

MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA



Our goal is to ensure that by the year 2000 all Minnesota high school graduates will receive at least ten years of education that has been carefully integrated with a global perspective that includes social studies, language, language arts, music, art, math, science, technology, and other appropriate subjects.

International/Global Education Sample Learner Outcomes

May 1990

JUN 21 1990



Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101

MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA PROGRAM

TITLE

Minnesota in the World and the World in Minnesota is the title of the emerging movement to help all Minnesota citizens develop an international or global perspective. This local-global or "glocal" perspective includes local and regional minorities and protected classes. Global/international education has been identified by Governor Rudy Perpich and Minnesota Commissioner of Education Ruth Randall as one of Minnesota's educational priorities.

DEFINITION

An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the processes of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. This understanding and concern must result in a cognitive and affective view of the world as it is, together with the understanding and desire to help sculpture it as it might be.

GOAL

Our goal is to ensure that by the year 2000 all Minnesota high school graduates will receive at least ten years of education that has been carefully integrated with a global perspective that includes social studies, language, language arts, music, art, and other appropriate subjects.

RATIONALE

The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels. Education for this global perspective includes those forms of education or learning, formal and informal, which enhance the individual's ability to understand his/her condition in the community, state, nation, and world. It includes the study of nations, cultures, and civilizations with a focus on understanding how these are interconnected and how they change, and on the individual's responsibility in this change process. It must provide the individual with a realistic perspective on world issues, problems, and perspectives between the individual's enlightened self-interest and the concerns of people elsewhere in the world. Initially this program will focus, in part, on the People's Republic of China, USSR-Eastern Europe, Japan, the Middle East, Southern Africa, and Latin America.

CRITERIA FOR BALANCE

The Alliance for Education in Global and International Studies (AEGIS) in a late 1988 draft statement of "Balanced, Non-Partisan Education . . ." outlined the following somewhat modified suggestions.

Global and international education organizations produce many different kinds of instructional resources--supplementary curriculum units, resource guides and packets, lesson plans, handbooks, reference manuals, audio-visual materials, and newsletters to provide background information for teachers and classroom materials for students.

In the conceptualizing, development, and evaluation phases of the process, developers should, to insure balance, consult groups that have a relevant interest in or perspective on the topic--teachers and other educators, specialists with different points of view, and representatives of cultural or other groups likely to be portrayed in the materials.

A. Content selected for study should:

1. Address international issues that are inherently important to the education of citizens in a democratic society, or that represent a means to achieving a broader educational goal;
2. Be academically rigorous, factually accurate, and appropriately comprehensive, neither omitting relevant information, oversimplifying arguments, nor misrepresenting viewpoints or positions;
3. Reflect the viewpoints of respected specialists and leaders in the field, including a range of viewpoints when there are different perspectives;
4. Draw on concepts from different humanistic, historical, and social science disciplines in analyzing cultures and events;
5. Be appropriate to the age, maturity, and intellectual capacities of the participants;
6. Show that contemporary issues and world cultures have been shaped by many historical, religious, political, economic, and geographic factors;
7. Develop an understanding of the nature of conflict, and of strategies for managing it constructively; and
8. Demonstrate the complex connections among world regions, events, and peoples.

B. In organizing the selected material for presentation, developers should include readings, exercises, and activities that:

1. Provide a balanced, non-partisan treatment of mainstream and alternative perspectives on controversial issues;
2. Help students to identify, compare, and evaluate a range of perspectives on a given issue;
3. Give practice in making rational, intelligent, and responsible decisions rather than providing direction in what to think;

4. Allow ample time and opportunity for students to identify, discuss, and defend their own positions;
5. Avoid generation of emotional responses on issues or preparation of resolutions or dogmatic pronouncements;
6. Draw upon primary source materials whenever possible, as well as cultural artifacts and a variety of instructional materials and other learning aids;
7. Provide practice in identifying bias, advocacy, and propaganda when they occur in instructional materials or in the educational setting; and
8. Encourage expression of feelings about controversial issues when emotions are evoked through films, speakers, or original source materials.

CONCEPTUAL FRAMEWORK

The Minnesota In the World . . . Task Force in 1986 not only defined an international perspective and developed a goal for the year 2000 but also identified six major themes for internationalizing the curriculum. These six themes and sub-themes on the following pages, will provide conceptual outlines for structuring the learning about the Soviet Union as well as any other country, culture, or region. In addition to the six themes of the Task Force which, by the way, were influenced by the Kettering Foundation Global Themes, the following pages include the linking of the six themes (in parenthesis) to three other conceptualizations.

The first four Roman numeral headings are from Willard Kniep's Next Steps in Global Education: A Handbook for Curriculum Development. The paragraphs following are vita themes and narratives from Building a History Curriculum: Guidelines for Teaching History In Schools by the 1988 Bradley Commission on History in Schools. The third source of organizers is from Robert Hanvey in his classical An Attainable Global Perspective.

We feel some security in this conceptualization when five sources seem to be somewhat congruent. This current conceptual framework may be holistic but unfortunately each of the sub-categories is not mutually exclusive. As educators like the Soviet studies exchange teachers work with the framework we are confident any modification will only improve it. When using the conceptual framework one is encouraged to insert "Soviet" before each concept or theme.

This conceptual framework does not, at present, offer advice on grade level placement. Ultimately, a good school program will identify Soviet lessons or units that are appropriately designed for the various grade levels.

For an example, all social studies textbooks published recently structure the primary grades (K-3) around family, homes, schools, neighborhoods, and communities. We would hope that elementary classroom activities focused on the Soviet Union would be developed to introduce the students to the Soviet Union.

A junior high example would ensure that the application of the concepts and

skills of geography would also include the Soviet Union. Courses in economics and political science would also contain instruction on the Soviet Union.

The key to students learning about and understanding the Soviet Union is to ensure that instruction is not just in one course at one grade level but is appropriately integrated into social studies, language arts, music, art, and other appropriate subjects at multiple grade levels.

The ultimate purpose of this Resource Guide is to dispel the myths and misunderstandings that we associate with the Soviet Union by providing teachers, and consequently students, with balanced and academically sound material. This knowledge, we hope, will ultimately make us better global citizens.

REFERENCES

This model was adapted from Dr. Willard Kniep's Next Steps in Global Education: A Handbook For Curriculum Development. New York: Global Perspectives in Education. 45 John Street, Suite 1200, NY, NY 10038.

Minnesota Department of Education. Minnesota In the World and the World In Minnesota Program. Curriculum Assessment--Essential Elements.

MN IN THE WORLD AND THE WORLD IN MN

CURRICULUM ASSESSMENT* — Essential Elements

Minnesota In The World and The World In Minnesota is the title of the emerging movement to help all Minnesota citizens develop an international or global perspective. This perspective includes local and regional minorities and protected classes. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues.

In MN Statute 3500.2000 Subp. 2., Social studies must consist of 120 hours or one credit of studies of America, which includes American history, and 120 hours or one credit of contemporary world problems. These studies should include a capstone experience and in integration of other social studies courses that include the elements listed below.

For each element:

- Rate the extent to which it is reflected in current offerings. Ratings are:
G = a great deal; S - somewhat; H = hardly at all; N = not sure
- Provide evidence for your rating.
- Identify opportunities for inclusion

*The following model was adapted from Dr. Willard Kniep's "NEXT STEPS IN GLOBAL EDUCATION: A HANDBOOK FOR CURRICULUM DEVELOPMENT" \$30.00 from Global Perspectives In Education, 45 John Street, Suite 1200, New York, NY 10038.

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
---------	--------	----------	---------------

I. Human Values and Cultures
(Understanding Diversity)

Civilization, cultural diffusion, and innovation.



The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

CROSS CULTURAL AWARENESS - 3

<p>Diverse cultures and values</p> <ul style="list-style-type: none"> Religious Socio-political economic Philosophical Ideological Historical Geographical 			
<p>Commonality of humanness</p> <ul style="list-style-type: none"> Material culture - <i>housing, food, dress, possessions</i> Aesthetic expression Work and play Language and communication Social organization 			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
---------	--------	----------	---------------

II. Global Systems

(Understanding the World as a Series Emerging Interdependent System)

Values, beliefs, political ideas, and institutions.



