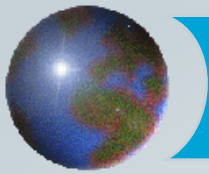


*Going Global:
Transforming Curriculum
and Going Beyond*

*OSPI Winter Conference
January 2009*

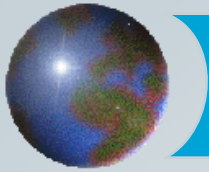


Topics

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

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

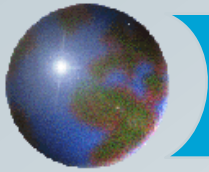
<http://asiasociety.org/education/pgl/goingglobal.htm>



“Today’s high school students will graduate into a world vastly different from that of the 20th 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.”

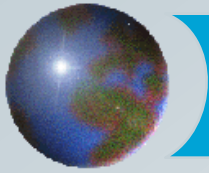
Vivian Stewart, VP Education, Asia Society

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

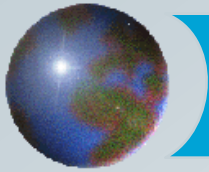


Transforming Curriculum & Instruction

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



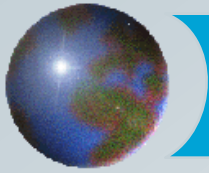
Science



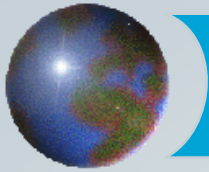
Science

Use science to promote global competence:

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



Mathematics

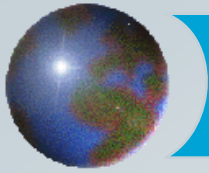


Mathematics

Use the world to understand mathematics:

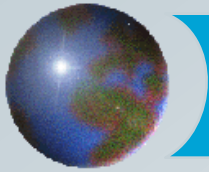
- ⊕ Math is a global language
- ⊕ Apply math to explore global issues and collaboration
- ⊕ Teach the global history of mathematics

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



English

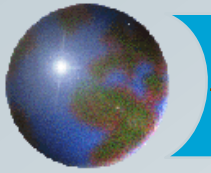
Language Arts



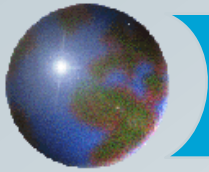
English Language Arts

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

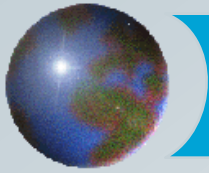


Social Studies

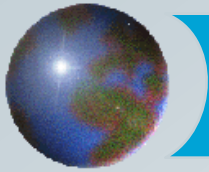


Social Studies

- ❖ 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

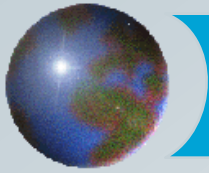


Visual and Performing Arts

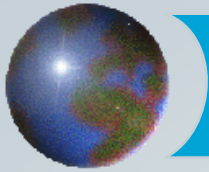
Internationalize the curriculum:

- ✦ 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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Career and Technical Education

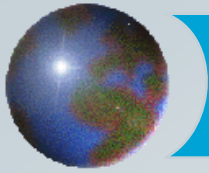


Career and Technical Education

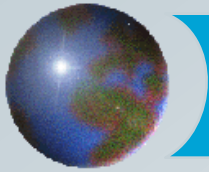
Provide global knowledge in all careers:

- ✚ 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



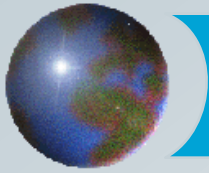
Health and Physical Education



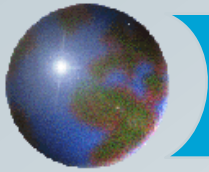
Health and Physical Education

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

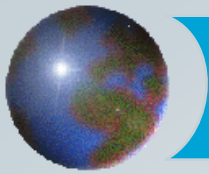


World Languages

To achieve greater proficiency...

