



Internationalizing the Academic Standards: Indiana ~ Comments From Educators

...This work represents a solid resource for teachers in Indiana to use to internationalize their lesson plans as they consider Indiana's standards. It also provides a wonderful launching point for teachers to envision their own methods for bringing learning about the world into their classrooms in Indiana...

- Jennifer Manise, Executive Director, Longview Foundation: For Education in World Affairs and International Understanding, Inc., Falls Church, VA

...Children's knowledge of the rest of the world can't be taught just in social studies for ten minutes a day. Outside of taking them abroad, Internationalizing the Academic Standards: Indiana is the best resource I've seen to promote global competence in the next generation...

- Philip Boley, Retired Indiana District Superintendent, Executive Director, Global Indiana: A Consortium for International Exchange, Director of International Education, Central Indiana Educational Service Center, Indianapolis, IN

...An increasingly clear fact of living in the 21st century is that the world is shrinking at a shocking pace and teachers have a responsibility to their students to prepare them for their place in this world. This resource, which clearly connects teachable and relevant skills for students to the standards that guide decision-making, is a tremendous aid to any teacher...

- Kevin M. Cline, Department Chair, Social Studies, Frankton High School, Frankton, IN

Invitation to Contribute:

Please submit suggestions for incorporating international content when teaching Indiana's K-12 academic standards for the core subjects at:

<http://www.indiana.edu/~global/educational/standardsSuggestion.php>

Suggestions will be shared with other educators after review.

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<http://www.indiana.edu/~global/resources/standardsInd.php>

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INTERNATIONALIZING THE ACADEMIC STANDARDS:
INDIANA

Middle School & High School:
English/Language Arts

Internationalizing the Academic Standards: Indiana

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Center for Latin American and Caribbean Studies

College of Arts and Sciences

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 INDIANA UNIVERSITY

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Funding

U.S. Department of Education, International and Foreign Language Education
Indiana University Office of the Vice President for International Affairs

Indiana University Leadership Team

Shawn Conner

Associate Director
Center for International Business Education & Research
Kelley School of Business
324 North Jordan Avenue
Bloomington, IN 47406-7513

Susan Garcia

Project Coordinator
Internationalizing the Academic Standards: Indiana
Outreach Coordinator
Center for the Study of Global Change
201 North Indiana Avenue
Bloomington, IN 47408-4001

Deborah Hutton

Project Director
Internationalizing the Academic Standards: Indiana
Assistant Director
Center for the Study of Global Change
201 North Indiana Avenue
Bloomington, IN 47408-4001

Andréa Siqueira, Matthew Van Hoose

Associate Directors
Center for Latin American and Caribbean Studies
1125 East Atwater Drive
Bloomington, IN 47401-7704

Education Consultants

Caterina Cregor Blitzer

Director
International Education
Indiana Department of Education
Indianapolis, IN

Terrence Mason

Director
IU Center for Social Studies and
International Education
Bloomington, IN

Kathy Lamb Kozenski

Executive Director
Geography Educators' Network of Indiana
Indianapolis, IN

2009 Board Members

Lotus Education and Arts Foundation
Bloomington, IN

Editors and Graphic Designer

Copy Editors: Philip Knieriemen

Roxana Newman
Yvonne Thompson
Scott Wallace
Trista Newyear Yeager

Editorial Assistant: Jessica Mroz

Graphic Designer: Jenny El-Shamy

Teacher Consultants and Authors

Each teacher in this list provided the project with critical guidance and/or authored valuable *suggestions* to integrate international content into one or more of Indiana's K-12 academic standards for her or his respective grade level(s) and core subject(s). We are grateful for the enormous time, effort, and creativity that each of them committed to this project. Indiana students - citizens and leaders of the 21st century - will be the beneficiaries.

*Acronyms: ES – Elementary School; HS – High School; IU – Indiana University; JHS – Junior High School; MS – Middle School

Rachael Aming-Attai IU School of Education Bloomington, IN	Lynda Cannon Thomas Jefferson ES Jeffersonville, IN	Karen Heffelmire Highland HS Anderson, IN
Ted Baechtold Eastern Greene HS Bloomfield, IN	Mary D'Eliso University ES Bloomington, IN	Jon Herb Brown County HS Nashville, IN
Jill Baisinger Hamilton Southeastern HS Fishers, IN	Jamia Dixon Signature School Evansville, IN	Nathan Hopf North Clay MS Brazil, IN
Paul Binford Tri-North MS Bloomington, IN	Micky Emily Corydon Central HS Corydon, IN	Andrew Houlik-Ritchey Jackson Creek MS Bloomington, IN
Keith Bobay Bloomington HS South Bloomington, IN	Sarah Erb Aurora Alternative HS Bloomington, IN	Shannon Hughes Signature HS Evansville, IN
Stephanie Bode Brownsburg HS Brownsburg, IN	Pam Fischer Lawrence Central HS Indianapolis, IN	Larry Hurt Ben Davis HS Indianapolis, IN
Bess Bohon Lee Summit ES Bloomington, IN	Dinah Fuller Eastern Greene MS Bloomfield, IN	Hilda Kendrick Utica ES Jeffersonville, IN
Mary Ann Bolinger Pendleton Heights HS Pendleton, IN	Molly Giddens Batchelor MS Bloomington, IN	Philip Knieriemen Aurora Alternative HS Bloomington, IN
Becky Boyle Batchelor MS Bloomington, IN	Attilia Gogel Signature School Evansville, IN	Karen Kunkler Lawrence Central HS Indianapolis, IN
Ann Burke Bloomington New Tech HS Bloomington, IN	Janice Hazelrig Bloomington HS North Bloomington, IN	Jeannine Kuropatkin Rhodes JHS World Studies Academy Mesa, AZ

Joanne Leavens
Brownsburg East MS
Brownsburg, IN

Roxana Newman
Indiana University
Bloomington, IN

Jill Swango
Brownsburg East MS
Brownsburg, IN

Tim Lehman
Bethany Christian MS
Goshen, IN

Jacki Porter
Summit ES
Bloomington, IN

Joyce Thompson
White River Valley HS
Switz City, IN

Stacey Lingelbaugh,
Brownsburg East MS
Brownsburg, IN

Tony Pottorff
Columbus East HS
Columbus, IN

Scott Wallace
Bloomington New Tech HS and
Bloomington Project School
Bloomington, IN

Martha Marmouze
Eastern Greene County ES
Bloomfield, IN

Cindy Powers
Childs ES
Bloomington, IN

Brenda Wampler
Edgewood Intermediate ES
Ellettsville, IN

Melissa Martin
Geography Educators'
Network of Indiana
Indianapolis, IN

Kyla Reineke
Brownsburg East MS
Brownsburg, IN

Julie Williams
Brownsburg East MS
Brownsburg, IN

Alex May
Childs ES
Bloomington, IN

Aaron Ritter
Shawswick Middle Schools
Bedford, IN

Kevin Zupin
Winamac HS
Winamac, IN

Maria McGill
Brownsburg West MS
Brownsburg, IN

Claire Roth
Bloomington New Tech HS
Bloomington, IN

Lisa Miller
Utica Elementary School
Jeffersonville, IN

Beth Smith
Childs ES
Bloomington, IN

Leah Morgan
Orleans Community Schools
Orleans, IN

Susan Stewart
Greater Clark County School
Corporation
Jeffersonville, IN

Preface

The purpose of the series, *Internationalizing the Academic Standards: Indiana* (IASI), is to suggest ways for educators to incorporate international content into the teaching of Indiana's K-12 academic standards for the core subjects: English/language arts, mathematics, science, and social studies. As the world becomes increasingly interdependent and complex, the need for international knowledge, skills, and attitudes is more clear and compelling, as is the call for relevant teacher resources that are readily accessible. The underlying principle of IASI is to integrate content and pedagogy into the approved curriculum already being taught in the classroom. A unique strength of this resource is that it was created *for* classroom teachers *by* classroom teachers interested in sharing their creative ideas.

IASI evolved from the *Indiana in the World III* project. Our initial goal was to create the third edition of a book for K-12 educators to help them teach about Indiana's global connectedness using complete lesson plans. To this end, three teacher focus group meetings were held to gather information and generate ideas. A presentation was also given to members of the Lotus Education and Arts Foundation Board, a diverse Bloomington community group, which offered perspectives about the need for citizens to be internationally competent. From this process a very different product emerged: subject-based booklets containing brief, easy-to-use ideas for internationalizing the existing academic standards. An IASI draft sampler was then created and shared with the participants (primarily K-12 school principals) of the December 2009 Indiana International Education Leadership Retreat. It was extremely well received, thereby solidifying this concept of IASI.

The IASI series consists of five booklets: one for elementary school teachers focusing on all four core subjects and four for middle and high school teachers, each addressing one of the core subjects. Not all standards are included because some standards lend themselves more easily to the integration of international content than others. In addition, the booklets include a variety of suggestions for differentiated instruction, where appropriate, for both special needs and highly able students. The standards were identified directly from the Indiana Department of Education Web site (<http://www.doe.in.gov/>).

Indiana University's Center for the Study of Global Change, Center for International Business Education and Research, and Center for Latin American and Caribbean Studies are very proud to have facilitated the development of this resource which was created by and for teachers.

Booklets can be downloaded in PDF format for free, in their entirety or in part, at:
<http://www.indiana.edu/~global/educational/standardsInd.php>



How to Use this Book

Within this booklet are *suggestions* for how to integrate international content when teaching selected Indiana academic standards of the four core subjects.

How suggestions were created:

Each teacher-author selected academic standards or indicators from those listed on the IDOE Web site (<http://www.doe.in.gov/>) and then provided suggestions about how to incorporate international content, including knowledge, skills, and/or attitudes. Sometimes the teacher-author also suggested a specific resource, such as a book, web link, or poem that s/he has used successfully in the past.

What a suggestion looks like:

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

Suggestion for Integrating International Content: Have students compare and contrast how online English language newspapers from three different countries such as Australia, China, and Russia report on the same world event, such as a disaster or important political development.

Suggested resources: *The Sydney Morning Herald* at <http://www.smh.com.au/>; *The Standard* (Hong Kong) at <http://www.thestandard.com.hk/>; *The Moscow Times* at <http://www.themoscowtimes.com/index.php>.

What you do with a suggestion:

Entries are suggestions only, meant to get you thinking about how to internationalize your own curriculum. You may like entire suggestions or only parts of them. Think of different ways to best integrate these suggestions into your lesson plans and daily pedagogy.

Notes:

Web links are correct as of the date of publication.

All **Standard Descriptions** were copied directly from the IDOE Web site, dated 2011.

Some **Standard Descriptions** and **Suggestions for Integrating International Content** call for cultural/country comparisons. To avoid over-generalizations and the possibility of stereotyping, the IASI leadership team encourages teachers and their students to appreciate not only the differences and similarities among cultures/countries, but also the diversity and extreme variation within them.

How to Make Your Own Suggestions

1. Add your own ideas to this book in the blank spaces provided on the last pages.
2. Submit your own suggestions to share with other educators at*:
<http://www.indiana.edu/~global/educational/standardsSuggestion.php>



*Note: Your e-mail address is required only to confirm details before your ideas are posted.

ENGLISH/LANGUAGE ARTS

Grade: 6

Academic Standard: 6.1

Academic Standard Indicator: 6.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept

Development: Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

Suggestion for Integrating International

Content: Have students go on a scavenger hunt and look for figurative language, such as simile and metaphor, in poetry books with international themes. **Suggested resources:** *Side by Side: New Poems Inspired by Art from Around the World* by Jan Greenberg (Abrams Books for Young Readers, 2008); *Sacred Places* by Jane Yolen and David Shannon (Houghton Mifflin Harcourt, 1996).