The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

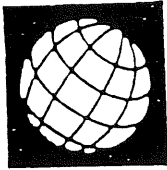
PERSPECTIVE CONSCIOUSNESS - 1

<p>Economic What is produced For whom Role of government Medium of exchange Linkages/distribution</p>			
<p>Political Institutions Decision making Leadership ideologies Role of citizens</p>			
<p>Ecological Common biological status Common ways of adapting Common biological and psychological needs Common concerns and social problems</p>			
<p>Technological Role of technology Changes in transportation and communication Information as a resource</p>			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
---------	--------	----------	---------------

III. Global Problems and Issues
 (Understanding Emerging Global Trends)

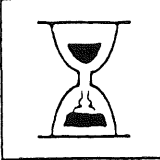
Human interaction with the environment.




The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

STATE OF THE PLANET AWARENESS - 2

Peace and Security Arms race East-West relations Terrorism Colonialism Demonstrations vs. tyranny National/international			
Development Hunger and poverty Overpopulation North-South relations Appropriate technology International debt			
Environment Acid rain Pollution Depletion of rain forests Nuclear war disposal Fishing rights			
Human Rights Apartheid Indigenous homelands Political imprisonment Religious persecution Refugees			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
<p style="text-align: center;">IV. Global History (Understanding Prevailing World Conditions)</p> <p style="text-align: center;"><u>Comparative history of major developments.</u></p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p>The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom are folly. Comparative elites and aristocracies; the role of family, wealth, and merit.</p> </div> </div>			
<p>Ecumene</p> <ul style="list-style-type: none"> Civilization, cultural diffusion and innovation Human interaction with environment Conflict and cooperation Comparative history of major developments Patterns of social and political interaction 			
<p>Cultural Origins</p> <ul style="list-style-type: none"> Physical and material culture Fine arts Language and communication and education Social organization and control World view. 			
<p>Systems Evolution</p> <ul style="list-style-type: none"> Communication Climate Money Energy Food Arms 			
<p>Problems Antecedents</p> <ul style="list-style-type: none"> Poverty Distribution Procedure Prejudice Change Communication 			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
<p style="text-align: center;">V. Developing Effective Working Relationships</p> <p><u>Conflict and cooperation.</u> The many and various causes of war, and of approaches to peace-making and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures..</p> <div style="display: flex; align-items: center;">  </div> <p style="text-align: center;">AWARENESS OF HUMAN CHOICES - 5</p>			
World View			
Empathy			
Needs			
Cooperation			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
---------	--------	----------	---------------

VI. Understanding Nature and Process of Change



Patterns of social and political interaction.

The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and the relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

KNOWLEDGE OF GLOBAL DYNAMICS - 4

Causes			
Coping			
Enabling And Restricting Forces			
Consequences			

SAMPLE LEARNER OUTCOMES

THESE PROGRAM LEARNER OUTCOMES ARE A SERIES OF STATEMENTS THAT DEFINE THE SCOPE AND INTENDED BREADTH OF STUDY OF INTERNATIONAL EDUCATION. THEY REPRESENT THE CONTRIBUTION THAT INTERNATIONAL EDUCATION MAKES TO THE FULL RANGE OF LEARNER GOALS.

(NOTE: Underlining indicates that these are Essential Learner Outcomes)

Prior to graduation the students will demonstrate:

A. UNDERSTANDING THAT DIVERSITY OFFERS OPPORTUNITIES BUT POSES POTENTIAL CONFLICT

1. Understanding at one and the same time a comprehension of diverse cultures and of shared humanity.
2. Use of resources to identify and understand beliefs, values, cultures, environments, and political and economic systems different from their own. (Including records, literature, art, music, ideas, etc..)
3. Understand basic principles of government as expressed or implied in the declarations, the constitutions, other major historical documents, and significant decisions.
4. Understand how the European Enlightenment influenced the founders and framers in designing the major governmental structures of the United States and recognize the impact of major American governmental structures and documents on political institutions of other nations.
5. Analyzing the universality of basic human needs and diverse ways they are met.
6. Understanding that people with different sets of values have different perspectives which may lead to conflict.
7. Contrasting the historical role of women in the political and economic systems of the United States and the world, e.g., government, work, family structure, education, income and wealth distribution.
8. Analyzing the various codes of laws in other nations and assessing their impact on social, political and economic life, e.g., United States, Southern Africa, United Kingdom, France, U.S.S.R., Middle East countries and Latin American nations.
9. Application of methods for resolving or containing conflicts. (e.g., individual and group security and survival on this planet.)
10. Understanding that differences and similarities in values behavior are shaped by cultural ideologies, norms, heritages, physical and social environments, and personal life experiences, and that these may lead to conflict and opportunity.
11. Understanding that knowledge of other ways of life expand one's own choices and may provide enrichment.
12. Understanding that to be different is neither to be better nor to be worse.
13. Understanding and appreciating of the historical, cultural, and social contexts in which the variety of visual and performing arts present in our global society have been produced.
14. Developing appreciation of the diverse cultures in understanding artistic expression, e.g., literature, music, art.
15. Understanding that examining a culture's artifacts is a universal means of investigating, recording, and celebrating significant developments within that culture.
16. Participating in encounters with artistic expressions and cultural activities of cultural, racial, and ethnic groups other than their own.

17. Understanding and appreciating of the literary contributions of the many diverse cultures in our global society through the study of drama, poetry, and other literary works from a broad spectrum of countries, recognizing that literature is a map of where humanity has been, is, and is headed.
18. Developing the ability to distinguish between individual motives and group requirements.

B. UNDERSTANDING THE WORLD AS A SERIES OF EMERGING INTERDEPENDENT SYSTEMS AND THAT NO ONE NATION CAN SUCCESSFULLY DEAL WITH CONTEMPORARY WORLD PROBLEMS.

1. Understanding the delicate balance that exists between the life support system of the planet and the human activities which occur within it.
2. Understanding what an interdependent system is and how it operates.
3. Understanding that one can view the world as being composed of several interrelated systems, e.g., economic systems, political systems, ecological systems, and technological systems.
4. Understanding how production, consumption and taxing decisions in one country are affected by conditions in other countries including purposes and results of trade restrictions and trade promotions.
5. Understanding the contribution of transportation and communication to economic interdependence.
6. Understanding the realities of international trade, i.e., tariffs, international debt, multinational corporations, multinational economic coalitions and industrialized versus non-industrialized nations.
7. Assessing the individual and social impact of economic development on the global environment, e.g., acid rain, nuclear accidents, oil spills, hazardous waste and deforestation of rain forests.
8. Comparing the political, economic and social changes in the United States with those of other western societies and non-western societies caused by the industrial and technological revolutions.
9. Understanding the influence of competition and cooperation between and among nations, international organizations, and multinational businesses.
10. Understanding the dynamics of rebellions and revolutions and the impact of natural disasters on changing structures and functions of political and economic systems.
11. Understanding the role and functions of international and regional organizations in the modern world, e.g., U.N., NATO, Warsaw Pact, EEC, OAS, Rotary International, Red Cross, Boy Scouts and A.F.S.
12. Understanding the international involvement of one's community, state and nation, in economic, political, military, cultural, and ecological activities and the consequences of these to the quality of their own lives.
13. Analyze how global interrelationships are influenced by private individuals and organizations.
14. Understanding that actions and inaction, both collective and individual, often lead to consequences which can enhance or endanger life in other countries and on this planet, e.g., nationalism and ideology.

C. UNDERSTANDING EMERGING GLOBAL TRENDS AND THAT THERE ARE ALTERNATIVES AND DIFFICULT DECISIONS FOR THE FUTURE.

1. Developing an ability and using concepts and methods from social sciences and other disciplines to analyze present world conditions and emerging trends for their impact upon one's self and one's global community, e.g., understanding that the supply of many of the world's most critical natural resources may be finite or economically unavailable especially for just distribution.

2. Understanding emerging trends which forecast different kinds of futures with options each would require, e.g., increased importance of multinationals may forecast a future in which more political decisions are made on economic grounds.
3. Developing and using an ability to evaluate the intended and unintended short and long range impact of present world conditions and emerging trends on other people and their reactions to these changes.
4. Understanding relevant values for the future, e.g., a world in which "small is beautiful" may result in values which support more equal distribution for goods and services. On the other hand, severe shortages might result in "lifeboat" values.
5. Understanding the interrelatedness of such topics as technological growth, environmental stability, economic expansion, experiencing justice, and human-rights issues.
6. Understanding that human choice in determining the future is based on possibility, probability, and preferability.
7. Understanding cultural differences and similarities within one's classroom and community.
8. Understanding one's individual impact on the earth and accepting responsibility for that impact.