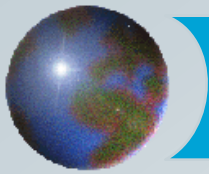
- ✦ Make time: start earlier, keep it continuous
- ✦ Engage students: make it meaningful
- ✦ Use the language to teach content
- ✦ Use technology
- ✦ Develop an articulated sequence (K-16)
- ✦ Assess proficiency
- ✦ Include cultural interactions
- ✦ Offer a wider range of languages

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Project-Based and Culminating Presentations

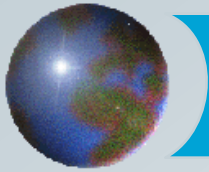




What is Project Learning for the 21st Century?

- 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

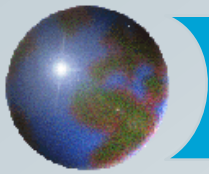




Culminating Projects

Students demonstrate knowledge through research and application:

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

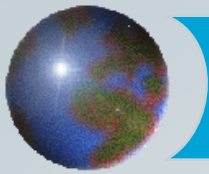


Examples of Global Projects

BRIDGES
To Understanding

iEARN
(International Education and
Resource Network)

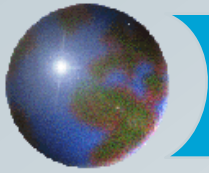




Service Learning and Technology

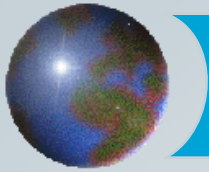
- ✚ A teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge required.





Jigsaw Projects from the Wall

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

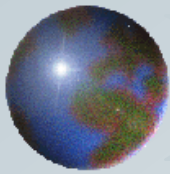


Going Beyond

Scaling up:

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

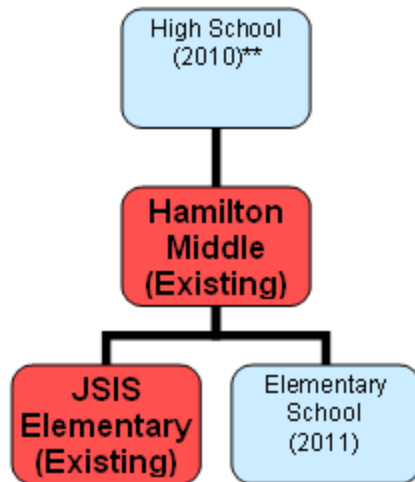
Going Global: Preparing Our Students for an Interconnected World
(Asia Society 2008) pp. 69-78



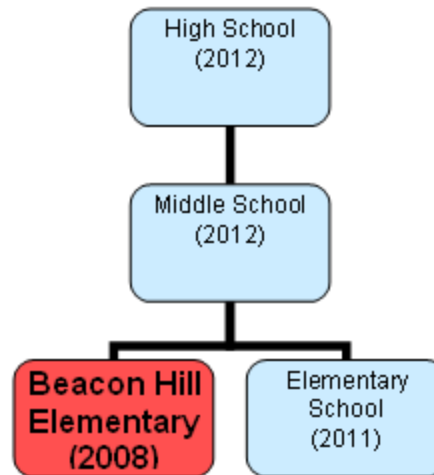
Seattle's Plans for Expansion

School Expansion Diagram**

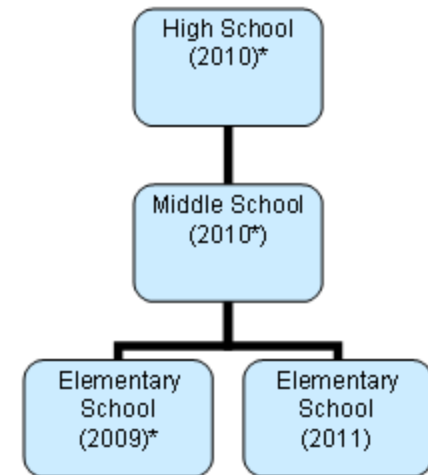
North Seattle
Japanese and Spanish



South Seattle
Mandarin and Spanish

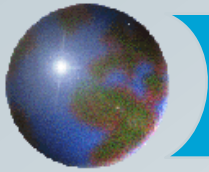


West Seattle
Mandarin and Spanish



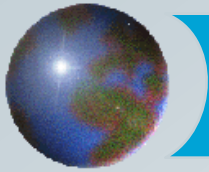
* School announcement pending school and district approval.

** 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?



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