TOOLKIT

Designing Curriculum for an INTERCONNECTED WORLD

Tools and resources for developing global competency-based curriculum across the school

GEBG
Global Education Benchmark Group

INTRODUCTION

The Global Education Benchmark Group (GEBG) is a leading non-profit association of K-12 schools that researches and establishes model practices in the field of global education and supports member schools to bring global perspectives, global issues and global competencies into their teaching and learning to empower their students as global citizens.

We see Global Education as an education that equips students with the competencies and the tenacity to thrive in a culturally diverse and interconnected world. Global Citizenship engages both faculty and students in meaningful action toward justice locally, nationally and internationally. As a community, we are committed to education that pursues a more just, equitable, and sustainable world today and tomorrow.

This toolkit was developed over a number of years in response to GEBG Schools asking for a resource to support class-room teachers as they seek to develop curricula that equips students with the knowledge, skills, and attitudes to thrive as global citizens in a changing world. We hope that it provides frameworks, models, and references that provide any teacher in any discipline or division with tools to develop or transform a lesson, unit, course, or program. Educating students for their futures happens in and out of classroom spaces, so we have attempted to develop models and materials that speak to educating in a multitude of educational spaces, on and beyond the school campus.

Everything at GEBG is developed with the support of the network's collaborative "hive mind." However, for this text, particular thanks go to Manjula Salomon; Adrianna Truby, Palmer Trinity School (FL); Karina Baum, Buckingham Browne & Nichols School (MA); Melody Fox-Ahmed and Eva Cavaleri, National Cathedral School (D.C.); Laura Bowe, Aman Samra, and Emily Decker, King School (CT); and Melissa Brown and Kelly Randall, Holton-Arms Schools (MD).

SECTION 1
Distinguishing a "Global" Curriculum

What do we mean by curriculum?

When we talk about curriculum at GEBG, we are talking about **intentionality and clarity of purpose**—curriculum involves intentionally naming the goal/s of a lesson, activity, course, or program; and once we have named that/those goal/s ("learning outcomes"), we can determine how to foster the practice, demonstration, and evaluation (formal or informal) of those outcomes.

Curriculum is also about **structured, sequenced activities**: it isn't just about creating the opportunity to learn something and then assuming the students learned that thing because they completed the task. Teaching a curriculum requires the careful development of opportunities to explore, practice, receive feedback on, retry, and ultimately demonstrate the knowledge, skills, and/or attitudes embedded within our learning outcomes.

What distinguishes a learning experience as "global"?

GLOBAL CONTENT

People, places, and/or perspectives beyond those likely encountered in a student's daily life; events/issues that transcend local, national, or borders

GLOBAL COMPTENCIES

Knowledge, skills, dispositions, and habits that students need to thrive in an increasingly complex and interconnected world

What can it look like when a curriculum integrates global content and/or global competencies?

	Curriculum lacks global content or competencies	Curriculum includes global content	Curriculum targets global competencies
General curriculum approach	There might be global content or competences in this experience, but the clarity of intentionality and consequent design isn't there.	The "setting" of the learning seeks to extend beyond that of the classroom and school, often looking at populations or places beyond those likely encountered in a student's daily life.	The learning might focus on a local or national context, but it clearly and intentionally teaches students knowledge, skills, and attitudes needed to thrive in an interconnected global society.