D. UNDERSTANDING PREVAILING WORLD CONDITIONS AND THE DIFFERING CULTURAL VALUE SYSTEMS AND GLOBAL PERCEPTIONS

1. Understanding the significance of the past to their own lives, both private and public, and to their society, e.g., achievements of early civilizations in Africa, Asia, Europe and Latin America.
2. Distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
3. Understanding the significance of the major social, economic, and political events, and trends shaping worldwide experiences, e.g., civil and human rights, nationalism, imperialism and industrial revolution.
4. Understanding the impacts of urbanization, industrialization and emerging technology on a nation's and global environment, as well as on its social, political and economic institutions including the effects of labor movements and professional associations.
5. Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
6. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
7. Appreciate the force of subjective experience and knowledge, including the spiritual and the non-rational, in history and human affairs.
8. Understanding prevailing world conditions, e.g., perceiving that the supply of many of the world's most critical natural resources may be finite or economically unavailable.
9. Examine/analyze world issues through the critical processes of scientific inquiry.
10. Understanding that choices and alternative actions in dealing with diversity, change, conflict, and resources, will influence the future.
11. Understanding that progress is being made in transnational decision making by organizations and groups.
12. Anticipating individual, local, national and global consequences of actions as well as being willing to live with the consequences.
13. Inquiring into the nature of the human process of perceiving and ascribing beauty through aesthetic expressions that are meaningful and satisfying to individuals who share a similar cultural experience.

14. Becoming cognizant of the commonality of the human experience through the study of literature, which provides the vicarious experiences that encourage the development of empathy with people from a variety of cultures.
15. Developing facility in both written and spoken language, realizing that language carries people's attitudinal messages and thus assumes a great humanizing, empathizing, and predicting role.
16. Understanding that myths, symbols, metaphors, translations, and other forms of expression are all culture oriented and express the process by which human beings make sense of their world.
17. Understanding that science is a basic human enterprise used to understand the world and that scientific communication across national boundaries benefits the global/international society.
18. Developing the ability to discern the limits of historical patterns and the capacity to recognize the limits of change.
19. Understanding the power of industrialization and the dynamics of large-scale organizations.
20. Developing the capacity to trace the flow of influence.
21. Developing the ability to differentiate between the historical trends that are repeated in the present and current dynamics that cut off the flow of the past and give rise to break-points in history.

E. DEVELOPING EFFECTIVE WORKING RELATIONSHIPS INCLUDING INTERPERSONAL AND INTERNATIONAL RELATIONS

1. Increasing understanding of self, including recognizing strengths and compensating for weaknesses.
2. Learning appropriate skills of observation, perspective taking, reasoning and decision making.
3. Developing an ability to empathize, recognizing other's needs, feelings and interests.
4. Identifying how one's basic needs and concerns are common to humanity, e.g., food, clothing, health, shelter.
5. Understanding that basic concerns and complex global problems require cooperation to achieve their solution.
6. Understanding that tensions, ambiguities and differences in the world community influence effective collective efforts.
7. Cultivating receptivity to new ideas and developing the skills of communication necessary for positive working relationships.
8. Developing the skills and attitudes necessary for effective communication and cooperation with people from cultures other than their own who speak languages different from their own, both at home and abroad.
9. Acquiring an understanding and appreciation of the histories and cultures of people from various regions of the world, along with the ability to communicate in more than one language.
10. Understanding of the relationship that exists among language families in our global society.
11. Developing the verbal and nonverbal etiquette that exists in each culture, recognizing that every language and cultural group has a unique set of "rules" governing such behavior.
12. Developing the ability to see and understand behavior as springing from the requirements and expectations of roles as well as idiosyncrasies and impulses of individuals.
13. Understanding that results in the ability to discern and assess unintended consequences.
14. Developing the ability to separate the political from the legal.
15. Understand the nature of cooperation and competition, and the consequences of each.

F. UNDERSTANDING THE NATURE AND PROCESS OF CHANGE AND THAT CHANGE IS A PERMANENT PART OF HISTORY

1. Understanding how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
2. Comprehending the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
3. Preparing to live with uncertainties, realizing that not all issues can be resolved.
4. Understanding the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
5. Understanding the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
6. Understanding how natural change comes about and the roles of individuals and groups.
7. Understanding different ways of dealing with change.
8. Understanding that there are different values and different attitudes toward change and that the ability to communicate directly with people in their own language has advantages.
9. Identifying forces that can cause social, political, economic, technological and environmental changes.
10. Understanding how cultural dissemination can lead to change.
11. Identifying how individuals and groups bring about or resist change.
12. Identifying and understanding the consequence of change.
13. Understanding both the advantages and disadvantages that technological advancement may bring to a culture.
14. Understanding the intergenerational responsibility of the global/international community in maintaining, protecting, and improving the environment.

(The above ELOs should be checked against the following concepts. The committee felt they were important enough to be considered for inclusion.)

peace	labor unions	power
worker	self-destruction	poverty
MCGFDS Rule	problem-solving	resources
family	additional languages	inequities
citizenship	ism's - sex, race, age	prejudice
international relations	for Indian nations	

INFUSING GLOBAL PERSPECTIVES INTO THE CURRICULUM

After reflecting upon the rationale, themes, and goals and identifying global perspectives already present in a curriculum, the next step is to consider additional perspectives, topical, issues, or perhaps even alternative themes that express in approach to global education.

Global education is not just "one more thing" to add to an already overburdened curriculum. Global education is an attitude toward the world about which we seek to develop better understandings and concern.

The list which follows provides one collection of examples of how global perspectives can be infused at every grade level and in every subject area. We suggest four basic approaches through which infusion can be facilitated. They include direct content, indirect content, applied content, and teacher modeling.

Direct Content - The first approach to infusion is to identify appropriate global topics around which to build separate units or lesson plans within the existing curriculum. For topics not originally considered as having global dimensions can be pursued. Here, the content itself is related to one of the global education themes, or is augmented to have a global dimension. Most of the suggested activities on the following pages are in this category.

Indirect Content - This approach involves identifying other ways in which global perspectives can be added to already existing units and lessons, whether or not they deal with a globally related topic. Primarily, this involves using examples of a global nature. Examples: When studying percentages in math, a possible problem could be: "If 2% of the ozone layer is presently depleted, and it deteriorates at .05% in a year, what will be the percentage loss by 1999?"

When creating story problems in math, use names from other cultures: "Mai Li had ten rice bowls; she sold three; how many did she have left?" When giving a writing assignment in language arts, have students write about their experiences visiting another culture, meeting people from another culture, doing something to help the environment.

Applied Content - A third approach to infusion involves applying the basic goals and processes of global education in the classroom itself, outside the context of global education content. For example, using conflict resolution strategies to settle classroom disputes, using negotiation and consensus to decide issues, appreciating the differences among the cultures represented in the class, keeping the classroom environment free from pollution (e.g., placing waste paper in the trash container).

Modeling - The fourth way in which to apply infusion involves teacher modeling of appropriate values, attitudes, and behaviors. This can involve recognizing the worth and dignity of everyone and treating them with respect, acting in responsible ways toward the environment and acting in other ways as a responsible global citizen.

Examples of Direct Content

As global perspectives come to pervade instruction, additional ideas will be developed. But for the present, we offer these examples of content which can be used as topics within the present curricular framework, and as possible themes or unit topics when there has been sufficient time for more comprehensive curriculum planning. How these topics are actually used is up to the individual teacher. There are many different possibilities and specific expressions of each one.

There are dozens of topics in addition to the ones we have listed here. This list is not intended to be comprehensive, merely suggestive in terms of the possibilities. These can be looked upon as **idea generators**.

DEVELOPING GLOBAL PERSPECTIVES IN THE ELEMENTARY GRADES

One way for elementary students to experience international education would be to integrate global content in the grades one through six social studies program. Traditionally, we study families, schools and homes in first grade; neighborhoods in second grade; communities in third grade; regions in fourth grade; the nation's history in fifth grade; and states and the world in sixth grade. In each grade level, the students would compare and contrast other parts of the world with the United States, especially Minnesota.

