



Going Global:

Preparing Our Students
for an Interconnected World



Asia
Society



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Preface and Acknowledgements

Today's high school students will graduate into a world vastly different from that of the 20th century. Rapid economic, technological, and social changes are creating a world that is ever more interconnected. 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.

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 middle and high schools, drawing on the best practices from *Asia Society's International Studies Schools Network*, schools identified through the *Goldman Sachs Foundation Prizes for Excellence in International Education* competition, and the *States Network on International Education in the Schools*.

I would like to thank my colleague Heather Singmaster, the project coordinator, for ably managing this important initiative. The primary *Asia Society* authors of this guide are Shari Albright, Anthony Jackson, Heather Singmaster, and myself. I would also like to thank award-winning journalist Emily Sachar for her assistance with the manuscript drafts, and *Asia Society* colleagues for their contributions to the content: Jennifer Chidsey-Pizzo, Judith Conk, Barbara Kelley, Alexis Menten, Grace Norman, and Shuhan Wang. 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 just beginning to gain national attention.

Asia Society is delighted to partner with the *Goldman Sachs Foundation* on the *Prizes for Excellence in International Education*. We thank the *Goldman Sachs Foundation* for their lead support of this guide. *Asia Society* is immensely grateful to the *Freeman Foundation* for its generous ongoing support of our education work, and to the *Bill and Melinda Gates Foundation* for its generous support of the *International Studies Schools Network*.

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 seventy schools across the United States. The variety of approaches show that teaching and learning about the world is within reach of every type of school. 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 better prepare our young people to succeed in this new global environment.

Vivien Stewart
Vice President, Education
Asia Society

PART I

Facing the Challenges
and Opportunities
of a Global Future



Our lives are going global. Companies are manufacturing goods around the clock and around the world, and making trade agreements with countries that just years ago were behind an iron curtain. The world's economies and currencies are intricately tied to one another as never before. In politics, culture, the environment, and health, the actions of countries thousands of

miles apart reverberate around the world in minutes. Technology is both an accelerator and a critical facet of this increasing interconnectedness. Migration and immigration are creating more culturally and linguistically diverse societies, including in U.S. communities and schools. The world in which today's students will live and work is fundamentally different from the one in which their parents and teachers grew up.

As a result of this new connectivity, our high school graduates will need to be far more knowledgeable and curious about world regions and global issues, and able to communicate across cultures and in other languages. Their economic livelihood and opportunities for career growth depend on it, as will their ability to be successful as citizens and leaders in the 21st century global community. Our students must emerge from schools college-ready and globally competent. They will need to be able to think beyond our borders—to *compete, connect, and cooperate* with their generation around the world.

Schools Preparing for the Future

Responding to this transformed world, parents, teachers, policymakers, and business leaders across the country are adding an international dimension to schools and classrooms. Consider these examples:

- ***Walter Payton College Preparatory High School***, Chicago, Illinois, an inner-city magnet school that is one of Chicago's most ethnically diverse schools, has shown how integrating global issues enhances academic excellence. Founded in 2000, its achievement levels make it one of the top schools in Illinois and it serves as a model for others. The school motto, "We Nurture Leaders," extends to building cultural competencies in students for future global leadership roles. Students learn a world language for four years and experience homestay exchanges with sister schools in China, France, North Africa, Japan, Switzerland, Chile, Italy, or South Africa. Advanced technology, including video-conferencing, connects Payton classrooms to students and experts around the world. An array of international visitors, students, and seminars further develops the international spirit of the school. The school is also the flagship of Chicago's Chinese language program, the largest program in the country and a mayoral initiative intended to advance Chicago's role as a great global city.

- ***Newton North and Newton South High Schools*** in the suburbs of Boston, Massachusetts, are home to the oldest China exchange program of its kind in the country. The exchange is founded on a 25-year relationship with the *Beijing Jingshan School*. On both the U.S. and Chinese side, students and faculty live with host families, are immersed in classrooms, lead presentations and demonstrations, and engage in extracurricular activities, all in the language of their host country. The exchange program's success has had repercussions both within the district and throughout the state and country. It served as a catalyst for district-wide curriculum reform, bringing the study of Asian cultures into different academic disciplines—from social studies to science. It has also led to the creation of an affiliated *China Exchange Initiative* that now replicates the Newton model in states from Maine and New Hampshire to North Carolina and Oklahoma.
- ***The International School of the Americas*** is a small, autonomous school located on the grounds of a large, comprehensive high school in San Antonio, Texas. Its student body, which is chosen by lottery from San Antonio's middle schools, is made up of more than half minority students. Originally founded as a professional development school for *Trinity University*, with a focus on helping young people to understand the implications of NAFTA and to prepare for international jobs, the school's mission has since significantly broadened. Today the school seeks to produce students who are truly “global citizens.” Hands-on projects and simulations invigorate the learning process and form the centerpiece of the school's global studies mission. A large Model UN program; partnerships with the *Heifer Ranch* in Arkansas to teach about world hunger; a week-long school trip to explore Mexican culture; science partnerships with schools in Japan; and community service requirements and career exploration internships with internationally-oriented organizations, all supplement the classroom curriculum.

Such programs, all winners of the *Goldman Sachs Prize for Excellence in International Education*, were rare a decade ago, but are increasing around the United States today. The teachers and administrators at schools such as *Walter Payton*, *Newton*, and *International School of the Americas* are but a few of those who know the vital

importance of imparting global knowledge and skills. They aim to teach about world regions and global topics not as separate courses or “add-ons” but as an integral part of all curricular areas. They are reaching well past the demands of basic standardized tests and formulaic lecture classes—the framework of so many middle and high schools—to define analytical and problem-solving skills and global perspectives today's students will need. A connection to a school in another part of the world has become a common tool to broaden students' world view and promote cross cultural collaboration. Language classes are starting at earlier ages, are focusing on communication and proficiency, and are offering a wider range of world languages. Any of these programs are replicable.

New Global Skills Critical for Our Students

The Global Economy

The work at these schools reflects, in part, rapidly changing economic realities. Talk to almost any chief executive of a Fortune 500 corporation, and he or she will describe the critical importance of basic skills such as reading and writing¹, but say these are not enough. Effective workers must demonstrate:

- sensitivity to foreign cultures
- fluency in foreign languages
- understanding of international trade
- technological savvy
- the ability to manage complexity and work in international teams
- a strong ethical core²

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.”³

“As you move through the company and you're looked at for a promotion, one of the things we're going to look at is, do you have international experience?”

—SUSAN BISHOP, SPOKESWOMAN, GENERAL ELECTRIC

These competencies are born of real needs in today's global economy and in American businesses, health care, government, and more. We live in a world where goods and services move seamlessly back and forth across national borders. And the wiring of the world has made it possible for people to do increasing amounts of work anywhere and anytime.⁴ The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world's GDP within 30 years.⁵ Already one in five U.S. jobs is tied to international trade⁶, a proportion that will continue to increase, and markets in other countries offer the greatest growth opportunities for U.S. companies of all sizes.

When they graduate, today's students will be:

- **selling** to other countries
- **buying** from other countries
- **working** for international companies
- **managing** employees from other cultures and countries
- **collaborating** with people around the world in joint ventures
- **competing** with people around the world for jobs and markets
- **tackling global problems** such as climate change, diseases, and disaster recovery.⁷

Therefore, any definition of educational excellence in the 21st century must include international knowledge and skills.

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Security and Citizenship

More than ever before, our national security is intertwined with our understanding of cultures and languages. Challenges now facing the United States are more complex and more global than in the past. They come in the forms of nuclear proliferation, terrorism, global disease epidemics, climate change, and the desperation and sense of hopelessness rooted in poverty. The only way to solve these problems will be through international collaboration among governments and organizations of all kinds. Being able to speak another

“We live in one world. What we do affects others, and what others do affects us as never before. To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.”¹⁰

– UK DEPARTMENT FOR EDUCATION AND SKILLS

language enhances not only communication, but also understanding world issues from others' perspectives. Yet today, only about one-half of U.S. high school students study a world language; the majority of these students never progress beyond the introductory level and 70 percent study one language, Spanish.⁸ There is a serious lack of knowledge of languages such as Chinese and Arabic, both of which are crucial to the prosperity and security of the United States. In addition to the need for increased language skills, as the line between domestic and international affairs increasingly blurs, U.S. citizens will be asked to vote and act on issues that require a greater knowledge of the world.⁹

Cultural Diversity

The impact of globalization is readily apparent in our own backyards too—you don't have to look far to see new faces in new places. New immigrants from such regions as Asia and Central and South America are generating a diversity in U.S. communities that mirrors the diversity of the world, and are transforming the cultures of local communities, workplaces, and even the local mall. The Hispanic population is 15 percent of the estimated total U.S. population—and will continue to grow. The Asian population is projected to grow 213 percent from 2000 to 2050 compared to a 49 percent increase in the population as a whole over the same time period.¹¹ American life increasingly involves interacting and working with individuals from vastly different backgrounds and cultures—a challenge and an opportunity that requires new skills and perspectives. Urban school systems are accustomed to serving students from a wide range of national and linguistic backgrounds. Now even suburban and rural schools are experiencing a new diversity that confronts students and teachers from the moment they enter school.

For all these reasons, international knowledge and skills are no longer just a luxury for a few would-be specialists but are a new basic for all students.

Improving Student Achievement

Many students are at risk of being unprepared for the demands and opportunities of this global economy, especially disadvantaged youth for whom American schools have historically fallen short. While agreeing with the need to introduce global content, many educators fear that doing so would divert attention from accountability demands to close the achievement gap on basic skills. Even if that gap is successfully closed, standardized tests of basic skills do not measure the thinking and complex communication skills that spell success in college¹² or the global skills needed for the knowledge-driven global economy.^{13, 14} For low-income and minority students, closing the basic skills gap is an essential step toward real equality of opportunity, but we must further engage underserved talent pools in order for our country to remain economically and intellectually competitive. All students, from cities to suburbs, will need the kind of global knowledge and skills discussed in this guide.

By providing relevant and engaging global content and connections, schools can demonstrably improve the required bottom line—good scores on state and local standardized assessments. In particular, *Asia Society's International Studies Schools Network*, a national network of design-driven secondary schools in low-income and minority areas with the mission of developing college-ready, globally competent graduates, is showing that in comparison with schools with similar demographic profiles in the same districts, these schools have higher test scores.¹⁵ These schools and others are realizing the opportunity to make instruction more effective through the infusion of global perspectives in the curriculum and school culture. Examples from these schools are included throughout this guide.

“We believe global partnerships and collaborations are fundamental keys to our ongoing success. What we look for in someone we recruit is the ability to lead globally—managing a diverse workforce and forging productive relationships across cultures. We also look for people with a global mindset—the ability to function well in different geographies among different groups of people.”

– SIDNEY TAUREL, FORMER CHAIRMAN AND CHIEF EXECUTIVE OFFICER, ELI LILLY AND COMPANY

Public Calls for New Skills

The American public recognizes the urgent need to upgrade our educational system for the 21st century. A nationwide poll of registered voters by the *Partnership for 21st Century Skills* reveals that Americans are deeply concerned that the United States is not preparing young people with the skills they need to compete in the global economy. Eighty percent of voters say that the skills students need to learn to be prepared for the jobs of the 21st century are different from what they needed 20 years ago.¹⁶ Respondents identified the skills of critical thinking and problem-solving, global awareness, technology, and communication and self-direction as those that need to be integrated into schools' curriculum. According to the *American Council on Education*, 90 percent of Americans agree that students should learn more about international issues.¹⁷ And a 2007 poll by the journal *Phi Delta Kappan* showed that 85 percent of the public believes learning world languages is important, and 70 percent believe it should begin in elementary school.¹⁸

Eighty percent of voters say that the skills students need to learn to be prepared for the jobs of the 21st century are different from what they needed 20 years ago.

– PARTNERSHIP FOR 21ST CENTURY SKILLS

*We must better prepare our students to succeed in an increasingly competitive world. This can't be accomplished with a 20th century education model... we need to educate the whole child for the whole world. Our economic competitiveness depends on it.*¹⁹

– GENE CARTER, EXECUTIVE DIRECTOR, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)

One of the great strengths of the United States is its adaptability. Schools and communities want to think beyond our borders to develop students who can both compete and lead in this century. States increasingly understand the need for an internationally competent workforce. Teachers, principals, and parents are recognizing that knowledge of the world is no longer a luxury but a necessity. This growing momentum for change signifies that the question is no longer *whether* to teach about the world beyond our borders, but *how* to do it in the context of other demands on schools.

This Guide

Indeed, that is the impetus for the creation of this introductory guide: *Going Global: Preparing Our Students for an Interconnected World*. Drawing on pioneering secondary schools from around the country, including those that have been identified through *Asia Society's International Studies Schools Network*, the *Goldman Sachs Foundation Prizes for Excellence in International Education* competition, and the *States Network on International Education in the Schools*, this guide includes sections to assist you in:

- **getting started**—whether by adding a single international element or by whole school transformation.
- **creating a global vision and culture.**
- **finding and preparing teachers**—and how to keep them updated.
- **transforming curriculum and instruction** in all major subject areas as well as in interdisciplinary projects.
- **internationalizing student learning experiences** through technology, exchanges, service learning, and internships.
- **partnering for success**—with universities, businesses, and community organizations.
- **finding resources.** Specific resources referred to throughout the guide as well as additional links, updated resources, and curriculum examples can be found at: *AsiaSociety.org/Education*.

Finally, some districts and states are embracing reform that tackles the integration of international knowledge and skills on a broad scale. Part V of this book will explore how districts and states can support schools in putting the world into world-class education.

“Global education and a focus on educating students for the 21st century can no longer be the focus of just a limited number of schools. Educating our students to become knowledgeable about the world, to be critical thinkers able to solve critical problems in a collaborative way, to feel empathetic with the global community, and to communicate in languages other than English are goals towards which all schools can and must work.”

– KATE MEENAN-WAUGH,
DIRECTOR OF GLOBAL INITIATIVES AND SERVICE LEARNING,
WASHINGTON INTERNATIONAL SCHOOL, WASHINGTON, DC

“Today’s world desperately needs students like us. It needs people who are educated enough to question what they read and hear in the media. It needs people who can switch from one language to another in a heartbeat without losing their train of thought.”

– FAUSTINE DUFKA, STUDENT, INTERNATIONAL HIGH SCHOOL,
SAN FRANCISCO, CALIFORNIA

For more information and resources see:
AsiaSociety.org/Education

PART II

What Schools Can Do:
Strategies for Success



Getting Started

Perhaps a school has been offering Spanish, French, and Latin for years, has been teaching a social studies elective about current world events, and has set up an e-mail pen pal program with students in Paris. Or maybe

in a school of 4,000 students, teachers conduct almost every class in a lecture style, provide few, if any, world language courses and have, until now, felt that developing a Japanese language program or a foreign-exchange relationship with an African country is simply out-of-reach.

No matter where a school may be on the continuum of internationalization, this guide is a starting point. No doubt, a school that is beginning this journey from scratch has a different road to travel than one that has already implemented some of the key components of an “international” school. But opening these doors for students is doable and worth the effort. Once these doors have been opened, their lives will change forever. Schools may want to start with a single international element or take a whole-school approach to change.

Developing a Single International Element

For many schools, it is most practical to start by adding a single international dimension. Indeed, the benefit to an incremental approach is that a school can infuse an internationally themed activity that is of particular interest to parents, students, or the wider community, and then find time to evaluate and perfect it. Such an approach builds confidence among faculty, and allows for the necessary training and professional development. Here are a few examples of such a step-by-step approach:

- **Use international exchanges to promote curriculum change.** As noted in Part I, *Newton North* and *South High Schools* in Massachusetts run a student-faculty exchange program with the *Jingshan School* in Beijing, China, every year. Over time, the program has served as a catalyst for district-wide curriculum change, bringing the study of Asian cultures into many academic disciplines.
- **Introduce critical languages to prepare for the global economy.** Parents are beginning to demand that their schools teach a new global skill set, one that includes, for example, instruction in Mandarin Chinese. Across the country, Chinese programs are increasing rapidly. See *Asia Society's How to Create a Chinese Language Program in Your School* guidebook.
- **Adapt well-established programs like Model UN.** The *International School of the Americas* in San Antonio, Texas, began their initial efforts at internationalization by participating in a university-run Model United Nations program for a small team of students. Teachers recognized the immensely valuable learning opportunities and sought ways to expand participation to all students. Eventually, the school wove this experience throughout the 10th grade curriculum as well as back-mapped the essential teachings and skills development into 9th grade.

- **Create one or two international courses.** *Evanston Township High School* in Evanston, Illinois, instituted a one-semester global studies requirement. Teachers developed courses on topics in which they had a personal interest, sometimes with advice from local university faculty. Over the years this grew into a year-long program for every sophomore student and a requirement for graduation.

Whole School Change

Some schools and districts may want to transform their entire school or create a new internationally themed school. *Asia Society's International Studies Schools Network* described in Part I, is one example of this. The *International Studies Schools Network* design matrix was created as a “roadmap” for the creation of these internationally-focused middle and high schools. The design matrix is organized into six domains:

- **Vision, mission, and school culture:** the processes that anchor the school as a source of international learning within the community.
- **Learning outcomes:** the systems for gathering data on student performance that demonstrate students’ abilities as college-ready and globally competent citizens.
- **Curriculum, instruction, and assessment:** the expectations and processes that guide the creation of an internationally-focused, problem-based curriculum and the related instructional strategies and assessments necessary to deliver it effectively.
- **School organization and governance:** the structures that enhance student and parent engagement with the school and promote deep teacher-student relationships that support learning.
- **Professional development:** the creation of professional learning communities specifically focused on international content, and the development of international travel and learning opportunities for teachers.
- **Family and community partnerships:** the ways in which a school can initiate and maintain relationships with families as well as with a range of business, university, and community organizations to support its learning mission.

International Studies School at Garinger, North Carolina

One example of an *International Studies Schools Network* school started with the assistance of the design matrix is *International Studies School at Garinger*, part of the Charlotte, North Carolina, school system. The school enrolled its first 9th grade class in 2006-07 in a building on a campus shared with another new, autonomous school. There are now four other autonomous schools on campus. A talented, diverse staff, including a full-time international studies coordinator, has worked hard to provide a rigorous, engaging curriculum and to develop a rich internationally themed culture. The school’s international focus has been enhanced through numerous connections to international resources within the community, including seminars with U.S. Foreign Service officers and international artists; participation in international travel opportunities to China; language development experiences through *Concordia Language Villages*; as well as development of a Global Hunger service learning initiative. Each of these additions was planned with care long before its introduction.

The Planning Process

Whether starting a new internationally themed school or integrating global knowledge and skills within existing instructional programs, it is important to pursue change systematically. Some key elements:

- **Organize a planning group** within the school community including teachers, administrators, parents, students, and business, community, and higher education representatives.
- **Analyze** your community’s connections to the world and existing international strengths within your school community that might serve as starting points for an initiative. Use the “Ten Questions to Ask Your School/Community” (see box).
- **Recognize or highlight best practices** in your community or state. Share the examples in this guide, or take staff and key constituents to visit schools that have infused a global focus, especially if their populations are similar to your own.

- **Create a plan** that builds on the existing strengths identified in earlier steps and reflects the needs and priorities of local residents. This may involve crafting a mission statement and a graduate profile that clearly defines what outcomes from integrating a global focus are expected and a design for integrating it across the entire school. Or, it may focus on a specific piece. The plan should have clear goals, including an overall timeline and interim benchmarks of progress, necessary materials and tools, and key roles and responsibilities assigned to keep the process moving. AsiaSociety.org/Education has key resources such as worksheets to assist you in creating a plan.
- **Support professional development**, giving teachers the opportunities and resources they need to bring the world into their classrooms and ensure that the required expertise is in place.
- **Mine the global assets** within the community by using local businesses, universities, cultural organizations, and families' cultural backgrounds to enhance the school or program's international focus.

