**Consider Standards in Global Education**

***1. Standard 1 (Writing)***

* CCSS.ELA.LITERACY.W.1.8 🡪 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  + “The question” in this case is more of an assignment, as the students are using diaries as a vehicle to gather information from sources and write from a global perspective. If I had to narrow the assignment down to a question, it would be “What is the geography, weather, culture, daily life, and tradition of [*insert chosen country here*] like?”

***2. Integration of Global Education***

Students will start to have a **cosmopolitan** worldview by gathering information about a country of his or her choosing; namely information on a country’s geography, weather, culture, daily life, and traditions. Students will learn to have **global perspectives** as they write a diary from the point of view of a person from another country. Students will approach the assignment with **interdisciplinary studies**, as their writing assignment will have social studies and math integration.

***3. Specific Lesson Plan Modifications for Global Competencies***

During writing preparation time, instead of using mentor authors like normal, students would pick a country that they are interested in to learn about. In conjunction with the librarian and the Internet, students will research and collect information on the country’s geography, weather, culture, daily life, and traditions. Students will be put into pairs as needed. Students will use the information they collected to write a diary from the point of view of a person from their chosen country. Lessons will model how to use information to create a diary from another perspective. Students will write a diary consisting of 5 entries: an entry where something positive happens that relates to that country (for example, it rained for a whole day during the normally dry season in Ethiopia), an entry where something realistically negative happens that relates to that country (for example, Queen Elizabeth blocked the way to school, and the student missed a math test in England), an entry about a traditional celebration (for example, describing a typical Cambodian birthday party), an entry that involves a word problem (for example, in Bolivia the family used to have 10 cows, but dad sold 6 at market, so now we only have 4 left), and an entry of the students’ own choosing.

***4. Informal Outcome Assessments***

Since the standard concerns writing, the diary the students create will be the informal assessment. It will be graded based on a rubric aligned with the standards and first grade goals. We have an Author Celebration at the end of each unit. For this Author Celebration, students will dress up in traditional garb from the country of their choosing. Parents will come to interact with the Village of Global Citizens, who I would encourage to answer questions from their country’s point of view.

***1. Standard 2 (Speaking and Listening)***

* CCSS.ELA.SL.1.3🡪 Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood.

***2. Integration of Global Education***

Students will listen and interact with a citizen of another country to promote **cross-cultural understanding**. Students will learn and practice taking notes and making questions, which they also use in both reading and math, promoting **transferability**.

Students will learn “hello” and “thank you” in language of speaker, plus any customary movements of the country (bowing, waving, etc.) to promote **global citizenship.**

***3. Specific Lesson Plan Modifications for Global Competencies***

I will use my personal and professional resources to book a guest speaker. Students will prepare for guest speaker by working with a ThingLink to gain a broad overview of the guest speaker’s country geography, weather, culture, and traditions. Together, students will discuss a theme to center our discussion around (for example, animals in South Africa; birthdays and holidays in India; sports in Ecuador). Students will work in partners to prepare 3-4 questions to ask the guest speaker about the theme. Questions will be reviewed prior to speaker. With guidance, students will set norms and routines for the discussion with the guest speaker, as well as norms of how and when to take appropriate notes.

***4. Informal Outcome Assessments***

Directly after discussion, students will do an “Answer First, Question Second” on Padlet. I made up the name “Answer First Question Second” so let me explain, although I think it is a common activity. I give students the answer to a question. The students come up with a question that has that answer. For example, if our speaker was from South Africa, the title of the Padlet would be “South Africa”, hence also the answer to all the questions. The kids would use information from the speaker to come up with questions like “Where is Capetown located?” or “Where was Nelson Mandela from?” or “Where is Kruger National Park located?” It sounds complicated, but I have my first graders do it often, and it helps them review information. After students review information, they will have 2 class periods to make a poster on the chosen topic of the guest speaker to display in the hallway. These assessments will be in conjunction with informal observation to check that the kids can discuss respectfully, speak in an organized manner, and listen to gain information, which is more mainly aligned with the actual standard.