

## **Global Connections in the CCPS Curriculum**

### What is Global Competence?

CCPS has created the following Global Connections K-12 scope and sequence based on the definition for Global Competence developed by the Council of Chief State School Officers with the Asia Society Partnership for Global Learning.

Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They deploy and develop expertise from different disciplines as they investigate pressing issues of our time. At the same time, they recognize multiple perspectives, communicate their views effectively, and they take actions to improve conditions.

### Global Connections Expectation for CCPS Teachers

The division expectation is that each teacher will include at least one global connections activity every year. Examples are provided in each CCPS Curriculum Framework. These are not additions to the curriculum; they are updated activities for teaching existing curriculum content in a different way. Some global connections activities are very simple, but eventually many though not all activities will involve linking students with other students using technologies.

	<p align="center"><b>Global Awareness</b></p>  <p>Students investigate the world beyond their immediate environment.</p>	<p align="center"><b>Global Perspectives</b></p>  <p>Students recognize their own and other's perspective.</p>	<p align="center"><b>Global Communication</b></p>  <p>Students communicate their ideas effectively with diverse audiences.</p>	<p align="center"><b>Global Citizenship</b></p>  <p>Students translate their ideas and findings into appropriate actions to improve the world.</p>
<b>Learning Targets</b>				
<b>ELEMENTARY (PreK-5)</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Display curiosity about the world.</li> <li>• Recognize similarities and differences between people.</li> <li>• Show understanding of different cultures.</li> <li>• Demonstrate a willingness to learn and change views.</li> <li>• Ask probing questions.</li> <li>• Begin to understand global issues.</li> <li>• Identify conflict situations.</li> <li>• Demonstrate awareness of prejudice and ways of combating prejudice.</li> <li>• Demonstrate a sense of environment and links between different places.</li> <li>• Describe our use of resources and impacts on the environment.</li> <li>• Demonstrate a sense of past and future events.</li> <li>• Make conclusions based on evidence.</li> <li>• Understand concepts of fair trade between countries.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Demonstrate a positive sense of self.</li> <li>• Demonstrate awareness of others.</li> <li>• Identify fair versus unfair.</li> <li>• Demonstrate a sense of fairness and equal rights.</li> <li>• Demonstrate a sense of right versus wrong.</li> <li>• Show concern and respect for others.</li> <li>• Demonstrate a respect for diversity.</li> <li>• Consider different viewpoints.</li> <li>• Evaluate bias.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Demonstrate good listening skills.</li> <li>• Make connections with others.</li> <li>• Form and express viewpoints.</li> <li>• Express different viewpoints.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Understand that our actions have consequences.</li> <li>• Demonstrate a desire for fairness and equal rights.</li> <li>• Challenge unfair situations.</li> <li>• Cooperate and compromise with others to solve problems.</li> <li>• Participate in conflict resolution.</li> <li>• Display an appreciation for the environment.</li> <li>• Demonstrate a concern for the environment, living things, and resources.</li> <li>• Demonstrate a belief that things can be better.</li> <li>• Choose appropriate actions.</li> </ul>

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<b>ELEMENTARY (PreK-5)</b>	<b>Language Arts Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Explore current events and issues around the world by reading a range of fiction and non-fiction.</li> <li>🌐 Identify a global or local issue; ask questions about the issue, conduct research, craft a meaningful response to answer the questions, and present finding.</li> <li>🌐 Celebrate <a href="#">International Literacy Day</a> to highlight literacy throughout the world</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Share ideas on an issue and form an opinion; confirm or revise views after gaining new information about the issue.</li> <li>🌐 Read a variety of fiction and non-fiction from around the world and identify perspectives of others.</li> <li>🌐 Use <a href="#">Google Lit Trips</a> to bring stories from around the world to life through virtual mapping</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and explain that there are differences in language use across cultures, ethnic groups, geographic regions, and social roles.</li> <li>🌐 Select and use a variety of media and technologies to communicate with diverse audiences both in their school and around the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Express how they can use reading, writing, speaking, and listening to make a difference in the world.</li> <li>🌐 Create a plan of action in response to a community or global issue and carry out the steps of the plan.</li> </ul>
	<p>Resources and Lessons:</p> <p><a href="#">Interdependence</a> SOL K.10, 1.10, 2.9</p> <p><a href="#">It's OK to Be Different</a> SOL 1.9, 2.8</p> <p><a href="#">African Animals Alphabet Video</a> Pre-K, Literacy block</p> <p><a href="#">What the World Eats</a> Pre-K, Literacy block-oral language</p>	<p>Resources and Lessons:</p> <p><a href="#">Multicultural Fairy Tales</a> SOL 3.5, 4.5, 5.5</p> <p><a href="#">Multicultural Book List</a> Pre-K Literacy block</p>	<p>Resources and Lessons:</p> <p><a href="#">Global Pen Pals</a> SOL 2.12, 2.14, 3.9, 3.12, 4.7, 5.7</p> <p><a href="#">Speaking with Our Bodies</a> SOL 5.2</p> <p><a href="#">The "Talking Stone"</a> Pre-K Literacy block</p>	<p>Resources and Lessons:</p> <p><a href="#">Cultural Connections and Writing for Change</a> SOL 4.9, 5.9</p> <p><a href="#">Protecting Our Planet</a> SOL K.12, 1.13, 2.12</p>