Ten Questions to Ask Your School/Community

1. What are your state's current (and future) connections to other parts of the world, including economic development/jobs, cultural exchanges, and population diversity?
2. What knowledge, skills, and values will your community's graduates need to function effectively in the interconnected world of the 21st century?
3. How might the K–12 curriculum be strengthened to promote international knowledge and skills?
4. What is the status of world language study, including less commonly taught languages?
5. How can technology resources be used to extend the international knowledge and experiences of teachers and students?
6. What kinds of international exchange programs for students and educators are now available or should be?
7. What international expertise do your teachers or administrators have and what professional development opportunities exist or can be developed to help them to gain more?
8. Which local ethnic communities or language groups can be tapped to strengthen learning about the world? And which partnerships can be created with colleges, businesses, and cultural or international affairs organizations to help enhance students' and teachers' international knowledge?
9. What student leadership opportunities or community service activities exist or could be developed to promote students' democratic values, citizenship, and global understanding?
10. How can your school and community libraries, after-school programs, and other informal learning resources be used to promote learning about the world?

For more information and resources see:

AsiaSociety.org/Education



Creating a Global Vision and Culture

Before embarking on a campaign of change in your school, it is important to have an idea of what an internationally oriented education encompasses and what competencies students will acquire. It is also important to have a vision of what your school hopes to achieve and to create a school culture that is open to global learning. But bear in mind the advice of those who have been there: start slowly, one step at a time.

This section discusses the elements of an international education, the competencies that students will acquire, and different ways to create a global vision and culture in your school.

The Elements of an International Education

While definitions of “international” or “global” education vary, it is generally agreed to include:

- **knowledge** of other world regions, cultures, and international/global issues;
- **skills** in communicating in languages other than English, working in cross-cultural environments, and using information from different sources around the world; and
- **values** of respect and concern for other cultures and peoples.¹

International education includes teaching and learning about other world regions through arts and culture, language, economics, geography, history, mathematics, and science. It is not a separate discipline, but is a perspective that informs and modernizes every discipline. International education also encompasses study abroad, academic and professional exchanges, and collaborations on every level.²

North Carolina in the World, a K-12 educational initiative in that state, describes the competencies that students should gain through exposure to international education as:

- **Cultural awareness**—an in-depth knowledge and understanding of one foreign culture very different from one’s own.
- **Awareness of world events and global dynamics**—the ability to analyze and understand current world events, international issues, and global debates.
- **Effective communication**—proficiency in a second language.
- **Collaborative teamwork**—the ability to solve problems collaboratively with individuals from diverse cultures and function effectively as a member of a multi-national team.³

Sample Mission and Vision Statements

Ross School, East Hampton, New York

Our mission is to change the way education meets the future; to foster interdisciplinary, integrated thinking and innovative leadership; to engage fully in the global community; and to facilitate lifelong learning.

University Preparatory Academy, Seattle, Washington

University Prep is committed to developing each student's potential to become an intellectually courageous, socially responsible citizen of the world.

Walter Payton College Prep High School, Chicago, Illinois

The vision of *Walter Payton College Prep* is to give all students rigorous academic and experiential education that prepares them to be leaders in their communities, in Chicago, in our nation, and in the world beyond. In this way, our students will be prepared to take an active role in determining America's role in the community of nations in the 21st century.

Washington International School, Washington, D.C.

The mission of *Washington International School* is to provide a demanding international education that will challenge students to become responsible and effective world citizens.

Creating or Revising a Mission/Vision Statement

A standard element of any school is a vision or mission statement that defines the work of the school and often delineates particular areas of focus. Schools find these statements useful as guides for their planning and as a metric for decision-making about whether outside resources and programs serve their greater mission or not. If your mission statement puts a priority on the development of international knowledge and skills, it will lay the groundwork for “internationalizing” the school, its culture, and its curriculum. Above are some internationally-focused mission and vision statements from several schools that could serve as examples for those who may want to revise or create their own statement.

Creating an International School Culture

The vision and mission can drive the intentional creation of a school culture that supports internationally-focused teaching and learning. In Roland Barth's book on changing a school's culture, *Learning by Heart*, he defines culture as “the complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization.” Many schools begin with external symbols of their international focus, including the display of flags of the world, or the creation of special events such as culture fairs or international food days. While these are fun and important elements, they are only a first step in creating the kind of school climate where international issues are woven seamlessly throughout students' learning experiences, and opportunities to work in diverse settings and with students from across the world build students' interest and capacity to work across cultural differences. The creation of an international school culture through the school's day-to-day practices must be a well-thought-out process that lays the foundation for the kinds of teaching and learning described in this guidebook. It is both an intellectually rigorous and emotionally astute process that creates a safe and respectful place for internationally focused learning to occur each day.

Here are examples of the types of intentional experiences that create a culture of openness, which is an essential foundation of an internationally focused school.

School Culture

The summer before *Mathis High School for International Studies* in Mathis, Texas, opened, school leader Elizabeth Ozuna organized a community-wide book study of Paul Fleischman's *Seedfolks* about the unifying effect of a handful of beans in the lives of a diverse group of people. Throughout the summer, students and adults discussed the “big ideas” in the text as a foundation for creating the school's vision and mission statement.

At *Sissonville High School* in Charleston, West Virginia, each day begins with announcements on global issues and events. Friday poses the popular, international question of the week. Monthly speakers and discussions include students who have studied abroad, professors, business leaders, and state government officials.

Developing an International Strand or Diploma

Some schools offer special international strands or diplomas as an incentive to students if they take a certain number of internationally focused courses. Travel abroad, service learning projects, or capstone projects can also be included in these special programs.

At *Providence Day School*, in Charlotte, North Carolina, for example, students can earn a Global Studies Diploma in addition to their regular high school diploma. Students must host an exchange student or participate in a study visit abroad with a home stay; participate in two globally focused events or clubs; complete a global research project; and demonstrate global competency through written global awareness assessments in their senior year.

Needham High School in Needham, Massachusetts, has introduced a new Global Competence Program. The program allows students to work toward a Certificate of Global Competence through the successful completion of academic requirements and includes foreign exchange and community service opportunities.

The *Olathe Kansas School District* conducted focus groups of more than 400 community participants on the necessary ingredients of a 21st century education. The result was the creation of the 21st Century High School programs that allow students to earn endorsements, much like honors notations on transcripts, for successfully completing programs that augment their 21st century skills. For example, the International Studies program offers special classes in international relations, business and law; and the art, history and cultures of selected world regions.

“It is the unified and purposeful school culture that creates the collective high expectation of students and staff, collective high confidence among adults, and collective high degrees of student progress.”

– YVONNE CHAN, PRINCIPAL,
VAUGHN INTERNATIONAL STUDIES ACADEMY,
LOS ANGELES, CALIFORNIA

Eugene International High School, Oregon

Created twenty years ago, *Eugene International High School* in Eugene, Oregon, offers classes across three high schools. The required core curriculum centers around culture, history, political systems, economic and belief systems, with each grade focusing on a particular world region. For example, in 10th grade, Global History classes study the Cultural Revolution in China and the Values and Beliefs class explores Buddhism, Taoism, and Confucianism. At the same time, language arts teachers discuss literature from China and fine arts students try their hand at Chinese calligraphy. In the 12th grade, a culminating research project and internationally oriented community service are required.

Developing a Graduate Profile

A powerful way to gain clarity about an international vision for a school is to develop a profile of the graduate that will emerge from it. This profile describes the knowledge, skills, and dispositions that define a student’s global competency as well as college readiness. The design of a Graduate Profile is hard work and requires extensive conversation and collaboration on the part of a school community. Many schools and districts have found it easier to take an existing Graduate Profile and to customize it or adapt it for the school’s specific context. With that in mind, the *International Studies Schools Network* (ISSN) Graduate Profile is included as an example for schools to use or adapt.

Once created, the Graduate Profile becomes the compass and guide for all school work. Curricular alignment, course of study development, and the creation of enrichment learning experiences enable students to meet the learning outcomes that the Profile defines. It also can provide the “yardstick” of achievement for student portfolios that demonstrate the dual goals of college readiness and global competence.

For example, at the *Denver Center for International Studies*, the faculty recently developed a portfolio system, beginning in the middle grades, to help students in their advisory program document their personal development toward the goals of the Graduate Profile. “We want them to understand, as they learn about world cultures, how they are developing their own global competencies along the way,” says principal Dan Lutz.

Profile of an *International Studies Schools Network (ISSN)* High School Graduate

***ISSN* Graduates Are Ready for College. They:**

- earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum.
- have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.
- learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
- graduate with all options open for post-secondary education, work, and service.

***ISSN* Graduates Have the Knowledge Required in the Global Era. They Understand:**

- mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics.
- critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.
- how the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.
- the history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.
- arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions.

***ISSN* Graduates Are Skilled for Success in a Global Environment. They:**

- are “literate for the 21st century”—proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.
- demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.
- use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.
- make healthy decisions that enhance their physical, mental, and emotional well-being.

***ISSN* Graduates Are Connected to the World. They:**

- effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.
- analyze and evaluate global issues from multiple perspectives.
- understand how the world’s people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

For more information and resources see:

AsiaSociety.org/Education



Finding and Preparing Teachers

Any school that wants to expand its students' understanding of world regions, cultures, or global issues, needs teachers who both believe in the mission and are knowledgeable about the international dimensions of their subject. Teachers, no matter how enthusiastic they are for new approaches or new subjects, can only teach what they know—from study, travel, experience, or reading and sharing with their colleagues. They need opportunities to expand their own knowledge and time to plan, implement, and review their work. Schools also need educational leaders who know how to support teachers and who understand how to develop international curricula and opportunities for students, while meeting state standards and accountability requirements. Such leaders understand that meeting standards and developing new international themes for instruction can be mutually complementary and successful.

Recruiting Internationally Oriented Teachers

The most obvious first step is simply to recruit teachers who have an international background. This may mean locating or cultivating teachers who have knowledge of a world region or looking in local immigrant communities for potential language teachers. Seek out teachers who have studied or lived abroad and developed a passion and insight into a relevant region of the world. For instance, the teacher who lives in Tokyo for a summer will undoubtedly watch ceremonial displays, visit museums, take walks, imbibe local food and drink, meet other teachers, talk to youngsters, and begin to develop the interest and tools to come back home and bring those experiences to the classroom. Find that teacher, whether he or she is a scientist, historian, language arts or world language specialist, or develop him or her within your school's budget constraints and commitments to international instruction.

In recruiting staff, look for the knowledge, skills, and dispositions that are essential to effective teaching. Find teachers with:

- **A deep quest to learn.** Studies show that lifelong learners are the single best cadre of teachers for innovations in education. They are news junkies, voracious readers, and have traveled abroad. They are open, fearless, and see diversity as an asset.
- **Knowledge of a world language or culture** or the desire to master one.
- **Resourceful, engaging personalities.** These teachers do not stop with the materials handed out in schools—they search online for resources and attend outside conferences. They are confident enough to make mistakes, to be flexible, to let students lead. Creativity rules their day.

- **Awareness of global trends.** Such teachers keep up with international news and events and have a strong sense of global systems and history. They understand real-life connections to their own discipline, and know how to make their subject matter relevant to students' lives.
- **Commitment to equity.** Teachers who act every day on the belief that every one of their students can gain the knowledge, skills, and values to prepare for success in the global environment are ideal anchors for new curriculum development.
- **Indiana University's School of Education** offers the "Learning Through Experience," Overseas Student Teaching Project. The university has established partnerships with schools and educational officials in 13 countries, including Costa Rica, India, Ireland, Kenya, Russia, and China, allowing candidates to learn about education, culture, and life outside the United States at a formative phase of their training and includes time teaching abroad.
- **Michigan State University's College of Education** faculty members have worked with the University's *Title VI* area studies centers to infuse global perspectives and resources into a Social Foundations of Education course, required of all education majors, and required senior level methods courses in all subject areas. The College is launching the new Global Educators Program, for prospective teachers interested in bringing global knowledge and perspectives to their teaching practice. It will include globally oriented professional education courses, extra-curricular activities, and international experiences.
- **The University of Wisconsin—Madison's School of Education** requires all pre-service teachers to take a 3-credit Global Perspectives course, drawn from a list that includes courses from departments throughout the university. An optional 21-credit Certificate of Global Studies is available to students who are interested in focusing more intensely on global education. The University is also beginning a process of internationalization of the required professional education courses for teachers. These build on long-standing international student teaching programs in Argentina, Australia, Ecuador, England, Namibia, and New Zealand, and other locations.

Sources of Teachers

Peace Corps

Many returned *Peace Corps* volunteers go into teaching and bring a wealth of international and cross-cultural experience to their classrooms. The *Peace Corps* also partners with universities around the country to offer support to volunteers for graduate school. For information on these programs, see AsiaSociety.org/Education.

Visiting Teachers

Teachers from outside of the United States who agree to serve at a U.S. school for a year or more bring many benefits. These teachers can bring the world directly into a classroom, while exposing other teachers to international best practices and expanding their international knowledge. With increasing diversity in U.S. classrooms, a visiting teacher can strike a chord as a role model whether students are international or not. The *Visiting International Faculty Program* in North Carolina has brought teachers from all over the world to classrooms across the country. Language teachers from abroad are in particularly strong demand as teachers or teaching assistants. Several states have memoranda of understanding with a number of countries to bring language teachers to the United States. *The College Board* has been sponsoring teachers from China to teach Chinese in U.S. schools.

Teacher Preparation Institutions

Most teachers are not required to take any international courses as part of their preparation. In fact, teacher preparation programs are the least international part of universities. Schools of education around the country are beginning to recognize the need to internationalize their programs. *The Longview Foundation* is among the organizations supporting these efforts.

Pose the question to the college of education near you: "What is your institution doing to prepare prospective teachers to teach about the world?"

Professional Development

Recognizing that it may not be possible to tap that perfect teacher, working with the assets in your school is equally and vitally important, and offers exciting opportunities to the teachers themselves. They may not have had the opportunity to study other world regions as part of their training, but many have the desire to continue to grow.

Successful schools put in place an array of resources for adult learning.

University Offerings

Most universities and colleges around the country have been increasing the international expertise of their faculties; K-12 teachers can connect to faculty in those institutions to deepen their knowledge of world regions and global issues. In particular, *Title VI* centers receive federal funding to promote the study of Asia, Africa, Canada, Eastern Europe, Inner Asia, Latin America, the Middle East, Pacific Islands, Russia, Western Europe, and international studies and are expected to offer professional development for teachers as part of their mandate.

Some schools are fortunate enough to be located within a stone's throw of a university that offers professional development for teachers in international studies. For example, *Metropolitan Learning Center* in Bloomfield, Connecticut, has access to *Yale University*, 40 miles away. *Yale's* Program in International Education Resources offers a rich resource-borrowing program, and specialists in East Asian, African, European, and Latin America studies have provided staff coaching to teachers at the school. Similarly, *Evanston Township High School* in Illinois has developed strong links to local universities. Teachers make regular use of *Northwestern's* library on African history and culture, while at the *University of Chicago*, they tap the South Asia Center and the Middle East Center. *Northern Illinois University* has an outreach center focused on Southeast Asia. These universities have also supplied speakers for high school programs and offer summer workshops.

National Consortium for Teaching About Asia

The *National Consortium for Teaching about Asia* offers seminars in 46 states to encourage teaching and learning about Asia in world history, geography, social studies, and literature courses. Consider sending key teachers to one of its many seminars, and ensure that teachers share what they've learned. Teachers who participate benefit by learning from experts in the field, receiving stipends, and the opportunity to participate in study tours and follow-up seminars.

Examples of University Partnerships

- The Asian Studies Outreach program at *University of Vermont* has run a statewide program for more than 10 years that introduces the study of Asia to Vermont schools. Three hundred schools, or 50 percent of Vermont schools, are offering content about Asia on a regular basis.
- *Ohio State University's* Social Studies and Global Education program offers an online global education course for practicing teachers in all subject areas. The resources developed for this course are available to anyone.

Professional Development Workshops and Conferences

Conferences and meetings held by a number of education and international affairs organizations offer teachers the opportunity to develop their international knowledge and skills at convenient times and affordable prices.

Travel and Study Opportunities

Steve Ford, a history teacher at *F.A. Day Middle School* in Newton, Massachusetts, says that foreign travel has taught him to “be more diligent in presenting the past and the present of China together” in his curriculum, “to make sure students aren't locked into a stereotype in their view of a complex country and culture.” Many funding opportunities for teacher travel are available through *Fulbright* programs, *Rotary Clubs*, and other organizations.

There are many benefits to having a well-traveled staff. Teachers will bring back new cultural, linguistic, and historical knowledge about the regions they visited. Schools should develop expectations that teachers who travel will integrate their new learning into curriculum and instruction, and share it with colleagues. Many teachers also use their travel experiences to design and offer travel opportunities to the same region for their students. It is important that there be strong preparation for such study/travel and that there is also an effective debriefing process that allows participants to make meaning of their experiences and answer the questions: “So What?” and “Now What?”

The Importance of Teacher Travel

When we travel, we make ourselves vulnerable, and we learn in ways that surprise and delight us. These experiences both energize and inform our teaching because the culture and the people have dimension.

– MELISSA WAFER-CROSS, ENGLISH LANGUAGES ARTS TEACHER,
LUBBOCK HIGH SCHOOL, TEXAS

I have really used my trip as a springboard to promote the idea of world travel to my students. I want them to see that there is a world bigger than Charlotte, North Carolina, and the USA. I really think that travel not only develops one's sense of self, but that it is one of the best ways to educate people on other cultures of the world.

– LESLIE BUTTCHER, CIVICS, ECONOMICS, AND WORLD HISTORY TEACHER, INDEPENDENCE HIGH SCHOOL,
CHARLOTTE, NORTH CAROLINA

When teaching units on China, I feel much more confident and I have personal experiences and photos that I use to enrich class lessons. Instead of relating information from a textbook, I have a passion, excitement, and a better understanding of the material I have taught for years.

– PATTY ELLSWORTH, 10TH GRADE WORLD HISTORY TEACHER,
DEL SOL HIGH SCHOOL, LAS VEGAS, NEVADA

School Visits

As the saying goes, seeing is believing. *Asia Society* offers videos of several internationally themed schools but taking teachers to visit a school with an established international program makes such a program all the more tangible. An effective school visit needs proper school selection, preparation, and post-visit evaluation. This is true if the school is two blocks or two continents away.

Prepare for the visit by reading information on high quality international education and the models in place at potential schools to be visited. These may include *International Studies Schools Network* schools, schools that have won accolades through the *Goldman Sachs Foundation Prizes* program, or *International Baccalaureate* programs. Acquaint yourself with the demographic, district, and achievement data of the school.

Narrow your selection to a single school whose mission dovetails with your own. Plan, individually or with a study group, a list of questions that you have about the school that can be answered in advance of or during the visit.

Arrange for a combination of school touring, classroom observations, talks with teachers, and student and parent interactions. If the school has academic teams, by grade level or by subject, try to arrange to sit in on a team meeting.

During the visit, keep in mind three questions to guide your observation: What did I see? What didn't I see that I expected or had hoped to see? What questions do I have that need to be answered after the visit? These will be useful in the debriefing with school officials or in follow-up conversations.

After the visit, hold a conversation with colleagues comparing and contrasting your own school setting with the school visited. Look for similarities, differences, and ideas that could be starting points or extension places for your own work in international education.