Examples of integrating global content and/or global competencies

	Curriculum lacks global content or competencies	Curriculum includes global content	Curriculum targets global competencies
History Example United States History	Content addresses historical events that construct the narrative of the formation and evolution of the country. Students might be asked to articulate and evaluate that narrative within the context of a monolithic American identity.	Content addresses historical events that construct the narrative of the formation and evolution of the country. Students might be asked to contextualize events occurring in the United States with events/forces occurring outside of the country; students might be asked to consider the influences that multiple ethnic/racial populations have had on the country's development.	Content addresses historical events that construct the narrative of the formation and evolution of the country. Students might be asked to consider what systems of power and privilege have contributed the what events are included (and which not) in the history of the country; students might be asked to work together to identify how different people might perceive the notion of the "American Dream" through unique cultural lenses and assign it different value depending on their own experiences.
Math Example Algebra I	Content addresses building and solving functions. Students might be asked to write a function that appropriately describes linear growth as depicted on a graph.	Content addresses building and solving functions. Students might be asked to write a function that describes linear population growth in another country; students might be provided historical context to the invention of Algebra and its purpose in ancient societies.	Content addresses building and solving functions. Students might be asked to write a function that describes a linear growth pattern they observe in their lives or that they see visually in art or the natural world; students might be asked to articulate the pros and cons of numerical and visual notations of functions, depending on audience.
English Example 3rd Grade Language Arts	Content addresses constructing a character-driven narrative with a clear protagonist and plot. Students might be asked to write a story with them as the protagonist.	Content addresses constructing a character-driven narrative with a clear protagonist and plot. Students might be asked to write a story that takes place in another country; students might be asked to write a story that involves two characters of different backgrounds.	Content addresses constructing a character-driven narrative with a clear protagonist and plot. Students might be asked to write two stories with the same plot, each with a different character as the narrator; students might be asked to interview a family member and then write a story using that person as the protagonist.
Science Example 5th Grade Science	Content addresses ecosystems and transfers of energy throughout a system. Students might be asked to visually depict the cycle of food throughout a particular plant/animal system.	Content addresses ecosystems and transfers of energy throughout a system. Students might be asked to visually depict the cycle of food throughout a plant/animal system in another country; Students might be asked to show how a drought or air pollution context might affect the cycle.	Content addresses ecosystems and transfers of energy throughout a system. Students might be asked to evaluate how their food is grown and if the method has an overall positive or negative benefit on the food cycle; students might be asked to work together to propose a more efficient use of energy in their own food system/s.

	Curriculum lacks global content or competencies	Curriculum includes global content	Curriculum targets global competencies
Global Language Example Spanish II	Content addresses the differences between the preterit and imperfect tenses. Students might be asked to accurately choose between the tenses in order to appropriately express an idea.	Content addresses the differences between the preterit and imperfect tenses. Students might be asked to appropriately utilize the two tenses in a story about people living in another Spanish-speaking country; students might be asked to interview a community member about their past, using both tenses.	Content addresses the differences between the preterit and imperfect tenses. Students might be asked to interview a partner about an important moment in their past and then to write and recite their story using the first-person; students might be asked to engage in a dialogue during which they assume the role of a particular historical figure.
Arts Example Performing Arts	Content addresses some of the core philosophies that shaped the creation of plays written in the past century. Students might be asked to perform in three different short scenes from a selection of works	Content addresses some of the core philosophies that shaped the creation of plays written in the past century. Students might be asked to read and perform plays from multiple different countries across the globe; students might be asked to write a scene centered on a local or national conflict.	Content addresses some of the core philosophies that shaped the creation of plays written in the past century. Students might be asked to rewrite a scene as a group, using a different character as the protagonist; students might be asked to analyze how the background of the character they are playing impacts their acting choices.

SECTION 2
Global Competencies as Curricular Goals

Identifying Competencies and Learning Outcomes

GEBG defines **global competencies** as the "**knowledge, skills, dispositions, and habits** that students will need to thrive in an increasingly complex and interconnected world." In conjunction with defining your competencies, it is important to more-specifically explain or define the competencies--what the school means by them, what they might look like in a typical student, and how students might develop them throughout a scope and sequence of activities during their scholastic experience.

> **COMPETENCY** A general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.
>
> **LEARNING OUTCOME** A specific statement that describes what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for any given competency.
>
> Definitions from Competencies and Learning Outcomes by David Gosselin, University of Nebraska-Lincoln

Many schools have their own schoolwide or global program-specific competencies and/or learning outcomes. Below are some of the leading frameworks utilized by GEBG Member Schools:

- Asia Society Global Leadership Performance Outcomes
- World Savvy Global Competence Matrix
- Justice Standards from Learning for Justice Social
- Oxfam Global Citizenship Framework for Teachers

Guiding Questions for Designing Competency-Driven Global Curriculum

These questions can be used in creating a school curriculum profile or facilitating a school curriculum-development session, can be applied to classroom programming as well as out-of-class experiences, and are designed to increase in sophistication as the bullet points descend.