Grade: 6

Academic Standard: 6.1

Academic Standard Indicator: 6.1.3

Core Standard: No

Standard Description (Academic or

Indicator): Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

Suggestion for Integrating International

Content: Have students use an English dictionary to discover the different origins of English words. **Examples:** From Spanish: *coffee*; *comrade*; *crusade*; *stampede*. Then have students write their favorite words and the different countries of origin on Post-it Notes and place the notes on a world map. Use as many examples as possible. **Hint:** Not all Spanish words come from Spain. **Suggested resource:** <http://spanish.about.com/cs/historyofspanish/a/spanishloanword.htm>.

Grade: 6

Academic Standard: 6.2

Academic Standard Indicator: 6.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

Suggestion for Integrating International

Content: Have students find newspaper sources by typing “international newspapers in English” into a search engine. Assign students different countries’ newspapers and have them seek articles that report on several categories: top three national stories, top three international stories, and top two business stories. Then have them discuss, compare, and contrast the stories.

Grade: 6

Academic Standard: 6.2

Academic Standard Indicator: 6.2.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

Suggestion for Integrating International

Content: Have students read a brief article from a magazine or a book about international cultures and take notes on significant information. Then have them create a Power Point “scrapbook” slide to share what they have learned. Elements of the slide might include a combination of images, words, and other elements such as a graph or diagram, as the information warrants. **Suggested resources:** *FACES: People, Places and Culture* magazine; *How People Live* by Penelope Arlon, Dena Freeman, and Lorrie Mack (DK Publishing, 2003).

Grade: 6

Academic Standard: 6.2

Academic Standard Indicator: 6.2.7

Core Standard: Yes

Standard Description (Academic or Indicator): Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

Suggestion for Integrating International Content: Set up a classroom wiki on a site such as PBWiki or Wikispaces. Then have students respond to issues raised in *A Life Like Mine: How Children Live Around the World* (DK Publishing, 2002). Have each student write a three-paragraph opinion statement based on issues raised by the text. **Examples:** Food issues/hunger; water issues; housing; staying healthy; education; the importance of play; family life; work; violence; war; disabilities; freedom and identity; religion; expression. Have each student become an expert on their narrow topic and be able to answer questions and add new ideas to the wiki conversation. If access to computers is a problem, consider having students write their paragraphs on a piece of paper attached to a poster board. Students can then freely move around the posters with markers, having a silent conversation or “chalk talk” by writing opinions, questions, etc. on the posters.

Grade: 6
Academic Standard: 6.3
Academic Standard Indicator: 6.3.1
Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.

Suggestion for Integrating International Content: Have students explore the genre of folklore. Many classrooms have compared variations of a particular tale, such as Cinderella. Have students examine the genre more fully by searching out variants of motifs, such as wishes, trickster tales, magical objects, or transformations from the folktales of different countries. Discuss elements that seem standard to the form. **Suggested resources:** International trickster tales, including West African *Anansi and the Moss-Covered Rock* by Eric A. Kimmel and Janet Stevens (Holiday House, 1990); Mexican *Borreguita and the Coyote* by Verna Aardema and Petra Mathers (Dragonfly Books, 1998); Chinese *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young (Putnam Juvenile, 1996); African American *Tops and*

Bottoms by Janet Stevens (Harcourt Children’s Books, 1995); Jewish Russian *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994); Irish *Jamie O’Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997); European *Stone Soup*, with many versions from Europe.

Grade: 6
Academic Standard: 6.3
Academic Standard Indicator: 6.3.2
Core Standard: No

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Literary Text: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

Suggestion for Integrating International Content: Have students analyze international novels with strong character and motivation. **Suggested resources:** *The Legend of the Wandering King* by Laura Gallego Garcia (Arthur A. Levine Books, 2005); *Bloomability* by Sharon Creech (Perfection Learning, 2001); *A Single Shard* by Linda Sue Park (Yearling, 2003); *Catherine, Called Birdy* by Karen Cushman (HarperCollins, 1995); *Countdown* by Ben Mikaelson (Hyperion Book, 1997); *Becoming Naomi Leon* by Pam Muñoz Ryan (Scholastic Paperbacks, 2005).

Grade: 6
Academic Standard: 6.3
Academic Standard Indicator: 6.3.3
Core Standard: Yes

Standard Description (Academic or Indicator): Analyze the influence of the setting on the problem and its resolution.

Suggestion for Integrating International Content: In addition to “place,” setting might also include season, environment, or time of day. Have students explore this by reading novels with particularly vivid international settings. **Suggested resources:** *The Thief Lord* by Cornelia Funke and Christian Birmingham (The Chicken House, 2006); *Journey to the River Sea* by Eve Ibbotson and Kevin Hawkes (Puffin, 2003); *Esperanza Rising* by Pam Muñoz Ryan, (Scholastic, 2002); *Shabanu: Daughter of the*

Wind by Suzanne Fisher Staples (Perfection Learning, 2003); *Playing Beatie Bow* by Ruth Park (Puffin, 1984); *The Master Puppeteer* by Katherine Paterson and Haru Wells (Harper Teen, 1989).

Grade: 6
Academic Standard: 6.5
Academic Standard Indicator: 6.5.7
Core Standard: Yes

Standard Description (Academic or Indicator): Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.

Suggestion for Integrating International Content: Have students read a brief article in *FACES: People, Places and Culture* magazine or another multicultural source and write three short responses to the article. **Examples:** Several informative paragraphs; descriptive letter; persuasive travel brochure; infomercial script.

Grade: 6
Academic Standard: 6.7
Academic Standard Indicator: 6.7.10
Core Standard: Yes

Standard Description (Academic or Indicator): Speaking Applications: Deliver narrative presentations that: (1) establish a context, plot, and point of view; (2) include sensory details and specific language to develop the plot and character; (3) use a range of narrative (story) devices, including dialogue, tension, or suspense.

Suggestion for Integrating International Content: Have students organize a global storytelling festival and entertain younger students by reading stories from other countries, adding graphics such as maps or photos of the people of those countries. **Extension:** Have students locate varying versions of a tale from folklore collections coming from different countries and rewrite a “mash-up” of their favorite elements in each, while maintaining a cohesive story line.

Grade: 6
Academic Standard: 6.7
Academic Standard Indicator: 6.7.13
Core Standard: Yes

Standard Description (Academic or Indicator): Deliver persuasive presentations that: (1) provide a clear statement of the position; (2) include relevant evidence; (3) offer a logical sequence of information; (4) engage the listener and try to gain acceptance of the proposition or proposal.

Suggestion for Integrating International Content: Have students represent an international charity. After researching a service organization, have students write and present a mock three-minute infomercial that appeals for funds. **Examples:** Save the Children; Oxfam; Heifer Project; UNICEF; International Children’s Foundation.

Grade: 7
Academic Standard: 7.1
Academic Standard Indicator: 7.1.1
Core Standard: No

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one’s feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*. (4) Similes: comparisons that use “like” or “as,” such as *The stars were like a million diamonds in the sky*.

Suggestion for Integrating International Content: Have students who know another language take an English idiom and try to translate it or find its equivalent expression in that language. Show students how idioms or idiomatic expressions in any language cannot simply be understood word by word, let alone when “translated” into another language. **Examples:** English into Spanish: *from time to time/occasionally = de vez en cuando*; *to learn by heart = aprender de memoria*; English into

French: *to be homesick/to have the blues* = *avoir le cafard*; *teacher's pet* (m or f) = *chouchou* (m)/*chouchoute* (f) *du prof*. **Extension:** Discuss in class the difficulties that non-native speakers learning English have in interpreting meaning in English idiomatic expressions. **Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); websites for idioms in other languages at: <http://www.languagerealm.com/spanish/spanishidioms.php>; <http://www.languagerealm.com/french/frenchidioms.php>; http://en.wiktionary.org/wiki/Category:Idioms_by_language.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.1

Core Standard: No

Standard Description (Academic or Indicator): Vocabulary and Concept

Development: Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

Suggestion for Integrating International

Content: Have students compare American vocabulary with that of other languages and consider how idioms are used in the U.S. in contrast to how those phrases are expressed differently in other countries.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand

subject-area vocabulary (science, social studies, and mathematics).

Suggestion for Integrating International

Content: Much of modern scientific vocabulary is international in nature, in the sense that many modern languages share the same roots and word parts (prefixes, suffixes), often derived from Latin and Greek. Have students compare English and another language descended from Latin and Greek, looking for pairs of similar-looking scientific words. Have them separate out the roots from the word parts and then figure out the meanings of all parts of the words. **Examples:** English *mathemat-ics*, *anthropo-logy*, *geo-graphy* = Spanish *matemát-ica*, *antropo-logía*, *geo-grafía* = French *mathéma-tiques*, *anthropo-logie*, *géo-graphie*. **Suggested resource:** <http://www.prefixsuffix.com/>.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

Suggestion for Integrating International

Content: Have students read a book which is set in a foreign country in Latin America or another continent. Help them figure out how to define unfamiliar words or terms that they may find, based on the contexts in which the words appear.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

Suggestion for Integrating International

Content: Have students read newspapers or magazines from other countries in paper or online format and compare them to U.S. local

and national newspapers. **Suggested resource:** <http://www.world-newspapers.com/>. **Extension:** Have students compare other media such as textbooks or instruction manuals for electronic devices which often include Spanish and French versions.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).

Suggestion for Integrating International

Content: Find a manual or textbook written in a different language and ask students to determine if it includes key indicators to assist users.

Example: Have students examine a reference work like a large - not pocket-size - modern U.S. or British dictionary for English users to see how it makes use of print devices such as, graphics boxes, dialog bubbles, arrows, colors, shading, or illustrations to help their readers or explain the concepts. Then look at a large monolingual Spanish or French dictionary, produced for native Spanish or French readers, to see how it presents comparable kind of information or whether it uses different graphic devices to guide their readers. Have students discover if these differences are cultural/social rather than structural/technical, as well as provide possible explanations.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.2

Core Standard: Yes

Standard Description (Academic or Indicator): Locate information by using a variety of consumer and public documents.

Suggestion for Integrating International

Content: Have students plan a trip to a foreign country where it is necessary to use public transportation. Have them access a train or mass

transportation schedule from their country of choice and plot a travel adventure for a particular day and time, including all side trips. **Suggested resource:** International embassy websites, most of which have tourist information available in English.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze text that uses the cause-and-effect organizational pattern.

Suggestion for Integrating International

Content: Have students analyze cause-and-effect patterns in a book that is set in or about another country.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.4

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Identify and trace the development of an author's argument, point of view, or perspective in text.

Suggestion for Integrating International

Content: Use books, articles, or chapters by non-U.S. authors, or that are set in other countries. Have students compare the points of view of non-U.S. authors with those of U.S. writers on the same or similar topics.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.7

Core Standard: Yes

Standard Description (Academic or Indicator): Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

Suggestion for Integrating International

Content: Have students form ideas about a text that takes place in another culture or country and support their assumptions and conclusions with evidence drawn from within the text.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.8

Core Standard: Yes

Standard Description (Academic or Indicator): Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.