Creating a Learning Culture in the School

Schools can do a great deal to develop the international knowledge of faculty by working collaboratively from within. Faculty are often able to steer their own professional development once they know the range of resources that are on hand. Key to the creation of the right climate is ensuring that teachers feel safe to share their ideas, their fears, and their needs. Some ideas to keep in mind when moving to “internationalize” a school:

- **Professional development activities should show both how to integrate meaningful global content and how to incorporate skill development** that may be mandated by states.
- **Bring other cultures into the school** in ways that are meaningful for the age of the students, the interests of faculty, and the goals of the international program.
- **Keep activities engaging, actively involving teachers** and working to combine good pedagogy with rich content. Help teachers see that they are building on what they already know. Select teachers to lead who have already developed their craft to a high level. Some engaging activities to consider:
 - **International book clubs** that are both fun and afford learning opportunities for teachers.
 - **Collaborative curriculum development**
 - **Simulation experiences and experiential learning** that include content about a specific global issue.
- **Offer frequent opportunities for teacher reflection**—on their own and with colleagues. Studies have shown that the deeper and more frequent any given staff development activity is, the more likely it is to make its way into the curriculum.
- **Develop a rich body of resources** that teachers can use in their own classrooms.

Teachers can't teach what they don't know. To prepare students for the global age, we must first ensure that our teachers are equipped with the necessary knowledge and skills. Part III explores key concepts, examples, and how teachers can get started in adding an international dimension across the curriculum.

Castilleja School: Teachers Develop Global Curriculum

At *Castilleja School* in Palo Alto, California, a grant program funds summer study for teachers to collaborate with colleagues on global curriculum development. For instance, history teachers worked with Google Earth to enhance lessons on global geography, and Spanish, English, and science teachers developed curriculum designed to educate students about fair trade and sustainability.

International School of the Americas: Teachers' Book Club

As part of its professional development, this school has conducted 2-3 book studies a year as a whole staff. The school has read a diverse array of books from Thomas Friedman's *The World is Flat* to Ted Sizer's *The Students Are Watching*. Book studies are an easy way to create a shared experience and some common vocabulary and concepts to prompt the staff's deeper thinking on issues and encourage increased dialogue on specific topics.

For more information and resources see:

AsiaSociety.org/Education

PART III

Transforming Curriculum
and Instruction

A school's curriculum defines what students are expected to learn. As such, it is the primary vehicle through which international knowledge and skills can be integrated into students' learning. Although many people associate international content solely with social studies or world languages, international knowledge and skills can be integrated into every curriculum area, from math and language arts to visual arts and science. Part III of *Going Global* provides examples of how educators in diverse schools around the country are integrating international content across the curriculum and strengthening world languages. A single guide cannot be comprehensive for any curriculum area, but the examples given here demonstrate the variety of approaches and show that teaching and learning about the world is within reach of every type of school. These examples are presented within a framework of key concepts that identify the way in which each subject area can contribute to students' global competence. Each section also presents easy starting points for the work of bringing a "global focus" into a subject. Additional resources can be found on AsiaSociety.org/Education

To improve student learning, this broadened curriculum content needs to be married to the best practices in instruction. And, indeed, certain instructional features are common across all curriculum areas in a globally-focused school. These include: motivating students through engaging, relevant content; combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives; exploring cultural universals and common themes as well as deepening appreciation of cultural differences and diversity; demonstrating interconnectedness—connecting the local to the global and the past to the future; using purposeful inquiry into large questions; using primary sources from the United States and other countries; emphasizing interaction with people in other parts of the world as part and parcel of the learning process; and placing a strong value on the ability to communicate across cultures and in languages other than English.

Assessment is also an essential element to consider when internationalizing a school's curriculum and culture. The importance of standardized tests as a source of data on student achievement as well as an accountability measure cannot be underestimated, but these assessments need to be seen as the "floor" of achievement aspirations for students rather than the "ceiling." As schools move toward engaging students with global content there is a need to develop assessments of learning for tasks, products, and outcomes not measurable by traditional standardized tests. One example is the work *Asia Society's International Studies Schools Network* is conducting with the *Stanford School Redesign Network* and *Envisions Schools*, a charter school organization. A set of rubrics will be designed for each academic content area to outline standards of "college ready" student work and the knowledge, skills, and dispositions representing global competence. Once completed, these rubrics will be used as part of a graduation portfolio system and also to drive the instructional planning of schools. Schools might consider using a graduate profile like the one highlighted in Part II, and then create a portfolio of measures, including but not limited to standardized test scores, for students to demonstrate the knowledge, skills, and dispositions outlined in the graduate profile.



Science

The 21st century is rooted in science. Science surrounds us in our lives at home, school, and work, and almost everyone uses technology and scientific applications daily without even thinking about it. Yet,

international data¹ show that among students in industrialized nations, American students as a group are well below average in their knowledge of science and ability to apply scientific knowledge to newly presented problems. It is critical to improve our students' interest and performance in science. Our economy is increasingly science-based and needs scientifically competent graduates. And to be informed citizens of the 21st century, our students need to be able to judge policy issues that increasingly have a scientific or technical base.

The symbols of science themselves are international, like those for mathematics and music. Studying the origins of science in itself is one step toward showing the international dimension of scientific inquiry. But learning by doing is the most essential means by which students will ultimately understand the roots and implications of global problems and learn the means by which, working with peers around the globe, to solve them. Indeed, almost any scientific topic can be taught through an international lens. Addressing the global dimensions of science is not an add-on to the curriculum but a way of enriching the required curriculum while still meeting state standards. Done right, it will help students connect science to the “real world” and recognize its impact on their own lives.

Key Concepts and Examples

Here are some ideas for using science to promote students' global competence:

Teach the Global History of Science

From China, where the solar year was calculated in 444 B.C.E., to ancient Greece, scientific knowledge and skills traveled along trade routes, which were centered in the Islamic world 1,000 years ago. The Arabic numerals we use today were invented by Indian mathematicians, but the concept was spread by Arabs. In the 13th century, Arab scientist Qutb Al Din was probably the first person to explain rainbows. Many scientific instruments were developed first in Asia. Western science has drawn on this heritage of ideas and discoveries and science has developed universal methods of scientific inquiry and standards of evidence. Today, important scientific institutions can be found on every continent, science is increasingly conducted in global teams, and the top scientific publications publish contributions from scientists around the world.

Engage Students in Science by Addressing Global Challenges

While some students are interested in science for its own sake, many more students become engaged when they see it as a tool for solving major problems in the world. By presenting global issues with scientific implications, teachers can help students see the broad ways in which “everything is connected” and help them learn how to use the tools of science to solve problems. Ideally, such a problem or issue is presented as early in the academic year as possible, and students have a chance to learn the skills they will need to solve the problem. They become working scientists who ask: What do I need to know to answer this question? Their teachers in turn provide the tools to make meaningful inquiry and solutions feasible. Rather than memorizing concepts from textbooks, students become active learners, capable of extrapolating newfound knowledge to other problems. There are global challenges to engage students within every field of science as well as issues that require interdisciplinary approaches. For example:

- **Earth Science.** Analyze the causes and consequences of earthquake activity worldwide and propose solutions to minimize damage and loss of life.
- **Chemistry.** Compare fuel use around the world and analyze the strengths and weakness of various alternative fuels.
- **Biology.** Examine global nutrition issues by analyzing new means of farming or consider the worldwide impact of growing particular crops. Study global infectious diseases and the impact of vaccines and antibiotics on virus mutation.
- **Physics.** Examine the workings of hybrid and electrical cars and their scalability to world transport needs.
- **Interdisciplinary projects.** Analyze the worldwide problem of limited supplies of clean water through chemistry (molecular makeup), geography (river patterns), and social studies and math (water use and conservation).

Learn to Do Science through International Collaboration

Scientists often work in global teams—across countries and continents. Schools around the United States are similarly connecting with others around the globe to discuss and solve scientific problems. Some examples:

- Students at *Bard High School Early College* in New York City have partnered with schools in China on a comparative study of the Hudson and the Huangpu Rivers. Broken into groups, students looked at such issues as biological diversity, soil analysis, water analysis, and environmental policy management and then shared strategies with their counterparts.
- Students at *Plainfield High School* in Indiana are paired with the *Lycée Jean Rostand* in Strasbourg, France, for a global team project on sustainable development. Their research on recycling and management of laboratory waste will be documented in both English and French.

Schools can make international collaboration a core part of a science program by joining an existing international science collaboration. For instance, the *GLOBE* project is a worldwide hands-on science and education program that allows students to work with scientists and other students around the world (see box). *iEARN* also has a number of science projects between classrooms across countries, from the Great Apes Project, in which students discuss worldwide preservation efforts of this important mammal, to the creation of a micro-ecosystem, which is then compared with another student-created micro-ecosystem in another part of the world. Another program, *One World Youth*, involves students in collecting data on bird and butterfly migration across countries. Libraries, area scientists, universities, and research divisions of local companies all can provide ideas for projects as well as offer expertise in solving science problems. Examples of activities to share with a global partner:

- Experiments to compare water or air quality in different locations using locally collected data as well as secondary sources such as statistics available on the Internet.
- Comparison of renewable and non-renewable energy resources to power production in each country.

“Science and math are really global activities. And if you think that that’s the way you want to go, you can expect to have colleagues all over the world. There is a real need to be able to meet them, not only on the footing of science and math, but on their own ground in terms of their language, their culture, and their ideas.”

– SHIRLEY MALCOM, VICE PRESIDENT, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

- Exchange of information about the contrasting geology and rock types of local regions, including how the geology influences the landscape.
- Design and creation of gardens, exploring with a partner school the effects of different climates on management, choice of plants, and use of herbicides, fungicides, and insecticides.

How to Get Started

- Join an existing international science collaboration, such as those offered through *GLOBE* or *iEARN*, that allow students to work with students in other parts of the world to collect and compare data.
- Science museums, universities, and organizations often have resources online that allow students to retrieve up-to-date information from many countries on scientific topics of interest to students.

Academy of Science, Virginia

Opened in 2005, this public school in Sterling has an international focus through its ties to Singapore's premier high school, the *Hwa Chong Institution*. Teams of students from the two schools collaborate by email to design sophisticated research projects that are carried out during the school year. Projects include, "An Evolutionary Study of the Courting Songs of Crickets Found in the USA and Singapore," and "Comparison of Antibacterial Properties of Western and Asian Herbs." Students and teachers participate in exchange programs in which students continue their project work and teachers discuss teaching approaches with international colleagues. George Wolfe, principal of the *Academy of Science* says, "*International collaboration in science leads to discovery of science but also shows kids the level of science being done in other countries. And working with people from other countries and traveling to and receiving guests from other countries wakes kids up to something outside Virginia.*"

GLOBE

GLOBE offers hundreds of thousands of students around the world the opportunity to work in partnership with professional scientists. Together, they take scientifically valid measures relating to the environment, report the data, and publish their joint research online. Teachers are provided with ongoing professional development and contact with teachers, students, and scientists worldwide. Projects are explored in four areas: seasons and biomes, the carbon cycle, watershed dynamics, and the deep sea.

For more information and resources see:

AsiaSociety.org/Education



Mathematics

Mathematics is a highly international discipline: people have studied and applied mathematics on every continent and in every civilization. The language of mathematics is truly universal: a math teacher in

Arizona can pick up a textbook from Thailand and understand the section on logarithms. At the same time, a math curriculum must respond to local requirements: covering specific skills, techniques, and concepts, and even particular textbooks and sequences.

An international approach to mathematics learning can provide tremendous rewards for students and satisfaction for their teachers. Students who learn to view the world as a space that illustrates and evokes math concepts, learn to reason mathematically. For example, asking students to trace the geometric patterns used in architecture across several continents provides a rich context for understanding geometric relationships that are reflected not only in shapes but also by the formulas used to calculate area or volume for different shapes. Students who can employ math skills such as data analysis, algebraic problem solving, and probability develop a deeper understanding of the complexity of world issues and can propose solutions that are informed by real data.

Key Concepts and Examples

Using the world to understand mathematics and using mathematics to understand the world are paired goals that support the development of global competence. The interconnectedness of these aims is illustrated by several key concepts.

Math is a Global Language that Transcends Culturally Specific Symbols and Constructions

Because mathematical representations are understood universally it is tempting to think that math is already “internationalized.” To make explicit the universality of math, teachers can design activities that require students to synthesize information from multiple perspectives, locations, or time periods. Students at *Dana Hall School* in Wellesley, Massachusetts, explore patterns through ciphers ranging from Mayan cultures to code breakers in World War II. Looking at patterns like these reinforce the universal characteristics of mathematical symbols, approaches, and solutions.

At *Scarsdale High School* in New York students examine and construct geometric grids and patterns from Islamic art while learning about their religious significance. As their geometry unit progresses, the impact of Islamic art from the Far East to Europe is traced, culminating in the art of M.C. Escher, whose famous tessellations were inspired by a visit to the Moorish Alhambra Palace in Grenada, Spain. Students are then taught the “nibbling technique” to create tessellations in the spirit of M.C. Escher.

Mathematics is also rich with patterns beyond geometry. Students of music and poetry may be surprised to know that combinatorics has played a role in composition in a variety of civilizations, from the *Meru-Prastaara* (“Tower of Gems”) of the Hindu mathematician and poet Pingala—better known today as Pascal’s triangle—to the embrace of combinatorial techniques by Bach, Mozart, and modern “serialist” composers such as Milton Babbitt.

Use Applied Mathematics to Explore Global Issues and Collaborations

While some students find mathematics interesting for its own sake, other students find it valuable when it allows them to answer questions about the world. Traditional types of word problems can be placed into relevant, international contexts: for example, students can write linear equations to describe the growth of Asian bamboo or the increase in global demand for fossil fuels. Students who encounter math ideas in contexts that draw on their intuitive understandings of pattern and quantity, develop a foundation for understanding and applying abstract and symbolic representations.

The widespread availability of data on the Internet and tools such as calculators and probeware allow students to collect and use data to describe global issues. For example, students can easily find and analyze CO₂ emissions from the Hawaiian volcano Mauna Loa, which are the global benchmark for greenhouse gas levels, and investigate both short-term (periodic) and long-term (exponential) trends. Data can be unpacked at a variety of levels: from simple graphing and pattern-recognition to analysis using regression, correlation, and extrapolation. Algebra II students at *Castilleja School* in Palo Alto, California, examine the populations of countries as an introduction to logarithms and exponential growth. Students represent population data as bar graphs and histograms and research “population pyramids” that give a demographic snapshot of an entire country.

Using technology to access data in real time—for instance, looking at weather patterns or predictions around the world, allows calculus students to study trends using different mathematical models. Younger students can experience mathematical modeling through simulations such as those available at the *Shodor Foundation*. By experimenting with relationships between variables in complex mathematical simulations, students can learn about interesting, real-world situations such as predator–prey relationships.

Videoconferencing, social networking, and other communications technologies allow students to collect data and solve problems in tandem with students from other schools. Collaborative data sets collected at several locations world-wide expand the international dimension of a research question. Using the data, students can interact cross-culturally to discuss and interpret their results. Students can also participate in international competitions: pre-calculus students at *Forest Ridge School of the Sacred Heart* in Bellevue, Washington, share “Problem of the Week” solutions in an international math competition sponsored by their sister school in New Zealand. Many schools compete in the *International Math Olympiad* or the *American Regions Mathematics League* Power and Mandelbrot competitions, which receive entries from as far away as Taiwan and Bulgaria.

Teaching the Global History of Math

Putting math in historical and cultural contexts shows that mathematics is something developed by people, not handed down from “on high,” and provides a point of entry for students whose experiences with math have been both abstract and frightening. Teachers can highlight the diverse origins of mathematical ideas and their re-emergence in different cultures. For instance, the Pythagorean theorem is discussed in four ancient mathematical texts representing Babylonian, Egyptian, and Indian mathematics. Pascal’s triangle was discovered by Hindu and Chinese mathematicians long before Pascal. Ancient Greeks believed that numerical proportions played important roles in beautiful art and harmonious music; and ideas about proportion, symmetry, and “the golden ratio” are found in the art of many cultures. These lessons help students see how mathematics and creativity are intertwined.

Learning from the World—Mathematics is Taught in Different Ways in Different Places

Have teachers examine examples of curriculum and pedagogy in other countries to generate reflection about what is taught and how to teach it. Teachers picking up mathematics textbooks from Singapore are amazed by how thin they are: in Singapore, students engage deeply with a few core concepts each year and outperform American students significantly. Two studies provide insight into similarities and differences between mathematics in the United States and other countries. *The Organization for Economic Cooperation and Development* Program for International Student Assessment (PISA) and the Third International Mathematics and Science Study (TIMSS) have data on student performance around the world and videos of teaching in different countries.

How to Get Started

- Compare data from different parts of the world (disease, relative wealth, cost of milk vs. cost of gas, water, etc.); graph and interpret.
- Learn about Japanese “lesson study” and form a group that designs, teaches, and reflects on a math lesson using this approach.
- Use math as content in a foreign language. Even discussing or doing basic mathematics can build important skills in the new language.

Advanced Placement Courses and International Baccalaureate Programs

Two ways for schools to begin offering classes with an international bent are through the Advanced Placement (AP) and International Baccalaureate (IB) programs, both of which offer access to high-quality courses and professional development.

AP courses, offered by the *College Board*, often have an international element, and can be added to current high school course offerings while giving students a chance to earn college credit. For example, AP options include World and European History, Human Geography, Comparative Government, and several world languages, including Mandarin, French, German, Japanese, Spanish, and Latin.

The *International Baccalaureate Organization* is an international non-profit that provides elementary, middle, and high school programs. The high school program—the IB Diploma—is accepted by universities around the world. Two distinctive aspects are the Theory of Knowledge course and the required Creativity, Action, and Service component. IB programs require a larger commitment as they must be adopted on an entire school level.

For more information and resources see:

AsiaSociety.org/Education



English Language Arts

Traditional English language arts courses typically pair writing instruction with the reading and analysis of literature from various genres. Internationalizing English language arts requires teachers to broaden the selection of literature to include works from around the world, thus expanding the traditional canon of literature with which students will engage. It offers students and teachers an opportunity to discover universal themes and characters, to understand the power of stories over time, to deepen insight into other cultures and histories, and it illustrates how to write for multiple purposes and audiences. Today, with so many books from different parts of the world available in English, infusing an international perspective into English language arts is easier than ever.

Key Concepts and Examples

How can English language arts develop students' global competence? Teachers have developed internationally themed language arts curricula by including works from across the globe, and by U.S. authors writing about other countries or from the perspective of other cultures. Teachers report a variety of benefits to widening the canon. These include:

Discovering Universal Themes

Broadening the base of literature helps students to discover universal themes such as the power of love and passion, the devastation of war and human struggle, the impact of racism, and the search for identity.

Students in the midst of their own identity development can, for example, see how adolescents come of age and seek their identity in many countries. The following books tell the universal “coming of age” story in differing cultural contexts: *Balzac and the Little Chinese Seamstress* (by Dai Sijie), a novel about two imaginative boys growing up during the Cultural Revolution; *Shipwrecks* (by Akira Yoshimura), in which a young boy struggles with poverty in medieval Japan; *Our Twisted Hero* (by Yi Munyol), a Korean tale about an elementary student harassed by a bully; *If You Could Be My Friend* (by Mervet Akram Sha’Ban and Galit Fink), a collection of real letters between pen pals, one Palestinian and one Israeli; and *Nectar in a Sieve* (by Kamala Markandaya), a story of a peasant girl from an Indian village who married at the age of 12.

Similarly, students can examine “choices” as a theme that affects people from all cultures. Teachers can develop assignments that consider such questions as: What limits choices in countries (gender, place, income, etc.) and how are they surmounted or accommodated? How are such themes depicted in literature? Khaled Hosseini’s *Kite Runner* (set in Afghanistan) is a good choice for high school students, while younger students can learn about the challenges of growing up under oppression in Linda Sue Park’s *When My Name Was Keoko* (set in Japanese-occupied Korea). Short stories like *Xiao Xiao* by Shen Congwen and *The Window* by Mo Shen explore the diverse experiences of young people during the Cultural Revolution in China.