IDENTIFYING TARGET COMPETENCIES
- How will students grow based on this curriculum?
- What are the competencies that you are hoping to develop through this curriculum?
- What knowledge, skills, and dispositions are you trying to teach the students?

TEACHING COMPETENCIES
- What activities will allow students to experience growth in these areas?
- How will the students be able to recognize the competencies in themselves and in their peers?
- What complex tasks will students be able to complete by utilizing multiple competencies?

DEMONSTRATING COMPETENCIES
- In what ways will students ultimately demonstrate their competencies?
- How will students show or display their own growth in knowledge, skills, and/or attitudes?
- To what extent are student demonstrations of learning authentic to their identities, lives, and experiences?

SELF REFLECTION
- In what ways will students be able to continue growing in these areas over time?
- In what ways will students be able to set their own goals and to self-evaluate throughout the learning experience?
- In what ways can students be self-motivated in their own development?

SECTION 3
Backward-Designing Experiences around Global Competencies

Global Curriculum Development Template

This template is loosely based on Wiggins and McTighe's Understanding By Design and can be applied to all types of learning experiences--in the classroom and otherwise

Competency Goals ("Transfer Goals")	Essential Question(s)
In order to succeed in this curriculum, students will need to practice/demonstrate the following competencies:	Questions that focus learning; should require the class/lesson/unit material to address them; may possess multiple, sometimes conflicting, responses; could be models of the types of questions you want the students to generate

	Knowledge	Skills	Attitudes/Dispositions
LEARNING OUTCOMES	As a result of this curriculum, students will have demonstrated knowledge about the following topics/ideas	As a result of this curriculum, students will have practiced the following skills	As a result of this curriculum, students will have the opportunity to demonstrate the following attitudes/dispositions

Activities	Demonstrations of Learning
What activities will directly teach the knowledge, skills, and attitudes/dispositions detailed above? Consider relevant pedagogies such as project-based learning, experiential education, virtual exchange, intercultural dialogue, simulation, community- or place- based learning, reflection, etc...	How will students demonstrate that they have the knowledge, skills, and dispositions detailed above? How will students document these demonstrations of learning? What type/s of both formative and summative feedback will students get, and at what point/s in the process? Consider multiple types of demonstrations!

Key Resources (including people)	Logistical Considerations

Culture Development/Validation/Enforcement
What specific practices/structures will you encourage or discourage so that the students will be comfortable/able to accomplish the goals above? Who will be responsible for maintaining this culture, and how will they be prepared to do so?

POST-LESSON REFLECTION AND GOAL-SETTING

Teacher Feedback and Feedforward	Goal Setting
How did it go, and what will you change next time? Were you satisfied with the student work? Date of first attempt:	Before the next attempt, what will need to be accomplished to result in the modifications described in the section above?