We hope this interdisciplinary study will help students experience exciting learning using concepts and skills from history, social sciences, language arts, music, art, language, and other appropriate disciplines to learn more about their family roots and how their ancestor's culture impacted on and was impacted by the American experiences and how these experiences compare with other countries including the Soviet Union, China, Japan, the Middle East, Latin America, and Southern Africa.

For example, in first grade, students would experience stories and study pictures to answer questions like:

A Child's Place in Time and Space

What is a family? (rural and urban, upper and lower socioeconomic, and past, present, and future)

What are homes like? Why?

Where and how do families live?

What work is performed by members?

What are families' needs and wants?

What are some of the roles members play, including male and female and generational roles?

What are some of the rules families have? Who and how are these rules made and enforced, and what are some forms of punishment? What kinds of conflicts do families have?

What are some ways the families have changed over time?

How do members of families learn? From whom?

What do family members do for fun?

What do family members do for each other?

To what kind of groups do families belong? (religious, political, social)

Who are some of the heroes or important people and events to be identified?

Major focus will be on the cultural universals of food, shelter, clothing, water, love, and self-esteem. A major function of the family and school is to nurture, support, and be supported. "How do I behave in groups?" "What are my responsibilities?" "How do others behave in groups?" "Why are groups formed?" "What are the groups in my community?" "What about groups in other parts of the world?" Skills to be introduced or extended include: cooperation and problem solving, including hypothesizing and predicting. Students also can begin to develop such location skills as using directions and interpreting a legend or key. They also can begin to identify and acquire information and data necessary for understanding a complex issue. These are a few questions that can be used to guide an investigation of their own environment and other places near and far and past and present.

In the second grade, the students revisit the families and homes and now investigate how groups of families form neighborhoods that interact with each other. Appropriate questions would include:

People Who Make a Difference

What is a neighborhood? How did our neighborhood begin?

Why do people frequently live in neighborhoods?

What foods are consumed? Where do the foods come from and how are they processed?

How can we map a neighborhood? What needs to be placed on the map?

What kinds of movement can one find in a neighborhood (people, machines, water, electricity, etc.)?

How do neighbors help and interact with each other? Look for daily and weekly routines.

What kinds of conflict do neighbors have?
What kinds of rules do neighbors have?
How has the neighborhood changed over time? Which buildings were there first? How might it change in the future?
What services are provided? What services are needed?
What kind of work is performed in neighborhoods?
What kind of play can one find?

Valuing skills should be introduced if they have not been previously. Map skills may now include reading from flat wall maps, determining direction and distance by using scale, and relating location of neighborhood to state, nation, and world.

In the third grade, many of the former questions are asked about the communities people form and how they change or continue. The major focus of the third grade curriculum is to extend the family, home, school, and neighborhoods into the community and relate to various types of communities around the world in which people live and work. The diversity of types of communities found throughout the world provides content for developing and extending individual interests, exploring many occupations, and understanding the values and value systems. Many opportunities for developing maps, communication skills, organizing and using different types of information, inquiry, intercommunication using interaction, and many other related skills. Such a checklist might include:

- I can understand how to read legends on maps.
- I listen to and respond to other children's ideas.
- I complete my tasks and encourage others when working on a committee.
- I know how to help and be a chairperson of a committee.
- I know how to conduct an interview.

In the fourth grade, these same questions will teach students to study their region and compare it with other regions of the world. In discussing states and regions in grade four, the concept of state can be treated as a universal. What constitutes a "state" regardless of where on earth it occurs? What are the reasons for having states? How are boundaries determined? What problems could arise if boundaries are determined many hundreds of miles from the land itself and by people not of the land? When/where has this been a problem in U.S. history? Does it remain a problem anywhere in the U.S. today? Do other countries have different names for the concept of "state"?

Students could study "sister states" in developing countries and look at why governments, economies, values, culture, and lifestyles are as they are. States at similar latitudes in the southern hemisphere could be examined for similarities and differences, always looking at the causes of the differences and similarities.

The concept of region can be treated similarly. What constitutes a region? Are their regions on other continents that share properties of the Pacific Northwest, the Great Plains, the Southwest, the Northeast? Why is there sometimes friction among regions? Choosing a region in a part of the world that is either very similar or very dissimilar to that in which the student lives, he or she can use the six social sciences to structure a study of why this region is similar or dissimilar. How are the problems or successes of the region related to the interactions of geography, economy, history, anthropology, sociology and psychology? Having students conduct this study and report their findings as if they were a citizen of this region is often effective in reducing students' ethnocentrism toward the region.

At grade five, most social studies textbooks deal with the concept of nation formation. An inquiry sequence in a study of nation would closely parallel the process outlined for state and region. What constitutes a nation? Compare another nation's history with U.S. history. Is it different from what existed before nationhood? In what ways are nations "born"? What happens to the old nation when a new one takes its place i.e., the Sioux nation, the Ibo nation, the nation of Rhodesia? What are the significant differences between a colony and a nation? How does the colonization of the U.S. compare to that of other parts of the world? What is revolution? How and why did revolution happen in the U.S. and where, how and why is revolution happening today? Why do most revolutions today occur in the developing world? How does a nation choose a government? What choices are available? Who in the country chooses? What kind of governments are today's "new" nations choosing and for what reasons are they doing so? Do governments always work the way they are "supposed to" and do they work equally for all people governed by them?

What is civil war? How and why did it happen in the history of this country and where, why, and how is it happening today? How are the civil wars of today similar to and different from those of the past and what roles do the super powers play? For what reasons are these roles played? What are the effects of the roles of the super powers? What has been the outcome of selected civil wars?

Essentially, with every area of study, look for parallels in other parts of the world and look for them in both the past and in the present. Additionally, while studying U.S. history, encourage students to begin to look at history "horizontally"--to learn the prevailing world conditions and significant world events concurrently with those they are studying. Such knowledge provides a global context in which to place what is learned and essential to the acquisition of a global perspective.

At grade six, the traditional curriculum, at long last, permits the students to study the interdependent world in which they have been living, but learning little of, for years. The "old world," especially that which provided immigrants for Minnesota, including Sweden, could be used early in this year. Development education also "fits" conveniently here but most effectively if the groundwork for it is laid in the preceding grades. A development integration in grades one through five teaches the commonality of concepts and the commonality of their application. The "world" has been taught in **self and family, school, neighborhood and community, states/regions, and nation** as children were learning about themselves. To teach of the world without this understanding is to teach of a "world apart"--physically, intellectually, and emotionally.

The sixth-grade teacher receiving students without the benefit of five years of development orientation will have to work harder to counter the "world apart" orientation--to help students understand the myriad of linkages in the past, the dynamic of those in the present, and the consequences of the projected proliferation of future connections. The content proposed in the following section is meant to provide a development education "base" which must be first built to ensure the fairness and honesty of the study of world that will be constructed upon it. Without this base, the textbook will undoubtedly reinforce stereotypes and distorted images of the developing world.

Essentially, the introductory study poses two questions and intends to instill in students one belief. The questions: "What is the state of the world?" and "How is it that the world arrived at its present state?" The belief: The world came to its present state as a consequence of human actions. So can it be

changed as a consequence of human actions.

Such a study would begin by asking students what it is that they know about the world. Answers are recorded in writing for all to see. Working in small groups, ask students to classify this information. Groups will report their categories to the class. Do some categories concern them more than others? Why? There is likely to be category of "problems." Generate a list of these and focus a discussion on what they perceive to be the causes of these problems, emphasizing those that relate to development and including those that result from possibly "too much" development. Record them and pursue a secondary line of questioning that asks students to look for the "causes behind the causes." For example, if hunger is a problem and drought is a cause, ask if anything other than lack of rain can cause or contribute to the severity of the drought. Students, at this stage, will not be able to understand many of the "causes behind the causes." Encourage them, however, to keep this question foremost in their minds as the study continues.