The power of one is another universal theme. Students can explore the power of the individual, by reading biographies, fiction, and non-fiction to understand how individuals changed the trajectory of a broad range of entities (be it a village, a nation, or an educational system) and understand that they have the power to effect change. *Three Cups of Tea* (by Greg Mortenson and David Oliver Relin) tells the story of one man’s dream to build schools in rural Pakistan—in spite of tribal infighting, impossible terrain, and language and cultural barriers. *Whale Rider* (by Witi Ihimaera),

combines reality and myth to tell the story of a Maori girl in New Zealand fighting sexism to save her people. After reading an American classic such as *To Kill a Mockingbird* (by Harper Lee), teachers can design a comparative project by allowing students to focus on an international figure such as Nelson Mandela, who demonstrates the power of one.

Hearing the Voices of Others

Diversifying literary selections helps students understand the power of the written and the spoken word throughout the world. For example, through literature from other cultures, students hear the voices of others, and learn that many voices contribute to knowing about themselves and their global neighborhood. A book like *Kiss the Dust* (by Elizabeth Laird) can help middle-school or junior-high students understand the Kurdish struggle in Iraq and Iran through the story of an adolescent girl. In journal format, *A Hand Full of Stars* (by Rafik Schami) tells how Habib begins an underground newspaper in Syria to fulfill his dream of becoming a journalist. *Falling Leaves* (the young adult version is *Chinese Cinderella*) is Adeline Yen Mah’s memoir on growing up as an unwanted daughter in China. *Things Fall Apart* (by Chinua Achebe) shows the destruction of an entire culture in Nigeria through the story of one man. The force of personal story allows students who study world literature to gain insights into themes such as familial struggle, community strength, national agendas, or global truths.

Creating More Inclusive Classrooms

Including literature from other cultures reinforces a more inclusive environment in schools. Literature from around the world can help break down the schisms between “us” and “them” that sometimes pervade school cultures to develop a broader collective identity. Honoring students’ diverse heritages is important in laying a foundation for exploring cultures from around the world. Books such as Alex Haley’s *Roots* and Harriet Beecher Stowe’s *Uncle Tom’s Cabin* focus on the slave experience in the United States. At *Head-Royce School*, in Oakland, California, all freshmen read Athol Fugard’s play, *My Children, My Africa!*, a South African story of a white girl, her black friend, and his teacher, who helps them realize that although their country is in conflict, they can help form a brighter future. At the *International Studies Learning Center* in South Gate, California, many of the students are of Mexican heritage, which prompted the principal to have students, staff, and parents read *Burro Genius* by Victor Villasenor. The book provided a foundation for school-wide discourse, including with the book’s author him-



self, to examine the influence of culture and diversity on students' needs. Works that focus on the immigrant experience in the United States or within other nations help students see that at one time or another, being the "other" is a universal experience. At *International High School* in Brooklyn, New York, students learn about Iran and revolutions through the graphic novel *Persepolis* (by Marjane Satrapi) in English language arts and then create their own "graphic novels" in art class to reflect on their own immigration experiences. *A Step from Heaven* (by An Na), *Woman Warrior* (by Maxine Hong Kingston), *House on Mango Street* (by Sandra Cisneros), *The Namesake* (by Jhumpa Lahiri), *Heading South, Looking North: A Bilingual Journey* (by Ariel Dorfman), and *Joy Luck Club* (by Amy Tan) are all novels that explore the immigrant experience in the United States.

Connecting Literature to Other Curriculum Areas

The understanding of culture and history can be deepened by linking literature and other fields of study. For example, sixth grade students at *Summit Middle Charter School* in Boulder, Colorado, study the historical background of Zen monks in their World History class. In English class, they study examples of monks' poetry, ending the unit by writing their own Zen poetry. At *Bard High School Early College* in New York City, the required 9th grade social studies course is a comparative history that surveys the major movements and events in North and South America from the Colonial era to the present. The accompanying Literature of the Americas course includes contemporary short stories, historical documents, essays, poetry, and classic novels from both continents. While learning about global historical events, 10th graders at *Signature Charter School* in Evanston, Indiana, explore the universality of myth, read such texts as Joseph Campbell's *Hero of a Thousand Faces*, the *Rubaiyat* of Omar Khayyam, the *Koran*, *Antigone* (by Sophocles) and *The Stranger* (by Albert Camus) and grapple with issues that arise when studying works in translation.

Common elements in writing and art inspire the question: What was going on in the world when this was created? Ideas of space, time, and place manifested in literature and the arts deepen students' understanding about other parts of the world as well as our own country. A place to begin might be *The Space Between Our Footsteps* (edited by Naomi Shihab Nye), which combines poetry and artwork from the Middle East.

Resources on World Literature

More examples of international books for different ages and reading levels can be found through:

- *United States Board on Books for Young People* Publishes bibliographies of international books.
- *International Children's Digital Library Foundation* Read children's books from around the world online (books are selected for children up to 13 years old).
- *Words Without Borders* Lesson plans, book reviews, and author interviews from around the globe, from an online magazine dedicated to literature in translation.

Writing about International Themes

Develop students' communication and literacy skills by having them keep a global audience in mind. At *Providence Day School* in Charlotte, North Carolina, students who take a writing seminar or AP English Language and Composition course are asked to investigate a world problem for which they have a genuine concern and offer possible solutions. For example, with the rise of the "coffee culture," students might ask what the benefits and the drawbacks are to shade-grown coffee (a more environmentally friendly method) in developing countries. At the *College of Staten Island High School for International Studies* in New York City, teachers and students have created an international newspaper as an authentic writing venue for students and as an opportunity to work with "colleague" students overseas (see box). At *Henry Street School for International Studies*, also in New York City, students interview journalists about the international aspects of their profession.

Paired readings can show the development of similar writing styles, motifs, or character development across widely divergent cultures. Students could analyze writing styles from different countries by reading the classic journey stories of *The Adventures of Huckleberry Finn* (by Mark Twain) and *Siddhartha* (by Hermann Hesse) or by reading *The Bluest Eye* (by Toni Morrison) and *Chronicle of a Death Foretold* (by Gabriel Garcia Marquez) to explore magical realism. After reading Nathaniel Hawthorne's *The Scarlet Letter* and Azadeh Moaveni's memoir *Lipstick Jihad* (set in the United States and Iran), students can write about the perceptions of women by religious societies. When studying Shakespeare at *Castilleja School* in Palo Alto, California, students are asked to rethink and write about Shakespeare's *The Tempest*, imagining a production set in another time and place such as India, Mexico, Nigeria, or Fiji.

Student Newspapers Take on the World

Each year since Fall 2005, 15 students have come together to produce *International Insider*, the high school newspaper of the *College of Staten Island High School for International Studies (CSI)* in New York City. They tackle tough topics in every issue. From global warming and genocide in Darfur to war in Iraq and Lebanon, it's a tricky charge, but these students are game. *CSI* students are in constant dialogue with student reporters in Bahrain, Belarus, Egypt, Poland, Ramallah, Saudi Arabia, and Syria. Before each issue, students discuss ideas for articles via email and settle on a special topic. "Working on the paper is a chance to explore the world one teenager at a time," offered Anam Baig, one of the student senior editors from *CSI*. "The articles we receive from teens from around the world are pure, uncensored accounts." Students edit for factual accuracy, learn to critically analyze what they receive from abroad, and write their own opinion pieces in response.

PEARL World Youth News Service is a partnership between *iEARN* and the *Daniel Pearl Foundation*. Working collaboratively, secondary students from around the world contribute to this online international newspaper. Any student can become a *PEARL* reporter after finishing an online training and certification course.

How to Get Started

- Start an international book club for students and teachers to discuss works by international authors.
- Initiate an "I Am Poetry Slam" where students create poetry from the perspective of children and teenagers from other nations.
- Explore contemporary literary genres such as Anime or graphic novels from around the world.
- Explore the theme of individual and collective identity—a topic of high interest to middle and high school students—using international coming-of-age stories.

For more information and resources see:

AsiaSociety.org/Education



Social Studies

Four main subjects in social studies—geography, history, economics, and government/civics—offer superb opportunities for students to deepen their understanding of the world. World geography, for example,

helps students see how the physical characteristics of our planet affect human behavior and, in turn, how our efforts to reshape nature and utilize natural resources have immediate and long-term global impact. World history suggests the vast array of interconnections that help students understand that no country is an island. Recognizing the myriad cultural influences on U.S. history, and contrasting our nation's story with those of other countries, deepens students' understanding of the American experience. Economics, the study of the allocation of scarce resources—underlies many international issues such as globalization, technology, and the environment. Comparing the U.S. government to other governments and the form that principles like participatory democracy or the rule of law can take both here and in other nations, helps students see how citizenship connects to economic well-being, international relations, and global security.

This section explores the reasons for approaching these subjects from an international perspective and offers some examples of how to do so.

Geography

Geography is deeply relevant to students today. Whether they are responding to a natural disaster like the devastating earthquake in China in 2008 or Hurricane Katrina in 2005, students are compelled to think about geography and to understand the human impact of terrain, rivers, oceans, and tectonic forces.

Unfortunately, American students are woefully lacking in geographic knowledge compared to their peers. Surveys conducted by *National Geographic Society* and *Roper Public Affairs* in 2002 show that American students rank second to last among industrialized countries in their knowledge of world geography and current events.² But the situation is improving slowly. According to a federal study, the share of high school students studying world geography grew from 21 percent to 31 percent over the 15-year period 1990-2005.³ And since the *College Board* began offering an AP Human Geography course in 2001, the number of students taking the test grew from 3,000 to more than 21,000 in 2007.⁴

Geography Alliance Network

Since 1986, The Geography Alliance Network, part of *National Geographic Society*, has worked to promote geography education at local, state, and national levels. This national network of K-12 teachers and college geographers exists in all 50 states, plus Washington, DC and Puerto Rico. A local alliance can help teachers enhance skills through trips, summer professional development institutes, and through access to materials and lesson plans.

Highlight the Environmental Consequences of Human Social Organization

Students exploring world environmental issues involving water, soil, forests, and energy, for example, will come to understand how human factors like population growth, migration, and urbanization, have depleted these resources. What are the costs and advantages of building islands where a land shortage exists? What impact does the damming of rivers and massive water diversion projects have on economic development, population dynamics, cultural life, and sustainability? These are the kinds of important matters addressed in the contemporary study of world geography.

Geography: Key Concepts and Examples

Use world geography to develop students' international knowledge and skills in multiple ways.

Examine the Physical Patterns and Processes that Shape Human Use of the Earth

For instance, students might study the impact of the 2004 Southeast Asia tsunami on the seaside town of Phuket in Thailand; look historically at the impact of rivers on the development of Mesopotamia; or look at the relationship between water and oil in the Middle East, Africa, and the Caspian Sea.

Show the Connections between a Student's Locality and the World at Large

Advanced technologies provide students with opportunities to literally see where they live in relation to the world's places and people. New mapping tools like Geographic Information Systems and Google Earth allow students to see close-up maps of much of the world and to create their own maps as well. For example, teachers could take a change in the local community (the opening of a sports center) and compare this with photos of a favela (slum) in Rio de Janeiro before and after it was upgraded. Students can create geographical descriptions of the two places and analyze the natural and economic elements of the changes.

Geography: How to Get Started

Many excellent resources are available to schools to support an increased focus on world geography. Among them:

- Geography Alliances exist in every state to provide professional development opportunities for teachers (see box). Investigate what these groups have to offer and make use of the materials and training.
- Web sites like those run by *National Geographic* and the *Asia Society* have innumerable interactive maps, lesson plans, videos, and other materials focused on the geography of different parts of the world and on contemporary issues from the depletion of rain forests to industrial pollution to global climate change.
- Use technology tools such as Google Earth to engage students in creating their own illustrated maps of issues that interest them.

Metropolitan Learning Center, Connecticut

At *Metropolitan Learning Center* in Bloomfield geography is a social studies team goal that is assessed for each grade 6-12. Global geography is incorporated into all courses, culminating in the 12th grade AP Human Geography course. For example, in the 10th grade Emerging Civil Societies course, students complete a unit on electoral geography, looking at electoral systems globally, and another on human rights around the world which includes the relevant human geography themes. The U.S. History course examines U.S. history as a part of world history and includes the geography of exploration, conquest, settlement, international relations, and global economic patterns.

World History: Key Concepts and Examples

In recent years, the study of world history has shown impressive growth in the number of enrolled high school students, from 60 percent in 1990 to 77 percent in 2005.⁵ But even if your school does not offer world history, U.S. history can be taught with an international dimension. Even a uniquely American topic like the U.S. Civil War was in fact a war with deep foreign connections and implications. World history uses a number of approaches and can contribute to student's global knowledge and skills in several ways.

Compare Civilizations

Students can study a single civilization over a relatively long period of time; then compare it with the ideas and institutions of different civilizations. For instance, a class could study the continuing cultural themes that have held firm in a given African nation, then compare it to neighboring countries.

Civilizations in Global Context

Strike a balance between the study of a particular civilization over a prescribed period of time and attention to developments resulting from interactions among neighboring societies. The Silk Road, a system of trade routes connecting civilizations through all of Eurasia, can be studied to reveal the history of human settlement, migration, cultural, and economic interactions across the continents.

Explore Major Themes in World History

There are innumerable themes that can be explored across time and cultures. For example, the AP World History course addresses five themes: interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Teach the Present as a Way to Invoke Study of the Historical

How does industrial development in emerging markets today compare to the Industrial Revolution of the 19th and early 20th centuries? Topics of immigration, refugee rights, environmental problems, human rights, disease epidemics, and globalization all add an international dimension to the study of history.

World Religions Elective

All students at *Glastonbury High School* in Connecticut are required to take at least one semester-long history course in a non-Western geographic or cultural region by the end of their sophomore year. One of these offerings is a world religions course, which surveys beliefs, rituals, customs, and organization of Hinduism, Buddhism, Judaism, Christianity, and Islam. Questions examined in the course include: Why is religion a universal phenomenon across civilizations and cultures? How have religious ideas and customs changed over the centuries? World Religions is also interdisciplinary, exploring how religious beliefs are represented in art, music, and literature. Students are provided with first-hand experiences such as touring a local mosque, a Hindu temple, experiencing Zen tea ceremonies, and questioning Buddhist monks.

U.S. History: Key Concepts and Examples

U.S. history has always been a part of world history just as the converse is true. It may not seem obvious how to take subjects like the Civil War or the civil rights movement and give them an international dimension. Yet since fully 94 percent of U.S. high school students take American history, it is important to make as many international linkages as possible.⁶ For example:

The History of the World is a History of Global Interactions

While it is essential to understand the Civil War within the framework of U.S. history, it is also useful to consider the conflict in the context of a world in which many societies were experiencing dire challenges and seeking effective models of reorganization during the era of industrialization. Nineteenth century American history invites deep comparisons to similar conflicts elsewhere in the world. For instance, in Italy and Germany, as in the United States, violent conflict brought about the consolidation of powerful national states.

Professional Development in Social Studies

Primary Source in Watertown, Massachusetts, promotes teaching history and humanities with global content. The group provides professional development opportunities and curriculum resources for K-12 teachers. Offerings include online curriculum, in-district programs, study tours, seminars, and summer institutes. From seminars on East African geography, Caribbean culture, and literature of the Middle East, to summer institutes on the Silk Road and on the interconnected world—every region of the globe is covered.

On the other coast, *The National Center for History in the Schools at University of California, Los Angeles*, has the double mission of offering professional development to K-12 teachers across the country and working with teachers to develop curricular materials to engage students in explorations of U.S. and world history. Additional offerings include standards-based curriculum materials in print and electronic form.

World Issues Seen through Different International Perspectives

In the American Studies class at *International Academy* in Bloomfield Hills, Michigan, students study the influence of the American and French revolutions on Latin American revolutions. They also study the differing perspectives within these countries on these major events.

What are the causes and consequences of immigration? Teachers can turn a conventional topic like the Ellis Island immigration experience into a hands-on simulation that requires students to research and take the perspective of those coming to and those already in the United States. Why did we (they) have to leave the home country? Who was responsible for what happened to us (them) in the aftermath of arrival? In such a simulation, as constructed at a school like the *International School of the Americas* in San Antonio, Texas, families are separated, names changed, personal goods confiscated, and relocation information deemed scarce. Students journal their non-fiction accounts of the experience; all part of a process of constructing meaning from historical facts.

Connect Events across Time and Place to Illustrate Universal Issues and Themes

Students can study the history of the civil rights movement in the United States and compare it to the civil rights movement in South Africa and the Truth and Reconciliation processes of South Africa and Chile. Examining the theme of “conflict and healing” aids in understanding those nations’ responses to civil rights, as well as our own nation’s response.

U.S. and World History: How to Get Started

- *The National Center for History in the Schools at University of California, Los Angeles*, provides curriculum materials, resources, and seminars on world and U.S. history.
- Each week, examine a current event from multiple perspectives by having students read English language press coverage from a world region whose history you are currently studying. Is there evidence of the past influencing the present? Discussing current events in the context of history strengthens skills such as chronological thinking and historical analysis.
- *College Board* offers professional development for the AP history courses.

Economics

It is essential for students to understand not only the current economic status of nations, but the mechanisms and history that made them what they are today. To be effective citizens, students must understand basic economic principles, most of which today have strong international connections. Yet the share of students studying economics has remained relatively steady for over a decade, hovering around 46 percent of students.⁷ And even though more states’ standards in social studies encompass basic economic principles, they have relatively little focus on international economics.

Economics: Key Concepts and Examples

The Progress of Societies is Intimately Linked to Economic Development

Teachers can pose such questions as: Why are some nations “wealthy” and some nations “poor”? What are the cause and effect relationships between economic growth, social and political change, and technological innovation? In one lesson offered by the *National Council on Economic Education*, students work in groups to examine data from several nations regarding size, natural resources, and population. They then try to identify the nations and predict whether each is rich or poor and rank the nations from richest to poorest. Ultimately, the “mystery” nations are revealed, and students discuss economists’ findings about the factors that contribute most to long-term economic growth. At the *International Academy* in Bloomfield, Michigan, students critically analyze and compare/contrast economic development in India, China, and Brazil as well as one African country.

Nations and Regions Are Deeply Interconnected through Economic Activity

Again, teachers can pose provocative questions for student consideration: How do foreign nations decide to trade with one another? What is the rationale for “free” trade and what has been its impact on the United States? On the economy of other countries? At *International High School* in San Francisco, California, students in IB Economics use the *World Trade Organization* as a backdrop to consider international trade issues and are introduced to the economic characteristics and problems of developing countries. Students also examine the microcredit program developed by the *Grameen Bank* of Bangladesh and see how it has been tried in inner-city Chicago. Simulations allow students to understand economic principles in a concrete way (see box).

Economics: How to Get Started

- The *National Council on Economic Education* works with state affiliates and local university centers to provide professional development workshops as well as travel opportunities and conferences on curriculum creation.

Idaho Economic Summit

The Summit is a world trade simulation for high school students that challenges them to explore globalization and think critically about the benefits and costs of trade. The Summit includes a ten-week curriculum in which students work in teams as an assigned country and create a strategic plan to improve living standards for their population. The program culminates in a Mini Summit event at the school and a Regional Summit competition hosted at a local university.

Junior Achievement: Global Learning of Business Enterprise

This simulation program from *Junior Achievement* matches students in two schools in different countries who form a student-run, joint venture. Students learn about foreign trade, how to set up and operate a company, and learn to work in international teams. For instance, students enrolled in both Spanish and business at *Murray High School*, Murray, Utah, paired with students in Galicia, Spain. All students were stock-owners, and exported local handicrafts to the partner country to be sold. Videoconferences occurred with the American students speaking Spanish and the Spanish students speaking English. At the end of the year, the company was liquidated and all profits divided equally.⁸

- Assign students to different countries and simulate the differences in relative buying power from a common “store,” given differences in average daily wages and current exchange rates.
- Have students consider the effect that significant changes in individual nation’s economic and trade strategies might have on other nations’ economies, and the potential long range impact worldwide.