SECTION 4
Evaluating and Further Developing a Global Curriculum

A Rubric for Evaluating Competency-Driven Global Curricula

		BEGINNING	DEVELOPING	INTEGRATED
PRIMARILY TEACHER-PRODUCED	**IDENTIFYING TARGET COMPETENCIES**	Curriculum materials (syllabus, assignment sheets, or rubrics) might include specific educational targets in the form of knowledge or skills, possibly only suggesting habits or dispositions necessary for success.	Curriculum materials consistently communicate the goals of a task, assignment, or course of study, including knowledge, skills, and attitudes/dispositions being developed and how the students will demonstrate them in that specific context.	Students actively utilize the curriculum's competencies in various areas of the curriculum, reflecting upon their own development and observing development in their peers.
	TEACHING COMPETENCIES	Curriculum activities directly foster opportunities to practice the knowledge or skills relevant to the curriculum, but attitudes and dispositions might be assumed and not directly taught.	Curriculum activities may employ some relevant pedagogies such as project-based learning, experiential education, virtual exchange, intercultural dialogue, simulation, community- or place- based learning, reflection, etc... and provide students opportunities to regularly practice competencies, with some opportunity to receive feedback on progress before summative assessments.	Both formative and summative tasks are intentionally designed to allow students opportunities to practice, receive feedback on, reflect upon, and set goals around the curriculum's knowledge, skills, and dispositions/attitudes; teachers utilize various relevant pedagogies such as project-based learning, experiential education, virtual exchange, intercultural dialogue, simulation, community- or place- based learning, reflection, etc...
PRIMARILY STUDENT-PRODUCED	**DEMONSTRATING COMPETENCIES**	Students might be given the opportunity to demonstrate their knowledge and skill development in multiple different ways during a particular course of study, but these might primarily be in the form of direct, summative assessments (test, essay, quiz).	Students might demonstrate their development in knowledge, skills, and dispositions/attitudes in both integrated (discussion, collaborative projects, multidisciplinary assessments) as well as direct demonstrations.	Students demonstrate their learning in a variety of integrated and direct assessments, sometimes by developing their own evaluative tool or by identifying their own manifestations of these competencies.
	SELF-REFLECTION	Students might be given the opportunity to explain the rationale behind a thought or decision, but they might not complete any formal or high-quality reflection.	Students might complete a reflection as part of an assignment or at the end of a particular unit, but reflection might not be used in regular conversation or demonstrated without prompting.	Students regularly reflect upon their own growth in various competency areas, and their understandings and demonstrations of the competencies become more nuanced over time.

Considerations of a Global Curriculum: A Self-Assessment and Development Tool

While not all of these questions may correspond to the needs and demands of your curriculum, they can also be valuable considerations, nonetheless.

1. CURRICULUM DESIGN

+ Are global competencies clearly identified and student outcomes articulated?

+ Do lessons clearly target the articulated competencies?

+ Do key curriculum documents (i.e. syllabus, rubrics, assignment sheets, evaluations) directly connect to the articulated and relevant student outcomes?

2. CURRICULUM CONTENT

+ To what extent does your curriculum's content include explicit connections to countries and/or communities beyond those likely encountered in a student's daily life?

+ To what extent are multiple perspectives on a particular topic considered and valued? In what ways does the curriculum content engage student identities and voice?

+ Does your curriculum's content integrate scholarship executed in multiple places/languages/disciplines?

3. CURRICULUM PEDAGOGY

+ In what ways are you utilizing pedagogies that support competency development such as project-based learning, experiential education, virtual exchange, intercultural dialogue, simulation, community- or place- based learning, reflection, etc... In what ways are students provided choice and agency in the pedagogy?

+ In what ways are students asked and encouraged to explore different viewpoints? In what ways are students given the opportunity to explore and develop connections between and among perspectives, approaches, places, and cultures?

+ Do students engage in collaboration and reflection?

4. CURRICULUM STRUCTURE

+ Is ample time built into the schedule for student-led inquiry, exploration, and/or research?

+ Are students given the opportunity to explore and develop connections between and among perspectives, disciplines of fields of study, communities, and cultures?

+ Are students provided support and tools to track competency development in themselves and in their peers through observation and reflection? To what extent are students given the opportunity to obtain/provide feedback to/from peers and teachers?

SECTION 5
Sample Curriculum from Schools

CURRICULUM EXAMPLE #1

Identity through Global Art in Grade 2 Geometry

Aman Samra and Emily Decker, Grade 2 Team, King School (CT)

COMPETENCY GOALS ("TRANSFER GOALS") In order to succeed in this curriculum, students will need to practice/demonstrate the following competencies:

Asia Society Global Leadership Performance Outcomes

+ Investigate the world: Students can ask a question about an idea that is important to their community or the world. This means they can ask a question and explain why their question is important to many different people.

+ Recognize perspectives: Students can identify someone else's perspective on an issue in the community or the world. This means they know what someone else thinks about the issue.

Learning for Justice Social Justice Standards

+ Diversity 8: Students want to know about other people and how their lives and experiences are the same and different from the students' lives.

+ Diversity 7: Students can describe some ways that they are similar to and different from people who share their identities and those who have other identities.

+ Diversity 10: Students find it interesting that groups of people believe different things and live their daily lives in different ways.

+ Identity 2: Students can talk about interesting and healthy ways that some people who share their group identities live their lives.

+ Justice 11: Students know their friends have many identities, but they are always still just themselves.