In discussing the problems, ask students to identify the geographic areas that they associate with the problems. Locate these areas on a world map and ask students to comment about the distribution. The concentration will undoubtedly be in the South. Ask why they think this is so. List the words that are used to refer to this part of the world. In looking at the terms, what generalizations can be made about them? Nearly all are negative, comparative, suggest a we/they separation, imply inferiority etc. Does this observation bring to your mind any questions? In addition to those questions posed by the students, the teacher might ask: From where do you think these terms originated? Is this the way the developing world refers to itself? How might you feel being described in such a way if you were from the developing world? Do these words portray an accurate image? What does being "developed" mean anyway and what is development? Once developed, does the process halt or does it progress to an "overdeveloped" state? What are the problems related to this condition?

These are but a few ideas of how to link other countries to the experiences of Minnesota's elementary students. The teacher may use these questions to help students learn about the countries of their own ancestors. Obviously, these studies integrate the use of language arts, reading, writing, thinking about literature, art, music, history and economics, geography, sociology, psychology, political science, and anthropology.

SECONDARY LEVEL SUBJECT AREAS - Much of this next section was taken from an Iowa Department of Education May 1989 document

Agricultural Science, Technology, and Marketing

The global farm commodities economy

International marketing

Farming methods in other cultures

Conservation and tillage in different cultures

The long-term local and global effects of the uses of fertilizers, insecticides, and herbicides

Energy-intensive farming in the U.S. vs. natural, low-tech farming in other cultures

Disappearing and depleted soil

The effects of possible global climate changes on agriculture

The Green Revolution and the world's food supply

Food and politics

The industrialization of food production and its effects on the safety and quality of what we eat

Art - The field of art involves both appreciation and creation. Students can be given examples of art representing creativity in other cultures and historical periods, and can be given assignments to create works of art imitating those done in various cultures and periods.

The process of creative problem-solving and its universality
Murals and other artistic forms of visual storytelling, with global themes
Fashion and costume (and jewelry) design, emulating those arts in other cultures
Photography, cinematography and television around the world
Art and career education; comparison of careers in various cultures
Creating pictures or models of the world: people, objects, symbols from
different countries, any scenes from other cultures, drawing maps of the world
Advertising art from different countries
Art and artists from different historical periods
Art to glorify a religion, political leader or ideology
Folk art from different cultures, primitive art, iconic art
The history of art around the world
Symbols around the world (icons, logos, flags, heraldry, insignia)
Architecture and culture
Earth art, environmental art

Acquire an appreciation and understanding of the historical, cultural, and social contexts in which the variety of visual and performing arts present in our global society have been produced.

Develop an understanding and appreciation of the creative process that stimulates the human spirit and serves as a link between past, present, and future, through the study of art media from other cultures.

Understand that examining a culture's artifacts is a universal means of investigating, recording, and celebrating significant developments within that culture.

Inquire into the nature of the human process of perceiving and ascribing beauty through aesthetic expressions that are meaningful and satisfying to individuals who share a similar cultural experience.

Participate in encounters with artistic expressions and cultural activities of cultural, racial, and ethnic groups other than their own.

Business (personal economics, typing, office practice, computer use) -
Currency and coins from other cultures, the currency exchange system
Products from around the world
Occupations and income around the world
Personal economics in other cultures
World trends and occupational outlooks

Drama - The dramatic arts have their origins far back historically and culturally. Our traditions have deep roots which can be explored in many different ways.

Acting out folk tales or stories from other cultures
Contributions of various cultures to the theatre: Western and non-Western
Drama as political or cultural ideology
The theater vs. television around the world
Motion pictures as representations of cultural identity

Television as a reflection of values
Censorship and freedom of expression in the theatre

Driver and Safety Education - Transportation has changed dramatically in the past 200 years and has changed the face of the earth. The concept of transportation, of our needs from getting more and more rapidly from one place to another, and of the implications of this phenomenon can be explored.

Forms of transportation for different people in different cultures
How to get there: walking, biking, sailing, riding in a car
Transportation around the world
The automobile and energy consumption
Mass transit as an energy-saving alternative to the automobile
Rules of the road around the world
International road signs
Fuel costs in different countries
Car culture and the environment

Foreign Languages - The spoken language is our principal means of communicating with people from other cultures. But there are many forms of intercultural communication which modify the spoken and written word. These can be explored in many different ways, both within and outside actual world language classes.

The language of gesture, body language and etiquette in different cultures
Language families and their origins
The limitations of language in cross-cultural communication
Changes in languages and cross-cultural borrowing
Foreign words in the English vocabulary
Dialects in different sub-cultures
The nature and problems of bi-lingual and multi-lingual societies

Develop the skills and attitudes necessary for effective communication and cooperation with people from cultures other than their own who speak languages different from their own, both at home and abroad.

Acquire an understanding and appreciation of the histories and cultures of people from various regions of the world, along with the ability to communicate in more than one language.

Acquire an understanding of the relationship that exists among language families in our global society.

Develop an appreciation of the verbal and nonverbal etiquette that exists in each culture, recognizing that every language and cultural group has a unique set of "rules" governing such behavior.

Home Economics - The major sociological unit emphasized in the home economics curriculum is the family. The family has universality even though its structure may differ in various societies. In home economics emphasis is placed on gaining an understanding of various lifestyles and resource management practices related to meeting basic human needs. Examples of topics which may be explored related to global education include the following.

Family structures throughout the world
Roles and functions of family members in various cultures

Satisfaction of basic human needs for food, clothing, and shelter in different environmental setting
Development and management of human and material resources
Family dwellings throughout the world
Environmental, sociological, and cultural influences on clothing choices
Resource availability and the effects on nutrition and health of the family
Appropriateness of household technologies to various settings
Child-rearing practices and socialization of children in various cultures
Satisfaction of nutritional needs through various food choices and food preparation methods

Industrial Technology Education -

Manufacturing in different cultures
Tools in different cultures
Construction technologies in various cultures
Energy as used in different cultures
Building styles in different climates
Furniture making in different cultures
Artisanship in our culture and in others

Journalism -

The origins and fundamental role of the newspaper
Magazines from around the world
The role of the media in a global society
Restrictions on freedom of the press in other cultures
The media as government watchdog
Political cartoons, political satire and government repression
Information as a form of empowerment, and the decentralization of information in the 'information age'
World communications technology

Language Arts -

Studying global issues and values through literature (e.g., poetry, stories, essays, novels which deal with various global issues, human relations issues)

Acquire an appreciation and understanding of the literary contributions of the many diverse cultures in our global society through the study of drama, poetry, and other literary works from a broad spectrum of countries, recognizing that literature is a map of where humanity has been, is, and is headed.

Become cognizant of the commonality of the human experience through the study of literature, which provides the vicarious experiences that encourage the development of empathy with people from a variety of cultures.

Develop facility in both written and spoken language, realizing that language carries people's attitudinal messages and thus assumes a great humanizing, empathizing, and predicting role.

Become aware that myths, symbols, metaphors, translations, and other forms of expression are all culture oriented and express the process by which human beings make sense of their world.

Become aware of how literary works reflect the political and social times in which they were written, as well as the various cultures of the writers who produced them.

Mathematics -

Explaining the origins of our numbering systems (Roman and Arabic)
Explaining the origins of the abacus, and actually using one for calculations
Problems involving the conversion of foreign currencies
Problems involving metric conversion
Discussing historical and cultural origins of our mathematical systems
Measurement in ancient times and in other cultures
Time keeping (calendars) in other cultures
Use of tables of statistics involving international issues (e.g., population)
Story problems involving situations in other cultures

Music - By integrating the elements of music into representative music works, students will:

Recognize that world music may also be referred to or known as ethnic, popular, folk, and art music.

Sing songs and dance to music from diverse time periods, cultures, and styles.

Recognize that every culture has indigenous music.

Recognize the importance of and need for music in diverse time periods, cultures, and styles of music.

Become familiar with and recognize music examples from distinctive time periods, cultures, and styles.

Describe some of the reasons for music making (such as work, celebration, and religion).

Recognize that quality is a term which is socially and culturally agreed upon and may change over time.

Play popular songs and dance to music of particular time periods and from diverse styles.

Define and identify those characteristics which make quality and world musics throughout time.

Define distinctive characteristics found in popular and world musics from diverse time periods, cultures, and styles.

Determine criteria which make music of quality throughout time periods and cultures.

Define and identify characteristics of music from diverse time periods, cultures, and styles.