Civics/U.S. Government

Many states require students to complete a U.S. government or civics course as a graduation requirement. This course is typically focused on the principles and beliefs on which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus is often on the U.S. Constitution with special attention paid to the concept of citizenship and its tenets. In most courses, little attention is paid to countries and governments outside of the United States except in regard to the historical influences on the United States as it developed its system of government.

There is a perception in some parts of the public that teaching a U.S. government course within a comparative context may, in some way, diminish its significance. In proposing that civics or government courses be viewed in a broader, global context, it is hoped that the exceptional development and trajectory of the United States be upheld and reinforced while simultaneously promoting students' understanding of the mutual impact that the world has on the United States and the United States has on the world. It is through a comparative lens that students are able to place U.S. development and ideas within the broader array of governmental structures and ideologies, allowing students to understand the depth of principle and practice that is needed to support our nation's democracy.

Civics/U.S. Government: Key Concepts and Examples

Courses in civics and U.S. government can develop student global competence by helping them better understand:

How the U.S. Government Works and How the Rule of Law and Values of Liberty and Equality Have Impacted U.S. Foreign Affairs

At *Glastonbury High School* in Glastonbury, Connecticut, all seniors take a year-long Civics and Current Issues course which weds the study of the U.S. government with a curriculum covering some of the chief global challenges facing American citizens today and possible ways of addressing those issues. The units of the course change from year to year based upon national and world events, but have included issues such as a case study of Iraq and U.S. foreign policy, challenges of Latin America, and issues of global interdependence. The course is team-taught and offers, as a key feature, guest speakers from the fields of government, economics, religion, and education.

The Structures and Functions of the U.S. Government through Comparison and Contrast with Other Governmental and Political Systems

Many schools provide students with a traditional U.S. government or civics class paired with a course such as A.P. Comparative Government and Politics in order to provide both the U.S.-focused and comparative perspectives on government and citizenship. At the *Metropolitan Learning Center* in Bloomfield, Connecticut, the state requirement for civics is met through a 10th grade course entitled "Emerging Civil Societies" which explores the origin of government, the emergence of representative forms of government, and civil society as a global system. While the U.S. case is an important part of the course, it places it in a broader historical context. Students begin with a modern case study and analyze the political, governmental, and diplomatic elements. Once the elements of the case are identified, students engage in an investigation of the nature and origin of forms of government, international relations, representation, religion, and civil society through role play, simulations, and research.

Civics/U.S. Government: How to Get Started

- Access teaching materials from scholars on international relations and the U.S. role in contemporary world issues. *Brown University's* CHOICES program offers curriculum materials on topics such as genocide, nuclear weapons, dilemmas of foreign aid, and U.S. interests in the Middle East.
- Research *College Board's* Advanced Placement course entitled "Comparative Government and Politics" as a companion course to a traditional U.S. government or civics course.
- *The Center for Civic Education* offers professional development around the country and international educational exchange programs for developing democracies.

For more information and resources see:
AsiaSociety.org/Education



World Languages

In a globally oriented school, the study of world languages and cultures has to have a prominent place. In fact, public opinion polls suggest that Americans increasingly understand the importance of languages in

an interdependent world—a 2007 poll by the journal *Phi Delta Kappan* showed that 85 percent of the public believes learning world languages is important, and 70 percent believe it should begin in elementary school.⁹

English is a commercial lingua franca in many parts of the world, but English alone is no longer sufficient for a global professional who must compete and collaborate in a global economic environment. This is especially true when Asia, a large and rapidly growing part of the world's economy, is taken into account. The need for Americans who can communicate in a second language and operate within another cultural frame of reference, is especially evident for future professionals in science, agriculture, law enforcement, health care, and engineering. National security concerns have also prompted an increased focus on the need for proficient speakers of a wider range of world languages beyond what our schools have traditionally offered. Additionally, language learning is a vehicle for learning about other cultures and enhancing cross-cultural communication, an increasingly important skill as U.S. society becomes ever more diverse.

However, U.S. schools have not historically put a high priority on language learning. Only 50 percent of American high school students study a world language, and 70 percent of those simply take one year of introductory Spanish which is not sufficient to communicate. Moreover, opportunities for students in urban schools to study a world language are often more limited than for students in suburban or private schools. While schools in most industrialized nations begin world language instruction in the primary grades, and keep at it daily for years until students achieve proficiency, schools in the United States typically offer too little, too late. Further, for the past 50 years, world language offerings have been essentially unchanged. Languages such as French, German, and Spanish have dominated while programs that teach critical need languages like Chinese, Korean, Japanese, and Arabic, have been in short supply.

Key Concepts and Examples

Research and best practice about second language acquisition has advanced tremendously in the past 20 years. Schools can greatly enhance their language programs and student proficiency by drawing on research-based principles:

Make Time

The average high school student in the United States gets 150 hours of language instruction a year. Studies show this is woefully inadequate. Find time in myriad ways. Start language instruction earlier. Keep the instruction continuous—several days a week throughout the year, and study one language for several years. Use technology resources to increase the time devoted to language learning.

Ensure Student Engagement

Give students meaningful, motivating tasks that allow them to use world language as a tool for understanding others and for communicating their own ideas. At *Milwaukee School of Languages*, an immersion middle and high school in Wisconsin, German language students read Isolde Heyne's novel, *Yildiz heisst Stern* (*Yildiz means Star*), and discuss the cultural tensions in Germany between natives and Turkish immigrants. Students read, write, and discuss the themes of the novel, identify cultural tensions, and propose solutions, all while immersed in the German language.

Develop Content-Based Learning

Consider delivering the lessons of another subject in a language other than English. Every subject, even science and mathematics, can be taught in another language, as immersion school experiences have shown. If that feels too ambitious, start with a series of lessons in a specific subject area and teach these using the target language. Language learning becomes more meaningful when students focus less on the rudiments of language instruction itself and more on the subject matter under discussion.

What Are the Goals of Language Instruction?

The American Council on the Teaching of Foreign Languages Five “Cs” of Language Learning¹⁰

1. **Communication.** Students learn to communicate with real people in another language by engaging in conversations, sharing presentations, by providing and obtaining information from one another, by expressing feelings and emotions, by asking questions, and by exchanging opinions.
2. **Gain knowledge and understanding of other cultures.** Proficient language teachers ensure that language study fits into a broader agenda, that of interpreting cultural meanings in the speeches, products, behaviors, norms, and traditions of everyday life. They make language a vehicle, rather than an end in itself.
3. **Connect with other disciplines.** Students best learn language when it is integrated into material they are already studying. The student who is studying Ellis Island and U.S. immigration might lead a simulation in Russian to practice his question-asking skills.
4. **Develop insights into the nature of language and culture.** Once a student studies a world language, he or she becomes acutely aware of the complexity of the structure of language itself, of etymology, and of the culture within which the language under study emerged.
5. **Participate in multilingual communities at home and around the world.** There's nothing more exciting for a student of a world language than to be able to converse with native speakers or to read the language. Such personal and interactive uses of world language take language study far beyond the classroom and become meaningful experiences for life.

Use Technology

From podcasts to movies, students can immerse themselves in language as never before—often at little or no cost. Make use of these technologies so students have ample opportunities to practice their language skills through, for example, conversations with native speakers over Skype, reading target language newspapers and websites, and online courses to supplement what is available locally.

“In today’s global economy, foreign language skills have become vital to our children’s future as members of the workforce and to our nation’s future success in the world. It’s time for business leaders and concerned community members to sound a new clarion call that will wake up policymakers and educators to the importance of teaching foreign languages to our children.”

– JOHN J. CASTELLANI, PRESIDENT, *BUSINESS ROUNDTABLE*

Develop an Articulated Sequence

Learning the same language for several years is necessary for proficiency and literacy. Set up a program that allows students to pick up where they left off, each semester and each year.

Assess Proficiency

Do not rely solely on paper-and-pencil exams. Instead of testing learner’s knowledge *about* a language, such as how to conjugate verbs or write a certain word, students should be able to apply and demonstrate what they know and can do in the language and culture. The *Performance Guidelines for K-12 Learners*, published by the *American Council on Teaching Foreign Languages*, clearly outline students’ performance outcomes at different stages of language learning.¹¹ These guidelines are useful tools to assess a student’s achievement.

Create Opportunities for Cultural Interaction

Early on, encourage students to engage in communication with speakers of the language. Whether with parents or other native speakers in your own community, on the Internet, or by traveling abroad, give students opportunities to practice what they have learned and to see the broad cultural implications of language on a daily basis. This makes language real, and it builds the passion for language study that can last a lifetime.

Offer a Wider Range of Languages

While expansion of programs in all languages is necessary, programs in critical languages such as Chinese and Arabic, both of which are crucial to the prosperity and security of the United States, are especially needed. The world has changed dramatically in the past twenty years and students need to learn about different regions and cultures. The number of schools offering Chinese grew 200 percent between 2005 and 2008, and 2,400

Glastonbury Public Schools, Connecticut

Since 1957, every child in the Glastonbury, Connecticut, school district has learned a second language. Required language study begins in 1st grade with Spanish. Students are required to continue to study a language through the 8th grade. Beginning in the 7th grade, students have the option of studying Russian in addition to Spanish or French. World language study is optional in the high school, but 95 percent of the district’s high school students study one language and 25 percent study two or more languages. Additional high school offerings include Ancient Greek, Mandarin, and Latin. Homestays abroad, use of technology, and a series of globally oriented courses in other subject areas all ensure that students leave high school proficient in a language and culture. Families move into Glastonbury because they know that the schools produce graduates who are globally competent.

Chicago Public Schools, Illinois

In 1999, the *Chicago Public Schools* created a new position in the Office of Language and Cultural Education to infuse more Asian languages and cultural studies into the schools. The decision grew out of a vision to invest in education that would assist Chicago’s economic development while giving Chicago’s students access to a world-class education. The Chinese language and culture program was launched in three schools. Today that program has expanded to include 20 schools in diverse sections of the city—over 7,500 students are learning Chinese. For many students, Chinese is their third language after Spanish and English. At every school, a School Council approves all programs, staffing, and budgets. “*The Chicago Public Schools could not have started any of the programs without the support of principals, teachers and parents,*” says Robert Davis, manager of the Chicago Chinese Connection Program for *Chicago Public Schools*.

U.S. high schools expressed interest in offering the Advanced Placement course in Mandarin when it was first announced.¹² This interest clearly suggests that parents, teachers, and students are beginning to realize the importance of communication skills in a multilingual, multicultural world. Mauro Douhou, a student at the *International High School at Sharpstown* in Texas illustrates this interest: “I like to learn languages. I speak three languages—French, English and Spanish—and I want to learn a new language. I’m learning it right now—Chinese.”

How to Get Started

- Form a school/community committee to review the status of languages in your community and school. Explore community interest in creating or expanding the languages program with longer sequences of existing languages or adding a new language.
- Many language organizations have online resources, experienced language educators who can provide expertise with different program models, and advice on finding teachers as well as the many new technology options that support language learning.
- For information on how to build a Chinese language program see *Asia Society’s* publication, *Creating a Chinese Language Program in Your School*.¹⁴ To find a school near you that teaches Mandarin, see AsiaSociety.org/Education

Chinese Opens Doors

Kyle Rothstein was one of the earliest students at the *Chinese American International School* in San Francisco, California. Now a senior in high school in Shanghai, China, he says, “I rebelled at first, but now I am grateful that my dad pushed me. Everything about me has changed because of the Chinese language. It’s opened up so many doors that other people don’t have.”

“I knew it wasn’t going to be easy. I wanted to give him a good life, to do distinguished things,” says Jay Rothstein, Kyle’s father, “Now college admissions officers are interested in him and saying, ‘He has such an exotic resume—we want him.’ They want international kids. It’s a global world.”¹³

“Our mission has been and always will be to touch and improve lives, and to do that we must have a deep understanding of the needs and wants of individuals regardless of their culture, race, or origins. For us, the consumer is boss, and to be successful we must be able to literally and figuratively speak their language.”

— ROBERT A. MCDONALD,
CHIEF OPERATING OFFICER, PROCTER & GAMBLE

For more information and resources see:
AsiaSociety.org/Education



Visual and Performing Arts

The visual and performing arts are a powerful vehicle for internationalizing the curriculum. Students should develop a deep appreciation for the international influences that have informed American arts, from pottery to dance, from film to drama. Across the United States, even rural schools can access a vast array of world art such as online museum exhibits that include works by international artists, films from around the world that are available to rent or download, and touring classical and contemporary musicians from every corner of the world.

Key Concepts and Examples

The Arts Can Introduce the History and Culture of Other World Regions

Using the materials, music, and dance forms of different regions or countries gives students insight into the differences and similarities among regions of the world. In viewing, creating, and consuming arts, students gain in-depth knowledge about a country, its people, and culture. Here are some examples that lead to understanding other countries and cultures:

- Fabric design students at *Bangor High School* in Maine learn about different cultures through the practice of fiber arts techniques such as Molas from Panama, Shibori from Japan, Adinka cloth from Ghana, Batik from Indonesia, and Shisha from India.
- The modern Indonesian artist A.D. Pirous uses Qur'anic calligraphy and emblems of Islamic spirituality to express his identity, which is simultaneously ethnic, religious, national, and cosmopolitan. Students can examine and analyze paintings by Pirous, and then move on to investigate additional examples of Islamic calligraphy by the artists of other countries.
- By observing and analyzing the elements of Javanese and Sudanese puppets that display Arabic, Persian, and Islamic influences, students can study how societies incorporate and adapt elements of art forms that originated elsewhere into their own culture.
- Listening to Peking Opera, students can attempt to distinguish different sources of sound, examine the relations between the parts, and think of forms of expression that function similarly in the United States.

Visual and Performing Arts Honor the Cultures Students Bring to a School

The days of viewing non-Western art and music forms as “ethnic” are long gone. Studying one’s own cultural heritage through the arts can lead students to deeper insights. A student may learn more of his first or second-generation familial roots in, say, Russia or Africa or Japan, and may walk away from an international arts program steeped in his own or a new dance form or musical tradition.

- The majority of students at *Bushwick Community High School* in Brooklyn, New York, come from Spanish-speaking cultures. The art class studied the culture and lives of the indigenous peoples of the Americas and created a mural depicting Central and South American culture and accomplishments.

Scarsdale High School, New York

The high school orchestra and band ensembles have traveled to Italy, Germany, Russia, Estonia, Finland, Canada, and China. Students perform in a variety of venues and meet with teachers and young musicians to exchange ideas as well as study in cultural environments that differ from their own. Each of the high school music tours includes visits to historic sites such as the Stradivarius workshop and the Hermitage. Graduates report that one of the most important aspects of their high school years in Scarsdale was the opportunity to tour and make music for and with students around the world.

- At the *College of Staten Island High School of International Studies* in New York City, students and their parents participated in a six-evening series of art experiences during which they studied the history and significance of African masks as well as their design styles. Students and parents then worked together to create their own masks depicting some element of their families.

Artists and Cultures Throughout History Have Used Art to Communicate Ideas and Examine the Function of Art in Society

Students can study artworks portraying political concerns such as Francisco Goya's *First of May* or Pablo Picasso's *Guernica*. Students can study songs of protest such as those of Bob Marley and "Strange Fruit" recorded by Billie Holiday. Or, after listening to a sample of various music forms such as a mariachi love song, Indian Bollywood, West African drumming, a Viennese waltz, and American blues, students can analyze how music serves different purposes in different cultures and situations.

- Sophomores at *Baruch College Campus High School* in New York City study the role of the individual in society, reading *House of the Spirits* (Chile) and creating their own protest murals modeled after those in Latin America.
- Drama students at *Buxton School* in Williamstown, Massachusetts, write their own scripts for a Commedia dell'Arte style performance—an improvisational style of Italian theater that began in the

16th century and could be used to satirize local scandals and/or explain current events or regional tastes.

Build Connections With Artists/Craftsmen and Cultural Institutions

Museums and performing arts centers in the community can serve an important role in internationalizing the curriculum by providing artifacts and live performances that help bring the learning alive. Many museums have also made their collections available on the Internet, often with deep and broad accompanying study materials. And museums also offer videos of performances, lectures, and artists' interpretations of their work online for easy viewing and listening. For example:

- *Asia Society* has an online collection of nearly 300 works of Asian art with descriptions to place them in their historical and cultural context. The *Metropolitan Museum of Art* has many resources for educators and students, including an electronic timeline of the history of art.
- The *Seattle International Children's Festival* formed a partnership with *Hamilton International Middle School* in Seattle, Washington, to provide teacher training, international arts residencies at the school, and professional performances for students.

How to Get Started

- *Asia Society* provides curriculum materials on many types of arts, from Indonesian puppets to the influence of Bollywood on Indian diaspora communities. *The Kennedy Center* provides access to online resources through their ArtsEdge website and offers local resources through the *Kennedy Center Alliance for Arts Education Network*, a coalition of statewide non-profit *Alliances for Arts Education*.
- Have students watch and critique an indigenous Asian or African film, then compare it to American films. The *Global Lens* film series, sponsored by *The Global Film Initiative*, presents free educational screenings and original film-based learning resources for high school students as part of its touring film program.
- Students can interview their relatives about their heritage, investigate the primary art forms of their cultural background, and create their own modern versions.

For more information and resources see:

AsiaSociety.org/Education



Career and Technical Education Programs

Many students pursue not only a traditional academic course of study in high school, but also targeted study related to a career field. Through career and technical education, students are able to pursue areas of interest, earn technical credentials and licenses, and often earn college credit for much of the advanced coursework. This is no longer “vocational education” that was considered a pathway for the non-college bound. It is now a cutting-edge program, often linked to state workforce trends and offering post-secondary pathways for students to both colleges and technical training institutes. The need for global knowledge is increasing in all career clusters.

Key Concepts and Examples

The sixteen career clusters are listed in the box below. Some of these program areas already offer internationally focused courses, while others could easily be broadened to include a greater global focus.

Sixteen Career Clusters in Career and Technical Education:

Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, AV Technology, and Communications
Business, Management, and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing, Sales, and Service
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics¹⁵

Infuse an International Dimension into All Career Clusters

One way to begin to integrate international content is to “mine” the existing courses for internationally-focused offerings already in place or to seek those programs where an international element could be easily infused. Some schools are already offering international finance as part of their business courses or studying global health issues as part of biomedical technology courses within the health science program. Hospitality and tourism requires strong geographic as well as cultural understandings.

Add Courses that Hold Career Integration Possibilities in the Community

International Culture and Cuisines is a popular elective at many high schools in Montgomery County, Maryland. It is also part of the program of study for students in the *Professional Restaurant Management Program*. *Montgomery County Public Schools* also offer electives in international business.

Develop Technology Training that Students Can Apply Worldwide

The Garfield Technology Academy at *Garfield High School* in Seattle, Washington, has been teaching inner-city youth valuable job skills in computer hardware, software, and networking. The students then take refurbished computers to locations around the world—from Ghana to Russia to the Philippines—and share their newly acquired skills with teachers and students at those sites. In this way, the students are learning technology skills in a global context.

Place Students in a Second Language in Course-Connected Work Experiences

The application of international perspectives and skills need not only occur in a thematic course. While students may not use their second language on a daily basis, students of other languages will see, hear, and experience applications of that knowledge in various internship placements. These could be arranged as part of a business, marketing, entrepreneur, or family and consumer science course, or through a cooperative or internship placement (see *International Internships* in Part IV).