Suggestion for Integrating International

Content: Have students analyze stories or poetry or other texts from other cultures to detect patterns in the writing that aim to persuade or instill particular emotions in the reader.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.10

Core Standard: No

Standard Description (Academic or Indicator): Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Suggestion for Integrating International

Content: Have students look at how other cultures advertise and persuade people to buy things. **Example:** Have students do Internet research on how some global corporations like McDonalds, which aim for uniformity of their products everywhere, have to adjust their advertising and their products to attract local customers in the countries where they operate. **Extension:** Have students discuss how U.S. tourists might respond to these “international” menus. **Suggested resources:**
http://en.wikipedia.org/wiki/McDonald%27s_products;
<http://trifter.com/practical-travel/budget-travel/mcdonald's-strange-menu-around-the-world/>.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.10

Core Standard: No

Standard Description (Academic or Indicator): Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Suggestion for Integrating International

Content: Have students research and find examples of election materials in another country and evaluate the print, television, or radio ads for elements of persuasion, propaganda, and faulty reasoning. **Example:** Elections in Great Britain.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.10

Core Standard: No

Standard Description (Academic or Indicator): Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

Suggestion for Integrating International

Content: Have students compare and contrast political advertising between countries. **Example:** Compare and contrast a U.S. presidential campaign with the different selection process for a prime minister in the United Kingdom.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 7,

students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

Suggestion for Integrating International

Content: Have students read a range of fiction such as short novels, poems, book chapters, fables, short stories, or folktales from other countries or cultures or written by foreign authors. Have students report on what they found most interesting about the cultures depicted in these writings.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Literature: Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.

Suggestion for Integrating International

Content: Have students choose a particular form of text from another culture or country and look for textual elements that they find most interesting and different, compared with their expectations based on American literary forms.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Analysis of Grade-Level-Appropriate Literary Text: Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

Suggestion for Integrating International

Content: Have students read a short piece of fiction that takes place in other another country and look for elements of foreshadowing as the actions of the plot unfold.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Suggestion for Integrating International

Content: Have students read a short novel or novella set in another country and focus on a specific person whose character, in word and deed, seems quite different from what a similar character in American literature might be like.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts. (1) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace; (2) Imagery: the use of language to create vivid pictures in the reader's mind; (3) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

Suggestion for Integrating International

Content: Have students read the poems "Fear" by Gabriela Mistral and "Identity" by Julio Noboa Polanco, found in *The Language of Literature, Grade 7*, edited by Arthur N. Applebee, Andrea B. Bermudez, Sheridan Blau, et al., in the McDougal Littell literature series (Houghton Mifflin Harcourt, 2001), to learn about the concept of symbolism. Both poems are presented in English and Spanish.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.1

Core Standard: Yes

Standard Description (Academic or Indicator): Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

Suggestion for Integrating International Content: Encourage students to look for ideas in texts that focus on different world cultures.
Example: Have them organize the ideas and themes as they relate to different geographic areas or cultural traits.

Grade: 7
Academic Standard: 7.4
Academic Standard Indicator: 7.4.5
Core Standard: Yes

Standard Description (Academic or Indicator): Research Process and Technology: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Suggestion for Integrating International Content: Have students develop topics for inquiry that determine what they want to find out about other cultures or countries.

Grade: 7
Academic Standard: 7.5
Academic Standard Indicator: 7.5.1
Core Standard: Yes

Standard Description (Academic or Indicator): Write biographical or autobiographical compositions that: (1) develop a standard plot line - including a beginning, conflict, rising action, climax, and denouement (resolution) - and point of view; (2) develop complex major and minor characters and a definite setting; (3) use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Suggestion for Integrating International Content: Have students write sketches about important or influential people from other nations. **Examples:** Marie Curie of France, two-time Nobel Prize winner in Physics in 1903 and in Chemistry in 1911; Kofi Annan of Ghana, Secretary-General of the United Nations and Nobel Peace Prize winner in 2001. **Suggested**

resource: Indiana University Center for the Study of Global Change database on Nobel Peace Prize winners (from 1901 to 2005) at <http://www.indiana.edu/~global/resources/nobel.php>.

Grade: 7
Academic Standard: 7.5
Academic Standard Indicator: 7.5.2
Core Standard: Yes

Standard Description (Academic or Indicator): Write responses to literature that: (1) develop interpretations that show careful reading, understanding, and insight; (2) organize interpretations around several clear ideas, premises, or images from the literary work; (3) support statements with evidence from the text.

Suggestion for Integrating International Content: Have students write short responses to texts that contain international themes, including cultural similarities and differences that they notice.

Grade: 7
Academic Standard: 7.5
Academic Standard Indicator: 7.5.3
Core Standard: Yes

Standard Description (Academic or Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International Content: Have each student pick a country to research and choose a specific topic of interest

on which to focus. **Examples:** *El Día de los Muertos* celebration in Mexico; the rice industry in the Philippines; vegetarianism in India.

Grade: 7

Academic Standard: 7.5

Academic Standard Indicator: 7.5.3

Core Standard: Yes

Standard Description (Academic or Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Have each student conduct Internet and library research that focuses on a country of their choosing to examine the topic of immigration. Have them write papers describing the impact that immigrants from other world regions have had on their new country of residence. Citing appropriate sources, have students make a case for demonstrating the contributions or the challenges that immigrants bring to the development and growth of the country's regions or its cities.

Grade: 7

Academic Standard: 7.5

Academic Standard Indicator: 7.5.5

Core Standard: Yes

Standard Description (Academic or Indicator): Write summaries of reading materials that: (1) include the main ideas and most significant details; (2) use the student's own words, except for quotations; (3) reflect

underlying meaning, not just the superficial details.

Suggestion for Integrating International

Content: Have students summarize the main ideas in a text from or about another non-Western country or culture.

Grade: 7

Academic Standard: 7.5

Academic Standard Indicator: 7.5.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Suggestion for Integrating International

Content: Have students imagine that they have an author in another country as a pen pal. Have them write to the pen pal, relating what they have learned about his/her country, based on one of the author's texts.

Grade: 7

Academic Standard: 7.5

Academic Standard Indicator: 7.5.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Suggestion for Integrating International

Content: Have groups of students select different countries to research slang or colloquial words, in the native language, that refer to customs and food items. Then have group representatives give reports to the class. Even if students pick an English-speaking country like Australia or England, they can still find slang words that refer specifically to life in that nation. **Example:** the equivalent of *French fries* in American English is *chips* in British English.

Suggested resource:

<http://www.brighthub.com/education/languages/articles/67933.aspx#ixzz0mstaiWjV>. **Extension:** The local community kitchen wants to know how and what to feed refugees from four different countries. Divide students into four groups to research each country about the kinds

of food, why they eat what they do, specific eating customs or taboos (where they sit, who eats first, which hand to use, whether men, women, and children all sit together or not, etc.). Then have each group write a structured report to the director of the local community kitchen describing their findings and creating typical menus for an evening meal.

Grade: 7

Academic Standard: 7.6

Academic Standard Indicator: 7.6.2

Core Standard: Yes

Standard Description (Academic or Indicator): Grammar: Identify and use infinitives (the word to followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding -ing, -d, -ed, -n, -en, or -t to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).

Suggestion for Integrating International

Content: Discuss the use of infinitives in English and give examples from texts. Then point out that infinitives also occur in other languages, but that they may be formed in other ways, such as having one word instead of two. **Examples:** Compared to English *to have* - Spanish *haber*; French *avoir*; German *haben*.

Grade: 7

Academic Standard: 7.6

Academic Standard Indicator: 7.6.6

Core Standard: Yes

Standard Description (Academic or Indicator): Punctuation: Identify and correctly use hyphens (-), dashes (–), brackets ([]), and semicolons (;).

Suggestion for Integrating International

Content: Have students examine foreign texts to note the use and shape of punctuation marks and accents. **Example:** Spanish juvenile stories or folktales. Initiate a discussion regarding use of Spanish punctuation, its purpose, and shape of the punctuation marks, and compare with English punctuation.

Grade: 7

Academic Standard: 7.6

Academic Standard Indicator: 7.6.7

Core Standard: Yes

Standard Description (Academic or Indicator): Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

Suggestion for Integrating International

Content: Have students examine foreign texts to note the use and shape of punctuation marks and accents. Have them pay attention to how German quotation marks in some books differ from English punctuation; where accents appear over vowels; what kinds of words are capitalized in the middle of sentences, etc. Initiate a general discussion regarding the use of punctuation, its purpose, and why there are differences between writing systems of different languages, even when they share the same basic Latin alphabet. **Example:** German juvenile stories or folktales.

Grade: 7

Academic Standard: 7.7

Academic Standard Indicator: 7.7.1

Core Standard: Yes

Standard Description (Academic or Indicator): Comprehension: Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.

Suggestion for Integrating International

Content: Invite a foreign guest to talk about "a day in the life of" a person from his/her country. Encourage students to ask the speaker follow-up questions that are specifically based on the presentation.

Grade: 7

Academic Standard: 7.7

Academic Standard Indicator: 7.7.6

Core Standard: No

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

Suggestion for Integrating International

Content: Have students view video or listen to audio of speeches delivered by influential world figures to determine what techniques were used to sway their audiences to a particular point of view. **Examples:** Adolph Hitler; Winston Churchill; Charles de Gaulle; Mahatma Gandhi. **Suggested resource:** <http://www.newsplayer.com/Famous-Speeches-videos>.

Grade: 7

Academic Standard: 7.7

Academic Standard Indicator: 7.7.8

Core Standard: No

Standard Description (Academic or Indicator): Speaking Applications: Deliver narrative presentations that: (1) establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view; (2) describe major and minor characters and a definite setting; (3) use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.

Suggestion for Integrating International

Content: Have students select a myth, folktale, fable, or legend from a different culture. In the tradition of oral storytelling, have them learn their selections well enough to present to a captive audience of elementary students.

Grade: 7

Academic Standard: 7.7

Academic Standard Indicator: 7.7.11

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver persuasive presentations that: (1) state a clear position in support of an argument or proposal; (2) describe the points in support of the proposal and include supporting evidence.

Suggestion for Integrating International

Content: Have students make persuasive presentations using topics from various middle school debate programs. Over the last three years

or so, assertions have included: the U.S. should allow free travel and trade with Cuba; the U.S. should ban the importation of all products from China; the United Nations Security Council should have no permanent members; the atomic bombing of Hiroshima was justified. Teams of students can investigate and research both sides of these topics and then present the results in an opposition format, if not a true debate setting.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.1

Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Analyze idioms and comparisons - such as analogies, metaphors, and similes - to infer the literal and figurative meanings of phrases. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand* at something or *to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

Suggestion for Integrating International

Content: Have students research common American idioms and create a humorous pamphlet for people learning English that shows literal meanings of individual words in the idioms, to be compared with idiomatic meanings of the expressions. **Extension:** Have students present a list of common idioms from a foreign language they know and explain the literal vs. the metaphorical or idiomatic meanings of the expressions. **Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); Wiktionary at http://en.wiktionary.org/wiki/Category:Idioms_by_language.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.1

Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept

Development: Analyze idioms and comparisons - such as analogies, metaphors, and similes - to infer the literal and figurative meanings of phrases. (1) Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*; (2) Analogies: comparisons of the similar aspects of two different things; (3) Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*; (4) Similes: comparisons that use "like" or "as," such as *The stars were like a million diamonds in the sky*.

Suggestion for Integrating International

Content: Have students identify idiomatic expressions that they use specific to their teen culture. Then have them find ways to make those expressions understandable for all audiences.

Examples: *Gimme a break; Gimme(a) five.*

Extension: Have them learn some common expressions and their meanings from classmates or friends who speak other languages.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Understand the influence of historical events on English word meaning and vocabulary expansion.