Analyze and compare characteristics of music within the context of the time, culture, and style in which it was created and produced.

Compare/contrast popular forms of world musics.

Identify diverse styles of music as a world phenomenon.

Compare/contrast the musical techniques used in popular and world musics from which two or more musical works are performed, composed, arranged, improvised, or conducted using a previously learned music vocabulary.

Compare/evaluate various styles of music in relation to diverse musical cultures and time periods.

Apply previously learned music vocabulary to describe the music of a society or culture from a live or recorded musical performance.

Explain the effect that society and culture have when a composer or performer produce a live or recorded musical performance.

Label one or more of the musical elements from a live or recorded musical performance which may be associated with a society or culture.

Using a previously learned music vocabulary, compare/contrast two live or recorded performances with regard to societal or cultural components.

Assess the influence of society and culture on a live or recorded performance using previously learned music vocabulary citing other relevant musical examples.

Select and defend the choice of a live or recorded music example using a previously learned music vocabulary with regard to diverse societies or cultures.

Label one or more of the expressive qualities in a live or recorded music example.

Know the value of music as a means of personal expression and communication.

Apply previously learned music vocabulary to describe expressive qualities in a live or recorded musical performance.

Evaluate expressive qualities of individual and group performances.

Recognize the diverse uses of tonal and rhythmic systems and textures for expressive purposes.

Explain the effect that expressive qualities have on the composer or performer in a live or recorded music performance using previously learned music vocabulary.

Describe why one music example may have more than one interpretation.

Perform music of diverse cultures in an expressive manner using rhythmic and tonal systems.

Apply previously learned music vocabulary to describe or interpret musical intent of a live or recorded musical performance.

Compare/contrast two live or recorded music examples with regard to expressive qualities using previously learned music vocabulary.

Seek and compare music which may have more than one interpretation when performed by different ensembles from diverse cultures.

Describe how composers, artists, architects, and states persons use the element of style to portray societies and cultures.

Express diverse ways in which the composer's music examples may be interpreted from given expressive markings.

Select and defend the choice of a live or recorded performance using a previously learned music vocabulary with regard to expressive qualities.

Physical Education -

Studying the origins of various sports

Sports around the world

History of the Olympics

The role of sports in a culture (from Roman gladiators to the National Football League)

Spectator sports vs. fitness for all

Physical education as taught in other cultures

International sports and politics

New (non competitive) games

Different cultural attitudes toward sports and exercise

Science -

Discovering nature and caring for living things

Ecology, including lifestyles, population, community eco systems

Historical and cultural contributions to scientific discovery

Models and scientific methods used by scientists in other cultures

The diffusion of scientific knowledge around the world

Non-Western roots of Western science

The spread of disease and worldwide epidemics

Efforts toward worldwide scientific cooperation

The Green Revolution and other scientific efforts to solve the world hunger problem

Genetics and natural selection, genetic engineering

Biotechnology and ethics

The chemistry of pollution, how the earth cleanses itself

The causes and cures for pollution

The chemistry of ozone, and the nature of the ozone layer

The greenhouse effect and its possible effect on the polar ice caps

Develop an understanding that science is a basic human enterprise used to understand the world and that scientific communication across national boundaries benefits the global/international society.

Become cognizant of both the advantages and disadvantages that technological changes may bring to a culture.

Understand the intergenerational responsibility of the global/international community in maintaining, protecting, and improving the environment.

Understands the interrelatedness of such topics as technological growth, environmental stability, economic expansion, and human-rights issues.

Understand the causes and effects of pollution, the uses and abuses of energy, and the global implications of natural disasters.

Become involved in global scientific studies.

Social Studies -

Contributions of other cultures to American customs, language, culture
Multinational corporations
Foreign debt and the global economy
Economic issues in developing countries
The growing gap between rich and poor of the world
The economics of resource depletion
Global weather and climate patterns
Human rights issues and policies
Ecology and politics of scarcity
Ecological humanism and a planetary society
Good citizenship in the context of global interdependence
Historical global migration patterns

Understand global issues such as world hunger, world population growth, energy and resource allotment, world health problems, environmental management, and pollution control, as well as awareness of instances of the denial of human rights.

Understand and appreciate the interrelatedness of local and national problems with those confronting the global society--political, economic, environmental, and technological.

Understand and appreciate the diversity and commonality of human cultures, customs, levels of technology, beliefs, religions, and value systems throughout the world.

Participate in a comparative study of various social, political, and economic systems from a nonethnocentric standpoint.

Speech and Debate -

The uses of global or environmental topics for debate
The study of classical oratory
Speech and debate training in other cultures

RESOURCES FOR GLOBAL EDUCATION

Global education is a developing field and we must chart our way without thinking that the only way to teach about these topics and issues is to rely on textbooks and pre-packaged materials. A consideration of the five themes and examples of topics reveals that global education does not come out of a textbook; it comes from our abilities to make connections between topics we already deal with in the curriculum and their global implications and dimensions.

Developing effective strategies for promoting global perspectives will take time--and effort. We have provided a model and a beginning. What follows here are resources in three different categories that will be useful for: 1)gaining background for the general development of global perspectives, 2)becoming acquainted with the theoretical foundations of global education and the issues and controversies over this perspective, and 3)materials which provide classroom activities for developing global perspectives. Those marked with an asterisk (*) are considered to be fundamental documents in the field. Those marked with two asterisks (**) are highly recommended for general background.

Global Perspectives and Perspectives on the Last Decade of the Twentieth Century

- Barnaby, Frank. The Gaia Peace Atlas, New York: Anchor/Doubleday, 1988**
- Botkin, James, Dan Dimancescu, and Ray Stata. Global Stakes: The Future of High Technology in America. New York: Penguin Books, 1984.
- Brown, Lester R. State of the World, 1989: A Worldwatch Institute Report on Progress Toward a Sustainable Society. New York: W.W. Norton, 1989.**
- Harman, Willis. Global Mind Change: The Promise of the Last Years of the Twentieth Century. Indianapolis: Knowledge Systems, 1988.**
- Kidron, Michael, and Ronald Segal. The New State of the World Atlas. New York: Simon and Schuster, 1987.
- Myers, Norman, ed. Gaia: An Atlas of Planet Management. New York: Anchor/Doubleday, 1984.**
- Naisbitt, John. Megatrends. New York: Warner Books, 1982.
- Rand McNally. World Facts in Brief. New York: Rand McNally, 1988.
- Roszak, Theodore. Person/Planet. New York: Anchor/Doubleday, 1978.
- Russell, Peter. The Global Brain: Speculations on the Evolutionary Leap to Planetary Consciousness. Los Angeles: J.P. Tarcher, Inc., 1983.
- U.S. Central Intelligence Agency. The World Factbook, 1988. Washington, D.C.: U.S. Government Printing Office, 1989.
- The World Commission on Environment and Development. Our Common Future. Oxford, England: Oxford University Press, 1987.**
- Yankelovich, Daniel. New Rules: Searching for Self-Fulfillment in a World Turned Upside Down. New York: Bantam, 1982.**

Perspectives on Global Education

Books

- Becker, James, ed. Schooling for a Global Age. New York: McGraw-Hill, 1979.*
- Berendzen, Richard. Touch the Future: An Agenda for Global Education in America. Emmaus, PA: Rodale International, 1988.
- Botkin, James, Mahdi Elmandjra, and Mircea Malitza. No Limits to Learning: Bridging the Human Gap. Elmsford, NY: Pergamon Press, 1979
- Freeman, Robert, ed. Promising Practices in Global Education: A Handbook with Case Studies. New York: National Council on Foreign Language and International Studies, 1986 (available from The American Forum).
- Joy, Carroll, and Willard M. Kniep. The International Development Crisis & American Education. New York: Global Perspectives in Education, Inc., 1987.

Knierp, Willard, ed. Next Steps in Global Education: A Handbook for Curriculum Development. New York: Global Perspectives in Education, 1987.*

Rosengren, Frank, Marylee Crofts Wiley, and David S. Wiley. Internationalizing Your School. New York: National Council on Foreign Language and International Studies, 1983.

Study Commission on Global Education. The United States Prepares for Its Future. New York: Global Perspectives in Education, 1988.*

Monograph

Hanvey, Robert G. "An Attainable Global Perspective." New York: Center for War/Peace Studies, 1979* (available from The American Forum, see below).

Articles

Ad Hoc Committee on Global Education. "Global Education: In Bounds or Out?" Social Education, April/May 1987, pp. 242-249.

Anthony, Robert B. "Multinational Corporations and Global Awareness." The Social Studies, March/April, 1985, pp. 59-61.

Cleveland, Harlan. "The World We're Preparing Our Schoolchildren For." Social Education, October, 1986, pp. 416-423.

Cole, Donna J. "Multicultural Education and Global Education: A Possible Merger." Theory into Practice, Spring, 1984, pp. 151-154.

Cortes, Carlos E., and Dan B. Fleming, "Introduction: Global Education and Textbooks." Social Education. September 1986, pp. 340-344.

Goodlad, John I. "The Learner At the World's Center." Social Education, October 1986, pp. 424-435.

Knierp, Willard M. "Global Education in the Eighties." Curriculum Review, November/December, 1985, pp. 16-18.

_____. "Global Education: The Road Ahead." Social Education, October 1986, pp. 415.

Kobus, Doni K. "The Developing Field of Global Education: A Review of the Literature." Educational Research Quarterly, Vol. 8, No.1,(1983) pp. 21-27.

Lamy, Stephen L. "Teacher Training in Global Perspectives Education: The Center for Teaching International Relations." Theory Into Practice, Vol. XXI, Number 3, (Summer, 1982) pp. 206-211.

Nava, Julian. "Teaching and Learning for the 21st Century." (Cultural Pluralism and Global Interdependence). Social Education, March 1988, pp. 215-216.

O'Neil, John. "Global Education: Controversy Remains, But Support Growing." ASCD Curriculum Update. January 1989, pp. 1-8.*

Rosenau, James N. "Teaching and Learning in a Transnational World." Educational Research Quarterly, Vol. 8, No. 1 (1983), pp. 29-35.

Swetz, Frank. "Mathematics: A Window on the World." Curriculum Review, November/December, 1985, pp. 61-63.

Vocke, David E. "Those Varying Perspectives on Global Education." The Social Studies, January/February, 1988, pp. 18-20.*

Woyach, Robert B., and Janice Love. "Citizenship and World Affairs," Educational Research Quarterly, Vol. 8, No. 1 (1983), pp. 36-47.

Publications containing classroom applications, teaching strategies, and lesson plans

(The following are available from The American Forum, 45 John Street Suite 1200, New York, NY 10038)

Anderson, Charlotte C. Beyond Boundaries: Law in a Global Age. 1983, (grades 7-12)

Aquina-Mackles, Alexis, David C. King, and Margaret S. Branson. Myself and Others, 1979 (grades K-5)

Barnet, Judith. Culture's Storehouse: Building Humanities through Folklore (Intercom 90/91, 1978) (grades 7-12)

Czarra, Fred, et.al. Short Stories from around the World (grades 5-9)

Torney-Purta, Judith. Evaluating Global Education: Sample Instruments for Assessing Programs.

"Through the Legal Looking Glass: Reflections of Peoples and Cultures" (Intercom 100, 1981) (grades 9-12)

"The Geographic Route to a Global Perspective" (Intercom 101, 1982) (grades 7-12)

"Simulations for a Global Perspective" (Intercom 107, 1985) (grades 7-12)

Teaching Global Awareness: An Approach for Grades 1-6.

(The following publications available through The Center for Teaching International Relations [CTIR], University of Denver, Denver, CO 80208)

Many of these publications have classroom activities with master pages which can be duplicated for class use.

Beregar, John. Teaching Writing Skills: A Global Approach, 1986. (grades 6-12).

Bergstrom, Kirk. World Citizen Curriculum, 1987. (grades 9-12).

Collins, H. Thomas, and Fred Czarra. Global Primer: Skills for a Changing World, 1986 (grades K-8).

Hursh, Heidi, and Micharl Prevedel. Activities Using the State of the World Atlas, 1988 (grades 7-12).

Koranski, Bruce, ed. Teaching About the Consumer and the Global Marketplace, 1985 (grades 4-12).

Lamy, Steven, et.al. Teaching Global Awareness with Simulations and Games, 1986 (grades 7-12).

Massachusetts Global Education Project. Global Issues in the Elementary Classroom, 1988 (grades K-6).

Otero, George, and Gary Smith. Teaching About Ethnic Heritage, 1984 (grades K-12).

Sanborn, Michelle, et.al. Teaching About World Cultures, 1986 (grades 7-12).

Shiman, David. Teaching About Human Rights, 1988 (grades 7-12).

Social Studies Development Center. In Search of Mutual Understanding: A Classroom Approach to Japan, 1986 (grades 7-12).

Smith, Gary and George Otero. Teaching About Cultural Awareness, 1986 (grades 4-12)

Switzer, Kenneth, et.al. Global Issues: Activities and Resources for the High School Teacher, 1987 (grades 7-12).

Zola, John and Reny Sieck, Teaching About Conflict, Nuclear War, and the Future, 1984 (grades 6-12).

Additional Publications -

Global Education Catalog, Social Studies School Service, 10200 Jefferson Boulevard, Room Y6, P.O. Box 802, Culver City, CA 90232-0802.

Additional bibliographies can be found in many of the above publications, and by doing ERIC (INFORMS) searches through your AEA with descriptors such as global, international, multi-cultural, environment, etc. The organizations listed below have additional publications too numerous to list here.

ORGANIZATIONS AND RESOURCE CENTERS

Regional Organizations

Central America Resource Center
1407 Cleveland Avenue North
St. Paul, MN 55108
(612)644-8030

Global Awareness Program
4-H Youth Development
University of Minnesota
1420 Eckles Avenue
St. Paul, MN 55108
(612)625-9700

Global Education Center
Augsburg College
731 - 21 Avenue South
Minneapolis, MN 55454
(612)330-1159

Global Studies Resource Center
6300 Walker Street
St. Louis Park, MN 55416
(612)925-1128

International Institute of Minnesota
1694 Como Avenue
St. Paul, MN 55108
(612)647-0191

International Studies Institute
University of Minnesota
214 Social Science Building
267 - 19th Avenue South
Minneapolis, MN 55455
(612)624-6527

JCEE Global Economics Center
Center for Economic Education
College of St. Thomas
St. Paul, MN 55105
(612)647-5655

Midwest China Center
308 Gullixson Hall
2481 Como Avenue
St. Paul, MN 55108
(612)641-3233

Minnesota World Trade Center Corporation
400 Minnesota World Trade Center
St. Paul, MN 55101
(612)297-1580

Religion in Human Culture Center
6300 Walker Street
St. Louis Park, MN 55416
(612)925-1776

United Nations Association of Minnesota
1929 South 5th Street
Minneapolis, MN 55404
(612)333-2824

The Stanley Foundation
420 East 3rd Street
Muscatine, IA 52761
(319)264-1500

Women in World Area Studies
Central Community Center
6300 Walker Street
St. Louis Park, MN 55416
(612)925-3632

National Organizations

AFS International--Intercultural
Programs, Inc.
313 East 43rd Street
New York, NY 10017
(212)949-4242

American Council on the Teaching of Foreign Languages (ACTFL)
P.O. Box 408
Hastings-on-Hudson, NY 10706
(914)478-2011

The American Forum (formerly, Global Perspectives in Education, Inc.)
45 John Street, #1200
New York, NY 10038
(212)732-8606

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017
(212)490-2525

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, VA 22314
(703)549-9100

Center for African Studies
1208 West California
Room 101
Urbana, IL 61801
(217)333-6335

Center for Global Education
WSTTC - University of York
Heslington, York YO1 5DD
England
(0904)59861 ex. 453

Center for Public Education in International Affairs
University of Southern California
School of International Relations
VKC 328
Los Angeles, CA 90089-0043
(213)743-4214

Center for Teaching International Relations (CTIR)
University of Denver
Graduate School of International Studies
Denver, CO 80208
(303)871-2164

Countdown 2001
5636 Utah Avenue, NW
Washington, D.C. 20015
(202)537-1179

East Asian Studies Center
Outreach Program
Indiana Univeristy
Woodburn Hall
Bloomington, IN 47405
(812)227-7587

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617)492-1764

Friends of World Teaching
P.O. Box 1049
San Diego, CA 92112-1049
(619)275-4066

Global Awareness Program, College of Education
Florida International University
Tamiami Trail
Miami, FL 33199
(305)554-2664

Global Links
WETA
3620 South 27th Street
Wilmington, VA 22206
(703)998-2600

Global Tomorrow Coalition
1325 G Street NW
Suite 915
Washington, D.C. 20005-3104
(202)628-4016

Greenhaven Press, Inc.
15708 Pomerado
Suite 210
Poway, CA 92064
P.O. Box 289009
San Diego, CA 92128-9009
1-800-231-5163

The Hunger Project
1488 Sutter Street
San Francisco, CA 94109
(415)928-8700

InterAction
1815 H Street, NW
11th Floor
Washington, D.C. 20006
(202)822-8429

Las Palomas de Taos
P.O. Box 3400
Taos, NM 87571
(505)758-9456

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614)292-1681

Middle East Studies Center
SSB 3, 122
University of Texas, Austin
Austin, TX 78712
(512)471-3881

National Council for the Social Studies
3501 Newark Street NW
Washington, D.C. 20016
(202)966-7840

National Resource Center for International Studies
303 Thompson Hall
University of Washington
Seattle, WA 98195
(206)543-4800

Oxfam America
115 Broadway
Boston, MA 02116
(617)482-1211

Population References Bureau
777 - 14th Street NW
Suite 800
Washington, D.C. 20005
(202)639-8040

PRODEMCA
729 - 15th Street NW, #950
Washington, D.C. 20005
(202)347-1006
*will be merging with Freedom House

REACH Center
239 North McLeod
Arlington, VA 98223
(206)435-8682
(REACH stands for Respecting Ethnic and Cultural Heritage and includes
REACH for Kids; Project REACH and the Global REACH Consortium)

Social Science Education Consortium, Inc. (SSEC)
855 Broadway
Boulder, CO 80302
(303)492-8154

Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, IN 47405
(812)337-3838

Social Studies School Service
Global Education
10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232
(213)839-2436

Stanford Program on International and Cross-Cultural Education (SPICE)
Littlefield Center, Room 14
Stanford University
Stanford, CA 94305-5013
(415)723-1114

UNESCO Association/USA, Inc.
1418 Lakeside Drive
Oakland, CA 94612
(415)835-2811

United States Japan Foundation (USJF)
145 East 32nd Street
12th Floor
New York, NY 10016
(212)481-8753

*In addition to its other responsibilities, the USJF sponsors 9 regional programs in the U.S. for teaching about Japan at the K-12 levels.)

World Affairs Council (Philadelphia)
Global Interdependence Center
206 South 4th Street
Philadelphia, PA 19106
(215)922-2900

World Bank
World Bank Publications
1818 H Street, NW
Washington, D.C. 20433
(202)477-1234

World Citizen, Inc.
3721 - 48th Avenue South
Minneapolis, MN 55406
(612)722-2714

World Eagle, Inc.
64 Washburn Avenue
Wellesley, MA 02181
(617)235-1415

World Policy Institute
777 United Nations Plaza
New York, NY 10017
(212)490-0010

World Without War Council
Office of the President
1730 Martin Luther King Jr. Way
Berkeley, CA 94709
(415)845-1992

May 1990

STATE BOARD OF EDUCATION
CURRICULUM RULES

3500.1060 LEARNER GOALS

**3500.1075 PROGRAM LEVEL
LEARNER OUTCOMES**

FEBRUARY 1990

3500.1060 LEARNER GOALS

Subpart 1. **Definition.** Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K-12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Subp. 2. **Learner goals.** Each district shall use the learner goals contained below as the basis for defining program level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

- (1) master reading literacy to gather information and data, gain perspective and understanding, and as a leisure time activity;
- (2) master writing to explain, describe, and express a point of view and feelings;
- (3) master listening to gather information and data and gain perspective and understanding;
- (4) master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
- (5) master numerical literacy to apply mathematical functions to life situations;
- (6) master the use of a variety of tools, including electronic technology to enhance learning;
- (7) master viewing and observing to gather information and data and gain perspective and understanding; and
- (8) apply skills in self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

- (1) participate in lifelong learning;
- (2) live within local, state, national, and world political and social structures;
- (3) examine personal beliefs and values and their relationship to behavior;

- (4) make ethical and moral decisions;
- (5) be a responsible citizen of the community, nation, and world;
- (6) practice stewardship of the land, natural resources, and environment;
- (7) know the impact of human life on nature and the impact of natural phenomena on human life;
- (8) express self through artistic creation;
- (9) know career options and the general education requirements for each;
- (10) know world and national economic conditions to make informed decisions on consumer products, occupations, and career needs and use of resources;
- (11) select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;
- (12) manage personal affairs;
- (13) understand the physical world using systematic problem-solving strategies;
- (14) communicate and relate effectively in a language and about a culture other than one's own; and
- (15) know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

- (1) compare, differentiate, and relate information and facts and apply knowledge;
- (2) combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;
- (3) critique and make judgments about materials, conditions, theories, and solutions;
- (4) generate and value creative alternatives; and
- (5) apply the concepts and processes of sciences.

- D. To value, understand, and accept human interdependence, each learner will be able to:
- (1) seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;
 - (2) understand the basic interdependence of the biological and physical resources of the environment;
 - (3) understand the interrelationships among complex organizations and agencies in modern society;
 - (4) understand society's responsibility for dependent persons of all ages in a manner consistent with both their growth and development needs and the needs of society; and
 - (5) understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.
- E. To value, understand, and accept the diversity of humankind, each learner will be able to:
- (1) base actions and decisions on the knowledge that individuals differ in many ways;
 - (2) base actions and decisions on the knowledge that values and behaviors differ from one social group to another;
 - (3) base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;
 - (4) judge other's actions with an understanding of the personal and social context of that action;
 - (5) accept that there is more than one way of being human;
 - (6) base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and
 - (7) act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

- F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:
- (1) act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;
 - (2) understand the importance of working in groups to achieve mutual goals; and
 - (3) be able to provide leadership in resolving personal and societal issues.
- G. Each learner will be able to effectively resolve conflicts with and among others by:
- (1) assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;
 - (2) acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and
 - (3) resolving conflict in a manner most beneficial to society.
- H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:
- (1) understanding the origins, interrelationships, and effects of beliefs, values, and behavior patterns in world cultures;
 - (2) understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;
 - (3) being familiar with the ideas that have inspired and influenced humankind; and
 - (4) understanding the manner in which heritages and traditions of the past influence the direction and values of society.
- I. Each learner will develop a positive attitude toward self, demonstrated through:
- (1) a feeling of positive self-worth, security, and self-assurance;
 - (2) a willingness to live with one's strengths and weaknesses;

- (3) a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;
 - (4) understanding that efforts to develop a better self contribute to the development of a better society;
 - (5) understanding that self-concept is acquired by interaction with other people; and
 - (6) appropriate control or release of emotions.
- J. To set and achieve personal goals, each learner will develop the ability to:
- (1) select appropriate personal learning goals;
 - (2) make decisions about one's life;
 - (3) plan, act, and organize to realize one's goals;
 - (4) accept responsibility for personal decisions and actions;
 - (5) work now for goals to be realized in the future; and
 - (6) select viable alternatives for actions in changing circumstances.
- K. To cope with change, each learner will develop the ability to:
- (1) initiate appropriate change while respecting existing structures and concepts;
 - (2) tolerate ambiguity;
 - (3) understand that coping with change is a lifelong process;
 - (4) understand and accept the changing nature of work and the potential need to change careers several times;
 - (5) use career information and counseling services to make informed and satisfying vocational choices; and
 - (6) understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

- (1) assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;
- (2) make informed decisions about health products and services
- (3) make a lifestyle that promotes healthful family living;
- (4) understand public health measures and their effect on the individual, family, community, and environment; and
- (5) be able to enjoy play-skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well-being of our society, each learner will develop the work readiness skills of:

- (1) applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;
- (2) defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;
- (3) leadership and citizenship necessary to succeed as an active agent in a changing work force;
- (4) understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;
- (5) developing pride in good work and expecting quality in products and services; and
- (6) adopting a positive attitude toward work including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