ESSENTIAL QUESTION(S) Questions that focus learning; should require the class/lesson/unit material to address them; may possess multiple, sometimes conflicting, responses; could be models of the types of questions you want the students to generate

+ Where is geometry in the world?

+ How is geometry used to convey meaning or a story?

+ What can geometry tell us about identity and culture?

Skills As a result of this class/lesson/unit, students will be able to...	Knowledge As a result of this class/lesson/unit, students will know...
+ explain how geometry concepts are used in different countries and why geometry concepts are important in different cultures + conduct research + create inspired art forms that tell students' own stories	+ geometric vocabulary to describe and compare defining attributes of shapes + categories of shapes based on attributes + geometric shapes are used in diverse ways in order to communicate cultural tradition + how shapes are used to create art forms

At King School, homeroom teachers created a multi-disciplinary unit that ties into units we already teach throughout the year. In second grade, our global studies unit ties our geometry unit in math with artistic design, nonfiction research, and our social studies focus on how geography impacts and connects us around the world. In the last two years, we have led the students on a journey that highlights global perspective and appreciation of cultures around the world. The second grade explored the following essential questions: Where is geometry in the world? How is geometry used to convey a story or meaning?

Before diving into studying different regions, we spent time discussing the importance of shapes and where we see shapes in our everyday lives (i.e. I think of roti when I see a circle). We read aloud the story, Round is a Mooncake to kick off this discussion. Following this conversation, we were ready to start traveling. We virtually traveled to South Africa to study the wall paintings of the Ndebele tribe, then to Ghana to study Kente Cloth, and finally to the Middle East to study Islamic mosaics. We spent about two weeks in each region immersing the students in the culture and their story of geometry. We started off studying each region by looking at a world map and zooming into the continent and then the country where we would be so that students could imagine where they were.

We then engaged in a See, Think, Wonder activity where students were given an image to spark curiosity and fill out a form with their thoughts. This activity promoted students to come up with their own questions and assumptions based on background knowledge they already have prior to learning everything about it. Students shared their thoughts with the class aloud once finished, and then we participated in a discussion surrounding more images of the art form that show different designs, styles, materials, or perspective. We also shared and read aloud picture books and showed videos of the art forms being created to give students more understanding of how and why these art forms were created. The students benefited from the exposure to multimedia and texts in order to gather information.

Additionally, this year my teammate and I enhanced our study of Ghana by inviting a Ghana native jewelry maker, Ebenezer Akakpo, to share his use of adinkra symbols to tell a story with the jewelry he makes. Once students developed a solid understanding visually and conceptually of the art forms, they were ready and eager to put on their researcher hats to read scaffolded articles that teach them answers to questions such as what inspired the wall paintings? or what does the Kente Cloth symbolize? Students compiled responses to the research questions in groups, and then they shared what they learned with the whole class, while I scribed on the board.

After forming a holistic understanding of the region and how shapes hold meaning in that culture, students were ready to start planning and creating three culturally inspired art projects. Students created a 3D Ndebele inspired home with wall paintings using shapes that told their own story; a Ghanaian inspired Kente cloth paper weaving that involved the use of Adinkra symbols; and an Islamic inspired mosaic rooted in symmetry. For the Ndebele wall paintings, students not only created their own individual home, but also collaborated as a grade on a class home, which was displayed in the front lobby of the Lower School. Before creating their projects, students were provided with a planning sheet where they could decide what shapes they wanted to use and what meaning they wanted to give them, as well as what colors they wanted to use and what meaning they wanted to give them. The projects were completely individualized and unique for each student to tell their own story about what they like or who they are. The goal of the curriculum was for students to appreciate the shared connection of geometric shapes that are used in diverse ways to share a story in different cultures around the world.

CURRICULUM EXAMPLE #2

Design Frameworks from Holton-Arms Middle School Journeys 2022 Program

These frameworks were utilized in developing a two-day interdisciplinary program that included both virtual and in-person elements and focused on the UN Sustainable Development Goals.