Suggestion for Integrating International

Content: Throughout its history, English has absorbed many words that originated in other languages through contact with their peoples. Have students identify English words that they suspect may be borrowed from another language. Have them research the foreign original words and meanings. Then have them create a poster or other presentation listing the foreign words and their meanings, and showing whether these meanings are the same or different in English.

Extension: Include some analysis of why these particular words were "borrowed" and what cultural contributions they have made to American English. **Suggested resources:**

http://en.wikipedia.org/wiki/List_of_English_words_of_Spanish_origin;

http://en.wikipedia.org/wiki/List_of_English_words_of_German_origin;

http://en.wikipedia.org/wiki/List_of_English_words_of_Arabic_origin.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Understand the influence of

historical events on English word meaning and vocabulary expansion.

Suggestion for Integrating International

Content: Have students look at statistics charting word usage in pre- and post-World War II in the U.S. **Example:** Have students research the origin of words such as *cafeteria* and *tornado* to find out how and when such words moved from Spanish into American culture and whether the original meanings have been retained.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.3

Core Standard: No

Standard Description (Academic or

Indicator): Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Suggestion for Integrating International

Content: Similar looking words between two different languages look like they should share the same meaning, but often do not, and are therefore known as "false friends" (*faux amis* in French). Have students read a list of Spanish words that are "false friends" like English *assist* and Spanish *asistir*. Then have students provide appropriate contexts for each pair: *assist* requires mentioning a person to help, whereas *asistir* requires mentioning a place to attend. **Suggested resource:**

<http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm>.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

Suggestion for Integrating International Content: Have students look at a technical manual written in another language. Talk about what features make the manual user-friendly, such as pictures and headings, despite the language barrier. **Suggested resources:** Instruction manuals for most household appliances or electronic devices often include instructions in Spanish and French; manuals for games and technical equipment.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

Suggestion for Integrating International Content: Have students consider how packaged food products are marketed in the U.S. versus other countries. **Examples:** Canned milk; canned meats. Have students analyze the ingredients listed in the labels of the “same” product produced in the U.S. or abroad to determine what is important to a culture based on what information is included or not on their labels. **Extension:** Have students consider the role of religion in determining the food habits of different cultures, such as whether a food or beverage is considered *halal*, *haram*, *kosher*, etc., or not, and why.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze text that uses proposition (statement of argument) and support patterns.

Suggestion for Integrating International Content: Have students examine writing concerning the same topic or product in two different cultures, noting that what is most important in one culture may not be in another.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

Suggestion for Integrating International Content: Have students compare and contrast how online English language newspapers from three different countries such as Australia, China, and Russia report on the same world event, such as a disaster or important political development. **Suggested resources:** *The Sydney Morning Herald* at <http://www.smh.com.au/>; *The Standard* (Hong Kong) at <http://www.thestandard.com.hk/>; *The Moscow Times* at <http://www.themoscowtimes.com/index.php>.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

Suggestion for Integrating International Content: Using their U.S. history book as a guide, have students analyze how much coverage is given to selected countries. Students could create a chart categorizing the breadth and depth of coverage given to different countries and

analyzing how that information is organized. Have them discuss whether other countries and continents are fairly represented and why or why not.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.7

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).

Suggestion for Integrating International Content: Analyze the structure, format, and purpose of websites promoting an awareness of global issues. Have students discuss features of the site (pictures, text, sound, persuasive strategies) and determine whether the website accomplishes its goal of raising awareness.

Suggested resources:

[http://www.globalization101.org/;](http://www.globalization101.org/)

[http://www.un.org/en/globalissues/;](http://www.un.org/en/globalissues/)

[http://www.globalissues.org/issue.](http://www.globalissues.org/issue)

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.8

Core Standard: No

Standard Description (Academic or Indicator): Understand and explain the use of simple equipment by following directions in a technical manual.

Suggestion for Integrating International Content: Have students write up instructions for using a product specific to a foreign culture for an American reader. **Example:** A Chinese abacus. **Extension:** Have students explain how to use a simple U.S. product to a foreign visitor who may never have seen one. **Example:** Kitchen garbage disposal or compactor.

Grade: 8

Academic Standard: 8.3

Academic Standard Indicator: 8.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Literature: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets). (1) Ballad: a poem that tells a story; (2) Lyric: words set to music; (3) Couplet: two successive lines of verse that rhyme; (4) Epic: a long poem that describes heroic deeds or adventures; (5) Elegy: a mournful poem for the dead Ode: a poem of praise; (6) Sonnet: a rhymed poem of 14 lines.

Suggestion for Integrating International Content: Have students compare and contrast elements of English poetry to the elements of poetry in another language. **Example:** Have students study Chinese poems in translation to understand their structure, form, and characteristics. **Suggested resources:** http://www.bookrags.com/wiki/Chinese_poetry; <http://www.chinapage.com/poetry.html> with a link to a WebQuest which contains examples of famous Chinese poems being read aloud, including English translations.

Grade: 8

Academic Standard: 8.3

Academic Standard Indicator: 8.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

Suggestion for Integrating International Content: Have students read and analyze Greek mythology, or other European myths, of their choosing. Discuss common universal themes that are developed in these stories.

Grade: 8

Academic Standard: 8.3

Academic Standard Indicator: 8.3.6

Core Standard: Yes

Standard Description (Academic or Indicator): Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's

style and use those elements to interpret the work. (1) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*; (2) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace; (3) Dialect: the vocabulary, grammar, and pronunciation used by people in different regions; (4) Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.

Suggestion for Integrating International

Content: Have students look at common metaphors or similes from another language and discuss how the comparison “works,” in light of the culture in which it was written. **Example:** Discuss famous Chinese metaphors from Confucius, such as: “Ignorance is the night of the mind, but a night without moon and star.”

Suggested resource:

<http://www.quotationspage.com>.

Grade: 8

Academic Standard: 8.3

Academic Standard Indicator: 8.3.6

Core Standard: Yes

Standard Description (Academic or Indicator): Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work. (1) Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*; (2) Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace; (3) Dialect: the vocabulary, grammar, and pronunciation used by people in different regions; (4) Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.

Suggestion for Integrating International

Content: Have students study the symbolism of colors in other cultures and how the “same” color can mean different things in different cultures. Once students have researched this concept, have them write a poem or short essay using a color as a symbol. **Examples:** In Japan, a white carnation symbolizes death; red can symbolize good luck in China or purity in India.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator):

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Suggestion for Integrating International

Content: Have students write focused essays about another country of their choosing. Then have students edit their own writing, looking for examples of jargon or expressions that might be misunderstood or misinterpreted by potential readers from that country.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.1

Core Standard: Yes

Standard Description (Academic or Indicator):

Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

Suggestion for Integrating International

Content: In developing ideas for writing about a non-U.S. culture or country, have students make a list of things they consider are most important to the topic. **Example:** To explore the nature of culture, have students interview five people from different cultures and ask each person what the five most important things in their culture are to them and why. Based on these answers, write a short essay exploring the role that culture seems plays in determining what is important to individuals. Be careful to discourage stereotyping.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.2

Core Standard: Yes

Standard Description (Academic or Indicator):

Create compositions that have a clear message, a coherent thesis (a statement of

position on the topic), and end with a clear and well-supported conclusion.

Suggestion for Integrating International

Content: Have students research the education systems of a few countries in order to compare and contrast them with the U.S. education system. Have students report to the class, gathering comparative data on a flip chart, white board, etc. Then have each student write a paper with a clear thesis about the state of education around the world, with a conclusion that is based on their collective research. **Suggested resource:** As a springboard for this activity, have students watch the documentary *Two Million Minutes: A Documentary Calculating the Educational Divide*, developed by Robert A. Compton, available in DVD format. **Extension:** Have students watch various clips found on YouTube, which track the school experiences of U.S. and international students.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.

Suggestion for Integrating International

Content: Have students write compositions that explore non-U.S. cultures or countries with respect to their religions, political leaders, or world status as determined by a few statistical measures. Have students conclude with well-supported recommendations to the reader to travel there as a tourist or not.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Suggestion for Integrating International

Content: Have students research a current international event and write an essay about it. Require quotations, paraphrases, and opinions from experts to support their essays. The essay could be informational or persuasive. **Suggested resource:** The student-friendly online magazine *New York Times Upfront* at <http://teacher.scholastic.com/scholasticnews/index/upfront/> has current, up-to-date articles that often have an international focus.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Suggestion for Integrating International

Content: Have students write an opinion piece on a major international event in the world of sports or politics that concludes with a discussion of winners and losers. **Example:** Have students do a study of the Egyptian uprising of January 2011. Have them browse English international press websites to gather interesting quotes, metaphors (“The sun of the people has risen and will not set again!”), and opinions from spectators and commentators, plus graphic speech on posters and placards, to support the predicted or actual outcomes of this major historical event.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Research Process and Technology: Plan and conduct multiple-step information searches using computer networks.

Suggestion for Integrating International

Content: Have students search a website or do a WebQuest about an international issue to see the far-reaching results that are made possible from

simply consulting a single web source and networking. **Example:** Have students explore the United States Holocaust Memorial Museum's website at <http://www.ushmm.org> to gather information about the Holocaust. **Extension:** Use this site further to examine modern-day "holocausts" affecting African, Asian, and European countries by clicking on the network of links found in the website. These subordinate links are sufficiently informative to raise students' awareness far beyond the Holocaust itself, alerting them to ongoing genocides that are taking place in real time around the world.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.4

Core Standard: Yes

Standard Description (Academic or Indicator): Research Process and Technology: Plan and conduct multiple-step information searches using computer networks.

Suggestion for Integrating International Content: Have students decide on a specific type of information they want to get from the Internet about a chosen country. Then have them methodically conduct web searches to locate the information needed about that country. Have students report to the class, using flow charts, diagrams or other graphic devices that clearly illustrate the web navigation processes they used.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.5

Core Standard: Yes

Standard Description (Academic or Indicator): Achieve an effective balance between researched information and original ideas.

Suggestion for Integrating International Content: Have students identify and compare lyrics and melodies of domestic songs with international ones from around the world. Then lead a class discussion about the effects of globalization on domestic and international music and performers.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.6

Core Standard: No

Standard Description (Academic or Indicator): Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Suggestion for Integrating International Content: Have students read the children's book, *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley (DK Publishing, 1995), a non-fiction book about children in other cultures. Then have them use computer programs to create a new page, similar in content and layout to the children's book, about a child or teenager from one of those non-U.S. cultures or countries. **Extension:** Have students create an interactive WebQuest using the same type of information found in the book. Then have them combine the researched pages into a new book, and present their book (or WebQuest) to elementary students.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.10

Core Standard: Yes

Standard Description (Academic or Indicator): Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Suggestion for Integrating International Content: Have students read works by authors from different cultures, analyze the ways these authors unify ideas and transitions, and practice imitating the various authors' styles.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.11

Core Standard: Yes

Standard Description (Academic or Indicator): Identify topics; ask and evaluate

questions; and develop ideas leading to inquiry, investigation, and research.