How to Get Started

- The *U.S. Department of Education* now offers technical expertise and funding to help schools and districts set up coherent sequences of career education courses. A useful resource for further information on career and technical education can be found at States Careers Clusters or through the *Association for Career and Technical Education*.
- Find employers in the community with international connections—what skills are needed most in future employees? Design course offerings around those needs and seek internship connections to reinforce the skills learned.

Bergen County Academies, New Jersey

The mission of the *Bergen County Academies* is to serve as an education model for innovation and reform in the 21st century. At the Hackensack campus, students choose from seven specialized programs in the areas of math and science, engineering and design, medical science, business and finance, culinary arts and hotel administration, visual and performing arts, and telecommunications. Another option for students is the *Global Leadership Exchange* program, which offers students access to web-based technology and virtual and physical collaborations with schools, corporations, and non-profit organizations around the world. The program focuses on biotechnology and includes an accelerated curriculum, a virtual language immersion/collaboration experience, and courses in global leadership skills. In the second year, students begin to take undergraduate level courses including the study of global organizations, globalization, and world poverty. Seniors work with a mentor through an internship experience, part of the network of partnerships with the business community the schools have nurtured.

For more information and resources see:

AsiaSociety.org/Education



Health and Physical Education

The influence of cultures worldwide on games, sport, and dance provide multiple opportunities to infuse international content seamlessly into physical education courses while simultaneously building motor skills and meeting state standards. As most students are inherently motivated by sports of one kind or another, this is one of the easiest areas in the curriculum in which to infuse a global perspective. And with summer and winter Olympic Games alternating biannually, there are many opportunities for studying athletes and games of distinct origin from around the globe. Moreover, the health problems studied by U.S. adolescents today are not unique and have counterparts in other regions of the world.

Physical Education: Key Concepts and Examples

- **Expand instruction** to include yoga, tai-chi, capoeira, or karate. All have their origins in non-Western cultures and are excellent examples of alternative approaches to fostering active healthy lifestyles.
- **Student performance of folk and international dance forms**, when intentionally combined with study of their origin, develops cultural awareness while building cardiovascular endurance.
- **Include team sports popular in other cultures** such as cricket, lacrosse, handball, badminton, field hockey, table tennis, and soccer. Have students study the origins of sports in a particular time and place and their spread around the world. Compare the effects of different types of complex rules.
- **Consider project-based learning** around such problems as sport facility design, the selection of future Olympic sites, or the increasingly global nature of the sports business.

Physical Education: How to Get Started

- Build on student interest in international sporting events by exploring the history of the sport, the strengths of individual nations, and the participation of males and females. Consider the Olympics, the Tour de France, the World Cup, and other world competitions.
- Use films that feature sports themes to enhance knowledge and understanding of particular sports or themes (*Bend it Like Beckham* to discuss soccer and Sikh culture or *The Cup* to discuss soccer in the context of Tibetan culture).

Health Education: Key Concepts and Examples

Health education assists students in making decisions to keep themselves safe and healthy. Providing opportunities for students to model and practice social skills—from problem-solving to negotiation and conflict resolution—that are important in healthy decision making are skills that are critical to the 21st century. In fact, the health and behavior problems faced by adolescents are similar in most of the industrialized world and studying how family, peers, culture, media, and other factors influence the development of attitudes and health behaviors creates many opportunities for comparative analysis. More broadly, since diseases know no boundaries, the health professions are inherently international. Giving health education a global perspective helps prepare students for prospective careers in the health field.

Health education provides numerous ways of giving students a global perspective:

- **Nutrition, the spread of disease, obesity, injury and violence prevention, and the effects of pollution** are all topics that naturally lend themselves to an international comparative approach that can involve study of science, statistics, history, and culture.
- **U.S. physicians and health agencies are deeply involved in international health issues.** Students can gather examples of these to understand the role they may play in the future as part of problem-solving teams. For example, students taking Science and Wellness at *Casco Bay High School for Expeditionary Learning* in Portland, Maine, worked with the Minority Health Division of the *Portland Department of Health* to develop posters about Avian Flu for the city's language minority populations.

Health Education: How to Get Started

- The *Centers for Disease Control* and the *World Health Organization* offer information on health around the world and teaching units on a variety of health related topics.
- Research projects that require students to develop a balanced diet for children in other countries, based on available food resources and in keeping with cultural beliefs, enable students to acquire essential content knowledge while learning more about their peers around the world.
- Similar projects can be established to study exercise or hygiene traditions and best practices in different parts of the world.

For more information and resources see:
AsiaSociety.org/Education



Interdisciplinary Courses, Simulations, and Capstone Projects

Subject-matter teachers have many opportunities to internationalize their own curriculum area, but other opportunities also exist for students to focus on global issues. Often, these involve teachers collaborating on interdisciplinary projects and courses; simulations that take students beyond the classroom; or capstone projects that allow students to demonstrate a depth of knowledge and learning on a particular topic or region of the world.

Interdisciplinary Projects

The essential element in creating interdisciplinary projects is time: time for teachers to meet, time to align state standards across content areas, and time to develop the unit plan and the learning experiences. The outcome can be a learning experience for students that intentionally draws learning connections across content areas and in a broader global context.

The Storytelling Project is used by a number of schools in *Asia Society's International Studies Schools Network*. Students in the 9th grade select an international story or folk-tale, rewrite it as a script, create portable sets, masks, and costumes, and rehearse the production before “touring” to local elementary schools. They also write a lesson plan to conduct with the students to extend their learning after the performance. This project typically lasts 1-2 weeks and spans English language arts, technology, multimedia, and art.

Organize units around a theme, topic, issue, or problem. Take the issue of “garbage,” for example, and use multiple disciplines:

- **Math:** Calculate how many people produce garbage around the world, how much land-fill space is needed, and how long it will take to fill it.
- **Social Studies:** Discuss the policy issues related to recycling. For instance, in South Korea people must pay for all non-recyclable waste.
- **The Arts:** Look at the ways garbage has been recycled into art. In Los Angeles, the art project Watts Towers is decorated with “found objects.”
- **Science:** Discuss the byproducts of transporting and storing garbage, and issues of toxicity shutting down landfills in the United States and around the world. Explore new research on creating fuel and energy from waste.
- **World Languages:** Complete the project in a language being studied.

Another project that is sponsored by the *National Association for Independent Schools* is called Challenge 20/20 and is open to public and private schools alike. It asks students to work collaboratively with a school in another country to address a problem of shared interest. It represents one of many such projects, whether online with *iEARN* or through another school partnership, that calls upon all that students know and have learned to address a significant global issue (see *Harnessing Technology* in Part IV and *Resources and Partnerships* in Part V).

National Association of Independent Schools: Challenge 20/20

This program for public and private, elementary and secondary schools builds educational partnerships with schools around the world. It is an Internet-based program, free of cost and requiring no travel. Through an application process, school teams in the United States are matched with an international school team to tackle one of 20 global problems ranging from environmental issues to illegal drugs to the digital divide. Schools incorporate the projects into their curriculum and communicate with their partner school through a listserv. At the end of the project, each team must submit a report with their proposed solution.

Interdisciplinary Courses

Beyond crafting interdisciplinary projects, a number of schools have moved to creating interdisciplinary courses within the school curriculum. Courses in the humanities bring together literature, arts, culture, and history and have been popular for many years. For instance, the 3,000-year-old Indian text, *Ramayana*, is still highly regarded today and can be explored through social studies, language arts, and the creative arts. As schools look to globalize, a number of schools such as *Evanston Township High School* in Illinois have moved to offer area studies courses that immerse students deeply in a region of the world, its history, culture, language, religions, arts, and literature. *Ross School* in East Hampton, New York, integrates the study of global history throughout the curriculum (see boxes).

Simulations

Simulations help students develop the knowledge, skills, and dispositions needed for success in the world at large and provide a “safe playing field” as students try on new roles, skills, and responsibilities. There are many simulations on global issues available to educators so it is not necessary to reinvent the wheel. Listed below are a few examples of some of the most frequently used simulations:

- **Model United Nations**, long popular in U.S. schools, allows students to assume the role of diplomats from a range of nations. As they research specific problems in their new roles, students see world problems from new perspectives and are forced to craft multi-nation resolutions as they learn first-hand about the structures and work of the *United Nations*.

Ross School: Focus on Interdisciplinary Learning

The mission of the *Ross School* in East Hampton, New York, is to change the way education meets the future; to foster interdisciplinary, integrated thinking and innovative leadership; to engage fully in the global community; and to facilitate lifelong learning. The curriculum interweaves knowledge in an integrated manner, incorporating skills and content from all disciplines. Because global history is studied in a continuous thread through all core courses, students come to understand the significant historical shifts leading up to the major transformations of the present time. The integrated nature of the curriculum provides students with tools and opportunities for exploring and solving world problems in a holistic manner. This connected intellectual framework is enriched through electives such as Model UN, World Dance, or Cultural Anthropology that allow students to examine a topic or time period in greater detail. Annually, in the spring, students focus on learning in-depth about a specific interest through a three-week intensive course, often involving travel and service learning. The curriculum at the *Ross School* is now being adapted for use in New York City public schools.

Area Studies

Evanston Township High School, Illinois

Sophomores at this high school must fulfill a year-long global perspectives requirement by taking two semester-long, in-depth regional studies courses such as The Middle East or African History and Culture. Students emerge with far more than a retinue of facts and dates from survey courses. “If an African studies course focuses on genocide in Rwanda or Sudan, colonialism and race relations in South Africa, and the role of music in Senegal and Mali, students will emerge with several central ideas, many examples and confidence in their abilities to discuss complex international issues,” says global perspectives teacher Aaron Becker. In his course, students adopt a character from a chosen country. For a “summit conference” on the Iraq War, students took the roles of neighboring countries and allies. These debates are frequent and vociferous and show that there may be many points of view within a country. Students say they emerge with a real appreciation for the complexity of the regions and issues they’ve studied.

- **Capitol Forum** is a simulation sponsored by *Choices for the 21st Century Education Program*, a national education initiative based at *Brown University* that allows students to participate in U.S. foreign relations negotiations, centered around the question: What role should the United States play in the changing international environment of the 21st century?
- **United States Institute of Peace** offers a variety of diplomacy/peace negotiation simulations covering countries in every region of the world, including Cambodia, Colombia, Northern Ireland, Sri Lanka, and topics such as the Israeli-Palestinian conflict.
- **The World Affairs Challenge**, from the *Center for Teaching International Relations* at the *University of Denver*, provides resources to school teams to study a different global theme each year. Teams then come together for a day-long event in which they present the results of their research, participate in a global quiz, and work on a “collaborative question” with students from other schools. Annual themes have included global health, the global marketplace, and conflict in the contemporary world.

International Capstone Projects

An international capstone project is a culminating, academic endeavor toward the end of high school in which students demonstrate expertise on an international issue, region of the world, or other seminal global topic. Most capstone projects are self-selected by students based upon their interests and demonstrate both their college-ready abilities as well as their global competence. Projects can be single-issue research initiatives or a series of projects that reflect deep content learning blended with an action plan. Capstones in some schools replace the traditional senior thesis. When work on the capstone is complete, students present their work publicly to a jury of teachers, peers, and community or business leaders. Some schools use this performance assessment as a graduation requirement or as a significant part of a senior graduation portfolio. Two examples of the use of capstone projects are listed in the boxes.

Idaho Senior Projects

Beginning in 2012, all Idaho seniors will be required to complete a senior project. Students have the option of choosing an international framework for their project. For example, students can choose a specific country and complete a portfolio comprised of a number of assignments that focus on it and prepare a report that could be presented at the Economic Summit, Model United Nations, and/or Culture Day.

Passages

Passage... a journey from one place to another. This image is evoked for a unique feature of the *Denver Center for International Studies* program in Colorado. Using an outcome-based approach, students develop specific individualized learning goals and design three “itineraries,” or Passages, for achieving those goals. These major projects, which focus on international or cross-cultural affairs, are developed and carried out in the students’ 11th and 12th years. Students have completed projects ranging from an in-depth comparison of teen culture in Denver, Colorado, and Kunming, China (where the student spent three weeks conducting research); a comparison of various types of world dances from salsa to African; and a comparison of soccer coaching, training, and culture in Mexico and Colorado. The course outcomes include an individual narrative in which each student describes and evaluates his or her learning, and suggests what he or she might do with that background in the future.

For more information and resources see:

AsiaSociety.org/Education

PART IV

Expanding Student
Experiences

There is no question that learning about the world through the school curriculum is essential to building students' international knowledge and an appreciation for the complexities of the world. But there is no better way to extend that knowledge, to make it real, than through experiences outside the classroom. Technology can connect students to the world in innumerable ways. Foreign travel, for a week, a semester, or even longer, can have a significant impact on a student's life. Service learning engages young people in active decision-making and, when connected to an international application, helps students see connections between their actions and pressing global issues. Internships, in internationally oriented organizations in your local community, offer students a chance to test out world language skills, to experience life in the global workplace, and to build relationships with future employers and colleagues.



Harnessing Technology

The world is advancing at record speed, and so is the technology that is accessible to vast groups of students nationwide and worldwide. The model of teaching computer use in labs is morphing into a

much more organic model where students use computers in school and at home to complete projects that require technology skills alongside content knowledge. Moreover, students can now access information and work on school projects via an array of electronic devices—including cell phones, GPS, video cameras, and iPods.

Today's students must develop the skills to tap into relevant information and networks from around the world, but at the same time be capable of evaluating information found online. Critical thinking skills are essential as students access the myriad opportunities technology affords. Technology is a great asset in internationalizing education. It allows students to overcome geographic barriers, to communicate and to collaborate with their peers around the world, to publish findings and to share words, images, and videos—even to talk to one another in real time. The best news: much can be done to use technology without a great deal of expense. Here are some great examples.

The 21st century is global and digital.

Tap Global Information Sources

Lack of timely educational resources about other parts of the world used to be a major constraint on teaching about the world. Now, there are innumerable engaging ways to access information about every corner of the earth through technology. Teachers and students can tap into expert, up-to-date web sites and global information sources. Some of the sources noted below offer instructional resources for teachers; others are targeted directly at students. Here is a sampler:

- **Universities and museums have created web sites on Africa, Asia, Latin America, and the Middle East.** Developed in partnerships between scholars and teachers, these often include standards-based lesson plans for teachers and resources for students.
- **International organizations like *Asia Society*, *Council on Foreign Relations*, *World Affairs Councils*, the *World Bank* and the *United Nations*** have created broad and deep web sites that include resources for students and teachers.
- **Companies have developed web sites with lesson plans and other resources for teachers.** Examples include *Verizon Foundation's* Thinkfinity with standards-based curriculum and *Apple Learning Interchange* where teachers can network, collaborate, and publish projects.
- **News organizations from *CNN* to *PBS* and *BBC* offer** round-the-clock news updates from around the globe. Students can even set up reminders to be informed of breaking news or features tied to topics they are studying in school via RSS technologies.
- **Students can access web sites from other parts of the world, including international newspapers,** to view perspectives other than their own on important issues and analyze them critically, an increasingly important skill. At *Providence Day School* in Charlotte, North Carolina, media students compare headlines nationally and internationally from the *Newseum's* “today’s headlines” website. *Link TV* brings diverse international perspectives to American viewers through its satellite television broadcasts and online streaming video.

Create Classroom-to-Classroom Collaborations

From Internet projects to videoconferencing, students increasingly can learn *with* rather than just *about* their international peers. Here are some ways to get started:

- **Project based learning.** Collaborative learning based around shared projects, with an international partner school contributing or doing parallel work, is growing quickly. Here are examples of organizations that can facilitate these types of projects.
 - **iEARN**, the largest non-profit network for teachers and students, offers more than 150 projects across many subject areas linking 20,000 classrooms and youth organizations in 115 countries. Online professional development for teachers is available.
 - **ePals** is a long-standing K-12 online community, with members from many countries. *ePals* now offers *National Geographic Society's* educational resources directly to students as a means to catalyze discussions and group projects.
 - **Think Quest** is an *Oracle Education Foundation* global competition where student teams, many of which are comprised of members from different countries, explore a contemporary world topic and create a website.
 - **Classroom 2.0** is another excellent resource that enables educators to connect with other educators globally using Web 2.0 technology. *Classroom 2.0* sponsors interest-specific groups or teachers can create one of their own.
- **Videoconferencing**, though not yet widely available in schools, is gaining popularity. The addition of videoconferencing capacities to new personal computers and cell phones, along with free software such as Skype, will enhance the ease with which this technology can be used. To try a videoconference project, visit *Global Leap*, *iSightEd.com* which uses the *Apple iSight* camera for educational projects, or sign up for a project through *Global Nomads Group*.
 - *Walter Payton College Prep High School* in Chicago has set up regular videoconferences with schools in South Africa, China, Morocco, and Chile.
- **Audio collaborations**, such as podcasts, can be developed and shared collaboratively with schools around the world and require less equipment than videoconferencing. The *Baccalaureate School for Global Education* in Astoria, New York, has collaborated with schools around the country and the world to create “voicethreads” on topics of common interest.

Technology is a great asset in internationalizing education. It allows students to overcome geographic barriers, to communicate and to collaborate with their peers around the world, to publish findings and to share words, images and videos—even to talk to one another in real time.

Use Online Courses

Distance education is an important tool in giving students access to courses not available in their home school. It once required students to watch a teacher or professor on an overhead TV but now with the Internet as a delivery mechanism, students can access courses at times convenient to them, whether at home or at school. One-third of all high-school students have had an online educational experience,¹ and this number is likely to grow as states like Michigan introduce requirements that all high-school students take at least one online course before they graduate. The benefits of online courses are numerous:

- They are an inexpensive way to diversify a school's course offerings in such areas as languages and international economics—thus removing barriers to student learning in areas where teachers aren't available or where the practicality of offering such courses is small.
- They offer students a new opportunity to access teacher expertise, and many teachers report that they develop easy relationships with students online.

Virtual High Schools

The *Michigan Virtual School (MVHS)* enables Michigan high schools and middle schools to take courses, taught by certified teachers that students wouldn't otherwise have access to. For example, MVHS offers online Mandarin courses for high school students, in conjunction with the *Michigan State University Confucius Institute*.

One of the largest providers of online courses is the *Florida Virtual High School*, where middle school students can take classes like World Cultures and World Geography. High school students can choose from such offerings as Global Studies, World History, Chinese, Latin, and Spanish.

- They can potentially include students from around the globe.
- They support diverse learning styles, enabling students to access multiple pathways to information, participation, and collaboration.

Teachers Speak About the Power of Technology

I have seen evidence of what one series can do in the lives of teenagers who believe nothing can change them. One of our students, Paul, announced "this was the most important thing I have ever done." It can change ideologies and foster open communication across cultures, languages, and borders.

—ROBIN GIBBS, TEACHER, GALLOWAY SCHOOL, BUCKHEAD, GEORGIA,
WHOSE STUDENTS PARTICIPATED IN A GLOBAL NOMADS VIDEOCONFERENCE

The exciting part for Hadley Middle School is that because of our experience with iEARN, we have decided to create a 6th grade global learning academy for next year. We are very excited about this opportunity to teach core content through global and 21st century skills!

—MEAGAN HIGGINS, TEACHER,
HADLEY MIDDLE SCHOOL, WICHITA, KANSAS

I live in rural New Hampshire and have never been out of the country. The classes I teach do not contain diverse populations... iEARN can bring some of that [diversity] into the New Hampshire classroom and I think that it was the most valuable thing my students got from work with iEARN.

—KATE FOX, TEACHER, MEMORIAL MIDDLE SCHOOL,
LACONIA, NEW HAMPSHIRE

Reischauer Scholars Program

The *Reischauer Scholars Program, Stanford Program on International and Cross-Cultural Education*, is a college-level distance learning course for high school students that provides a broad overview of Japanese history, literature, religion, art, politics, economics, education, and U.S.-Japan relations. The course, which has been offered since 2003 to students from 29 states, is offered through 10 sessions held over six months and is taught by senior scholars, diplomats, and other experts from the United States and Japan. Students participate through lectures, readings, and online discussions, as well as through video and PowerPoint presentations that display maps, statistics, images, and digitized primary resources. Those who successfully complete the course receive college credit.

