

*Going Global: Preparing Our Students for an Interconnected World*  
(Asia Society 2008) pp. 28-30



# *English*

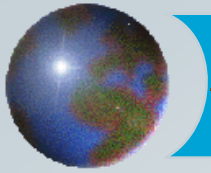
# *Language Arts*



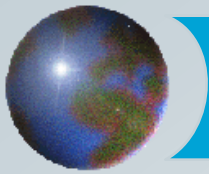
# *English Language Arts*

Include works from across the globe to:

- ✚ Discover universal themes
- ✚ Hear the voices of others
- ✚ Create a more inclusive classroom by including literature from other cultures
- ✚ Connect literature to other curriculum areas
- ✚ Write about international themes

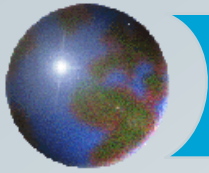


# *Social Studies*

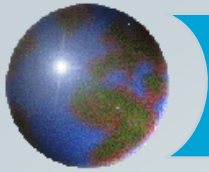


# *Social Studies*

- ❖ Geography – use world geography to develop international knowledge and skills
- ❖ History – use an international dimension to teach world history and U.S. history
- ❖ Economics – teach an understanding of economic principles with international connections
- ❖ Civics/U.S. Government – develop global competence



# *Visual and Performing Arts*

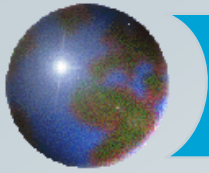


# *Visual and Performing Arts*

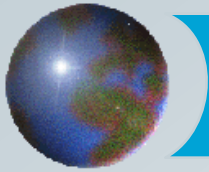
Internationalize the curriculum:

- ✚ Use the arts to introduce the history and culture of other world regions
- ✚ Honor the cultures students bring to the school through the arts
- ✚ Explore how art is used throughout history to communicate ideas
- ✚ Build connections with artists/craftsmen and cultural institutions

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(Asia Society 2008) pp. 45-46



# *Career and Technical Education*

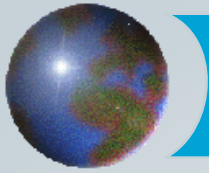


# *Career and Technical Education*

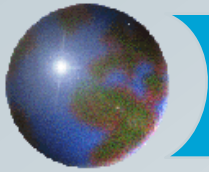
Provide global knowledge in all careers:

- ✚ Infuse an international dimension in all career clusters
- ✚ Integrate careers into the community
- ✚ Apply technology training worldwide
- ✚ Connect second language learning with work experience

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(Asia Society 2008) pp. 47-48



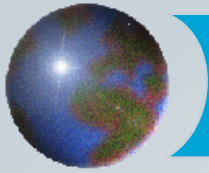
# *Health and Physical Education*



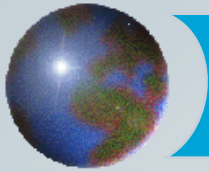
# *Health and Physical Education*

Develop global perspective:

- ✚ Expand instruction to include international themes
- ✚ Connect folk and international dance to cultural awareness
- ✚ Include team sports popular in other cultures
- ✚ Consider project based learning



# *World Languages*

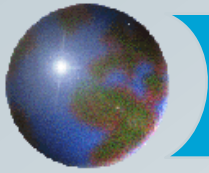


# *World Languages*

To achieve greater proficiency...

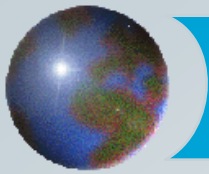
- ✦ Make time: start earlier, keep it continuous
- ✦ Engage students: make it meaningful
- ✦ Use the language to teach content
- ✦ Use technology
- ✦ Develop an articulated sequence (K-16)
- ✦ Assess proficiency
- ✦ Include cultural interactions
- ✦ Offer a wider range of languages

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(Asia Society 2008) pp. 41-44



# Project-Based and Culminating Presentations

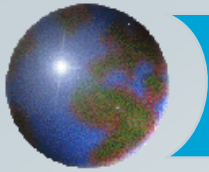




# *What is Project Learning for the 21<sup>st</sup> Century?*

- Students working in teams
- Exploring relevant, real world problems, questions, issues and challenges
- Then creating presentations and products to share what they have learned.
- Applies to all students, all grades