Suggestion for Integrating International

Content: Have students search for and question international sources about a chosen topic. Encourage students to ask inquiry-based questions that will lead them to explore a wider use of international sources in all of their school-based research.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students explore and write about their own attitudes and beliefs about a non-U.S. culture or country.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students identify an incident, event, or situation in the U.S. that has been previously studied in class. Then have them

write about it from the perspective of someone living in a non-U.S. culture or country.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students explore and write about how they might feel if they were coming from an outside culture or country into a new situation in the U.S. **Example:** Attending school.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students compare and contrast how they feel in their school versus how they might feel if they were from a different culture or country. **Extension:** Have students write a short biography, based on an interview. **Examples:** Foreign classmate or teacher at their school; neighbor who comes from another country.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographies, autobiographies, and short stories that: (1) tell about an incident, event, or situation, using well-chosen details; (2) reveal the significance of, or the writer's attitude about, the subject; (3) use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students explore American attitudes toward other cultures or countries, especially their perceptions and judgments of non-Americans. Students could also interview people from other cultures or countries to see how they perceive the U.S. as a country and Americans as people. **Extension:** Discuss stereotyping with students.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.2

Core Standard: Yes

Standard Description (Academic or Indicator): Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer's techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

Suggestion for Integrating International

Content: Have students write responses to international literature that reflect their respect for and knowledge of the cultures or countries that are depicted in the texts.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer's techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

Suggestion for Integrating International

Content: Have students write about a different culture or country, using factual statements and informed references instead of stereotypes.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Write responses to literature that: (1) demonstrate careful reading and insight into interpretations; (2) connect response to the writer's techniques and to specific textual references; (3) make supported inferences about the effects of a literary work on its audience; (4) support statements with evidence from the text.

Suggestion for Integrating International

Content- Highly Able Accommodations: Have students listen to the poem "Voyelles" by the 19th-century French poet, Arthur Rimbaud, read aloud in French. Then listen to the poem translation read aloud in English. Discuss the sounds of both versions and how one can get a feel for the imagery even without understanding the language. Students then choose the text of either version to support a thesis about the poetic imagery, supported by quotes from either version. **Suggested resource:** Christian Bök performs readings of the poem "Voyelles" in French and English at

<http://www.youtube.com/watch?v=3Vt9XzsMIic>

Extension: This same activity can be applied to any poem from another language. **Suggested resource:** *Rose Where Did You Get That Red?: Teaching Great Poetry to Children*, by Kenneth Koch (Vintage, 1990) has several great examples of poems in other languages.

Grade: 8

Academic Standard: 8.5

Academic Standard Indicator: 8.5.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Have students use information that they document from a variety of sources, both domestic and international, when making their inferences and correcting misconceptions about a particular culture or country.

Grade: 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations; (2) demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process; (3) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (4) organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Have students watch for sources that contain cultural bias about non-U.S. people or their cultures and rewrite such passages to eliminate the bias.

Grade: 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.4**Core Standard:** No**Standard Description (Academic or**

Indicator): Write persuasive compositions that: (1) include a well-defined thesis that makes a clear and knowledgeable appeal; (2) present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; (3) provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Suggestion for Integrating International

Content: Have students selected chapters from the non-fiction book, *The World Is Flat: A Brief History of the Twenty-first Century* by Thomas L. Friedman (Farrar, Straus and Giroux, 2005), about globalization. Then have them write short persuasive compositions in response, stating whether or not they think the "flattening" of the world is positive or negative. Students should use quotes from the text to support their answers.

Grade: 8**Academic Standard:** 8.5**Academic Standard Indicator:** 8.5.4**Core Standard:** No**Standard Description (Academic or**

Indicator): Write persuasive compositions that: (1) include a well-defined thesis that makes a clear and knowledgeable appeal; (2) present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; (3) provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Suggestion for Integrating International

Content: Encourage students to realize that emotion in writing, whether in U.S. or international texts, is a positive thing, but that

unfounded bias can harm the quality of a piece of writing, regardless of its source.

Grade: 8

Academic Standard: 8.6

Academic Standard Indicator: 8.6.5

Core Standard: Yes

Standard Description (Academic or Indicator): Punctuation: Use correct punctuation.

Suggestion for Integrating International

Content: Look at sentences in another language and discuss the types of punctuation and accent marks used. Have students list what they notice is different and hypothesize why. **Example:** Discuss theories of why Spanish uses both the inverted question mark and exclamation point in addition to traditional marks. **Extension:** This could lead to a discussion on the purpose of punctuation in English as well.

Grade: 8

Academic Standard: 8.6

Academic Standard Indicator: 8.6.7

Core Standard: Yes

Standard Description (Academic or Indicator): Spelling: Use correct spelling conventions.

Suggestion for Integrating International

Content: Look at English words that can be spelled in two ways, such as *gray* and *grey*. Have students consider the cultural background that has influenced both spellings and discuss how words not only change in spelling, but also in meaning and connotation over time.

Grade: 8

Academic Standard: 8.6

Academic Standard Indicator: 8.6.8

Core Standard: No

Standard Description (Academic or Indicator): Identify and use infinitives (the word to followed by the base form of a verb, such as to understand or to learn) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form

of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).

Suggestion for Integrating International

Content: Discuss how languages have different ways for coding linguistic concepts. **Example:** In Spanish, the infinitive form of a verb is only one word, but in English the infinitive is two words. Have students look at how infinitives or participles are formed in other languages and compare how they are similar to or different from English. **Extension:** Have students examine participles in Spanish that end in one of two forms due to gender, *-ado* vs. *-ada*, whereas in English, they generally end in *-ed* or *-en* and discuss why.

Grade: 8

Academic Standard: 8.7

Academic Standard Indicator: 8.7.10

Core Standard: Yes

Standard Description (Academic or

Indicator): Speaking Applications: Deliver narrative presentations, such as biographical or autobiographical information that: (1) relate a clear incident, event, or situation, using well-chosen details; (2) reveal the significance of the incident, event, or situation; (3) use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Suggestion for Integrating International

Content: Have students present a narrative speech describing a time when they had wrongly stereotyped someone from another country and what they learned from the experience. As a class, discuss common American stereotypes about other cultures around the world, as well as what can be done to combat these misconceptions.

Grade: 9

Academic Standard: 9.1

Academic Standard Indicator: 9.1.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Vocabulary and Concept Development: Identify and use the literal and

figurative meanings of words and understand the origins of words.

Suggestion for Integrating International

Content: Have students research color terms in several foreign languages to see if they share or differ in having literal vs. figurative meanings commonly associated with color terminology.

Example: *White* in English and Japanese. Then have students choose non-food words in English that are known to be borrowed from another language to see if their meanings have remained the same in English or not. **Examples:** English *cipher*; Arabic *zifr*; English *cruise*; Dutch *kruizen*.

Grade: 9

Academic Standard: 9.1

Academic Standard Indicator: 9.1.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand the origins of words.

Suggestion for Integrating International

Content: Compare literal and figurative meanings of words that have been borrowed into English from elsewhere. **Example:** Have students look up words like “trunk,” which comes from Old French. Then have them figure out if literal vs. figurative meaning can explain why the storage space in the back of a car is named a *trunk* in the U.S., in contrast to Great Britain, where it is known by the now accepted slang term *boot*. **Suggested resources:**

<http://www.etymonline.com/>;

<http://septicscompanion.com/>.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers,

and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students look at multiple texts from different cultures and countries and compare them with similar texts from the U.S. to determine differences and similarities. **Example:**

Have students examine English version subway maps of foreign cities like London and Paris. Then have them discuss how the necessarily compact information is presented, including size, layouts, use of colors, fonts, graphics lines, punctuation, etc. Compare these maps with subway maps of U.S. cities like Washington, D.C. and New York City.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students analyze the structure and design of informational texts, instruction manuals, etc. from non-U.S. countries to understand variations in the organization of information. **Example:** Travel and cultural information about a selection of African, Asian, European, and Latin American countries.

Suggested resource: Travel information and brochures are available from embassies or their websites of selected countries.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers,

and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students look at technical documents, manuals, or reference works written in a non-English, European language to compare with equivalent U.S. texts. **Example:** Have students examine a modern U.S. dictionary for American students to see how it makes use of various graphic devices (boxes, dialog bubbles, arrows, colors, shading, illustrations, etc.) to assist readers navigate or to explain concepts. Then compare this to a modern monolingual Spanish or French dictionary designed for native Spanish or French readers to see how it presents the same kind of information or uses different graphic devices to guide their readers. Try to determine if these differences are structural/technical rather than cultural/social, and provide possible explanations.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Generate relevant questions about readings on issues or topics that can be researched.

Suggestion for Integrating International

Content: Introduce some topics and issues that revolve around global or international themes. Have students generate questions about these research topics. **Example:** Have students read articles on globalization in relation to U.S. manufacturing or service industries and write essays addressing how globalization has affected U.S. jobs and the economy.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.6

Core Standard: Yes

Standard Description (Academic or Indicator): Expository (Informational) Critique: Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by

examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Suggestion for Integrating International

Content: Have students evaluate rules or procedures relevant to travel abroad and analyze how U.S. travelers could possibly misunderstand them. **Suggested Resource:** U.S. Department of State website at <http://www.state.gov/>, which includes travel advisories and warnings about countries. **Extension:** After consulting the website of an international airline that spells out travel regulations on cancellations, refunds, and penalties, have students plan an imaginary itinerary that will include a change in itinerary and figure out what the final costs of the trip will be according to the regulations. Check results with a local travel agent for any misunderstandings of the policies.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.8

Core Standard: Yes

Standard Description (Academic or Indicator): Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Suggestion for Integrating International

Content: Choose a text for the class that gives information about another country or culture. **Example:** Have students read a text about the rice industry in China. Then have them draw conclusions about what a successful rice harvest means for Chinese farmers, citing supporting evidence drawn from the text.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the www.doe.in.gov/standards/readinglist.html, which illustrate the quality and complexity of the

materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Suggestion for Integrating International

Content: Have students read texts written by authors from other countries and discuss various issues that might lead to difficulties in translating these works into English. **Examples:** *The Little Prince* by Antoine de St. Exupéry (Harcourt Children’s Books, 2000); *All Quiet on the Western Front* by Erich Maria Remarque (Ballantine Books, 13th ed., 1996).

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Suggestion for Integrating International

Content: Have students compare and contrast love poetry from different cultures or different historical periods to see how the theme is presented and what imagery is used by the poets. **Example:** “How Do I Love Thee” by Elizabeth Barrett Browning in Victorian England; “I Carry Your Heart with Me” by the U.S. author E. E. Cummings in 20th-century America. **Extension:** Have students read two short pieces of fiction written by authors of different nationalities that treat the same or similar themes for comparison and contrast. **Example:** *The Pearl*, a novella by U.S. author John Steinbeck (Bantam, 1983); “The Diamond Necklace,” a short story by French author Guy de Maupassant published in 1885.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Compare works that express a

universal theme and provide evidence to support the views expressed in each work.

Suggestion for Integrating International

Content: Have students read two works that deal with the theme of war and what it does to the individual and the state. **Example:** Poems in *World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others*, edited by Candace Ward (Dover Publications, 1997).

Extension: Choose two nonfiction works about World War II, one from a German, Japanese, or Russian perspective and one from an American perspective.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.6

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze and trace an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Suggestion for Integrating International

Content: Use any work by an author from another country or culture, or one that takes place in another country or culture, to study their use of foreshadowing or flashback. **Examples:** Mystery novels and detective stories - English writer Agathie Christie; French writer Georges Simenon.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Suggestion for Integrating International

Content: Use any text authored by a foreign writer or set in another country. Have students research symbols for love in different cultures.

Examples: Maple leaf in Asia; heart and rose in the U.S.; Cupid in Classical Greece.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.9

Core Standard: Yes

Standard Description (Academic or

Indicator): Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Suggestion for Integrating International

Content: Have students read *Snow Flower and the Secret Fan: A Novel* by Lisa See (Random House, 2009), set in China, or *The Life of Pi* by Yann Martel (Mariner Books, 2003), set in India and Canada. Both novels are narrated by unique and interesting characters.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.11

Core Standard: Yes

Standard Description (Academic or

Indicator): Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Suggestion for Integrating International

Content: Use any texts or segments of texts from different countries. Have students compare diction and figurative language to make conclusions about tone, mood, and theme.