Publish Student Projects on the Web

New interactive media tools help schools and students present and disseminate their work. Students can create their own videos and digital stories through such programs as *Adobe Youth Voices* or *Apple's iLife Suite*. They can make and create their own virtual tours with *Google Earth*. Students at *The Head-Royce School* in Oakland, California, produced a virtual field trip of Shanghai using *Google Earth* to research, locate, and map sites of interest based on what they had studied of the city. Or students can collaborate on creating joint websites through free collaborative tools such as wikis—software that allows users to create, edit, and link web pages easily. Weblogs, or “blogs,” are another low-cost way to share student work.

- At *International High School* in Brooklyn, New York, students create digital videos exploring the impact of human activity on the global environment and then upload them to their own blogs so they can be accessed by a world-wide audience. Such projects give students incentive to complete schoolwork, for they are creating work for the world to see, not just for a teacher to grade. By publishing their work online, students are able to receive feedback from teachers and peers, thus helping them improve.
- Students at the *International Academy* in Bloomfield, Michigan, have many opportunities to utilize technology. They have created digital stories focusing on *Things Fall Apart* by African author Chinua Achebe; written a classroom blog to post reflections about Indian Panchatantra folk tales; recorded a commercial reflecting the cultural aspects of *Midaq Alley* by Naguib Mahfouz; and developed World Music Wiki Pages exploring non-Western music from various countries.
- Students at the *College of Staten Island High School for International Studies* in New York use websites and blogs to keep family and friends informed about their trips while abroad.

As the examples in this section suggest, technology is a great tool for giving students access to international content and experiences. New tools are becoming available every day. One issue you may have to confront right away is the blocking of Internet sites or email addresses by your district security system. This should not be a deterrent to using new technologies. In many cases a call to the district will result in websites and emails being added to the “whitelist.” The organizations mentioned here pay a lot of attention to and, in most cases, are invested in security to protect children.

Broward County, Florida

This school district has developed the GLIDES program—Global Learning Initiative through Digital Education for Students. GLIDES provides teachers with multi-disciplinary, project-based curriculum. Emphasis is on student collaboration, technology integration, research, and assessment of students through alternative methods. Projects focus around a theme such as international business relations with China. *Falcon Cove Middle School* created *Falcon's View*, an international “webzine.” This interactive online map features background essays, podcasts, and videos on over 20 countries, including features on economics, politics, and culture.

For more information and resources see:

AsiaSociety.org/Education



International Travel and Partnerships

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.

Whether for a week of living in a home and attending school classes or a summer, semester, or year-long foreign exchange program, living abroad can be a memorable and life-altering experience. Students who travel 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.^{2,3} 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.

Student Travel Abroad: Making it Happen

There are many travel programs available to individual students. The *Council for Standards in International Educational Travel* maintains lists of travel programs that are meaningful and safe. The educational and social benefits of successful travel abroad experiences are compelling, but success requires real attention and careful preparation.

- **Consider designing your own trip or program 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 community members and follow district protocols.** Parents will have many questions about the travel program, safety, etc. Many student travel groups can advise on trip design and procedures.
- **Have clear educational and personal goals** for participating students—in-depth learning of a country, language skills, building relationships. Remind students of these goals frequently.
- **Prepare students before the trip through study of the country's language and/or history and culture in their regular classes.** Use videos, e-mail, blogs, and other media to help students become familiar with the country and culture ahead of time.

Funding International Travel

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. 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.
- **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.** Scholarships for trips and exchanges are available through a number of national organizations. Even in its first year, the *Houston Academy for International Studies*, in Texas helped eight minority students travel in the summer following their freshman year to Italy, Spain, Costa Rica, and Thailand through a study abroad scholarship program.
- **Bring in businesses and non-profit organizations that function in the area where you'll be traveling** and encourage their leaders to share information. Your state department of commerce may help you identify local businesses with interests in the area you will visit.
- **Plan a journal program before the trip.** Invite local journalists to help students learn the keys to keeping detailed notes. This will help students focus on details that they'll truly remember rather than writing broad, inchoate observations. Establishing a blog provides another means to capture and share the experience in "real time."

A School-to-School Partnership: Making it Happen

An ongoing school partnership with a school or schools in another country can be beneficial for students and teachers alike and can be a catalyst for a school's global mission. It is a relationship built over a number of years that can include homestays and school attendance, exchanges of teachers, electronic connections, joint classroom projects, and broadening of the school's curriculum, language teaching, and world view. Here are some key steps for creating a successful partnership:

- **Study an existing program**, like the *Newton-Jingshan Beijing School Exchange*, which has been in existence for more than 25 years, or the *Cape Cod Lighthouse Charter School* exchange with Japan or *Walter Payton College Prep's* partnerships with schools in Chile, South Africa, or Japan. Find out what has worked to develop their model and decide what will be effective in your context. Your state department of education may have information about nearby schools participating in partnerships and exchanges.
- **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 non-profit organization with international ties. All successful partnerships have a committed person behind them.
- **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.

"The exchange was, quite simply, the most important experience of my life. It provided me with a base for understanding China that has been crucial to my study of China over the past fourteen years. The exchange provided me not only with friends for life, but also with a passion for China that I know will last a lifetime."

— BEN LIEBMAN,
1986 NEWTON-JINGSHAN BEIJING SCHOOL EXCHANGE

“The trip caused me to think critically about the United States’ influence on the rest of the world—for better or for worse. This summer I will be doing volunteer work in Rwanda, the result of a class I took this year on global conflicts. The experiences I have had at *Payton*, both in and out of the classroom have inspired me to continue to learn more about the world and what it means to be a global citizen.”

—GRACE STROM, WALTER PAYTON COLLEGE PREP, ON HER TRIP TO CASABLANCA, MOROCCO, 2007

- **Identify an international school partner.** The champion may have an idea for a potential school, or an individual with international business connections may be able to lead you to a school. Organizations such as *The China Exchange Initiative*, cultural offices of foreign embassies and consulates, and local sister city committees may also be of assistance in finding an appropriate partner school.
- **Clarify reciprocal goals and operating agreements.** Ideally, at the outset, school principals visit one another’s schools to discuss mutual goals, opportunities, realistic parameters, and coordination mechanisms for the partnership.
- **Build the relationship over time and broaden its impact on the school.** For example, use technology-based projects to sustain communication between physical exchanges (see *Harnessing Technology* section) and have returning teachers create curriculum for the school or presentations to be shared with colleagues.

If every school in the United States had an ongoing partnership with one or more schools in other parts of the world, imagine how much better our schools could prepare our students for the world of the future.

Walter Payton College Prep, Illinois

Since its inception in 2000, every student at this inner-city Chicago school takes four years of a world language and has the opportunity to travel abroad. School partnerships have formed with schools in China, France, North Africa, Japan, Switzerland, Chile, Italy, and South Africa, many through the Sister Cities of Chicago. Throughout the year, students prepare for their trips by studying the language and culture and every student helps with fundraising so that all classmates can afford the trip. A school handbook on exchanges guides teachers through all steps of the process, from initiating contact with the international school to advising students on how to behave while on the exchange and what follow-up activities to expect.

State/School Exchange Partnerships

Connecticut has focused on building a relationship with Shandong province in China, establishing over 85 sister-school relationships. Ongoing activities include teacher, principal, and student exchange trips, professional development, and creating curriculum materials for teachers on East Asia.

North Carolina has established a school partnership program with Jiangsu province, China. Currently there are 13 schools participating in collaborative activities including virtual and real exchanges, the development of courses on China, and language programs.

Twenty **Oklahoma** schools are sending and receiving delegations between Oklahoma and China. Some school partners are in their second, third, or fourth round of exchanging teachers and students.

Since 1994, more than 500 **Vermont** teachers and school administrators have visited China, Japan, and Thailand. In addition, more than 400 high school students have visited China.

Over the past 18 years, **Wisconsin** has created opportunities for hundreds of school partnerships, student exchanges, and teacher visits with its partner regions in: France, Germany, Japan, and Thailand.

Follow-Up and Reflection

Immediately after a trip or exchange, participants should take time to reflect critically on the experience and share it with others in their school and community. Some ideas for doing so:

- Ensure that **students conduct specific learning projects** while abroad—family interviews, photo projects, annotated scrapbooks, journals, service learning, or research on the history of the region or contemporary challenges. When they return, students can talk to both their classmates and students in younger classes about what they learned.
- Have **students make presentations to sponsoring organizations and community groups**. Always keep the power of the media in mind and ensure that local newspapers, magazines, and radio and cable access stations know about opportunities to interview students and faculty upon their return.
- If the trip includes visiting a school, consider **maintaining the connection** and turn the relationship into an ongoing school-to-school partnership.

Every school in the United States should have an ongoing partnership with a school in another country.

“We saw abject poverty and had a hard time dealing with it. We had a lot of... group talk to work through things. I can’t imagine anyone not wanting to take the trip. It was a life-changing experience none of us will ever forget.”

– KATIE RIVERS, *BRATTLEBORO UNION HIGH SCHOOL, VERMONT, ON HER TRIP TO NICARAGUA, (BRATTLEBORO REFORMER, APRIL 30, 2007)*

For more information and resources see:
AsiaSociety.org/Education



International Service Learning

Service learning is service that is integrated into the curriculum, has explicit learning objectives, and involves organized reflection and critical analysis activities.⁴ Research shows that well-implemented service learning programs have academic, civic, and social benefits. They can increase students' academic engagement, motivation, and analytical skills; can foster a sense of belonging and responsibility to a community; and can help to reduce risky and problem behaviors. Service-learning can also foster closer connections between the school and local community and contribute to positive perceptions of young people as resourceful contributors.⁵

Moreover, service learning that is integrated into courses in a globally oriented school helps students to see connections between their actions and pressing global issues. Whether the service is conducted domestically and focuses on forging connections between the local and the global or whether students actually travel abroad, reflection activities can engage students in addressing global issues ranging from poverty to hunger to the environment. Here are some examples of ways in which service learning, even in the most rural community, enables students and teachers to act on the notion that we are an interdependent human community.

Service Learning: Making it Happen

Guides available from *The Corporation for National and Community Service* and other service learning organizations detail the characteristics of effective service learning programs, including duration, curriculum connections, roles for student leadership, the role of a teacher or parent as a coordinator, community partnerships, funding, student access, and school-wide support (see AsiaSociety.org/Education for a list of guides to service learning to help you get started). But most service learning is domestically focused. How can schools make service learning international?

Partner with International Humanitarian or Youth Organizations

Partner with organizations such as *Heifer International*, *Global Earth Watch*, or *Mercy Corps* on projects they deem important. For example, students at *Castilleja School* in Palo Alto, California, spend advisory periods setting personal service as well as academic goals. Some then work with organizations such as the Red Cross to raise money for international disasters and promote disaster preparedness locally. *One World Youth Project* fosters international connections between schools with an interest in forwarding the United Nations Millennium Development Goals. Students from *The Cape Cod Lighthouse Charter School* in Massachusetts and their partners in Arusha, Tanzania, for example, communicate through a Web site, share curriculum assignments, and undertake community service aimed to address a local issue associated with the Millennium goals.

Connect Local and Global Issues

For example, math students can record and graph parking patterns near a school to recommend a carpool solution and create a public service announcement. Students can also analyze the implications of their and similar efforts on oil consumption and global warming. Students studying global migration patterns can speak with local immigrants about their immigration experiences and create an exhibit to preserve their local history through podcasts and videos.

White Plains School District, New York

Eastview Middle School in White Plains, New York, created the Global Run Project in 2005, which now involves at least 20 schools in ten countries. Students choose international humanitarian projects to support, research all aspects of the global issue(s) that it involves, conduct video-conferences with students in other countries, and then take action through fundraising and community awareness. Student and Global Ambassador to the program, Maya Oliveria, says, “*This project really blew my mind... seeing people in Africa and Peru actually receiving water from our money was really exciting. We got 11 schools in six different countries to participate... by video-conferencing with those schools and (giving) information about the project.*”

Building with Books Program

This global education elective at *Marble Hill School for International Studies* in the Bronx, New York, encourages students to investigate contemporary issues and recurring themes from multiple perspectives. It allows them to see interconnections between people across time and place while learning core global history and geography curriculum. Students and teachers raise money to travel abroad and participate in service learning projects while simultaneously studying units on global issues and sustainability; population, resource use, and the environment; health; human migration; and education. All of this new knowledge and experience is put to use in a culminating trip to a developing country to help build a school.

Base Service Learning in an Internationally Oriented Curriculum

At *Washington International*, in Washington, DC, service learning in the middle school is driven by themes in the curriculum. For instance, water and Africa, the themes for grade 7, direct students to a clean-up of local streams that flow into the greater watershed system, and raise funds to support a clean water system in an African village. Spanish students at *Milwaukee School of Languages* in Wisconsin connect their learning of Latin American history and culture to service by translating children’s books into Spanish and sending them to Costa Rica.

Pair Service Learning with International Travel

If a school or group of students is organizing international travel, incorporate a service component in order to enhance students’ understanding of the culture. *Asia Society’s International Studies Schools Network*, a network of schools serving low-income students, included work on a *Habitat for Humanity* project during a students’ trip to China. Students recorded their observations in daily journals and upon their return, shared their experiences and knowledge of housing issues with their schools, youth groups, and local sponsors.

Follow-Up and Reflection

Reflection is a critical piece of any service learning initiative—both during the project and afterwards. It also gives students the opportunity to practice their research, writing, presentation, and technology skills and for other students in the school to learn more about global challenges. Consider some of these activities for students:

- **Oral presentations.** This could include one-on-one student presentations with the teacher or project leader; a whole-class or group discussion; or an oral report to the class and community partner, ideally with PowerPoint or other multimedia assets.
- **Multimedia projects.** Create a photo, slide, or video essay; post images to an Intranet or Internet Web site; create drawings, collages, or other artwork of the project; or stage dance, music, or theater presentations.
- **Writing.** Record the experience through essays or research papers; write in journals, whether shared or maintained privately; create a case study or history of the project or of an individual outside the school who participated; develop a guide for future participants; or write a news release and try to place it with a local newspaper.

For more information and resources see:
AsiaSociety.org/Education



International Internships

What better way to learn about the world of work than... working. Internships are an ideal way to introduce students to the culture, demands, and rewards of work. Internships can allow students to apply academic skills such as research, writing, analysis, and problem-solving within the context of the workplace. If they are in an internationally-oriented setting, they can help students understand the growing global interconnectedness.

Such an internship need not be overseas; it may simply be a local internship in a setting that has an international dimension—say, at a company that trades its products overseas and that allows students to work in the overseas marketing or shipping area. Internships also afford students the opportunity to practice their world language skills or their cultural and historical knowledge. An *International School of the Americas* student who had studied both German and Spanish wanted an internship to utilize both languages. His internship at the Volkswagen plant in Zacatecas, Mexico, organized through a sister school partnership with a school in Puebla, Mexico, allowed him to practice both of his languages during the summer placement and to learn about international business and exporting, as well. Further, internship programs can create vital partnerships between a school and the community organizations or businesses at which interns are placed.

International Internships: Making them Happen

Here are some tips culled from teachers and schools with active internship programs:

- **Work with the local college or university, Chamber of Commerce, Rotary International, Lions Club, Kiwanis, or other business organizations** to identify possible internship opportunities. Be clear about the goals of the internship, how many students a given facility can take, the length of the program, and the follow-up expected from students. The *Academy of Information Technology and Engineering*, a high school in Stamford, CT, invites representatives of local businesses (many of them with international connections), to sit on a Business Advisory Board. Board members are actively involved in the school and provide internship opportunities.
- **Network with parents to identify possible internship opportunities at their places of work** or the foreign offices with which they may be affiliated.

- **Consider connections with the *World Affairs Council* or with cultural/ethnic organizations in your community** that may be seeking help on specific projects (for instance, *Greek Association*, *German-American Club*, *Friends of Japan*).
- **Assist students in finding summer internships.** Some internationally oriented organizations such as *NASA*, *U.S. Department of Energy*, and international departments of universities offer special summer internship programs for high school students.
- **Assign a coordinator** to set up written agreements with clear expectations, and to monitor its success both for the student and the hosting organization.
- **Consider awarding credit.** At *International School of the Americas*, in San Antonio, Texas, theory and practice are two parts of the internship experience, which is awarded credit as an English language arts class due to the emphasis on technical writing. Each student completes 120 hours of practical experience during the internship. Students have interned with the *World Trade Council*, *San Antonio Department of International Affairs*, *University of Texas Health Science Center Research Labs*, and with individual artists and immigration lawyers. Students also attend additional seminars conducted by the internship coordinator to discuss components related to success in the working world.

Cristo Rey High Schools

Cristo Rey High Schools, catering to low-income and minority students in schools throughout the country, help students finance their own college-preparatory education by providing them with internships at local organizations including *Deutsche Bank*, *El Museo del Barrio*, *MWH Americas*, and *National Council on Economic Education*. By working in teams, students are able to cover a company's needs Monday through Friday, the entire year. Meanwhile, *Cristo Rey* students gain valuable work experience, a strong resume, and the networks to further their personal and professional development.

Madeira School Internship Program

Every student at the all-girls *Madeira School* in McLean, Virginia, is required to spend one day a week throughout their high school career participating in an internship program known as Co-Curriculum. This 40-year-old program prepares students for the workplace by honing their research and public speaking skills. Juniors intern in congressional offices on Capitol Hill where they have the opportunity to attend Congressional hearings and events on international issues. Seniors select internships matching their interests and have interned at *The Center for Peace*, *International Network for Environmental Compliance and Enforcement*, *Meridian International Center*, *National Geographic* and several international businesses.

For more information and resources see:

AsiaSociety.org/Education

PART V

Going to Scale



Resources and Community Partnerships

Many of the ideas in this guide can be achieved without additional funding. Motivated teachers can integrate international content into their courses, use free curricular materials on the web, and make use of existing information technology. Some aspects of international education, however, like expanding language programs or organizing school travel, will require additional financial resources. All the schools mentioned in this guide have found that a key strategy is creating partnerships with internationally oriented business, academic, or community organizations. Bringing the community into the school and taking the school into the community are essential elements in creating a strong, internationally focused school. Here are some examples of funding sources and partnerships that may be of help.

Funding Sources

Once a school adopts the mission of producing graduates who are globally competent, the costs of developing an internationally focused curriculum (mostly professional development) become part of the standard budgeting process. The school budget review process should look at all expenditures through the lens of its international mission statement and graduate profile (see Part II). In addition, there are funding resources that specifically support new language programs and the travel and exchange aspects of a globally oriented school. These include:

- Federal funding streams that support new language programs
- *U.S. State Department* and private sources for travel and exchange funding
- *Rotary* and other local business organizations that support travel and internships
- International governments that subsidize visiting teachers, especially of languages

For updated information see: www.AsiaSociety.org/Education

Universities and Colleges

Universities and colleges can offer a world of resources to your school and students. For example:

- **Curricular resources.** Colleges and universities often have significant international expertise across many departments. Those universities with area, international studies, and languages centers funded by *Title VI* of the Higher Education Act are required to provide professional development and curricula resources to K-12 schools. Even if

your school is not near such a center, these materials are increasingly available online. For example, on Africa, try the websites of the African Studies Centers at *Boston University* and *Michigan State University*. For Latin America, try *Tulane University* and for the Middle East, try *Outreach World*. For Asia, *Asia Society* and the *National Consortium for Teaching about Asia* have extensive web and professional development resources.