PROGRAM GOALS

I. Overall Goals

Holton-Arms Goal	Competency
Communication and Collaboration	+ I listen actively and engage in dialogue in constructive and informed ways. + I use a range of effective methods to communicate with diverse audiences. + I collaborate with others to accomplish a common goal.
Open-Mindedness and Perspective Taking	+ I recognize and seek to understand the influences that may have shaped my perspectives and those of others. + I can discuss how perspectives influence one's human interactions and understanding of an issue or event. + I am curious about and value ways of being, doing, and thinking that differ from my own.
Local, National, and Global Engagement	+ I examine multiple conditions and forces that affect local, national, and global topics, issues, and events. + I can articulate how the UN Sustainable Development Goals address universal issues. + I reflect upon how I participate in local, national, and global systems in both positive and negative ways.

II. Goals by Day and Grade

	7th Grade	8th Grade
Monday	+ **Knowledge:** Components of a successful community, 4 key terms in SDG 11 + **Skills:** Developing dialogue questions, Introducing oneself + **Attitudes:** Curiosity to develop questions, Courage to engage in dialogue	+ **Knowledge:** Components of a successful community, 4 key terms in SDG 11 + **Skills:** Collaborating across differences, Comparing/Contrasting multiple perspectives on a global issue + **Attitudes:** Enthusiasm around working with others, Open Mindedness
Tuesday	+ **Knowledge:** Importance of active listening, Key ways in which SDG 11 impacts local and national communities in US and CR + **Skills:** Telling a personal story, Engaging in dialogue + **Attitudes:** Open-mindedness, Empathy	+ **Knowledge:** Current events that reflect SDG 11 in local and national contexts, key solutions around SDG 11 in DC and ATL + **Skills:** Visual representation of complex ideas, Collaboration across differences + **Attitudes:** Desire to share understandings and perspectives through collaboration, Interest in synthesizing diverse pieces of information
Wednesday	+ **Knowledge:** some understanding of SDG 11 in US and Costa Rica, importance of reflection + **Skills:** reflection, public speaking + **Attitudes:** enthusiasm around cross-cultural experiences; curiosity about other people, places, and cultures	+ **Knowledge:** some understanding of SDG 11 in US and Atlanta, importance of reflection + **Skills:** reflection, public speaking + **Attitudes:** enthusiasm around cross-cultural experiences; curiosity about other people, places, and cultures

CURRICULUM EXAMPLE #3

National Cathedral School Global Ethics Course Framework

This design document maps out the curriculum for a semester-long elective course for 10th- and 11th-Grade Students.

Unit Titles	Foundations: Globalization and Ethics	Unit One: Self and Society OR Identity and Culture	Unit Two: Global Dynamics and Values OR Global Issues and Systems of Power	Unit Three: Ethical Leadership OR Global Citizenship
Duration	2 Weeks	3-4 Weeks	4-5 Weeks	4 Weeks
Unit Essential Questions	+ What is globalization, and to what extent is it still relevant today? + What are some of the frameworks and tools I can use to think about ethics and ethical dilemmas?	+ Who am I in the context of the world in which we live? + Who is my neighbor?	+ What are the dynamics and values of the globalized world in which we live? + Why don't people respond to global issues?	+ What does an ethical leader do? + What is my responsibility for building a more just world?
Unit Enduring Understandings and Competencies	While Globalization is a term that is historically and culturally specific, it's helpful in picking apart the complexities and nuances of our global interconnectedness. I can understand and evaluate right v. right and right v. wrong ethical dilemmas through rules-based, means-based, and care-based lenses.	Many different factors—some in my control and some outside of my control—contribute to how I see myself and how others see me in the world. I can see myself as connected to and different from others, depending on the lenses I use to perceive identities and value cultures.	Identities, ethics, and values significantly impact and are significantly impacted by global forces such as migrations, the economy, and the environment. I can better understand the complexities and nuances of a global dynamic or issue by looking at it from multiple personal, cultural/political, and national perspectives.	There are a lot of different ways to lead ethically, and good leaders utilize their personal skills and talents to better serve the needs of others, which requires empathy. I can contribute to solutions toward local, national, or global challenges through modifying my behavior and that of my peers, family, and communities.
Unit Concepts and Discussion Questions	+ Central concepts of globalization and its historical context + Ethical frameworks and ethical tension resolution principles	+ What is Identity—identity markers, iceberg + Culture—what is it, where does it come from, and why does it matter? + Values—where do your values come from, and why do personal and cultural values differ?	+ Immigration, Migration, and Gentrification—what push/ pull factors cause people and populations to move throughout the world? + Genocide—How can we learn from the past? + The Economy—How does international finance work? Why are some countries rich and other countries poor? + The Environment—How can we best protect the environment? How can we make predictions about the world?	+ What does it mean to be a leader? What makes a strong political leader? + Personal decision-making: Fast fashion + What is justice and how does it work? To what extent is justice subjective? + The UN SDGs and Global Development strategies— microlending—Is it ethical? + Peter Singer

Unit Titles	Foundations: Globalization and Ethics	Unit One: Self and Society OR Identity and Culture	Unit Two: Global Dynamics and Values OR Global Issues and Systems of Power	Unit Three: Ethical Leadership OR Global Citizenship
Duration	2 Weeks	3-4 Weeks	4-5 Weeks	4 Weeks
Unit Activities	+ Modified PISA + Ethical dilemma analysis based on each framework	+ Bring a quotation and an image that speak to who you are as an individual + Creative writing: how would you be different if some aspect of your identity or history were changed? (bring in another teacher from NCS?) + Wise person interview + This I believe recording (statement of one core personal value that reflects personal and cultural histories and limitations thereof)	+ Current Events Sharing and Analysis + Connection to local/national organizations addressing these forces/dynamics + Guest speaker: Economics + Virtual dialogue with another US-based school? + Film?	+ Profiles in Leadership Activity + Virtual dialogue with another school outside of US? + Personal commitment: changing one personal or familial habit to contribute to a better world, including a journal + Modified PISA
Unit Demonstrations of Learning	Two-paragraph written response: What is globalization, and to what extent is it still relevant today? Quiz/test on key ethics vocabulary and concepts	This I believe recording (does it include required elements of the assignment?) Two-paragraph written response: What are three of my core values, and in what ways do they reflect my personal and cultural identities? Written or recorded reflection: What similarities and differences did I notice among the This I Believe Statements, and what personal and cultural factors might have contributed to these similarities and differences?	Current event assignment Infographic that looks at a national issue (social, economic, or environmental) from multiple perspectives and includes recommended personal actions towards solutions	Personal habit-changing journal Final Project: Small-group analysis of a global issue and proposed solutions from at least two different international perspectives (evaluating current solutions) Analysis of two PISA

CURRICULUM EXAMPLE #4

Service-Learning Program Rubric and Course Timeline

These planning documents outline the curriculum and evaluation tools for an experiential service-learning program at Buckingham, Browne, and Nichols School (MA)

COMPETENCY/LEVEL	BEGINNING	APPROACHING	MEETING	EXCEEDING
Self-awareness & reflection: **a.** I can identify my interests & skills **b.** I can articulate who I am in relationship to my community **c.** I can assess the impact of my service				
Investigation & research **a.** I can identify a cause I can contribute to **b.** I am able to trace symptoms back to their root causes and issues **c.** Track A: I can identify potential community partners to work with- Track B: I can design a service initiative in response to a community need				
Communication, collaboration, connection **a.** I can connect with my cohort mates around our service experiences **b.** I can build a meaningful relationship with a community partner **c.** I can communicate across differences				
Effective action **a.** I can set SMART goals **b.** I can provide support that answers a community's needs **c.** I can share my experiences through a variety of mediums				

WEEK & TOPICS All assignments must be posted by Friday at 8AM	ACTIVITIES	LEARNING OUTCOMES
1. Service Learning Intro: who, what, why?	+ Review course outcomes, expectations, timeline + Flipgrid introductions + Written reflection: What does service mean to you?	1b-c, 3a-c
2. My strengths, my cause	+ Written assignment: passions & strengths + Research & video activity: identify an issue, its symptoms, and its roots Track A: Start outreaching to potential partners Track B: Start drafting your own plan	1a-b; 2a-c