Examples: *Sense and Sensibility* by Jane Austen (Dover Publications, 1995); *Things Fall Apart* by Chinua Achebe (Anchor Books, 1994); *The Pearl* by John Steinbeck (Bantam, 1983).

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.12

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Suggestion for Integrating International

Content: Use texts from different countries and time periods. **Example:** Have students read *New Day* by Victor S. Reid (Peepal Tree Press, 2010), partly written in Jamaican Creole (based on English), and link it to historical information about Jamaica during the early 1900s.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.13

Core Standard: Yes

Standard Description (Academic or

Indicator): Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Suggestion for Integrating International

Content: Use any text or segments of texts from different countries. Have students compare voice, persona, and narrator to make conclusions about mood, tone, and meaning. **Examples:** *Sense and Sensibility* by Jane Austen (Dover Publications, 1995); *Things Fall Apart* by Chinua Achebe (Anchor Books, 1994); *The Pearl* by John Steinbeck (Bantam, 1983).

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Write biographical or autobiographical narratives or short stories that: (1) describe a sequence of events and communicate the significance of the events to the audience; (2) locate scenes and incidents in specific places; (3) describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings; (4) pace the presentation of actions to accommodate changes in time and mood.

Suggestion for Integrating International

Content: Assign a different country to each student and have each one write a short story set in that country. Have them research the physical settings, imagery, clothing, behavioral characteristics of people, etc., as well as the sights, sounds, and smells to accurately portray the “feel” of that country and its inhabitants.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Write responses to literature that: (1) demonstrate a comprehensive grasp of the significant ideas of literary works; (2) support statements with evidence from the text; (3) demonstrate an awareness of the author’s style and an appreciation of the effects created; (4) identify and assess the impact of ambiguities, nuances, and complexities within the text.

Suggestion for Integrating International

Content: Choose literature that is authored by people from other countries or that takes place in other countries. **Example:** Analyze poems by several African and African-American poets to bring out differences in the development of their ideas and their presentation styles.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analysis that: (1) gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives; (2) communicate information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic; (5) include visual aids by using technology to

organize and record information on charts, data tables, maps, and graphs; (6) anticipate and address readers’ potential misunderstandings, biases, and expectations; (7) use technical terms and notations accurately.

Suggestion for Integrating International

Content: Have students write a descriptive piece about living in Asia. **Example:** Have them describe everyday life in a small village in China, in the city-state of Singapore, or in a coastal town in Taiwan. **Extension:** Have students summarize articles on global issues in Asia, using a variety of sources and graphic aids to support their data.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Write persuasive compositions that: (1) organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last; (2) use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy; (3) clarify and defend positions with precise and relevant evidence; including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; (4) address readers’ concerns, counterclaims, biases, and expectations.

Suggestion for Integrating International

Content: Compile a list of global issues from which students can choose, in order to do research for a persuasive paper or presentation. Have them summarize all sides of their chosen issue, after which they should choose one point of view to support in their paper or presentation.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Use varied and expanded

vocabulary, appropriate for specific forms and topics.

Suggestion for Integrating International

Content: Have students in pairs compile a small dictionary or glossary that a first-time traveler might need in a non-Western country. They will need to research basic functional vocabulary and short phrases relating to such topics as lodging, food, local travel, unusual customs, things to avoid, and asking for assistance. **Suggested resource:** Travelers' pocket dictionaries or phrase books.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.9

Core Standard: Yes

Standard Description (Academic or

Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; (2) synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; (3) demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information; (4) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (5) organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Have students do research reports with a global focus, guiding them to choose topics that relate to the global economy, global food security, or the world's environment. **Suggested resource:** Resource bibliographies on varied global issues on the Indiana University Center for the Study of Global Change website at

<http://www.indiana.edu/~global/resources/guides.php>.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Suggestion for Integrating International

Content: Have students examine cultural differences in nonverbal communication, such as proximity, eye contact, gestures, and touch. **Example:** Divide students into groups to study specific countries regarding nonverbal communication and give class presentations that depict these behaviors. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Comprehension: Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Suggestion for Integrating International

Content: Have students use speeches that focus on global issues or cultural differences to practice summarizing, determining purpose, point of view, and attitude toward the audience. **Example:** Lectures to prepare business people to

successfully conduct business in a foreign country. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.5

Core Standard: No

Standard Description (Academic or Indicator): Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).

Suggestion for Integrating International Content: Have students research, make notes, and give extemporaneous speeches on polite manners at mealtimes, as practiced in other cultures and countries.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.8

Core Standard: No

Standard Description (Academic or Indicator): Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

Suggestion for Integrating International Content: Have students analyze how different cultures use media to provide information about the same event. **Example:** Olympics championships held in different countries, as reported by nations whose sports figures participated in the competitions.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.8

Core Standard: No

Standard Description (Academic or Indicator): Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

Suggestion for Integrating International Content: Have students compare newspaper or television coverage from different countries about the same event. **Examples:** Indian Ocean Tsunami (2004); Gulf War (1990-1991). **Suggested resources:** Articles and references cited in Wikipedia at http://en.wikipedia.org/wiki/Tsunami_of_2004; http://en.wikipedia.org/wiki/Gulf_War.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.

Suggestion for Integrating International Content: Have students analyze speeches by famous figures from abroad. **Examples:** Winston Churchill; Napoleon Bonaparte; Queen Elizabeth II; Mussolini.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.13

Core Standard: No

Standard Description (Academic or Indicator): Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zeffirelli's film version).

Suggestion for Integrating International Content: Choose films from several different countries and have students evaluate each film based on specific criteria, comparing and contrasting them to typical American films of the

same genre. **Examples:** *Monsoon Wedding*, set in India (2001); *Amélie*, set in France (2001); *Wo Hu Cang Long (Crouching, Tiger Hidden Dragon)*, set in Hong Kong, China (2000).

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.15

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver expository (informational) presentations that: (1) provide evidence in support of a thesis and related claims, including information on all relevant perspectives; (2) convey information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs; (5) anticipate and address the listeners' potential misunderstandings, biases, and expectations; (6) use technical terms and notations accurately.

Suggestion for Integrating International

Content: Have students research and give expository speeches about life in other countries or about global issues affecting specific world regions. **Example:** Create scenarios based on the idea: "If I had been born in Honduras, this is what my life might be like...."

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.16

Core Standard: Yes

Standard Description (Academic or Indicator): Apply appropriate interviewing techniques: (1) prepare and ask relevant questions; (2) make notes of responses; (3) use language that conveys maturity, sensitivity, and respect; (4) respond correctly and effectively to questions; (5) demonstrate knowledge of the subject or organization; (6) compile and report responses; (7) evaluate the effectiveness of the interview.

Suggestion for Integrating International

Content: Have students interview local people who are not originally from the U.S. about their

home countries, asking about their reasons for coming to the U.S. and about the adjustments they have had to make in their new lives.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.18

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that: (1) structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence; (2) contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy); (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; (4) anticipate and address the listener's concerns and counterarguments.

Suggestion for Integrating International

Content: Have students research and describe some solutions for global food security. **Suggested resource:** Website of Indiana Senator Richard G. Lugar at <http://lugar.senate.gov/food/legislation/> on the Global Food Security Act.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.19

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver descriptive presentations that: (1) establish a clear point of view on the subject of the presentation; (2) establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved); (3) contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

Suggestion for Integrating International

Content: Have students research an international vacation destination that interests them and plan a vacation. Then have them give a descriptive presentation of the vacation they have planned, including photos and other graphic materials.

Grade: 10

Academic Standard: 10.1

Academic Standard Indicator: 10.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Distinguish between what words mean literally and what they imply, and interpret what words imply.

Suggestion for Integrating International

Content: Have students compare different translations into English of an excerpt of a novel by a famous international author to see how the translations differ, literally and in the implications and inferences that the different translations bring out. The translations should come from different time periods. Have students choose identical episodes or short chapters from the novels on which to base their comparisons.

Examples: *The Stranger* by French author Albert Camus (1942), using a 1940s translation and one from the 1980s; *Crime and Punishment* by Russian author Fyodor Dostoevsky (1866), using one translation from the early 1900s and the other from the late 1900s.

Grade: 10

Academic Standard: 10.1

Academic Standard Indicator: 10.1.4

Core Standard: Yes

Standard Description (Academic or Indicator): Identify and use the literal and figurative meanings of words and understand origins of words.

Suggestion for Integrating International

Content: Have students who know Spanish present a list of Spanish idioms to show why the literal meanings of the words do not make sense, whereas their figurative meanings make them understandable, interpretable, or even humorous.

Suggested resources: *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); Wiktionary:

http://en.wiktionary.org/wiki/Category:Idioms_by_language.

Grade: 10

Academic Standard: 10.2

Academic Standard Indicator: 10.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students find examples of ads produced for Indiana audiences by global companies that are based in Indiana and ads produced by Hoosier companies meant for distribution in other countries. Have them discuss the similarities and differences of their features.

Grade: 10

Academic Standard: 10.2

Academic Standard Indicator: 10.2.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Extend - through original analysis, evaluation, and elaboration - ideas presented in primary or secondary sources.

Suggestion for Integrating International

Content: Have students look at a recent global disaster to compare first-hand coverage of the event by a U.S. media outlet, such as CNN, with first-hand coverage by an international media outlet, such as Al Jazeera English. Have students compare differences in media news analyses, the degree of elaboration of their stories, and their reliance on primary vs. secondary sources.

Examples: 2008 Sichuan earthquake in China; 2010 Haiti earthquake. **Suggested resources:** <http://edition.cnn.com/> (international edition); <http://english.aljazeera.net/news/asia%2Dpacific/>

Grade: 10

Academic Standard: 10.2

Academic Standard Indicator: 10.2.4

Core Standard: Yes

Standard Description (Academic or Indicator): Expository (Informational) Critique: Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.

Suggestion for Integrating International Content: Have students obtain State of Indiana prospectuses that seek to bring international companies to the state. Have them evaluate and compare the effectiveness of argument and validity of support for using tax credits, among other enticements, versus not courting international corporations at all.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Literature: Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Suggestion for Integrating International Content: Have students discuss why people find humor in plays and movies, exploring what parts of humor are dependent on culture and what kinds of humor transcend cultural and language boundaries. Study a comedy from another culture and discuss what is supposed to be funny and what gets lost in translation, as well as why.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how

each genre shapes the author’s presentation of the theme or topic.

Suggestion for Integrating International Content: Choose literary works from several cultures or countries with the same theme or topic. Have students compare and contrast imagery, diction, and form, and discuss how the poetry reflects the beliefs of each culture.
Example: Love poetry.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Literary Text: Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

Suggestion for Integrating International Content: Have students look at a text that includes characters of different nationalities and how misunderstandings can occur when respect for or appreciation of other cultures are absent. Then have students discuss real-world examples that they have experienced.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Suggestion for Integrating International Content: Use international examples of literature on the same theme, such as love or war. Then have students discuss the “human condition,” the similarities in human experience.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Suggestion for Integrating International Content: Have students study texts, both fiction and nonfiction, from different cultures that take opposing views on the same theme or topic.
Example: Concept of individualism in China in contrast to the U.S.