<b>ELEMENTARY (PreK-5)</b>	<b>Global Awareness</b> 	<b>Global Perspectives</b> 	<b>Global Communication</b> 	<b>Global Citizenship</b> 
	Students investigate the world beyond their immediate environment.	Students recognize their own and other's perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve the world.
	<b>Mathematics Instructional Strategies, Resources, and Lessons</b>			
Instructional Strategies: <ul style="list-style-type: none"> <li> Provide opportunities for students to describe and compare data about themselves and others to learn about the world.</li> <li> Provide opportunities for students to apply mathematical strategies as they review evidence and draw conclusions about global conditions.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li> Explore the contributions of different cultures to the development of mathematics.</li> <li> Explore the perspectives of others related to mathematical ideas and methods.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li> Provide opportunities for students to communicate mathematical thinking to diverse audiences of peers, teachers, and members of the community.</li> <li> Use appropriate technology and media to have students communicate mathematical ideas in local and global settings.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li> Use mathematics to understand or explain a global issue.</li> <li> Use connections among mathematical ideas to take action on local and global issues.</li> </ul>	
Resources and Lessons: <a href="#">Globe Toss – Land or Water</a> SOL K.13 & K.14 Data and Graphing <a href="#">Where Are Our Clothes Made?</a> SOL 1.14 & 1.15 Data and Graphing <a href="#">Go Fish</a> SOL 1.1 Counting and Comparing <a href="#">Comparing Population Growth</a> SOL 4.14 Line Graphs <a href="#">How Big is a Billion?</a> SOL 4.1	Resources and Lessons: <a href="#">Ancient Egyptian Numbers</a> SOL 2.1 Reading/Writing Numbers, Place Value <a href="#">Islamic Art and Geometry</a> SOL 5.9, 5.11, 5.12, 5.13 <a href="#">Islamic Art booklet</a>	Resources and Lessons:	Resources and Lessons: <a href="#">Earth: The Apple of Our Eye</a> SOL 3.3 Fractions <a href="#">Timber!</a> SOL 6.17 (5 <sup>th</sup> Accelerated Math) Arithmetic/Geometric Sequences <a href="#">Explore More About Bottle Construction</a> SOL 5.8 measurement	

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	Students investigate the world beyond their immediate environment.	Students recognize their own and other's perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve the world.
	<b>Science Instructional Strategies, Resources, and Lessons</b>			
Instructional Strategies: <ul style="list-style-type: none"> <li>🌐 Identify an issue or question of global or local significance that calls for a scientific approach.</li> <li>🌐 Design and conduct a scientific inquiry to collect data, analyze data, construct plausible and coherent conclusions, and/or raise questions for further study.</li> <li>🌐 Interpret and apply the results of a scientific inquiry to develop and defend a coherent explanation or conclusion.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li>🌐 Recognize and express how their own and others' understanding of the world is influenced by science.</li> <li>🌐 Examine perspectives about science held by other people and groups.</li> <li>🌐 Explain how benefits from scientific inquiry are not equally accessible around the world.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li>🌐 Recognize and express how diverse audiences may make different interpretations and/or assumptions based in the same scientific information.</li> <li>🌐 Select and use appropriate technology and media to share scientific data and ideas with peers around the world.</li> </ul>	Instructional Strategies: <ul style="list-style-type: none"> <li>🌐 Identify and create opportunities where scientific inquiry can enable personal or collaborative action to improve conditions.</li> <li>🌐 Assess options, plan actions, and design solutions based on scientific evidence and potential consequences.</li> <li>🌐 Act, individually or collaboratively, in creative and ethical ways to implement scientifically based solutions to local and/or global issues.</li> </ul>	
Resources and Lessons: <a href="#">Everybody Needs a Home</a> SOL K.7a <a href="#">Look But Don't Touch: Dangerous Animals</a> SOL 5.5c <a href="#">Where Does Food Come From?</a> SOL 2.8 <a href="#">Earthquakes for Kids</a> SOL 5.7 <a href="#">How was the Grand Canyon Formed?</a> Erosion/Weathering SOL 2.7 b <a href="#">The Cat's Out of the Bag!</a> SOL 3.4, 3.5, 3.6b <a href="#">Animals from Around the World</a> Pre-K Science block	Resources and Lessons: <a href="#">Trash! How Cities Work: Dealing with Garbage in the U.S. and India</a> SOL 5.7g and 4.5 f <a href="#">Five Senses</a> SOL K.2 <a href="#">Weather and Climate –Region, Country, and World</a> SOL 4.6 <a href="#">Crowding Can Be Seedy</a> SOL 1.4 and 1.5a <a href="#">Supplement 1</a> Why do people need space? <a href="#">Supplement 2</a> What is a population?	Resources and Lessons: <a href="#">Environmental Exchange Box – Forestry</a> SOL 4.5 f and 4.9d	Resources and Lessons: <a href="#">Building a Model Springbox (Clean Water and Quality of Life)</a> SOLs 3.9 d,e and 3.10 b,d <a href="#">Natural Resources</a> SOL 1.8	