WEEK & TOPICS All assignments must be posted by Friday at 8AM	ACTIVITIES	LEARNING OUTCOMES
3. Track A: Partnering Up Track B: Setting Up	Track A: + Write: Outreach communication + Answer: from outreach to action Track B: + Write: project proposal + Start action & implementation + All tracks: 1:1 or Team check-in (option 1)	2 a-c; 3a-c; 4a-b
4. Plan & Act	+ Continue: service action + SMART goal setting for your service experience + 1:1 check-in (option2)	1c; 3a-c; 4a-c
5. Early Reflections	+ Continue: service action + Video: early action & reflection	1c; 3a; 3c; 4c
6. Taking Stock	+ Continue: service action + Post: SMART goal follow-up + Assignment: self-assessment rubric + Optional: 1:1 check-in	1c; 3a; 3c; 4a
7. Community Leaders	+ Continue: service action + Community leader interview	3a-c; 4c
8. Raising awareness	+ Continue: service action + Final presentation: draft and feedback	All
9. Sharing what you've learned	+ Final presentation due + Self-assessment via rubric	All
10. What now?	+ Thanking your community partner(s) + Your pledge: how will you stay engaged?	All

GLOSSARY

COMPETENCIES

Competencies are general statements that describe the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

+ **Global competencies** are the **knowledge**, **skills**, **dispositions**, and **habits** that students need to thrive in an increasingly complex and interconnected world

CURRICULUM

Curriculum is any learning experience that is intentionally designed toward specific outcomes.

GLOBAL COURSES

Global courses utilize global content and/or global competencies as curricular targets.

+ **Global Content** (people, places, and/or perspectives beyond those likely encountered in a student's daily life; events/issues that transcend local, national, or borders)

+ **Global Competencies** (knowledge, skills, and dispositions/attitudes/habits of globally competent individuals)

GLOBAL CITIZENS

Global citizens act to promote the common good locally, nationally, and internationally.

GLOBAL EDUCATION

Global education develops the knowledge, skills, and empathic orientation required to understand multiple perspectives and to thrive in increasingly interconnected world systems.

LEARNING OUTCOMES

Learning outcomes are specific statements that describe what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for any given competency.

PEDAGOGY

Pedagogy is the way curricular content is presented; particularly relevant pedagogies to global education include project-based learning, experiential education, virtual exchange, intercultural dialogue, simulation, community- or place- based learning, reflection, etc...

RESOURCES

Leading Global and Intercultural Competence Frameworks

- Asia Society Global Leadership Performance Outcomes
- World Savvy Global Competence Matrix
- Learning for Justice Social Justice Standards: The Teaching Tolerance Anti-bias Framework
- Oxfam Global Citizenship Framework for Teachers

The following rubrics were developed by The American Association of Colleges and Universities (AAC&U), so their content is only relevant for high school curricula. They employ their VALUE (Valid Assessment of Learning in Undergraduate Education) framework, "an authentic approach to assessment designed to articulate and measure the skills, abilities, and dispositions that students need and that parents, policymakers, and employers demand."

- Global Learning VALUE Rubric
- Intercultural Knowledge VALUE Rubric
- Civic Engagement (Local and Global) VALUE Rubric

Further Reading

- Boix-Mansilla, V., & Jackson, A. (2022). Educating for Global Competence: Preparing our Students to Engage the World. ASCD.
- Deardorff, D. (2018). How to Assess Global Competence. Education Week.
- Detloff. C. (2020). Travel Program as Curriculum. The Exchange. Global Education Benchmark Group.
- Ferrara, S., & McTighe, J. (2021). Assessing Student Learning by Design: Principles and practices for teachers and school leaders. Teachers College Press.
- Gutiérrez, B.F, Glimäng, M.R., O'Dowd, R., & Sauro, S. (2021). Mentoring handbook for virtual exchange teachers: Strategies to help students achieve successful synchronous and asynchronous online intercultural communication. Stevens Initiative.
- Hancock, R. E. (2023). Global Citizenship Education for Young Children. Routledge.
- Oxfam. (2015). Educating for Global Citizenship: A guide for schools. Oxfam.
- Parkhouse, H., & Tichnor-Wagner, A. (2019). Incorporating Global Competency Into Your Classroom. ASCD Blog.