- **Access to international courses.** Many high schools have created partnerships with their local community college or university to allow high school students to enroll in college-level courses with an international focus or world language courses that are not feasible to offer in the high school. Students receive the dual benefit of earning credit that can be transferred when they enter college full-time.
- **Teacher-to-teacher mentoring.** Whether in subject-specific or culture-specific areas, professors and other faculty can offer unique ideas to secondary school professionals.
- **Career days.** Many colleges sponsor events that may tap business leaders and employees who have worked overseas. Often they will allow high school students to participate.
- **International students** can be a great untapped resource for secondary schools, be it in language assistance or teaching a class on their country.
- **On-campus groups** devoted to the cultures of particular students and their home countries are common in colleges. These groups can provide speakers, artistic productions, and other events in which secondary students and teachers can participate.

Medgar Evers College Preparatory School, New York

At *Medgar Evers College Preparatory School* in Brooklyn students enroll in actual college courses, accumulate course credits transferable to other colleges, and can earn an Associate's degree while simultaneously completing all requirements for a New York State Regents diploma. Courses available include: World Civilization I & II, World Art I & II, World Music I & II, World Literature I & II, International Economics, World Geography, International Administration and Diplomacy, The UN and Global Relations, History of U.S. Foreign Policy, History of Women in the Western World, and the African Experience in Latin America and the Caribbean.

- **American college students** who are studying abroad can send reflections from their target country to local secondary school students—benefiting not only your classroom, but also the students abroad who may not otherwise consistently reflect on their new experiences.

Businesses

Businesses have a vested interest in preparing the next generation—find those in your community that depend on exporting, importing, or international banking. They may offer:

- **International connections.** These can be mined by faculty and students for classroom learning materials or simply for knowledge and information. Make contact with your local *Rotary*, *World Trade Council*, or *Chamber of Commerce* to explore connections.
- **Contacts and resources for students.** Find ways to structure these connections or mentoring opportunities in an ongoing way. For example, the *Cultural Communications Alliance*, a business-education outreach partnership between *Bayer* and *Heinz* corporations and 15 high schools in the Pittsburgh area, aims to promote continued language study and acquisition of cultural communications skills by high school students. Student teams participate in an international marketing competition to develop a strategy to sell a product in another country, taking into consideration economic, political, religious, demographic, cultural, and language factors.
- **Student internships** on-site in the local community and at overseas locations.
- **Principal for a Day or Executive for a Day** volunteers who will step into a school to share personal experiences and ideas as well as to listen to a school's needs and find ways to help.
- **Donations, loans, and scholarships** to support specific programs or students, from donuts for a school cultural event to funding for international travel. Seattle annually hosts an International Business Breakfast to raise funds to support international education programs in the city's schools.

Pompano Beach High School, Florida

Students studying international business benefit from the local partnerships formed by their school. Each year, students get a behind-the-scenes look at the *Florida Panthers Hockey Club*. The class is given an opportunity to learn about the business side of the entertainment/sports industry, with an emphasis on developing international marketing partners, attracting local and foreign guests, and providing services for visitors from around the globe.

Through a partnership with *HSBC World Bank*, the International Finance and Law students create a semester-long project designed to examine some aspect of international finance. *HSBC* provides guest lecturers and subject matter experts to work with each class and one student is selected for a paid internship at the bank.

Cultural Groups and Other Organizations

Any manner of organized group might offer a veritable treasure trove of ongoing activities, lectures, online and printed materials, and expert consultants—and many of their offerings are free. When brainstorming, think about these potential partners for your school:

- Museums
- Embassies or consulate offices
- Humanitarian organizations
- Heritage or immigrant groups
- *World Affairs Councils*
- Labor groups
- Faith-based groups
- Volunteer organizations

World Affairs Councils

Across the country, *World Affairs Councils* can provide expert guest speakers and international connections for schools. The *Philadelphia World Affairs Council*, in cooperation with the *School District of Philadelphia*, established the *Bodine High School for International Affairs* in 1981. The school has a World Affairs liaison, responsible for maintaining a program of international guest speakers and assemblies, organizing a bi-monthly library lecture series, and arranging field trips with an international flavor.

Partnerships: How to Get Started

Here are some ideas to get started and keep going in building partnerships with organizations like those mentioned above.

- **A community survey.** Ask students to identify key cultural and international assets in your community, map them geographically, and take note of the specific activities and programs they have available. Help students organize the information to share with others.
- **Ask.** Once community assets are identified, ponder which ones offer the most potential to help with your international efforts. Then ask the organization for what you need—set up a museum visit, for instance, or tell a local business you'd like a two-hour meeting with 20 students and a top executive; then set an agenda. Set timetables for the deliverables you expect. Start slowly and build. Consider opening your request list with items that can be delivered free-of-charge.
- **Let your partners know why they are so valuable** and explain how their participation benefits them (for example, students may return as future employees to a business; museums will build local future members).
- **Consider a variety of partnership roles.** Partners can lend support to a fund-raising idea, mentor students, offer expertise, or provide materials, services, or facilities to the school.
- **Nurture your partners.** Follow-up after activities. Make sure students send thank-you notes after events in which partners have participated. If a partnership is not working, end it, gracefully. If a partnership is working, find ways to publicize its success—consider media relations and press opportunities.
- **Bring partners together.** Consider a year-end event at which partners are honored for their participation. Ensure that students participate and, ideally, that they plan the event.
- **Tap parents as partners.** Students' parents can be an invaluable source of languages and cultural knowledge.
- **Highlight what schools can bring to partners.** Schools can provide diverse language skills, community service through projects and educational campaigns, interns or volunteers for local business and community organizations, placements for student teachers, and service opportunities for college students.

For more information and resources see:
AsiaSociety.org/Education



What Districts and States Can Do

The sweeping changes taking place in the 21st century and throughout the world have enormous consequences for today's young people and their preparation for the future must change accordingly. Across the United States there is a growing movement to prepare our young people to succeed in the international marketplace and to become informed global citizens. Individual schools, like those cited in this guide, have started to embrace the challenge of equipping students with international knowledge and skills. Districts, states, and the federal government have put in motion initiatives to promote international education and world languages. But as a nation, we have not yet made international knowledge and skills a significant priority in education and workforce development policy. If international knowledge and skills are not included in standards, assessments, and graduation requirements, and if teachers are not equipped to teach international content, schools cannot develop globally competent students. Therefore, if international education is to move from the margins to the mainstream of American education, and if we are to provide global skills for *all* students, not just a select few, we need aligned actions at the district, state, and national level. This section presents ideas for change at all levels.

School District Action

Increasingly local school boards and district superintendents are recognizing the need to prepare their graduates for the world of the future and are exploring steps to integrate an international dimension into their schools. Districts can have a considerable impact by beginning with a few small initiatives or by “going global” on a comprehensive, district-wide basis. Each district’s international vision for its schools and students can be tailored to its own circumstances. There are, however, common leverage points that all districts can use as entry points to change:

Envision Success in a Global Age

Just as individual schools have done, a district should determine what critical knowledge, skills, and values it believes every graduate from its schools should have (see *Creating a Global Vision and Culture* in Part II). Use this book and the companion DVD, “*Putting the World into World-Class Education*” as a point of departure for a community-wide conversation involving district leaders, school board members, principals, school staff, parents, and community members on the global competencies needed by graduates. Establish a committee to review the district’s current assets and barriers and develop a plan to increase students’ global knowledge and skills.

“We cannot achieve this goal unless we embed global awareness into everything we do. One of my suggestions is: integration, integration, integration.”

– ANNE BRYANT, EXECUTIVE DIRECTOR, NATIONAL SCHOOL BOARDS ASSOCIATION

Review Policies

What policies could promote greater international knowledge and skills? Where can change begin? Evanston Township, Illinois, for example, introduced an international studies requirement for graduation and teachers then developed a range of courses to meet that requirement (see *Getting Started* in Part II).

Audit Academic Programs

Within the parameters of state content guidelines, districts determine what students have the opportunity to learn. Conduct an academic and program audit of the district’s current efforts to teach about the world. Consider how international content could be infused into existing courses, examine how language offerings could be expanded—including through online options—and set a plan with specific goals for increasing the number of students taking internationally oriented courses, including Advanced Placement courses.

Recruit and Develop Personnel

See *Finding and Preparing Teachers* in Part II for suggestions on how districts can recruit, hire, and sustain teachers and other personnel that have the skills and desire to emphasize international content and perspectives. Ask what local universities are doing to internationalize their teacher preparation programs and explore available professional development and travel and study opportunities that can strengthen teachers’ international knowledge and experiences.

Use International Education to Drive School Improvement

Districts can use international education as a focused approach to transforming poorly performing schools or creating new schools that promote improved student achievement. For example, *Asia Society’s International Studies Schools Network*, has shown success in preparing low-income minority students to be both college-ready and globally competent (see Part I). In 2008, *Seattle Public Schools* announced that it would open ten international schools, envisioning K-12 “international tracks” across the city with two international elementary schools, an international middle school, and an international high school in each track. An International Education Administrator was appointed to spearhead this new effort.

Create Community and International Partnerships

Local business, cultural, and community organizations can support your district’s international work. Review the section above on *Resources and Community Partnerships*, then conduct a community audit to assess which potential partners could be most helpful. International partnerships can also expand the horizons of schools in your district. For instance, the Mandarin program of the *Chicago Public Schools* is built on an international partnership with Shanghai to provide visiting language teachers.

Review Resource Allocation

Finally, as part of the district plan, review what resources of time and money can be reallocated to achieve the district’s global vision and examine where new resources will be needed. Appoint someone to lead the district’s international education efforts and give teachers time to plan. Carefully review existing revenue sources and budget priorities to see where funds might be channeled toward this goal. Also, consider how time, a critical asset for planning change, can be used to support integration of a global focus.

“With the right tools, students today can navigate successfully tomorrow... More often than not, success requires fluency in multiple languages and the ability to think across disciplines as well as borders.”

– DR. RUDOLPH CREW, SUPERINTENDENT OF MIAMI-DADE COUNTY SCHOOL DISTRICT, FLORIDA

State Action

Although most education is delivered at the local level, states have the ultimate responsibility for setting standards to assure that children receive an adequate education. States are critical to creating internationally competitive education systems that will prepare students to support dynamic economies.

To develop internationally competitive schools, *Asia Society* and the *Longview Foundation* have been working with more than 25 states through the *States Network on International Education in the Schools*. States have developed commissions, statewide summits, and reports to assess their states' relationships to the world and propose ways in which their education systems should adapt to prepare students to be globally competent (see *Ten Questions You Should Ask Your State Policymakers* box). States have created a variety of mechanisms, appointed international education coordinators, and developed a range of new policies and programs.

Both *The Council of Chief State School Officers* and *National Association of State Boards of Education* have adopted policy statements emphasizing the need to prepare students with global skills.^{1,2} These state efforts are a good start, but for international knowledge and skills to be available on a broad scale, there are more actions that states can take:

Modernize State Standards And High School Graduation Requirements

When state standards are reviewed, international content can be integrated into K-12 curriculum standards and assessment criteria. High school graduation requirements should be updated to reflect the new knowledge needed in a globalized world: students should be asked to demonstrate developmentally appropriate global competence as a requirement for graduation. States could consider developing a network of internationally themed high schools to serve as models for how to produce global competence and as sources of professional development.

State Actions to Promote International Education

- Governor appointed councils and state summits, and action plans to assess the status of international education.
- State legislation to incorporate a global dimension into schools.
- Creation of international secondary schools as models for replication.
- Early language programs or expansion of world languages requirements.
- State language “roadmaps” to expand language capacity.
- Educational partnerships with other countries and cities.
- Professional development institutes to build teacher capacity.
- Appointment of state international education coordinators.
- International visiting teacher programs.
- Award or recognition programs for schools or teachers.

Develop a Plan to Expand World Languages

A number of states have assessed their statewide language capacities and needs and developed roadmaps for new approaches to language proficiency. After examining their own circumstances, states can create a long-term plan that builds on effective approaches including: starting early and creating longer sequences of study; using immersion-like experiences; harnessing technology; and building on the strengths of heritage communities. Alternate certification routes can speed up the production of language teachers and enable the development of programs in less commonly taught languages, such as Hindi and Arabic.

Broaden Teacher Training

Pre-service teacher education needs to be updated to respond to the realities of today's world. States should update their teacher licensing requirements to ensure that all prospective teachers take courses that emphasize the global dimensions of their subject. States can also use their P-16 Councils to create P-16 Partnerships for International Teaching Excellence that would link universities' international experts with schools of education and districts, offering high-quality professional development, including study abroad and online courses for practicing teachers. Leadership training programs for school principals and district superintendents could help them understand and make the case for the importance of an international approach to education to parents, school boards, and teachers.

Use Technology to Connect Schools to the World

Billions of private and public sector dollars have been invested to wire schools and build web and broadcast media resources for schools and communities. But the impact on international knowledge and skills has been negligible. States should harness their technology investments to expand the availability of international courses online and encourage every school to create virtual relationships with schools in other parts of the world. Private and public resources in these areas could also prime partnerships between universities, corporations, and K-12 schools and use public television and radio to educate young Americans about the world.

Ten Questions to Ask Your State Policymakers (Governors, State Superintendents, State Legislators, State Boards of Education)

1. What are your state's current and future relationships with other parts of the world? Do they increase trade, foreign direct investment, job creation, tourism, university partnerships, and international students?
2. Has your state board of education or legislature developed a formal policy to promote international knowledge and skills?
3. Do your state standards and assessments incorporate international knowledge across all major subject areas? Do your high school graduation requirements reflect the new realities of a global environment?
4. Has your state developed a state languages roadmap to expand world languages opportunities from K-16, including less commonly taught languages?
5. Are the teacher preparation and certification programs in your state producing teachers with global knowledge and skills?
6. How can your state tap the resources of higher education and the business community through K-16 and business partnerships to promote students' and teachers' international knowledge and skills?
7. How can your state incorporate global competence into existing school reform and afterschool programs?
8. How can your state's technology and distance learning infrastructure be used to strengthen international education?
9. How can your state expand student and teacher participation in international exchanges, especially with regions where the state has economic or cultural ties?
10. Does your state benchmark its standards and practices against those of other high-performing countries?

Encourage Participation in International Exchange Programs

There are a variety of international exchange programs in which administrators, teachers, and students can participate. In addition, states should follow the lead of those states that have taken “stakeholder” groups of business, education, and community leaders to other countries and developed trade, cultural, and educational ties simultaneously. This creates a key group who understand the economic and educational importance of promoting global skills (see Part IV).

Benchmark Schools Against Other High-Performing Countries

The relevant educational standards are no longer just those of the state next door but those of the world. Just as business leaders benchmark their companies against the best in the world, so too state education leaders need to study where U.S. schools stand in relation to the rapidly evolving educational systems of other countries. In addition, the exchange of ideas about best practices in, for example, math/science, languages, and teacher recruitment and professional development not only heighten appreciation of the strengths of U.S. education, but also expand the range of ideas about how to improve areas of weakness.

“Americans have been the world’s most successful students and entrepreneurs for the past century. We have to envision a new set of global skills that include understanding world languages and cultures to retain our edge in an increasingly interconnected economy.”

—GASTON CAPERTON, PRESIDENT, COLLEGE BOARD

National Leadership

Ultimately, if our nation is to meet the challenges and opportunities of a globalized world, national leadership will be needed. For almost 50 years, the U.S. government has played a crucial role in fostering world languages and international education in higher education through programs like *Title VI* of the Higher Education Act and the *Fulbright-Hays International Education Programs*. But globalization has created a broader need for international knowledge and skills that must be developed earlier in K-12 schools.

This could be done in many ways:

- **A K-16 international education and world languages initiative:** This would build capacity in schools as *Title VI* has done in higher education—through internationalizing teacher training and professional development and by creating languages and international education partnerships between universities and schools.
- **Add international knowledge and skills to school reforms:** As federal actions are put in place to reauthorize elementary and secondary education, including the creation of more effective elementary, middle, and high schools that ultimately graduate all students ready for college and work in the 21st century, international knowledge and skills should be added as a dimension of these reforms.
- **Utilize media and technology infrastructure:** Public resources must be leveraged to stimulate new international content in vehicles such as virtual high schools, to encourage school-to-school partnerships with schools in other parts of the world, and to utilize public television and radio funding—all to educate young Americans about the world.
- **Expand federal programs that support international exchanges:** Include more K-12 teachers, administrators, and students from minority and disadvantaged backgrounds.

Giving U.S. students the knowledge, skills, and perspectives they will need to function successfully in our global age is a task that requires leadership at every level. Schools, districts, states, and the federal government must all work together to upgrade U.S. education to meet the demands of the 21st century. The cost of “putting the world into world-class” education will be considerable. The cost of not doing so will be infinitely greater.

What Can You Do?

Parents

- Let the principals, superintendents, and school board in your community know that you want your children to learn about the world and begin studying a second language as early as possible.
- Help teachers connect with community members who are from other countries or have traveled and who can speak about other cultures and help make connections in other countries.

Business

- Speak to the school board and other education leaders in your area about the importance of global knowledge and skills in today's workplace.
- Support international activities in schools. Go beyond support for “food, flags, and festivals” and invest in professional development for teachers, international school partnerships in countries where you do business, and globally oriented service learning activities.

Higher Education

- Internationalize your pre-service teacher education program so the teachers in your area begin their teaching careers able to teach the world. Offer professional development for teachers in your community.

Philanthropy

- Incorporate global literacy into your education grant making. If you fund literacy programs, encourage the use of international children's literature. If you fund in afterschool consider encouraging these programs to include global content and activities in their programming. Supporting environmental issues? Perhaps grantees can incorporate a global dimension into activities for children.

“A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.”

–“INTERNATIONAL EDUCATION AND FOREIGN LANGUAGES: KEYS TO SECURING AMERICA'S FUTURE,”
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For more information and resources see:

AsiaSociety.org/Education

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Garfield High School, Seattle, Washington

Glastonbury Public Schools, Glastonbury, Connecticut

Hadley Middle School, Wichita, Kansas

Hamilton International Middle School,
Seattle, Washington

Head-Royce School, Oakland, California

Henry Street School for International Studies,
New York, New York

Houston Academy for International Studies,
Houston, Texas

International Academy, Bloomfield, Michigan

International High School, Brooklyn, New York

International High School, San Francisco, California

International High School at Sharpstown,
Sharpstown, Texas

International School of the Americas, San Antonio, Texas

International Studies Learning Center,
South Gate, California

International Studies School at Garinger,
Charlotte, North Carolina

Lubbock High School, Lubbock, Texas

Madeira School, McLean, Virginia

Marble Hill School for International Studies,
Bronx, New York

Mathis High School for International Studies,
Mathis, Texas

Medgar Evers College Preparatory School,
Brooklyn, New York

Memorial Middle School, Laconia, New Hampshire

Metropolitan Learning Center, Bloomfield, Connecticut

Miami-Dade County Schools, Miami, Florida

Milwaukee School of Languages, Milwaukee, Wisconsin

Montgomery County Public Schools, Maryland

Murray High School, Murray, Utah

Needham High School, Needham, Massachusetts

Newton North and South High Schools,
Newton, Massachusetts

Olathe Public Schools, Olathe, Kansas

Plainfield High School, Plainfield, Indiana

Pompano Beach High School, Pompano Beach, Florida

Providence Day School, Charlotte, North Carolina

Ross School, East Hampton, New York

Scarsdale High School, Scarsdale, New York

Seattle Public Schools, Seattle, Washington

Signature Charter School, Evanston, Indiana

Sissonville High School, Charleston, West Virginia

Summit Middle Charter School, Boulder, Colorado

University Preparatory Academy, Seattle, Washington

Vaughn International Studies Academy,
Los Angeles, California

Walter Payton College Preparatory High School,
Chicago, Illinois

Washington International School, Washington, DC



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