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Suggestion for Integrating International Content: Have students explore the meanings of different symbols in different cultures to denote common themes or emotions. Love may be universal, but it is nevertheless expressed by different symbols around the world. Have students discover these symbols by reading stories or poems about love set in different countries. **Examples:** Maple leaf (Japan and China); Cupid (Classical Greece); harp (Ireland and in Biblical texts); triangle (Egypt); heart or rose (U.S.). **Extension:** Have students consider cultural differences in relation to color.
Examples: *Red* means joy (China); revolution (France); love, anger, violence (U.S.).

Grade: 10

Academic Standard: 10.3

Academic Standard Indicator: 10.3.13

Core Standard: Yes

Standard Description (Academic or Indicator): Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.

Suggestion for Integrating International Content: Have students study three or four works from different cultures to determine what effect culture has on the author's voice, as well as on the mood, tone, and meaning of a text.
Example: Newspaper articles on the same topic from different countries.

Differentiated Instruction- Highly Able Accommodations: In world literature, the setting of a story—taking place far from home vs. occurring within the home—seems to depend on whether the central character is male or female. Have students explore if there is a direct correlation between women's roles and the types of internal and external obstacles they must overcome, as depicted in stories that take place around the world.

Grade: 10

Academic Standard: 10.5

Academic Standard Indicator: 10.5.1

Core Standard: Yes

Standard Description (Academic or Indicator): Write biographical or autobiographical narratives or short stories that: (1) describe a sequence of events and communicate the significance of the events to the audience; (2) locate scenes and incidents in specific places; (3) describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings; (4) pace the presentation of actions to accommodate changes in time and mood.

Suggestion for Integrating International Content: Have students research a non-U.S. country in which to set a biographical narrative.
Example: Have students choose a specific country as the setting for writing a short story or a short biography of an important figure, historical or current. Have students include details, such as culture, religion, and food that are specific to that country.

Grade: 10

Academic Standard: 10.5

Academic Standard Indicator: 10.5.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that: (1) gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives; (2) communicate information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic; (5) include visual aids by using technology to organize and record information on charts, maps, and graphs; (6) anticipate and address readers' potential misunderstandings, biases, and expectations; (7) use technical terms and notations correctly.

Suggestion for Integrating International

Content: After studying a piece of literature written by a non-U.S. author, have students research the author's historical and cultural background. Have students draw parallels between the author's text and his/her culture, outlining the effects the author's culture has had on his/her writing. Then have students write a literary analysis in which they explain those connections.

Grade: 10**Academic Standard:** 10.5**Academic Standard Indicator:** 10.5.5**Core Standard:** Yes

Standard Description (Academic or Indicator): Write business letters that: (1) provide clear and purposeful information and address the intended audience appropriately; (2) show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer; (3) emphasize main ideas or images; (4) follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

Suggestion for Integrating International

Content: Have students assume the role of a travel agent in a foreign country. Have them plan a detailed itinerary for a group of American business people who are coming to conduct business with a particular firm in a major city of the chosen country. **Extension:** Have students research and include cultural places of interest in that city or surrounding locations.

Grade: 10**Academic Standard:** 10.5**Academic Standard Indicator:** 10.5.7**Core Standard:** Yes**Standard Description (Academic or**

Indicator): Use varied and expanded vocabulary, appropriate for specific forms and topics.

Suggestion for Integrating International

Content: Have students prepare for a trip to another English-speaking, non-U.S., country and research the different vocabulary and idiomatic expressions they might need to know to avoid being misunderstood there. **Examples:** In the United Kingdom, the words *pants*, *trousers*, and *jumper* mean different garments than in the U.S.; in Australia, *rooting* for a sports team has a profane and inappropriate meaning.

Grade: 10**Academic Standard:** 10.5**Academic Standard Indicator:** 10.5.9**Core Standard:** Yes**Standard Description (Academic or**

Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; (2) synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; (3) demonstrates that information that has been gathered has been summarized, that the topic has been refined

through this process, and that conclusions have been drawn from synthesizing information; (4) demonstrates that sources have been evaluated for accuracy, bias, and credibility; organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Create a list of global issues and topics that students can choose from to prepare a research paper or presentation. students should incorporate information drawn from a variety of primary and secondary sources and deal with a range of world regions and cultures. **Examples:** Major world religions; role and treatment of women in other cultures; world hunger.

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.6

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Suggestion for Integrating International

Content: Have each student assume the role of a speaker who will give a speech to an international audience. Students should research hand gestures, eye contact, posture, clothing, use of humor, etc., and perform their speech in a way that would be appropriate and avoid offending an international audience. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.8

Core Standard: Yes

Standard Description (Academic or

Indicator): Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

Suggestion for Integrating International

Content: Have students consult media reporting from multiple countries on a worldwide event to compare and contrast coverage. Use websites, video coverage, international English language newspaper articles, and new media such as Facebook to discuss bias, tone, and point of view. **Examples:** Recent Olympics competition; 2011 Egyptian uprising.

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.12

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.

Suggestion for Integrating International

Content: Have students analyze speeches of persuasive orators from different cultures and historical periods. **Examples:** Adolf Hitler; Martin Luther King Jr.; Winston Churchill; Demosthenes; William Wilberforce. **Suggested resources:** *Lend Me Your Ears: Great Speeches in History*, Updated and Expanded Edition, by William Safire (W.W. Norton, 2004); search various websites using the keywords "world's greatest speeches."

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.13

Core Standard: Yes

Standard Description (Academic or

Indicator): Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

Suggestion for Integrating International

Content: Have students watch films produced in another country, such as India or France, and a film made in the U.S. Have them compare and

contrast the varying film techniques used in each production. **Examples:** *Monsoon Wedding* (India, 2001); *Amélie* (France, 2001).

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.15

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver expository (informational) presentations that: (1) provide evidence in support of a thesis and related claims, including information on all relevant perspectives; (2) convey information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs; (5) anticipate and address the listeners' potential misunderstandings, biases, and expectations; (6) use technical terms and notations correctly.

Suggestion for Integrating International

Content: Create a list of international topics and global issues from which students can choose to write and deliver expository presentations that include all the expected requirements.

Examples: Diamond trade in Africa; domestic servants in Arab countries; piracy in the Indian Ocean.

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.16

Core Standard: Yes

Standard Description (Academic or Indicator): Apply appropriate interviewing techniques: (1) prepare and ask relevant questions; (2) make notes of responses; (3) use language that conveys maturity, sensitivity, and respect; (4) respond correctly and effectively to questions; (5) demonstrate knowledge of the subject or organization; (6) compile and report responses; (7) evaluate the effectiveness of the interview.

Suggestion for Integrating International

Content: Have students identify and interview

people in the community who have come from other countries in order to ascertain what life is like in the subject's home country.

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.18

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that: (1) structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments; (2) contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy); (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; (4) anticipate and address the listeners' concerns and counterarguments.

Suggestion for Integrating International

Content: Compile a list of international issues from which students can choose to argue for or against. **Examples:** Hydroelectric plants being built in Patagonia, Chile; need for stricter building codes in earthquake-prone countries like Bangladesh and Haiti; high cost of maintaining the International Space Station.

Grade: 10

Academic Standard: 10.7

Academic Standard Indicator: 10.7.19

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver descriptive presentations that: (1) establish a clear point of view on the subject of the presentation; (2) establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved); (3) contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

Suggestion for Integrating International

Content: Have students research and describe a day in the life of a person from another country and culture. **Examples:** Day in the life of an indigenous person in the Amazon rainforest; day in the life of an immigrant domestic servant in Hong Kong.

Grade: 11

Academic Standard: 11.1

Academic Standard Indicator: 11.1.1

Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept

Development: Understand unfamiliar words that refer to characters or themes in literature or history.

Suggestion for Integrating International

Content: Have students find out the literary sources of terms in British literature. Then have them write short paragraphs describing the “force” that such literary allusions provide when they are used in texts. **Examples:** *Utopian/dystopian; Orwellian; newspeak; a King Lear-like figure.*

Grade: 11

Academic Standard: 11.2

Academic Standard Indicator: 11.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials:

Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Suggestion for Integrating International

Content: Have students watch the famous October 1960 United Nations General Assembly speech by Nikita Khrushchev and analyze how meaning and response can be manipulated through rhetorical devices and presentation, even though it is in a foreign language. **Extension:** Have them also evaluate the translator’s attempts to capture the essence of Khrushchev’s speech.

Suggested resource:

<http://www.youtube.com/watch?v=8Xv7z5h7yBQ>.

Grade: 11

Academic Standard: 11.2

Academic Standard Indicator: 11.2.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Suggestion for Integrating International

Content: Have students analyze the reporting of a major world event in English language international newspapers from different countries. **Example:** Compare the Egyptian coverage of the 9/11 terrorist attack with that of the British press, looking at the repetition of key terms and ideas throughout and how they affect the meaning from the perspective of these countries. **Suggested resources:** <http://www.inkdrop.net/dave/news.html>; <http://www.world-newspapers.com/>; http://en.wikipedia.org/wiki/Category:English-language_newspapers.

Grade: 11

Academic Standard: 11.2

Academic Standard Indicator: 11.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

Suggestion for Integrating International

Content: Have students read about driving in Germany and identify facts that are different from their own driving experiences in Indiana. **Extension:** Compare the type of information found on the German website to the documents offered by the State of Indiana on highway safety. **Suggested resources:** <http://www.german-way.com/driving.html>; <http://www.ghsa.org/html/stateinfo/bystate/in.html>.

Grade: 11

Academic Standard: 11.2

Academic Standard Indicator: 11.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Suggestion for Integrating International

Content: Have students explore the beliefs of Mahatma Gandhi using online resources.

Extension: Have students contrast Gandhi's beliefs to those of comparable American religious and political leader Martin Luther King, Jr. **Suggested resource:**

<http://www.mkgandhi.org/articles/articleindex.htm>.

Grade: 11

Academic Standard: 11.3

Academic Standard Indicator: 11.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Literary Text: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Suggestion for Integrating International

Content: Have students read Rebecca Stuhr's 18-page plot synopsis (Chapter 4) in her book, *Reading Khaled Hosseini* (Macmillan, 2009), of the Afghan-American author's 2007 novel, *A Thousand Splendid Suns*. Then have students write essays on the theme of women and their place in traditional Afghan society. **Suggested resource:** Chapter 4 of Stuhr's book is available online in almost complete preview form at Google Books.

Grade: 11

Academic Standard: 11.3

Academic Standard Indicator: 11.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that: (1) reflect a variety of genres in each of the respective historical

periods; (2) were written by important authors in the respective major historical periods; (3) reveal contrasts in major themes, styles, and trends; (4) reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Suggestion for Integrating International

Content: Have students watch the film *Das Boot* directed by Wolfgang Petersen (1981), which shows how members of the German military themselves questioned the wisdom of launching World War II. Have them research how members of the U.S. military have similarly questioned U.S. involvement in various recent wars in the 20th and 21st centuries.

Grade: 11

Academic Standard: 11.3

Academic Standard Indicator: 11.3.6

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Suggestion for Integrating International

Content: Have students choose an excerpt from *Cry the Beloved Country* by Alan Paton (Scribner, 1948; paperback ed., 2003) that shows the relationship of father and son in this South African novel during the apartheid period. Have students focus on how each character can be viewed as a crusader, champion, or outcast within this relationship.