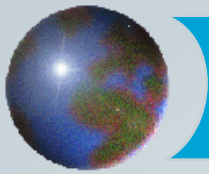




# *Culminating Projects*

Students demonstrate knowledge through research and application:

- ✚ International Issues
- ✚ Regions of the world
- ✚ Global topics
- ✚ Problem or project based

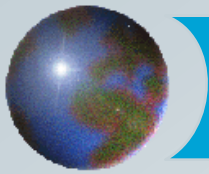


# *Examples of Global Projects*

**B R I D G E S**  
To Understanding

iEARN  
(International Education and  
Resource Network)

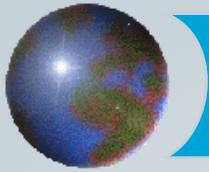




# *Service Learning and Technology*

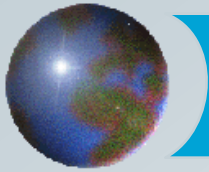
- ✚ A teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge required.





# *Jigsaw Projects from the Wall*

- ✚ Share out ideas for projects from all the curriculum areas

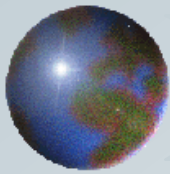


# *Going Beyond*

Scaling up:

- ✚ District
- ✚ State
- ✚ Involving Business
- ✚ Creating Partnerships

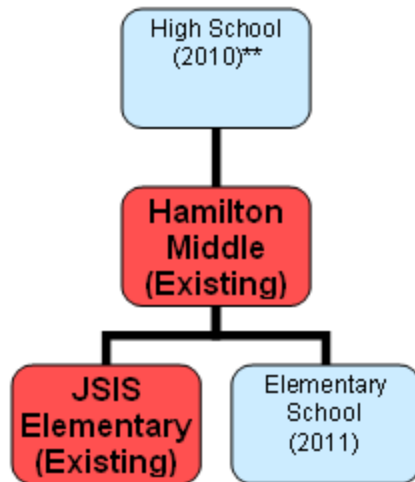
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(Asia Society 2008) pp. 69-78



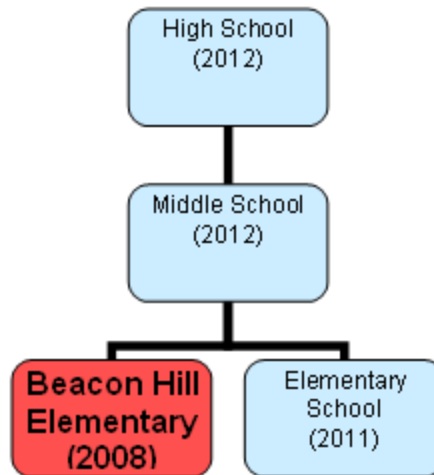
# Seattle's Plans for Expansion

## School Expansion Diagram\*\*

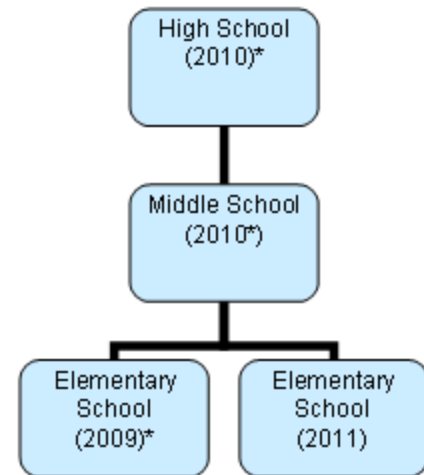
**North Seattle**  
*Japanese and Spanish*



**South Seattle**  
*Mandarin and Spanish*

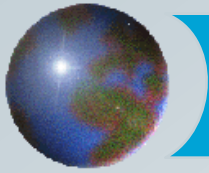


**West Seattle**  
*Mandarin and Spanish*



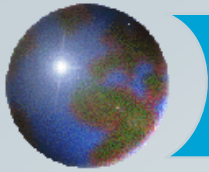
\* School announcement pending school and district approval.

\*\* Potential Schools scheduled to open after 2009 have been considered, but will not be decided until 1-2 years prior to opening.



## *Moving Ahead*

*What's one thing you could do to get this moving ahead in your school or district?*



## *For more information, contact:*

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