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<b>ELEMENTARY (PreK-5)</b>	<b>Social Studies Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Compare the location, climate, culture, beliefs, and lifestyles of various populations around the world.</li> <li>🌐 Identify world problems/challenges; explain how different countries addressed them in the past and are addressing them now.</li> <li>🌐 Identify collect, and analyze information about different world regions, their histories, and challenges from a variety of national and international sources.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Articulate what they think and understand about a current or past situation, event, or issue; explain what led them to that understanding and whether their perspective has changed as they gather new information.</li> <li>🌐 Explain how different cultures influence life in our country as well as how we influence other countries with our culture and beliefs.</li> <li>🌐 Identify the experiences and education that they have access to in their school; community, and country; compare these to the experiences and education of students elsewhere in the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize that people speak and act differently in different settings and identify and demonstrate appropriate communication for their own school setting as well as other settings in their lives.</li> <li>🌐 Communicate both historical and current information about world regions, issues, and challenges in clear and accurate ways.</li> <li>🌐 Select and effectively use appropriate technologies and media to communicate their ideas with diverse audiences in school and with students around the world.</li> <li>🌐 Explain how effective communication impacts understanding and collaboration in the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize their personal capacity to contribute to improvement locally, regionally, or globally.</li> <li>🌐 Identify opportunities to make a difference in their school or community, or on an international level, individually or as part of a group.</li> <li>🌐 Create a plan for looking at the background of the issue and collaborating with other groups who are working in the same issue.</li> <li>🌐 Enact their plan and express how their contribution made a difference regarding the issue.</li> </ul>
	<p>Resources and Lessons:</p> <p><a href="#">Our Food, Our World</a> SOL 1.12c</p> <p><a href="#">Historical Geography – The Atlantic Connection</a> SOL 3.5d</p> <p><a href="#">I Am Different</a> Pre-K Social Studies block</p> <p><a href="#">Chop Stix Pick-up</a> Pre-K Social Studies block</p> <p><a href="#">Japanese: Hinamatsuri Day!</a> Pre-K Social Studies block</p> <p><a href="#">Go Fish</a> Pre-K Social Studies block</p>	<p>Resources and Lessons:</p> <p><a href="#">Nim: A Game Played All Over the World</a> SOL 2.1</p> <p><a href="#">Why Do Families Around the World Live in Different Kinds of Shelters?</a> SOL K.4b</p> <p><a href="#">Clifford the Big Red Dog-Learning Respect</a> Pre-K Personal and Social Development Block</p> <p><a href="#">Houses Around The World</a> Pre-K Social Studies block</p>	<p>Resources and Lessons:</p> <p><a href="#">From Africa to Virginia</a> SOL VS.3e</p>	<p>Resources and Lessons:</p> <p><a href="#">Trade Along the Silk Roads</a> SOL WS.6b</p>

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<p align="center"><b>World Languages Instructional Strategies, Resources, and Lessons</b></p>				
<p align="center"><b>ELEMENTARY (PreK-5)</b></p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Use knowledge of language and culture to investigate a country or region that speaks the target language.</li> <li>Compare the language, culture, and customs of speakers of American English and Speakers of the target language using a variety of resources and media.</li> <li>Compare traditional and contemporary cultures and how they vary among speakers of the target language.</li> <li>Present multi-faceted understandings about a culture or country using a variety of resources and view-points.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Compare common words and phrases in their own languages as well as the target language and recognize how different words can have different meanings or be used in different ways.</li> <li>Identify different communication strategies and cultural practices used by speakers of American English and speakers of a target language.</li> <li>Identify differences in value systems and historical experiences between speakers of American English and speakers of a target language.</li> <li>Explore the careers and learning opportunities that are available to people who speak more than one language.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Articulate how people speak and act differently in different settings. Identify and demonstrate appropriate communication strategies in the target language.</li> <li>Use appropriate language, behavior, and strategies to communicate, both verbally and non-verbally, with diverse audiences in the target languages.</li> <li>Select and effectively use appropriate technology and media to communicate their ideas with speakers of the target language.</li> <li>Communicate in the target language with native speakers in authentic settings, both in person and digitally.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Communicate with speakers of the target language to identify global issues that they are facing and compare with issues that are being faced in the U.S.</li> <li>Advocate in their native and target languages on an issue that impacts the world.</li> <li>Select or create a plan for taking action on issues that affects speakers of the target language and speakers of American English.</li> <li>Enact the plan to address an issue (in partnership with members of the target country, if possible). Reflect on the outcomes.</li> </ul>
	<p>Resources and Lessons:</p> <p>K-1: Learn a rhyme or counting game from the target culture. Are the gestures the same as in English?  <a href="#">French Activity #1</a>  <a href="#">French Activity #2</a>  <a href="#">Spanish Activity #1</a>  <a href="#">Spanish Activity #2</a>  <a href="#">Mandarin Activity #1</a>  <a href="#">Mandarin Activity #2</a>  <a href="#">Investigate a world of songs and rhymes</a></p> <p>3-5: Learn about ancient counting systems from the target culture. Connect those counting systems to present practices when possible.  <a href="#">Mayan Counting</a> <a href="#">Chinese Abacus Unit</a></p> <p>5: Use 3 or more resources (at least one digital) to research and present information about a place where the target language is spoken.</p>	<p>Resources and Lessons:</p> <p>K-5: Investigate a tradition or holiday from the target culture and another culture. Compare the two with traditions or holidays celebrated with your own family.</p> <p>3-5: Keep a log of cognates in your interactive notebooks. Include activities from the sample lesson below.  <a href="#">Sample Cognate Lesson</a></p>	<p>Resources and Lessons:</p> <p>3: How did ancient cultures trade ideas and goods? Investigate the Internet of Old (i.e. the Silk Road, Incan and Mayan trading routes) to see how products, practices and perspectives are shaped when cultures interact with one another. Work with a partner to present the information in a PhotoStory or other presentation.</p> <p>4: <a href="#">Natural Landscapes Unit</a>                      Communication through art</p> <p>K-5:                      Demonstrate the different social registers that are used with different people.                      Do a role play; include culturally appropriate gestures.                      Conduct an e-visit with a CCPS class learning a language other than your own.  <a href="#">U of M initiative: international letters</a></p>	<p>Resources and Lessons:</p> <p>3: Investigate the migratory patterns of a butterfly associated with the target culture. Learn traditions, songs, etc. associated with the insect's migration. Create a foldable that shows how we can keep the insect's habitat healthy.  <a href="#">Insect Communities Unit</a></p> <p>5: Brainstorm with your class on ways to help keep our oceans and seas healthy. Share with a family member.  <a href="#">Life in the Sea Unit</a></p>

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<b>Elementary (PreK-5)</b>	<b>Visual &amp; Performing Arts Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify themes of local, regional or global significance that could be expressed using the arts.</li> <li>🌐 Compare the art, music, dance, and theatrical styles of people and cultures around the world and how they depict local or global themes or issues.</li> <li>🌐 Compare the tools and design that are used to produce arts around the world including how these are used to express important ideas or themes.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Explain their perspectives on a topic or piece of work and express their interpretations and perspectives through pieces of artwork or artistic performance.</li> <li>🌐 Follow a global theme across different countries or regions and compare how the arts are used to represent that theme.</li> <li>🌐 Compare how students learn about and apply artistic expression in different parts of the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Use various art forms to express their own ideas or global ideas and themes.</li> <li>🌐 Recognize how different art forms are used around the world to communicate specific ideas.</li> <li>🌐 Explain why the arts can be an important way to communicate ideas in a diverse world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Research how others have used the arts to advocate for an issue.</li> <li>🌐 Use various art forms in order to connect with students from other countries or regions about local issues.</li> <li>🌐 Draw on various art forms to explicate or advocate for an issue that impacts their world.</li> <li>🌐 Use various art forms to reflect on and document their global learning and service.</li> </ul>
	<p>Resources and Lessons (Visual Arts):  <a href="#">Native American Art – Rock Stenciling</a>            SOL 2.14, 2.15</p>	<p>Resources and Lessons (Visual Arts):  <a href="#">Chinese Dragon Puppets</a>            SOL 2.15, 2.14  <a href="#">Egyptian Portrait Profiles</a>            SOL 2.13, 2.17</p>	<p>Resources and Lessons (Visual Arts):  <a href="#">Chinese Calligraphy</a>            SOL 4.23, 4.24            Native American Art – Ojibwa  <a href="#">Painter , Norval Morrisseau</a>            SOL 5.20, 5.26</p>	<p>Resources and Lessons (Visual Arts):  <a href="#">Art Across the Planet - Homes/Architecture:</a>            SOL 5.20, 5.22  <a href="#">Breaking the Chains – Rising Out of Circumstance</a> Interpreting Slavery            SOL All.13, All.15</p>
<p>Resources and Lessons (Performing Arts):  <a href="#">Music from the Silk Roads</a>  <a href="#">Indonesian Gamelan</a></p>	<p>Resources and Lessons (Performing Arts):  <a href="#">Celebrating Russian Music with Dance – Sasha</a>            SOL: 5.9, 5.11, 4.4, 4.10, 3.4, 3.11</p>	<p>Resources and Lessons (Performing Arts):  <a href="#">Drumming with poetry</a>            SOL: 5.9, 5.11, 4.7, 3.4  <a href="#">World Rhythms of Tabla</a>            SOL: 5.9, 5.11, 4.7, 3.4</p>	<p>Resources and Lessons (Performing Arts):  <a href="#">Drumming with Art work!</a>            SOL: 4.7, 3.8, 3.9</p>	

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<b>Elementary (PreK-5)</b>	<b>Health/PE Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify and analyze sports that are popular locally and internationally, pinpointing their origin, expansion, commonalities, and differences.</li> <li>🌐 Perform and compare dances native to their own and other cultures.</li> <li>🌐 Recognize and practice learned motor skills while participating in games from other regions or cultures.</li> <li>🌐 Compare the ways that different countries and cultures prioritize active, healthy lifestyles.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and understand their own and others' perspectives on participation in physical activity.</li> <li>🌐 Explain how different cultural perspectives about competition, cooperation, and physical fitness affect participation in, and appreciation for, individual and team sports and wellness.</li> <li>🌐 Analyze what constitutes "good sportsmanship" and how its demonstration reflects the cultural values of a society.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Explain how sports and sporting events can promote understanding of other cultures.</li> <li>🌐 Participate in online competitions or collaborations that promote wellness.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Demonstrate willingness to work, partner, and team effectively with others of different gender, culture, abilities, or interests.</li> <li>🌐 Develop and use conflict management strategies when involved in situations that threaten their own or others' personal or emotional safety.</li> <li>🌐 Contribute to a positive change in a local, national, or global issue through the development of and/or participation in a physical activity.</li> </ul>
	<p>Resources and Lessons:</p> <p><a href="#">Health Heart</a> SOL K.3, 1.3, 3.3</p> <p><a href="#">Compare and Contrast the past and current rules of Basketball designed by James Naismith</a> SOL 5.1 a, 5.2a,b</p> <p><a href="#">Perform and Compare Dances native to Their Own and Other Cultures</a> SOL K.1e, 1.1f, 2.1c, 3.1c, 4.1b, 5.1c</p>	<p>Resources and Lessons:</p> <p><a href="#">Celebrating Native American Heritage with Dance</a> SOL 3.1c, 4.1b, 5.1c</p> <p><a href="#">Cultural Perspectives through Multicultural Maypole Dance</a> SOL 3.1c, 4.1b, 5.1c</p>	<p>Resources and Lessons:</p> <p><a href="#">Walk Smart! Virginia</a> SOL 4.5, 5.6 a</p>	<p>Resources and Lessons:</p> <p><a href="#">iWalk International Walk to School Day</a> SOL 2.5,3.5, 4.5, 5.6 a</p>

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<b>Learning Targets</b>				
<b>SECONDARY (6-12)</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>🌐 Show understanding of different cultures and societies.</li> <li>🌐 Demonstrate awareness of prejudice and ways of combating prejudice.</li> <li>🌐 Understand global issues.</li> <li>🌐 Understand the problem of poverty.</li> <li>🌐 Demonstrate understanding of political relationships.</li> <li>🌐 Understand different political systems.</li> <li>🌐 Identify conflict situations locally and globally.</li> <li>🌐 Demonstrate a willingness to learn and change views.</li> <li>🌐 Understand concepts and principles of sustainability and consumerism.</li> <li>🌐 Analyze information and evaluate complex problems.</li> <li>🌐 Make informed decisions.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>🌐 Recognize that all people are equal and different.</li> <li>🌐 Show concern and respect for others.</li> <li>🌐 Consider different viewpoints based on evidence and reason.</li> <li>🌐 Demonstrate a sense of fairness and equal rights locally and globally.</li> <li>🌐 Make ethical judgments.</li> <li>🌐 Demonstrate a desire for social justice.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>🌐 Make connections with others.</li> <li>🌐 Express different viewpoints based on evidence and reason.</li> <li>🌐 Argue based on evidence.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>🌐 Demonstrate a desire for fairness and equal rights.</li> <li>🌐 Challenge unfairness and inequality.</li> <li>🌐 Cooperate and compromise with others.</li> <li>🌐 Participate in negotiation and conflict resolution.</li> <li>🌐 Engage in political processes.</li> <li>🌐 Demonstrate a concern for people, the environment, and resources.</li> <li>🌐 Model a sustainable lifestyle.</li> <li>🌐 Make plans for the future locally and globally.</li> </ul>

<p style="text-align: center;"><b>Global Awareness</b></p>  <p>Students investigate the world beyond their immediate environment.</p>	<p style="text-align: center;"><b>Global Perspectives</b></p>  <p>Students recognize their own and other's perspective.</p>	<p style="text-align: center;"><b>Global Communication</b></p>  <p>Students communicate their ideas effectively with diverse audiences.</p>	<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students translate their ideas and findings into appropriate actions to improve the world.</p>
<b>Language Arts Instructional Strategies, Resources, and Lessons</b>			
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance.</li> <li>• Use a variety of domestic and international sources, media, and languages to identify and weigh relevant evidence to address globally significant researchable questions.</li> <li>• Analyze, integrate, synthesize, and appropriately cite sources of evidence collected to construct coherent responses to globally significant researchable questions.</li> <li>• Develop and logically and persuasively present an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Recognize and express their own perspectives on situations, events, issues, or phenomena, and determine how that perspective has developed or changed based on exposure to a variety of texts and media from different periods and cultures.</li> <li>• Examine perspectives of other people, groups, or schools of thought within and about texts and media from around the world, and identify the influences on those perspectives.</li> <li>• Explain how cultural interactions within and around texts or media are important to the situations, events, issues, or themes that are depicted and to readers' understandings of those texts and media.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Recognize and express how diverse audiences may perceive different meanings from the same texts or media and how those different perspectives effect communication and collaboration.</li> <li>• Use appropriate language, behavior, language arts strategies (reading, writing, listening, and speaking) to effectively communicate with diverse audiences.</li> <li>• Select and use appropriate technology, media, and literacy genres to share insights, findings, concepts, and proposals with diverse audiences.</li> <li>• Reflect on how effective communication in various genres impacts understanding and collaboration in an interdependent world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Identify and create opportunities for personal and collaborative actions, using reading, writing, speaking, and listening to address situations, events, and issues to improve conditions.</li> <li>• Assess options and plan action on evidence from text and media and the potential for impact. Taking into account previous approaches, and perspectives, and potential consequences.</li> <li>• Reflect on how effective reading, writing, listening and speaking contribute to their capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>
<p>Resources and Lessons:</p>	<p>Resources and Lessons:</p> <p><a href="#">Stereotypes: More Than Meets the Eye</a></p> <p>Students will develop a better understanding of the concept of stereotyping. They will think critically about images and media that portray the Middle East and its inhabitants, make determinations about the impact of the images on their perceptions, and consider ways to overcome these stereotypes. SOL 9.4m; SOL 9.5k College Board Reading Standard R2.2.</p>	<p>Resources and Lessons:</p>	<p>Resources and Lessons:</p> <p><a href="#">Darfur: Teaching About the Issues</a></p> <p>Teachers and students are provided with a guide to the conflict, and provided with testimonies from the children living in refugee camps in Darfur. This resource helps to make this complex topic comprehensible to adolescent students.</p> <p>SOL 6.4h; SOL 6.5h</p>

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<b>SECONDARY (6-12)</b>	<b>Mathematics Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify an issue or question of global or local significance that calls for a mathematical approach.</li> <li>🌐 Select an appropriate mathematical model or approach that fits a given question.</li> <li>🌐 Apply mathematical strategies to review evidence, draw conclusions, and make decisions.</li> <li>🌐 Interpret and apply the results of mathematical analysis to defend an argument about a globally significant problem.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express how mathematics helps develop their understanding of the world.</li> <li>🌐 Use mathematics to assess the quality and accuracy of information.</li> <li>🌐 Articulate how the development of mathematical knowledge is based on the contributions of different cultures.</li> <li>🌐 Describe how societies and cultures are influenced by mathematics.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express how diverse audiences may perceive different meanings from the same mathematical information.</li> <li>🌐 Communicate mathematical thinking coherently to diverse audiences of peers, teachers, and members of the community.</li> <li>🌐 Use the appropriate technology and media to communicate mathematical ideas.</li> <li>🌐 Use the language of mathematics, mathematical representations, and statistics to organize, record, and communicate mathematical ideas precisely.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify how mathematics can be used to understand or explain a local or global issue.</li> <li>🌐 Use connections among mathematical ideas to take action on local and global issues.</li> <li>🌐 Use mathematical models to weigh and select an ethical strategy for addressing a globally significant issue.</li> <li>🌐 Reflect how mathematics contributes to their capacity to advocate for improvement.</li> </ul>
	<p>Resources and Lessons:  <a href="#">Geometry and Islam</a>            Geometry, SOL G.3, G.4</p>	<p>Resources and Lessons:  <a href="#">One and Two Variable Statistics</a>            Algebra I, SOL A.11</p>	<p>Resources and Lessons:  <a href="#">How Big is Big?</a>            Algebra II, SOL AII.9, AII.10  <a href="#">How Much is There to Eat</a>            SOL 6.10, 7.4</p>	

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<b>SECONDARY (6-12)</b>	<b>Science Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify issues and frame investigable questions of local, regional, or global significance that call for a scientific approach or emerge from science.</li> <li>🌐 Use a variety of domestic and international sources to identify and weigh relevant scientific evidence to address globally significant researchable questions.</li> <li>🌐 Design and conduct a scientific inquiry to collect and analyze data, construct plausible and coherent conclusions, and/or raise questions for further globally significant study.</li> <li>🌐 Interpret and apply the results of a scientific inquiry to develop and defend an argument that considers multiple perspectives about a globally significant issue.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express their own perspective on situations, events, issues, or phenomena, and determine how that perspective along with their understanding of the world is influenced by science.</li> <li>🌐 Examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives.</li> <li>🌐 Explain how cultural interactions influence the development of scientific knowledge.</li> <li>🌐 Explore and describe the consequences of differential access to scientific knowledge and to the potential benefits of that knowledge.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express how diverse audiences may interpret differently and/or make different assumptions about the same scientific information and how that affects communication and collaboration.</li> <li>🌐 Use varying scientific practices, behaviors, and strategies to verbally and non-verbally communicate scientific information effectively with diverse audiences, including the international scientific community.</li> <li>🌐 Select and use appropriate technology and media to communicate about science and share data with experts and peers around the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify and create opportunities in which scientific analysis or inquiry can enable personal or collaborative action to improve conditions.</li> <li>🌐 Assess options, plan actions, and design solutions based on scientific evidence and the potential for impact, taking into account previous perspectives and potential consequences.</li> <li>🌐 Act, personally or collaboratively, in creative and ethical ways to implement scientifically-based solutions that contribute to sustainable improvements, and assess the impact of the action.</li> <li>🌐 Reflect on how scientific knowledge and skills contribute to their capacity to advocate for improvement locally, regionally, or globally.</li> </ul>
	<p>Resources and Lessons:</p> <p><a href="#">Climate Change: Connections and Solutions</a> SOL 6.7, 6.9; LS.4, LS.6. LS.13; PS.7d</p> <p><a href="#">Making Climate Change Connections</a> SOL 6.7, 6.9; LS.4, LS.6. LS.13; PS.7d</p> <p><a href="#">Watch Where You Step</a> SOL 6.7, 6.9</p> <p><a href="#">Biodiversity Connections</a> SOL LS.4, LS.6, LS.13</p> <p><a href="#">My Carbon Footprint</a> SOL LS.6</p>	<p>Resources and Lessons:</p> <p><a href="#">Is It Sustainable?</a> SOL 6.5, 6.7, 6.9</p> <p><a href="#">It's a Dirty Job</a> SOL 6.1, LS.1, LS.11; PS.1,</p> <p><a href="#">Climate Justice</a> SOL 6.1; LS.1; PS.1, PS.7</p> <p><a href="#">Global Connections: Forests of the World</a> SOL 6.9; LS.11, LS.12; ES.1</p>	<p>Resources and Lessons:</p> <p><a href="#">Analyzing The Message</a> SOL PS.1, PS.5; ES.1, BIO.1, CH.1, PH.1</p> <p><a href="#">Buy, Use, and Toss</a> SOL PS.1, PS.5; ES.1, BIO.1, CH.1, PH.1</p> <p><a href="#">Mapping Your Community Through Time</a> SOL PS.1, PS.5; ES.1; BIO.1, CH.1, CH.6; PH.1</p>	<p>Resources and Lessons:</p> <p><a href="#">How Much Does Carbon Cost?</a> SOL ES.1, ES.2, ES.6; BIO.1; CH.1; PH.1, PH.3, PH.4</p> <p><a href="#">Creating Our Future</a> SOL ES.1, ES.6; BIO.1, BIO.8; CH.1, PH.1, PH.2, PH.3 PH.4</p> <p><a href="#">Fishing For the Future</a> SOL ES.1, ES.2, ES.6; BIO.1; CH.1; PH.1, PH.2, PH.3, PH.4</p> <p><a href="#">What is Climate and how is it Changing?</a></p> <p><a href="#">Energy Policies for a Cool Future</a> SOL ES.1, ES.6, ES.9; BIO.1, BIO.5, BIO.7, BIO.8; CH.1; PH.1, PH.2, PH.3, PH.4</p>

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<b>SECONDARY (6-12)</b>	<b>Social Studies Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the social sciences.</li> <li>🌐 Identify and weigh relevant evidence from primary and secondary documents, using a variety of domestic and international sources, media, and languages, to address globally significant researchable questions.</li> <li>🌐 Analyze, integrate, and synthesize evidence using knowledge, methods, and critical skills in the social sciences to deepen their understanding of and construct coherent responses to globally significant issues.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups, and/or schools of thought.</li> <li>🌐 Explain how individuals, societies, events, and the development of knowledge are influenced by the movement and interaction of ideas, goods, capital, and people.</li> <li>🌐 Explore and describe how geopolitical differences, as well as access to knowledge resources, and technology, affect the options, choices, and quality of life of people around the world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express how diverse audiences may interpret and use the same information in different ways and for different purposes and how that affects communication and collaboration.</li> <li>🌐 Use the language of social scientists and adapt their modes of communication and behavior to interact effectively with diverse audiences.</li> <li>🌐 Select and use technology and media strategically to create products, express views, and communicate and collaborate with people of diverse backgrounds.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Assess options, plan actions, and engage in civil discourse, considering previous approached, varied perspectives, political viability, and potential consequences.</li> <li>🌐 Act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.</li> <li>🌐 Reflect on their capacity to draw on the social sciences to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>
	<p>Resources and Lessons: Grade 11: VUS.15f <a href="#">How 9/11 Shaped U.S. Foreign Policy</a></p>	<p>Resources and Lessons: Grade 8: CE.1a-h <a href="#">"Reading" Political Cartoons</a></p>	<p>Resources and Lessons: Grade 9: WH.8a <a href="#">Muslim Women Through Time</a></p>	<p>Resources and Lessons: Grade 7: USII.8e <a href="#">Sowing the Seeds of Community</a></p>

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<b>World Languages Instructional Strategies</b>				
<b>SECONDARY (6-12)</b>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Use knowledge of languages and culture to identify issues and frame researchable questions of local, regional, or global significance.</li> <li>🌐 Use a variety of domestic and international sources, media, and experiences in the target language to identify and weigh relevant evidence to address globally significant questions.</li> <li>🌐 Use their knowledge of language and culture to develop and argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express their own perspectives and understanding of the world, and determine how language and culture inform and shape those perspectives and understanding.</li> <li>🌐 Examine the perspectives of the other people, groups, or schools of thought and how language and culture influences those perspectives.</li> <li>🌐 Explain how cultural and linguistic interactions influence situations, events, issues, ideas, and language, including the development of knowledge.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express how linguistically diverse people may perceive different meanings from the same words or non-verbal cues and how this impacts communication and collaboration.</li> <li>🌐 Use the target language for interpersonal, interpretive, and presentational purposes, including appropriate verbal and nonverbal behavior and strategies, to communicate with the target culture.</li> <li>🌐 Select and use appropriate technology and media to connect with native language speakers of the target language, present information, concepts, or ideas of global significance, and/or develop creative products within the target language.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Use their native and studied languages and culture to identify and create opportunities for personal or collaborative action to improve conditions.</li> <li>🌐 Use linguistics and cultural knowledge to assess options and plan actions, options and plan actions, taking into account previous approaches, varied perspectives, and potential consequences.</li> <li>🌐 Use their native and studied languages and cross-cultural knowledge to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action.</li> <li>🌐 Reflect on how proficiency in more than one language contributes to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>

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<b>World Languages Resources and Lessons</b>				
<b>SECONDARY (6-12)</b>	<p>Resources and Lessons: 6-12: Educational Resources from International Embassies <a href="#">French</a> <a href="#">German</a> <a href="#">Japanese</a> <a href="#">Spanish</a></p>	<p>Resources and Lessons: 6: exploratory: Read several folk tales from Africa during the French unit. Analyze the folk tales for common elements and morals. Compare them to 2 or more American folk tales. Create an original illustrated folk tale in English, incorporating at least 12 French words. <a href="#">Folk Tale Summaries</a></p> <p>6 exploratory: At the end of the Mandarin Chinese unit, create an illustrated rebus story about a day on the Silk Road using both roman alphabet and Chinese characters. Be sure to include three or more customs in your tale. <a href="#">Sample Character Story</a></p> <p>Spanish III: Summative activities for Quarter I are found in the Communication Activities Folder. <a href="#">Summative Lesson and Assessment</a></p> <p>6-12: Participate in a county or statewide celebration of language and culture. Reflect on how the participation has changed your perspective. <a href="#">VA Jr. Classical League</a> <a href="#">VA Organization of German Students</a></p>	<p>Resources and Lessons: Specified middle schools: Interact with students from around the world via virtual classroom exchanges. Share practices and perspectives.</p> <p>Levels III and higher: learn one or more popular songs from the target culture that address an issue such are racism, juvenile homelessness, etc. Create a multimedia presentation in the target language that explains why this issue is important to you. Conclude with two or more possible solutions to the problem. <a href="#">Sample songs</a></p> <p>As a class, investigate an issue such as the death penalty, independence for Puerto Rico, the impact of educating females on a nation's economy, etc. Learn both sides of the issue. Debate the issue in class in teams of 3-5. <a href="#">Multimedia resources</a></p>	<p>Resources and Lessons: 6-12: collaborate across languages to host a fundraiser (World Cup Soccer, etc.). Contribute the funds raised to a worldwide or regional concern. Contact Clover Hill High School for more information.</p>

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<b>SECONDARY (6-12)</b>	<b>Visual &amp; Performing Arts Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify themes or issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations in the arts.</li> <li>🌐 Identify, observe, and interpret a variety of domestic and international works of visual or performing art, materials, and ideas, and determine their relevance to globally significant themes.</li> <li>🌐 Analyze, integrate, and synthesize insights to envision and create an artistic expression of globally significant themes, and submit this expression for critique.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and express their own artistic perspectives and sensibilities, and determine how those are influenced by their background and experience in the world.</li> <li>🌐 Examine how the artistic perspectives and sensibilities of different individuals, groups, schools of thought are influenced by their experience in the world and conversely, how their views of the world are influenced by experience in the arts.</li> <li>🌐 Explain how cultural interaction influences the development of artistic products, ideas, concepts, knowledge, and aesthetics.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Examine how diverse audiences may interpret and react to artistic expressions differently.</li> <li>🌐 Appreciate a variety of artistic expressions and use artistic repertoires, forms, or media to communicate with diverse audiences around the world.</li> <li>🌐 Select and use appropriate technologies to enhance the effectiveness and reach of a work of art.</li> <li>🌐 Reflect on how the arts impact understanding and collaboration in an interdependent world.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify existing and innovative opportunities to use the arts, personally and collaboratively, to contribute to improvements locally, regionally, or globally.</li> <li>🌐 Assess options for the use of arts and plan actions considering available evidence, previous approaches, and potential consequences.</li> <li>🌐 Use the art to act, both personally and collaboratively, in creative and ethical ways to contribute to improvements locally, regionally, or globally, and reflect on the impact of the actions taken.</li> <li>🌐 Reflect on their capacity to advocate for and contribute to improvements locally, regionally, or globally through the arts.</li> </ul>
	<p>Resources and Lessons (Visual Arts):</p> <p><a href="#">Social and Political Issues in Art</a> SOL AII.17</p> <p><a href="#">Depicting Women and Class in a Global Society</a> SOL AIV. 16, AIV.17</p>	<p>Resources and Lessons (Visual Arts):</p> <p><a href="#">Paintings that give Thanks – Mexican Retablos</a> SOL 7.11, 7.20</p> <p><a href="#">Celebration and Satire</a> – Using art to comment on social issues SOL AI.16, AI. 17</p>	<p>Resources and Lessons (Visual Arts):</p> <p><a href="#">Masks from many cultures</a> SOL 7.9, 7.16</p>	<p>Resources and Lessons (Visual Arts):</p> <p><a href="#">Art Across the Planet</a> Homes SOL 8.8, 8.13</p> <p><a href="#">Breaking the Chains – Rising Out of Circumstance</a> Interpreting Slavery SOL AII.13, AII.15</p>
<p>Resources and Lessons (Performing Arts):</p>	<p>Resources and Lessons (Performing Arts):</p> <p><a href="#">Islam and Contemporary Indonesian Popular Music</a> <a href="#">Musical History of Pakistan</a> SOL: MS.3</p>	<p>Resources and Lessons (Performing Arts):</p> <p><a href="#">The Global Reach of Hip-Hop</a> Dynamics: Hot/Cold Game <a href="#">Electronic Exploration</a> SOL: MS.3, MS.4</p>	<p>Resources and Lessons (Performing Arts):</p>	

	<p align="center"><b>Global Awareness</b></p>  <p>Students investigate the world beyond their immediate environment.</p>	<p align="center"><b>Global Perspectives</b></p>  <p>Students recognize their own and other's perspective.</p>	<p align="center"><b>Global Communication</b></p>  <p>Students communicate their ideas effectively with diverse audiences.</p>	<p align="center"><b>Global Citizenship</b></p>  <p>Students translate their ideas and findings into appropriate actions to improve the world.</p>
<b>SECONDARY (6-12)</b>	<b>Health/PE Instructional Strategies, Resources, and Lessons</b>			
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Identify and analyze sports that are popular locally and internationally, pinpointing their origin, expansion, commonalities, and differences.</li> <li>🌐 Perform and compare dances native to their own and other cultures.</li> <li>🌐 Compare the ways that different countries and cultures prioritize active, healthy lifestyles.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Recognize and understand their own and others' perspectives on participation in physical activity.</li> <li>🌐 Explain how different cultural perspectives about competition, cooperation, and physical fitness affect participation in, and appreciation for, individual and team sports and wellness.</li> <li>🌐 Analyze what constitutes "good sportsmanship" and how its demonstration reflects the cultural values of a society.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Explain how sports and sporting events can promote understanding of other cultures.</li> <li>🌐 Participate in online competitions or collaborations that promote wellness.</li> <li>🌐 Understand how media and marketing can influence local, national perspectives on athletes, sports, products and personal wellness.</li> <li>🌐 Examine the impact of today's most urgent global health issues and practical solutions to help address these issues.</li> </ul>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>🌐 Demonstrate willingness to work, partner, and team effectively with others of different gender, culture, abilities, or interests.</li> <li>🌐 Develop and use conflict management strategies when involved in situations that threaten their own or others' personal or emotional safety.</li> <li>🌐 Develop and implement a plan to improve a local situation in which opportunities for physical health and wellness are limited.</li> <li>🌐 Contribute to a positive change in a local, national, or global issue through the development of and/or participation in a physical activity.</li> </ul>
	<p>Resources and Lessons:</p> <p><a href="#">Researching Nutrition to Advertise for Health</a></p> <p>MSHE 6.6b,c, 6.2a, 7.2a, 7.3a, 7.3b</p> <p><a href="#">Global Issues Trivia</a></p> <p>HSHE1 9.4a,</p>	<p>Resources and Lessons:</p> <p><a href="#">Global Issues: From Issue to Opportunity</a></p> <p>HSHE1 9.4a,b</p>	<p>Resources and Lessons:</p> <p><a href="#">Partners for Health</a></p> <p>HSHE2 9.5c,e, 10.5b.g</p> <p>HSHE1 9.4a,b</p> <p><a href="#">Farming for the Future</a></p> <p>MSHE 6.2a,7.2a</p> <p>HSHE1 9.3e,10.1c</p>	<p>Resources and Lessons:</p> <p><a href="#">Fishing For the Future</a></p> <p>MSPE 8.6a,b</p> <p><a href="#">Naming in a Digital World: Creating a Safe Persona on the Internet</a></p> <p>HSHE1 9.4a,b</p>

<b>SECONDARY (6-12)</b>	<b>Global Awareness</b> 	<b>Global Perspectives</b> 	<b>Global Communication</b> 	<b>Global Citizenship</b> 
	Students investigate the world beyond their immediate environment.	Students recognize their own and other's perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve the world.
	CTE Instructional Strategies, Resources, and Lessons			
	Instructional Strategies: 🌐 Generate and explain the significance of locally, regionally or globally focused researchable questions.	Instructional Strategies: 🌐 Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.	Instructional Strategies: 🌐 Recognize that diverse audiences may perceive different meanings from the same information.	Instructional Strategies: 🌐 Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally.
Resources and Lessons: <a href="#">Where the Jobs Are</a> Task competency all CTE courses .012 Demonstrate an understanding of workplace organizations, systems, and climates.	Resources and Lessons: <a href="#">Artha, loosely translates as getting ahead,</a> Task competency all CTE courses .014 Demonstrate job acquisition and advancement skills.	Resources and Lessons: <a href="#">Build the Earth</a> Task competency all CTE courses .005 Demonstrate diversity awareness.	Resources and Lessons:	