Grade: 11

Academic Standard: 11.4

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Suggestion for Integrating International

Content: Have students examine models of different approaches to writing. **Example:** Writers in the U.S. typically base their work on the five-paragraph essay, whereas in another culture, they might have a deductive reasoning approach with radically different paradigms. **Suggested resource:** *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

Grade: 11

Academic Standard: 11.4

Academic Standard Indicator: 11.4.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

Suggestion for Integrating International

Content: After watching a wartime speech by Soviet leader Joseph Stalin (with subtitles), have students write a short analysis pointing out dramatic elements of the speech that make it convincing. **Suggested resource:** <http://www.popmodal.com/video/4103/Stalin-speech--November-7-1941English-subtitles>.

Grade: 11

Academic Standard: 11.4

Academic Standard Indicator: 11.4.8

Core Standard: Yes

Standard Description (Academic or

Indicator): Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.

Suggestion for Integrating International

Content: Have students sign up for a diigo account and use this social bookmarking site to organize and tag websites primarily devoted to the careers of foreign literary figures. **Suggested resource:** <http://www.diigo.com>. **Extension:** Have students link this activity to corresponding time frames in American literature.

Grade: 11

Academic Standard: 11.7

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Suggestion for Integrating International

Content: Have students analyze different cultural norms and practices in other countries regarding interviews and workplace interactions. **Example:** Americans tend to exaggerate their work skills and abilities when it comes to being interviewed, whereas the English are more often humble and undersell their abilities.

Grade: 11

Academic Standard: 11.7

Academic Standard Indicator: 11.7.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.

Suggestion for Integrating International

Content: Have students listen to a short speech from Soviet leader Joseph Stalin addressing his own people after their defeat of the Nazis. Have students consider Stalin's use of logical and emotional appeals to see how many can be identified even in this short speech. **Suggested resource:** <http://www.youtube.com/watch?v=IkCXtMHCUTc>.

Grade: 11

Academic Standard: 11.7

Academic Standard Indicator: 11.7.12

Core Standard: Yes

Standard Description (Academic or Indicator): Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

Suggestion for Integrating International

Content: Have students watch one of the important post-World War II speeches, "Sinews of Peace" - also known as the "Iron Curtain" speech - delivered by Sir Winston Churchill on March 5, 1946 at Westminster College in Fulton, Missouri. Have them analyze in particular the final passages which warn of the impending "iron curtain" - his coinage - that will drop across Europe and the sequence of facts that Churchill uses to build his case for world security. **Suggested resources:** <http://www.youtube.com/watch?v=jvax5VUvjwQ> for a 5-minute video extract of the speech; <http://www.hp0l.org/churchill/> for the transcript of the complete speech.

Grade: 12

Academic Standard: 12.1

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Suggestion for Integrating International

Content: Have students look for unfamiliar vocabulary that may originate in another language and may be interpretable only through context. **Example:** Words like *marquis*, *turnkey*, *guillotine*, *tumbrel*, *conciergerie*, *equipages* in Charles Dickens' *A Tale of Two Cities* (1859).

Grade: 12

Academic Standard: 12.1

Academic Standard Indicator: 12.1.1

Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept

Development: Understand unfamiliar words that refer to characters or themes in literature or history.

Suggestion for Integrating International

Content: Do a lesson about Scots English when teaching Scottish poetry. Discuss the controversy in Great Britain concerning whether Scots is a distinct language, a regional dialect, or just British English full of a special kind of slang. **Example:** Have students listen to and read a popular poem, "Kispoe/Bairnsang" by Liz Lochhead in *The Colour of Black and White: Poems 1984-2003* (Polygon, 2003). **Suggested resources:** <http://www.youtube.com/watch?v=L2PfrDrAIR0> for a discussion and reading of the poem by the author; <http://www.antimoon.com/forum/t5221.htm> for the complete text. **Extension:** Have students examine a short clip with a lot of dialogue in it from the movie, *Braveheart* (1995).

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Structural Features of Informational and Technical Materials: Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Suggestion for Integrating International

Content: Have students analyze the speeches of heads of states made at the same formal event. **Example:** The presidential statement of China's President Hu Jintao on his state visit to the U.S. in January 2011 and that of President Barack Obama. Have students compare the official transcripts of these two speeches and evaluate how well each president used various persuasive techniques to further his national stance on the issues discussed at that event.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Suggestion for Integrating International

Content: Have students examine a selection of texts from different countries for their use of organizational patterns, idea repetition, language organization, and/or choice of words. Have them compare the different texts for how well the clarity of meaning is achieved through these techniques.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Suggestion for Integrating International

Content: Have students examine a common topic in articles from different countries with varying viewpoints on that topic. Examine the cultural assumptions, implicit or explicit, that underlie the major national premises and how they are expressed in the articles.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Suggestion for Integrating International

Content: Have students consider a topic of current international interest from the perspective of official governmental press releases.

Example: Have students look at the press releases from the U.S. Department of State - and

its equivalent ministry in Russia - regarding the recent signing of the START Treaty in December 2010. Identify how different national interests are expressed, based on the statements each government makes, and how each nation's implicit and explicit assumptions are represented. **Extension:** Have students look at newspaper coverage of these same events to explore public opinion as well.

Grade: 12

Academic Standard: 12.2

Academic Standard Indicator: 12.2.6

Core Standard: Yes

Standard Description (Academic or Indicator): Expository (Informational) Critique: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Suggestion for Integrating International

Content: Have students read a blog post with a global theme and consider how it would be received by a wide range of audiences.

Suggested resource:

<http://www.somatosphere.net/2009/11/berlin-wall-as-metaphor-and-diagnosis.html>.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Literature: Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (1) Satire: using humor to point out weaknesses of people and society. (2) Parody: using humor to imitate or mock a person or situation. (3) Allegory: using symbolic figures and actions to express general truths about human experiences. (4) Pastoral: showing life in the country in an idealistic - and not necessarily realistic - way.

Suggestion for Integrating International

Content: Have students watch a film from the Godzilla series and explore the allegory that it represents of life in post-World War II Japan.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Literary Text: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Suggestion for Integrating International

Content: Have students read excerpts from the novel *Jasmine* by Bharati Mukherjee (Grove Press, 1999) to explore the differing roles of women in India as compared to the U.S.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Suggestion for Integrating International

Content: Have students use online resources to evaluate and analyze how Muslim poets use these poetic devices. **Suggested resource:** <http://www.islamicedfoundation.com/material.htm>.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze recognized works of world literature from a variety of authors that: (1) contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period; (2)

relate literary works and authors to the major themes and issues of their literary period; (3) evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Suggestion for Integrating International

Content: Have students read works translated from another language and have them grapple with issues of translation. **Suggested resource:** The translator's introduction to *Inferno* by Dante Alighieri, translated by John Ciardi (Signet Classics, 2009), in which he discusses such issues.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze recognized works of world literature from a variety of authors that: (1) contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period; (2) relate literary works and authors to the major themes and issues of their literary period; (3) evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Suggestion for Integrating International

Content: Have students analyze *Buddenbrooks: The Decline of a Family* by Thomas Mann (Vintage, 1994), a novel that depicts the changes in German society from the 19th to 20th centuries, as a representation of how literature reflects the life of the period.

Grade: 12

Academic Standard: 12.3

Academic Standard Indicator: 12.3.10

Core Standard: Yes

Standard Description (Academic or Indicator): Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus,

Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.

Suggestion for Integrating International

Content: Have students read three texts written by authors from three different countries, to explore and gain knowledge of the social issues in those countries during the 18th or 19th centuries.

Grade: 12

Academic Standard: 12.4

Academic Standard Indicator: 12.4.4

Core Standard: Yes

Standard Description (Academic or Indicator): Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

Suggestion for Integrating International

Content: Have students examine different approaches to writing in different countries. While the five-paragraph structure prevails in the U.S., different organizational approaches exist in other countries. **Suggested resource:** *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.7

Core Standard: Yes

Standard Description (Academic or Indicator): Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.

Suggestion for Integrating International

Content: Have students use Google and YouTube to locate translations and videos of famous European leaders. **Example:** Have students watch Adolf Hitler delivering a well-known speech, such as the one at Nuremberg. Identify and evaluate how his gestures, movements, and vocalization match the text.

Extension: Have students focus on persuasive techniques and determine whether Hitler's speech uses logical or emotional appeals and evaluate their effectiveness.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International

Content: Have students analyze strategies used by media sources from around the world. **Examples:** BBC (Great Britain); Al Jazeera English (Middle East); Reuters (Europe); *The Kabul Weekly* (Afghanistan), now online at <http://www.kw.af/>. **Suggested resource:** For media listings by world region and/or country, go to http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International

Content: Have each student choose a different country and complete a unit on that country's online media. Have them focus on the communicative strategies used to inform, persuade, and entertain their readers and listeners. **Extension:** Have the class choose a common topic with which to compare how each

of their countries covers this topic differently.

Suggested resource: For media listings by world region and/or country, go to [http://dir.yahoo.com/News and Media/By Region/Regions/?skw=dir+yahoo%21+regions+region+media](http://dir.yahoo.com/News_and_Media/By_Region/Regions/?skw=dir+yahoo%21+regions+region+media).

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).

Suggestion for Integrating International Content: Have students search the Internet for examples of how stereotypes may be expressed differently in non-U.S. countries. **Example:** Have students discuss how families are represented on television in the U.S. in contrast to families depicted in a European, Middle Eastern, African, Asian, or Latin American country.

Differentiated Instruction- Highly Able Accommodations: Provide students with a list of the standard techniques that advertising agencies utilize when marketing to different countries. Have students make a chart, by country, of the techniques that are used. Ask students to infer why a particular technique might not be as effective in some countries or cultures as in others.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.11

Core Standard: Yes

Standard Description (Academic or Indicator): Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

Suggestion for Integrating International

Content: Have students watch the 2007 film of Khaled Hosseini's novel, *The Kite Runner* (2004) and explore how everyday life in Afghanistan contrasts with Americans' image of the region and its peoples.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.18

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver oral responses to literature that: (1) demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable; (2) present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies; (3) support important ideas and viewpoints through specific references to the text and to other works; (4) demonstrate an awareness of the author's style and an appreciation of the effects created; (5) identify and assess the impact of ambiguities, nuances, and complexities within the text.

Suggestion for Integrating International Content: Have students read *The Boy in the Striped Pajamas* by John Boyne (David Fickling Books, 2008), a novel about one young boy's experiences during the Holocaust. Then have them create an illustration for a presentation in which they explain what their picture illustrates and what theme within the text is represented.

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.19

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver multimedia presentations that: (1) combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images; (2) select an appropriate medium for each

element of the presentation; (3) use the selected media skillfully, editing appropriately, and monitoring for quality; (4) test the audience's response and revise the presentation accordingly.

Suggestion for Integrating International

Content: After researching another country that has major ties to the U.S., have students use various forms of media technology to produce a presentation which answers the question, "What is the main connection between this country and the U.S. and why is it important?"

Grade: 12

Academic Standard: 12.7

Academic Standard Indicator: 12.7.20

Core Standard: No

Standard Description (Academic or Indicator): Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).

Suggestion for Integrating International

Content: Divide the class into six groups. Assign each group a different continent (Asia, Africa, North America, Latin America, Europe, Australia). For recitation purposes, have students choose poems, selections from speeches, or dramatic soliloquies by people from different countries within their assigned continent.

ENGLISH/LANGUAGE ARTS

Create Your Own Suggestions for Integrating International Content

Grade:

Academic Standard:

Academic Standard Indicator:

Core Standard:

Standard Description (Academic or Indicator):

Suggestion for Integrating International Content:

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Academic Standard:

Academic Standard Indicator:

Core Standard:

Standard Description (Academic or Indicator):

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Standard Description (Academic or Indicator):

Suggestion for Integrating International Content: