

## 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 21<sup>st</sup> 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.

URL:

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

Quick Response code:



# Internationalizing the Academic Standards: Indiana

Developed by Indiana University's

*Center for the Study of Global Change*  
Office of the Vice President for International Affairs

*Center for International Business Education and Research*  
Kelley School of Business

*Center for Latin American and Caribbean Studies*  
College of Arts and Sciences

(U.S. Department of Education Title VI National Resource Centers)

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To access *Internationalizing the Academic Standards: Indiana* online, go to:  
<http://www.indiana.edu/~global/educational/standardsInd.php>



INDIANA UNIVERSITY

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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 21<sup>st</sup> century - will be the beneficiaries.

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

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## 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:

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**Grade:** 6 (Mathematics)

**Academic Standard:** 6.6

**Academic Standard Indicator:** 6.6.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare the mean, median, and mode for a set of data and explain which measure is most appropriate in a given context.

**Suggestion for Integrating International Content:** Have students explore mean, median, and mode for data from different countries. **Examples:** Area; population density; per capita income; daily caloric intake; life expectancy; literacy rate. **Suggested resource:** *Material World: A Global Family Portrait* by Peter Menzel (Sierra Club Books, 1995).

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### 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 at the end of each subject section.
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.



<b>ENGLISH/LANGUAGE ARTS</b>
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**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.1**Core Standard:** No

**Standard Description (Academic or Indicator):** Concepts about Print: Identify the front cover, back cover, and title page of a book.

**Suggestion for Integrating International**

**Content:** Have students identify front cover, back cover, and title page of a book with a global theme. **Suggested resource:** *All the Colors of the Earth* by Sheila Hamanaka (HarperCollins, 1994).

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Understand that printed materials provide information.

**Suggestion for Integrating International**

**Content:** Have students explore books that are written in various languages about other cultures or written in English adaptations or translations to discover that printed materials provide information. **Example:** *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008). **Extension:** Teachers, parents, or students who are fluent in various languages, such as Spanish or Japanese, could be invited to read grade-appropriate books in those languages to the students, while a designated person reads the translated book in English, alternating back and forth.

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.13**Core Standard:** No

**Standard Description (Academic or Indicator):** Count the number of syllables in words.

**Suggestion for Integrating International**

**Content:** Have students try saying “hello” in various languages. (In the pronunciation key below, “ah” represents the first vowel in *father*). Also have students count the number of words, as well as the number of syllables (separated below by hyphens), in each “hello” word or phrase. **Examples:** *akwaaba* pronounced ah-kwaah-bah (Akan: Ghana); *wiina jai* pronounced wee-nyah-jai (Achuar: Peru); *dad'atay* pronounced dah-d'ah-tai (Apache: Arizona, U.S.); *marhaban* pronounced mar-hah-ban (Modern Standard Arabic: Middle East, North Africa); *nomoskaar* pronounced no-mows-kaahr (Bengali: Bangladesh & India); *neih hou* pronounced nay-hoe (Cantonese: China); *ni hao* pronounced nee-how (Mandarin: China); *dag* pronounced dahkh (as in “Bach”) (Dutch: Netherlands & Belgium); *bonjour* pronounced bone-zhure (French: France, Canada, Mali); *guten tag* pronounced goo-ten tahk (German: Germany, Austria); *shalom* pronounced as shah-loam (Hebrew: Israel); *naimbag nga bigat* pronounced naim-bahg-ngah bee-gaht (Ilocano: Philippines); *konnichi wa* pronounced ko-n-nee-chee wah (Japanese: Japan); *annyong hashimnikka* pronounced ahn-nyong hah-shim-nik-kah (Korean: Korea); *zdravstvuite* pronounced zdrahst-vwee-tyeh (Russian: Russia); *sawatdi* pronounced sah-waht-di (Thai: Thailand); *chao* pronounced chow (Vietnamese: Vietnam); *hello* (English).

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.22**Core Standard:** Yes**Standard Description (Academic or**

**Indicator):** Listen to stories read aloud and use the vocabulary in those stories in oral language.

**Suggestion for Integrating International**

**Content:** Have students read and use vocabulary from stories that include a global element. **Suggested resources:** *Amy's Travels* by Kathryn Starke (Creative Minds Publications, 2006); *Everybody Cooks Rice* by Norah Dooley and Peter Thornten (Carolrhoda Books, 1992).

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide students with picture clues to go along with new vocabulary.

**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the <http://www.doe.in.gov/standards/readinglist.html> illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate non-fiction, such as alphabet books; picture books on science, social studies, mathematics, and other subjects; and beginners' dictionaries.

**Suggestion for Integrating International**

**Content:** Have students do a "walk through" with the teacher, a partner, or by themselves to explore a picture/photo-rich non-fiction text that illustrates life in other cultures, countries, or continents. Then, with the class, create a Venn diagram and/or storyboard to compare similarities and differences between U.S. culture and the culture being studied.

**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** K.2.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.

**Suggestion for Integrating International**

**Content:** Have students do a "walk through" with the teacher, a partner, or by themselves to explore a picture/photo-rich non-fiction text that illustrates life in other cultures, countries, or continents. Then, with the class, create a Venn diagram and/or storyboard to compare similarities and differences between U.S. culture and the culture being studied.

**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** K.2.5

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Identify the order (first, middle, last) of information.

**Suggestion for Integrating International**

**Content:** Have students listen to and look at *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan L. Roth (Dial Books for Young Readers, 2009). Then have students draw pictures or write about the order of events describing how a school was built in Pakistan with the help of pennies donated by U.S. students under the Pennies for Peace program.

**Grade:** K

**Academic Standard:** K.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the <http://www.doe.in.gov/standards/readinglist.html> illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.

**Suggestion for Integrating International**

**Content:** Have students retell variations of the Cinderella story from the perspective of other cultures. **Extension:** Have students create a Cinderella story for their home town or in their own culture. **Suggested resource:** Level 1 books retelling Cinderella in French, German, Italian, Chinese, Japanese, etc., available in David Burke's Slangman's Fairy Tales series, found at <http://www.slangmanpub.com/store/>.

**Grade:** K

**Academic Standard:** K.3

**Academic Standard Indicator:** K.3.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Retell (beginning, middle, end) of familiar stories.

**Suggestion for Integrating International**

**Content:** Have students retell variations of the Cinderella story from the perspective of other cultures. **Extension:** Have students create a Cinderella story for (one of) their own heritage culture. **Suggested resources:** Level 1 books retelling Cinderella in French, German, Italian, Chinese, Japanese, etc., which are available in David Burke's Slangman's Fairy Tales series; <http://www.slangmanpub.com/store/>.

**Grade:** K

**Academic Standard:** K.3

**Academic Standard Indicator:** K.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify characters, settings, and important events in a story.

**Suggestion for Integrating International**

**Content:** Have students retell various stories to reflect various cultures. **Example:** Change the main character (train engine) in the classic American story, "The Little Engine That Could" to possible types of local transportation used in other countries: The Little Junk [sailboat] That Could (Vietnam); The Little Rickshaw [two-wheel cart with seats, pulled by a runner] That Could (Japan); The Little Bamboo Train That Could (Cambodia); The Little Tuktuk [motorized rickshaw] That Could (India); The Little Elephant That Could (Thailand); The Little Dog Sled That Could (Norway); The Little Totora [reed boat] That Could (Peru); The Little Chicken Bus That Could (Guatemala); The Little Camel That Could (Jordan); The Little Felucca [wooden sailing boat] That Could (Egypt).

**Grade:** K

**Academic Standard:** K.7

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

**Suggestion for Integrating International**

**Content:** Have students sing, chant, clap, and dance various songs from different cultures. Introduce and give background information to the students about the culture and discuss with them why the song was created. **Example:** A song in Spanish about mole sauce: "*Bate bate chocolate con arroz y con tomate. Uno, dos, tres, CHO; uno, dos, tres, CO; uno, dos, tres, LA; uno, dos, tres, TE! CHO-CO-LA-TE!*"

**Extension:** This could also be done with *Frère Jacques* (Brother Peter or Brother John) in French and sung as a round, or with *O! Tannenbaum* (Oh, Christmas Tree) in German (see discussions in Wikipedia).

**Grade:** K

**Academic Standard:** K.7

**Academic Standard Indicator:** K.7.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Recite short poems, rhymes, and songs.

**Suggestion for Integrating International**

**Content:** Have students sing, chant, clap, and dance various songs from different cultures. Introduce and give background information to the students about the culture and discuss with them why the song was created. **Example:** A song in Spanish about mole sauce: "*Bate bate chocolate con arroz y con tomate. Uno, dos, tres, CHO; uno, dos, tres, CO; uno, dos, tres, LA; uno, dos, tres, TE! CHO-CO-LA-TE!*"

**Extension:** This could also be done with *Frère Jacques* (Brother Peter or Brother John) in French and sung as a round, or with *O! Tannenbaum* (Oh, Christmas Tree) in German (see discussions in Wikipedia).

**Grade:** 1

**Academic Standard:** 1.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

**Suggestion for Integrating International Content:** Point out to the students that many common words in English have been borrowed from foreign languages; get students to recognize them and figure out what they mean. Many foreign words tend to fall into categories (e.g. food, arts, architecture, etc.). **Examples:** In Spanish: *adobe, alligator, enchilada, guitar, tortilla*; in French: *ballet, court, garage, music, prince/princess*; in Italian: *broccoli, piano, pizzeria, spaghetti, opera*, etc. **Suggested resources:**

[http://en.wikipedia.org/wiki/Lists\\_of\\_English\\_loanwords\\_by\\_country\\_or\\_language\\_of\\_origin](http://en.wikipedia.org/wiki/Lists_of_English_loanwords_by_country_or_language_of_origin);  
<http://www.ruf.rice.edu/~kemmer/Words04/structure/borrowed.html>.

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**Grade:** 1  
**Academic Standard:** 1.1  
**Academic Standard Indicator:** 1.1.1  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Concepts about Print: Match oral words to printed words.

**Suggestion for Integrating International Content:** Introduce students to a few foreign language words for word recognition/vocabulary. **Example:** Color words for *black, white, and red*; in Spanish: *negro, blanco, rojo*; in French: *noir, blanc, rouge*; in Italian: *nero, bianco, rosso*. **Example:** Months of the year; in Spanish: *enero, febrero, marzo*; in French: *janvier, fevrier, mars*; in Italian: *gennaio, febbraio, marzo*. These examples also show students how closely some words match each other in the three languages.

**Suggested resource:**  
[http://en.wikipedia.org/wiki/Lists\\_of\\_English\\_loanwords\\_by\\_country\\_or\\_language\\_of\\_origin](http://en.wikipedia.org/wiki/Lists_of_English_loanwords_by_country_or_language_of_origin).

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**Grade:** 1  
**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.2  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe the role of the author and the illustrator.

**Suggestion for Integrating International Content:** Read to the class a book such as *Where the Mountain Meets the Moon* by Grace Lin (Little, Brown Books for Young Readers, 2009). This book has a rich tapestry of stories, both original and traditional, and readers are transported to a fantasy world where Dragon joins Minli on a fortune-change quest. Have students learn about the role of the illustrator and discuss how the pictures bring to life the various settings of the story, based on traditional Chinese folklore.

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**Grade:** 1  
**Academic Standard:** 1.5  
**Academic Standard Indicator:** 1.5.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use descriptive words when writing.

**Suggestion for Integrating International Content:** Have students use varied words to describe international events, people, and places. **Examples:** A sunny day at a soccer match in Cape Town, South Africa; a rainy day at Trafalgar Square in London, England.

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**Grade:** 1  
**Academic Standard:** 1.7  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

**Suggestion for Integrating International**

**Content:** Have students recite poems that have been translated from other countries or are about children of other countries. **Suggested resource:** *Come and Play: Children of Our World Having Fun* by Ayana Lowe (Bloomsbury USA Children's Books, 2008).

**Grade:** 1

**Academic Standard:** 1.7

**Academic Standard Indicator:** 1.7.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Comprehension: Listen attentively.

**Suggestion for Integrating International**

**Content:** Have students listen to passages from text about various countries, especially about children and families, and discuss their interpretations.

**Grade:** 1

**Academic Standard:** 1.7

**Academic Standard Indicator:** 1.7.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Ask questions for clarification and understanding.

**Suggestion for Integrating International**

**Content:** Have students listen to a book and then have them answer questions about the story. **Suggested resource:** *How to Heal a Broken Wing* by Bob Graham (Candlewick Press, 2008), an Australian artist. It is a modern fable about one boy's efforts to heal a bird and, in doing so, he heals his world. Students can discuss the boy, Will, as a hero and imagine how they too can be heroes and try to heal the world. The story reminds students how even one person can make a difference.

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Decoding and Word Recognition: Recognize and use knowledge of spelling

patterns (such as *cut/cutting, slide/sliding*) when reading.

**Suggestion for Integrating International**

**Content:** Have students compare spelling patterns from several different languages and look for word and letter patterns that are the same. **Examples:** In Spanish: *el libro/los libros, la cosa/las cosas, el papel/los papeles, la ciudad/las ciudades.*

**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students read and respond to a wide variety of significant works of children's literature. The selections in the [www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

**Suggestion for Integrating International**

**Content:** Read to the class international folktales or stories of global topics, cultures, or characters.

**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Analysis of Grade-Level Appropriate Literary Text: Compare plots, settings, and characters presented by different authors.

**Suggestion for Integrating International**

**Content:** Have students read various Cinderella stories from around the world, such as *The Rough-Faced Girl* by Rafe Martin and David Shannon (Putnam Juvenile, 1998), about an Algonquin Indian Cinderella, or *Mufaro's Beautiful Daughters* by John Steptoe (HarperCollins, 1987), which takes place in a village in Zimbabwe. Then have the students compare and contrast the characters and plots.



**Suggested resource:**

<http://chalk.richmond.edu/education/projects/webunits/diversity/mufaro.html>.

**Differentiated Instruction- Special Needs**

**Accommodations:** Show videos of two Cinderella stories from different cultures, then use a graphic organizer to compare and contrast.

**Differentiated Instruction- Highly Able**

**Accommodations:** 1. Have students create their own Cinderella story based on a specific nation of their choosing. 2. Have students look for similar themes in more sophisticated pieces of writing from various countries. **Suggested resource:** *Bibliography of Cinderella Stories and Films* by Marisol Rodriguez-Price (ERIC Document No. ED439558, 1999), found on the web at

<http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED435998>.

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**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast versions of same stories from different cultures.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast folktales from around the world or from overlapping cultures, as well as stories on worldly topics or characters.

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**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast versions of same stories from different cultures.

**Suggestion for Integrating International**

**Content:** Read *Glass Slipper, Gold Sandal: A Worldwide Cinderella* by Paul Fleischman and Julie Paschkis (Henry Holt, 2007) to students. This book explores Cinderella traditions from around the world. Have students discuss and

compare the different details in the story as they relate to different cultural traditions.

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**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast versions of same stories from different cultures.

**Suggestion for Integrating International**

**Content:** Have students compare plots for different stories, tales, and fables from different cultures or countries. **Example:** Compare the modern story *Strega Nona* by Tomie dePaola (Simon & Schuster, 1975) and the traditional folktale, Pinocchio, both from Italy. Have students discuss themes of honesty, magic, and reality versus fantasy.

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**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast versions of same stories from different cultures.

**Suggestion for Integrating International**

**Content:** Have students compare versions of the same story from various cultures. **Example:** Compare the traditional folktale, *The Three Little Pigs*, with the modern American Southwest-Mexico version, *The Three Little Javalinas* by Susan Lowell and Jim Harris (Luna Rising, 1996).

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**Grade:** 2

**Academic Standard:** 2.5

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems.

Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**Suggestion for Integrating International**

**Content:** Have students write about global or cultural topics of personal interest.

**Grade:** 2

**Academic Standard:** 2.7

**Academic Standard Indicator:** 2.7.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Comprehension: Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).

**Suggestion for Integrating International**

**Content:** Have students listen to passages about various countries and determine the main purpose of each text.

**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Decoding and Word Recognition: Know and use more difficult word families (- ight) when reading unfamiliar words.

**Suggestion for Integrating International**

**Content:** To understand word roots, have students learn that many English words are based on Greek or Latin. The word “submarine” can be broken into *sub-* (“below”) and *-mar-* (from *mare*, Latin for “sea”) with *-ine* as the suffix.

**Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (2008) from The Critical Thinking Co. at <http://www.criticalthinking.com>, available as a book or software program.

**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Read words with several syllables.

**Suggestion for Integrating International**

**Content:** Read *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008), the story of a cat in Japan who is searching for the true meaning of his name, or another grade-appropriate book of haiku poetry. After reading the story and the haiku poems within the story, have students identify the 5-7-5 syllable scheme and write their own haiku poems describing how they got their names.

**Differentiated Instruction- Special Needs**

**Accommodations:** Send home a questionnaire that asks parents to share how their child got his/her name, whether the child is named after someone, if there is a cultural significance to the name, and/or who picked out the name. Have students use this information to create a haiku poem.

**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Vocabulary and Concept Development: Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

**Suggestion for Integrating International**

**Content:** Show students that foreign languages like Spanish also have synonyms like *mucho* vs. *poquito*; antonyms like *bueno* vs. *malo*; near homophones like *pero* vs. *perro*; and homographs (though not as many as in English) like *cómo* vs. *como*.

**Grade:** 3

**Academic Standard:** 3.2

**Academic Standard Indicator:** 3.2.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Ask questions and support answers by connecting prior knowledge with literal information from the text.

**Suggestion for Integrating International Content:** Have students discuss the ways they celebrate “New Year” in their homes. Many different children within a classroom may celebrate New Year’s Eve differently or at different times of the year, so all ideas should be considered appropriate. **Example:** Introduce *Lion Dancer: Ernie Wan’s Chinese New Year* by Kate Waters and Madeline Slovenz-Low (Scholastic Inc., 1990) and have students look at the cover. Ask if they have ever been to a Chinese New Year celebration and what kinds of activities (shown on the cover) were presented there. Read the story aloud or in small groups (if multiple text sets allow for small group reading). Have students create a Venn diagram comparing a traditional American New Year’s Eve with Ernie Wan’s Chinese New Year celebrations. The book also includes Chinese horoscope information, fireworks, dancing, food, and other resources for a unit on China. **Extension:** Chinese customs might be appropriate to integrate at this time. **Suggested resources:** Chinese fairy tales; the Hands-on Heritage series (Upstart Books) about China.

**Differentiated Instruction- Special Needs Accommodations:** Have students select a country and research Christmas traditions and customs, providing visual as well as actual props, including food, decorations, or ornaments, to present to the class.

**Differentiated Instruction- Highly Able Accommodations:** Provide students with several nonfiction text selections 2+ grade levels above. Provide students multiple ways to demonstrate their reaction to the text. **Examples:** Dioramas; PowerPoint; 100-word summary/journalistic response.

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**Grade:** 3  
**Academic Standard:** 3.3  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students read and respond to a wide variety of significant works of children’s literature. The selections in the [www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

**Suggestion for Integrating International Content:** Have students read a variety of books, plays, poems, or stories that involve international settings, characters, and cultural norms. **Suggested resources:** *Just So Stories* by Rudyard Kipling (multiple editions); *Yang the Third and Her Impossible Family* by Lensey Namioka (Yearling Books, 1996); *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema (Puffin/Dial, 2004).

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**Grade:** 3  
**Academic Standard:** 3.3  
**Academic Standard Indicator:** 3.3.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Literature: Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

**Suggestion for Integrating International Content:** Have students read *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008). Students have two texts to understand in this book: the story of a little cat from Kyoto, Japan, who thinks little of the origin of her name until friends visiting from another land inquire, and the haiku poem embedded within the illustrations that move the story along. **Extensions:** This book is a great springboard for haiku poetry, as well as for the origins of personal names. Have students explore their names by going on their own journey. Teachers should provide baby name books or websites that will aid students in researching the origin of their names.

**Grade: 3****Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

**Suggestion for Integrating International**

**Content:** Have students read various fables from around the world. **Examples:** “The Crow and the Peacock” (China), “The Golden Fish” (Russia), or “How the Princess Learned to Laugh” (Poland). **Extensions:** Use these fables as the basis for comprehension questions, phonics skills, homophones, similes/metaphors, and other language arts exercises. **Suggested resource:** *Read and Understand Folktales and Fables, Grades 2-3* by Jo Ellen Moore (Evan-Moor Educational Publications, 2000).

**Grade: 3****Academic Standard:** 3.4**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Suggestion for Integrating International**

**Content:** Each nine weeks, have students focus on a different way of writing. Use *TIME For Kids Around the World* magazine as a springboard for learning about a country or culture. Have students research more about this topic and present information in paragraph form and with a visual aid (PowerPoint, poster, etc.). **Suggested resource:** *FACES: Peoples, Places, and Cultures* magazine.

**Grade: 3****Academic Standard:** 3.4**Academic Standard Indicator:** 3.4.3**Core Standard:** Yes**Standard Description (Academic or**

**Indicator):** Create single paragraphs with topic sentences and simple supporting facts and details.

**Suggestion for Integrating International**

**Content:** During Hispanic Heritage Month or any other multicultural month or holiday, have students read books depicting aspects of the culture and write a book review in three paragraphs. The first paragraph should be a brief summary, the second what the reviewer liked or disliked, and the third should address the author’s purpose. If students haven’t yet had paragraph crafting practice, the teacher can use the “Hamburger Paragraph” structure. The top bun is the topic sentence/main idea. The meat, cheese, toppings, and condiments are all the supporting details. Finally, the bottom part of the bun is the conclusion sentence. **Suggested resource:** *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull and Yuyi Morales (Harcourt Children’s Books, 2003).

**Grade: 3****Academic Standard:** 3.5**Academic Standard Indicator:** 3.5.5**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write for different purposes and to a specific audience or person.

**Suggestion for Integrating International**

**Content:** When studying different events in history, have students look at international events about which they can report, summarize, and write persuasive essays. **Example:** Have students consider nuclear power and write a persuasive essay to convince readers that it is harmful and dangerous and to opt for green energy instead, based on new technology. Students can write to different audiences, such as school custodian; principal; school board president. **Suggested resources:** [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_494000/newsid\\_4942900/4942906.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_494000/newsid_4942900/4942906.stm), for a history of Chernobyl and its aftermath; <http://www.appleseedenergy.com>, for a solar/wind green energy mom-and-pop business in Nova Scotia.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students participate in

an oral presentation, rather than a written piece, to persuade others of their position.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students reference a minimum of three primary sources in their persuasive piece or develop a persuasive piece for the stance which they do not believe in.

**Grade:** 3

**Academic Standard:** 3.5

**Academic Standard Indicator:** 3.5.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Write persuasive pieces that ask for an action or response.

**Suggestion for Integrating International**

**Content:** Have students read about various non-U.S. communities around the world and write a persuasive letter to their parents, to convince them to vacation in one of those places. Allow students to choose a place they'd really love to visit, but encourage places from regions around the world. Some children might want to choose a place related to their ancestry, while others may want to go somewhere exotic. Preselect some books and magazines to shorten the research phase of the assignment. **Suggested resources:** Use globally oriented magazines such as *TIME For Kids Around the World* magazine; *National Geographic Kids* magazine; *FACES: Peoples, Places, and Cultures* magazine; books and online resources like the World Chambers of Commerce site at <http://www.chamberfind.com/>.

**Grade:** 3

**Academic Standard:** 3.5

**Academic Standard Indicator:** 3.5.8

**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 a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors); (2) organizes information by categorizing it into more than one category (such as living and

nonliving, hot and cold) or includes information gained through observation.

**Suggestion for Integrating International**

**Content:** Have students examine various countries and identify aspects such as languages spoken, kinds of animals or plants, foods, arts, music, and types of government. Then have them use this information to write several paragraphs that contain a main idea and supporting details.

**Suggested resource:** *The Usborne Book of Peoples of the World: Internet-Linked (Encyclopedias)* by Gillian Douherty, Anna Claybourne, and Felicity Brooks (Usborne Books, 2001), also found at <http://www.usborne-quicklinks.com>. Type in "peoples" as the quicklink for this volume. Topics are sorted by pages. **Remediation:** Students may need a mini-lesson on how to write notes in their own words. Have the teacher read out loud a newspaper report about something happening in a foreign country so students can practice taking notes together.

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide an outline worksheet with questions to help with the research and note-taking. The worksheet could then easily transition into a report.

**Grade:** 3

**Academic Standard:** 3.7

**Academic Standard Indicator:** 3.7.10

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Analysis and Evaluation of Oral and Media Communications: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

**Suggestion for Integrating International**

**Content:** Have students listen to various versions of a particular news story from a variety of sources. **Suggested resources:** *TIME For Kids Around the World* magazine; online websites for Fox News at <http://www.foxnews.com/>; BBC at <http://www.bbc.co.uk/news>; Al Jazeera English at <http://english.aljazeera.net/>. Have them recognize elements of slant, if any, in these sources and discuss the importance of objective journalism.

**Grade: 3****Academic Standard:** 3.7**Academic Standard Indicator:** 3.7.13**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Plan and present dramatic interpretations of experiences, stories, poems, or plays.

**Suggestion for Integrating International**

**Content:** Have students read about global events and present dramatic interpretations that include pictures, poems, rap, chants, etc. **Examples:** The Irish potato blight; a famous battle in World War II; an earthquake in Asia. **Suggested resource:** *TIME For Kids Around the World* magazine.

**Grade: 4****Academic Standard:** 4.1**Academic Standard Indicator:** 4.1.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Decoding and Word Recognition: Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

**Suggestion for Integrating International**

**Content:** In small groups, have students read aloud books about various cultures, such as *My Father's Shop* by Satomi Ichikawa (Kane Miller Book Publishers, 2006).

**Grade: 4****Academic Standard:** 4.1**Academic Standard Indicator:** 4.1.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

**Suggestion for Integrating International**

**Content:** Have students learn about the different origins of words to find connections between similar or related words in different languages and to trace their roots back to Greek or Latin origins. **Example:** The English word *cent* meaning “a penny” comes from the Latin word

*centum* meaning the number “one hundred.”

Have students brainstorm words containing this root. Point out that other languages also have words built on this root. In French, *cent* is the word for the number “one hundred” but *centime* means “a penny.” **Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (2008) from The Critical Thinking Co. at <http://www.criticalthinking.com>, available as a book or software program.

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide visuals to help students make connections between the original older roots and the newer vocabulary.

**Grade: 4****Academic Standard:** 4.2**Academic Standard Indicator:** 4.2.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Use the organization of informational text to strengthen comprehension.

**Suggestion for Integrating International**

**Content:** Have students use *Material World: A Global Family Portrait* by Peter Menzel and Charles Mann (Sierra Club Books, 1995) to compare different communities around the world. Have them use the tables and photographs to make Venn diagrams comparing the communities. Use the contents page to discuss how the book organizes communities by continents.

**Grade: 4****Academic Standard:** 4.2**Academic Standard Indicator:** 4.2.2**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Use appropriate strategies when reading for different purposes.

**Suggestion for Integrating International**

**Content:** Have students compare their lives to the lives of children around the world. Students can focus on education, food, and play, and create “I am” poems to share information about

children from different global communities. Have students discuss possible advantages and disadvantages of living in these communities.  
**Suggested resources:** *A Life Like Mine: How Children Live Around the World* by DK Publishing (DK Publishing, 2002); *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley (DK Publishing, 1995).

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**Grade:** 4  
**Academic Standard:** 4.2  
**Academic Standard Indicator:** 4.2.8  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

**Suggestion for Integrating International Content:** Have students use *TIME For Kids Around The World* magazine to learn about countries around the world. Use the “History Timelines” and “Day in the Life” sections of the magazine.

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**Grade:** 4  
**Academic Standard:** 4.3  
**Academic Standard Indicator:** 4.3.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

**Suggestion for Integrating International Content:** Use a book, such as *Erandi's Braids* by Tomie dePaola and Antonio Hernandez Madrigal (Putnam Juvenile, 2001) to explore themes such as personal sacrifice and the “power of one.” This book is set in Mexico in the 1950s. Erandi has to decide whether or not to cut her braids and sell them to wigmakers for the good of her family. Have students identify the cause and effect of Erandi’s decision, as well as make connections to the present-day Locks of Love non-profit organization at <http://www.locksoflove.org>.

**Grade:** 4  
**Academic Standard:** 4.3  
**Academic Standard Indicator:** 4.3.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

**Suggestion for Integrating International Content:** Have students explore different global settings with books such as *Three Cups of Tea: One Man’s Journey to Change the World...One Child at a Time* by Greg Mortenson and David Oliver Relin (Young Reader’s Edition; Puffin Books, 2009) and *Listen To The Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan Roth (Dial Books for Young Readers, 2009). With these books, have students explain how the different communities in the foothills of the Himalaya Mountains have influenced the long-term actions of American mountaineer Greg Mortenson, as well as how he has influenced them.

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**Grade:** 4  
**Academic Standard:** 4.3  
**Academic Standard Indicator:** 4.3.4  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

**Suggestion for Integrating International Content:** Have students compare tales from different cultures and tell why there are similar tales in various cultures which teach hard work, honesty, trustworthiness, and other life skills.

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**Grade:** 4  
**Academic Standard:** 4.3  
**Academic Standard Indicator:** 4.3.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

**Suggestion for Integrating International**

**Content:** Use a book such as *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for Children, 1999) about life as a migrant worker from Mexico. Have students discuss the involvement of Francisco in the farming circuit in California. This book is an autobiography and told from Francisco’s perspective. This novel can be paired with the picture book, *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995), which also focuses on the life of a migrant farm worker. This story, however, is told from the perspective of a narrator.

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**Grade:** 4

**Academic Standard:** 4.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Suggestion for Integrating International**

**Content:** Have each student research a location outside the U.S. and plan a “Fantasy Field Trip.” Then have them write persuasive essays to convince the teacher or the principal of the educational and entertainment value of a class trip to their chosen locations.

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**Grade:** 4

**Academic Standard:** 4.4

**Academic Standard Indicator:** 4.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write informational pieces with multiple paragraphs that: (1) provide an introductory paragraph; (2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; (3) include supporting paragraphs with simple facts, details, and explanations; (4) present important ideas or events in sequence or in chronological order; (5) provide details and transitions to link paragraphs; (6) conclude with a paragraph that summarizes the points; (7) use correct indentation at the beginning of paragraphs.

**Suggestion for Integrating International**

**Content:** Select a topic for the class, such as migrant workers and have students read related texts. **Examples:** *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995); *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for Children, 1999); magazine articles such as “Too Young to Work” by Dina El Nabli in *TIME For Kids*, vol. 10 (1 April 2005). Then have them write an informational essay about the life of a migrant worker. **Extension:** Students can focus on child labor in the context of migrant workers’ lives. Have students read *The Carpet Boy’s Gift* by Pegi Deitz Shea (Tilbury House, 2003), then write about Iqbal Masih and his crusade against child labor.

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**Grade:** 4

**Academic Standard:** 4.5

**Academic Standard Indicator:** 4.5.3

**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) includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors); (2) demonstrates that information that has been gathered has been summarized; (3) organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

**Suggestion for Integrating International**

**Content:** Have students each research food traditions from a chosen country, including information about the typical diet, food staples, dining customs, etc. Have them also research the impact that these food traditions have on people’s health. **Example:** Many attribute the long life expectancies of the Japanese to their diet, which is rich in fresh, seasonal food and served in small portions. After students have completed their research, hold a “Passport on a Plate” celebration in class featuring visual displays and a sample of authentic dishes from the countries researched. **Suggested resources:** *Let’s Eat: What Children Eat Around the World* by Beatrice Hollyer



(Henry Holt, 2004); *What the World Eats* by Faith D’Aluisio and Peter Menzel (Tricycle Press, 2008); *Hungry Planet: What the World Eats* by Peter Menzel and Faith D’Aluisio (Random House/Material World, 2007).

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Decoding and Word Recognition: Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

**Suggestion for Integrating International**

**Content:** Use narratives or expository texts written by foreign authors or set in other countries, either as stand-alone works or as different versions of well-known American stories or situations. **Example:** Have students read Cinderella, read other versions of the same story set in other countries, like *Mufaro’s Beautiful Daughters* by John Steptoe (Lothrop, Lee and Shepard Books, 1987), and then make comparisons. **Example:** Have students read and discuss an article about polluted American rivers, then find other articles about the Thames River in Britain, the Yellow River in China, or the Volga River basin in Russia. Have students make comparisons with river pollution in America or suggest possible solutions to the problem.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Vocabulary and Concept Development: Use word origins to determine the meaning of unknown words.

**Suggestion for Integrating International**

**Content:** If students know a foreign language, have them look for words from that language that can help them in recognizing English vocabulary. **Example:** English *arrest* is from the French verb *arrêter*, meaning “to stop.” This is because to arrest someone is to stop that person

from continuing a wrong or illegal action. Have these students report to the class to stimulate a discussion of how and why languages borrow words from other languages although they may or may not always keep the original meanings.

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**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.

**Suggestion for Integrating International**

**Content:** When teaching the features of informational texts, use a resource that is about or set in a foreign country. **Example:** Use a nonfiction book about life in Europe in the 1600-1700s to teach about the features of informational text such as charts, indexes, maps, etc.

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**Grade:** 5

**Academic Standard:** 5.3

**Academic Standard Indicator:** 5.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

**Suggestion for Integrating International**

**Content:** Use examples of poetry, drama, fiction, and nonfiction that are about a foreign country, set in a foreign country, or written by a foreign author to teach the characteristics of each literary form and the purposes of its use in that culture.

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**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.1

**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:** Have students look at articles from magazines and books with international themes and photos to spur ideas for writing. **Example:** Have students each choose a different country and then plan a travel brochure to advertise it.

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**Grade:** 5  
**Academic Standard:** 5.4  
**Academic Standard Indicator:** 5.4.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

**Suggestion for Integrating International Content:** Have students set their short stories in a foreign country or use that country as a point of origin for immigrants to the U.S. who are the main characters of their stories.

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**Grade:** 5  
**Academic Standard:** 5.4  
**Academic Standard Indicator:** 5.4.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write informational pieces with multiple paragraphs that: (1) present important ideas or events in sequence or in chronological order; (2) provide details and transitions to link paragraphs; (3) offer a concluding paragraph that summarizes important ideas and details.

**Suggestion for Integrating International Content:** Have students write informational pieces about foreign locations and situations happening there. **Example:** After researching the conditions in a foreign country at a certain time in the past, have students write about why people might have chosen to emigrate to the U.S. from that country. Have students write the steps necessary to move their belongings to the U.S. from that country. Include what things emigrants would need to take, people they would need to see (whom they might never see again),

paperwork needed to be done, transportation to be arranged, and so on. **Extension:** After researching a problem in the U.S., have students research that same problem (such as polluted environment, unemployment, illegal immigration) in another country. List the steps Americans are taking to deal with the problem and then compare and contrast these with the steps the other country is taking.

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**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write narratives that: (1) establish a plot, point of view, setting, and conflict; (2) show, rather than tell, the events of the story.

**Suggestion for Integrating International Content:** When writing narratives, have students set their stories in a foreign country or have their main character be a person from that country or community—perhaps a recent immigrant—now living in the U.S.

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**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write responses to literature that: (1) demonstrate an understanding of a literary work; (2) support statements with evidence from the text; (3) develop interpretations that exhibit careful reading and understanding.

**Suggestion for Integrating International Content:** When writing responses to literature, have students choose books with an international theme—perhaps set in a foreign country, with characters from a foreign country or community, or by a foreign author.

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**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.3  
**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 (titles and authors); (2) demonstrates that information that has been gathered has been summarized; (3) organizes information by categorizing and sequencing.

**Suggestion for Integrating International Content:** Have students choose topics for research with an international setting. **Example:** When having students research how changes in an organism's habitat can sometimes be beneficial and other times harmful, assign them organisms found in other parts of the world, such as mosquitoes, which are responsible for diseases in Africa.

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**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write persuasive letters or compositions that: (1) state a clear position in support of a proposal; (2) support a position with relevant evidence and effective emotional appeals; (3) follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last; (4) address reader concerns.

**Suggestion for Integrating International Content:** When writing persuasive letters or compositions, have students research and write about subjects with international settings. **Example:** Have students imagine that they have recently immigrated to the U.S. and write a letter back home to family members, encouraging them to move to the U.S. **Example:** Have students research different organisms around the world and their changing habitats. Then have them write a letter to an official in their chosen country, urging them to find ways to either protect these habitats (if they are beneficial) or to eliminate them (if they are harmful).

**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.7  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Write summaries that contain the main ideas of the reading selection and the most significant details.

**Suggestion for Integrating International Content:** Have students write summaries of reading selections with an international focus. **Example:** Have students read a newspaper or children's news magazine and summarize an article that reports an event occurring somewhere abroad, such as a volcano eruption or other natural disaster.

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**Grade:** 5  
**Academic Standard:** 5.6  
**Academic Standard Indicator:** 5.6.7  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Spelling: Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

**Suggestion for Integrating International Content:** When spelling root or base words for adding prefixes or suffixes, use words that come from another language. **Examples:** In Spanish: *au•to•ri•dad* "author-ity;" *de•for•mi•dad* "deform-ity;" *com•ple•ta•men•te* "complete-ly;" *fa•cil•men•te* "easy-ly;" *in•for•ma•ción*, "informa-tion;" *co•mu•ni•ca•ción* "communica-tion."

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**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: *tortilla, coffee, sugar, adios, comrade, crusade*. 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* (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, and religion and

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.

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**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 the West African *Anansi and the Moss-Covered Rock* by Eric A. Kimmel and Janet Stevens (Holiday House, 1990); the Mexican *Borreguita and the Coyote* by Verna Aardema and Petra Mathers (Dragonfly Books, 1998); the Chinese *Lon Po Po: A Red-Riding Hood Story* by Ed Young (Putnam Juvenile, 1996); the African American *Tops and Bottoms* by Janet Stevens (Harcourt Children’s Books, 1995); the Russian Jewish *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994); the Irish *Jamie O’Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997); and many European versions of *Stone Soup*.

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**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).

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**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).

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**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.

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:** 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



<b>MATHEMATICS</b>
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**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.1**Core Standard:** No**Standard Description (Academic or Indicator):** Match sets of objects one-to-one.**Suggestion for Integrating International****Content:** Have students use dolls from various countries as objects to match one-to-one correspondence. **Extension:** Discuss how the clothing of the dolls from the different countries is similar or different.**Differentiated Instruction- Special Needs****Accommodations:** Provide outlines of the dolls to give students an additional concrete space for the matching of one-to-one correspondence.**Differentiated Instruction- Highly Able****Accommodations:** Have highly able students use a world map and pushpins to mark countries of origin of the dolls used in the activity.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.3**Core Standard:** No**Standard Description (Academic or Indicator):** Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.**Suggestion for Integrating International****Content:** Have students use miniature objects or small pictures from various cultures to arrange in two sets to determine if one set is equal, more than, or less than the other set of objects or pictures. **Extension:** Have students read the book *Chrysanthemum* by Kevin Henkes (Greenwillow Books, 2007), to compare names written in English with the same name written in Chinese or Japanese by a parent or visitor fluent in that language. Students could have their names written in another language and compare the number of letters or characters in their name translations with those of other students to determine who has equal, more than, or less than the other.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.6**Core Standard:** Yes**Standard Description (Academic or Indicator):** Count, recognize, represent, name and order a number of objects (up to 10).**Suggestion for Integrating International****Content:** Teach students how to count to ten in a different language or invite a parent, other teacher, or guest to the classroom to teach one to ten in another language. Then have some students use a number line and point to numbers or objects in English while other students are counting in the other language. **Extension:** Do this with additional languages.**Differentiated Instruction- Highly Able****Accommodations:** Have students learn the correct vocabulary for minus, plus, and equal in the second language and begin working basic math problems.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.6**Core Standard:** Yes**Standard Description (Academic or Indicator):** Count, recognize, represent, name, and order a number of objects (up to 10).**Suggestion for Integrating International****Content:** Use items which are international in nature to count, recognize, represent, name, and order a number of objects. **Examples:** Stamps from various countries; hats from around the globe; country flags.**Grade:** K**Academic Standard:** K.4**Academic Standard Indicator:** K.4.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.



**Suggestion for Integrating International**

**Content:** The teacher should cut out pictures of a variety of international objects and people and label each with its country or continent of origin. Cut the pictures into a variety of shapes. Mix the shapes up and pass them out to the students. Assign each student a country or continent. Have students trade pictures by playing "I have a (shape) from (country). Who has a (shape) from (country)?" indicating the picture shapes everytime, along with the countries/continents. Then have students put the pictures together in a collage.

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**Grade:** K

**Academic Standard:** K.5

**Academic Standard Indicator:** K.5.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

**Suggestion for Integrating International**

**Content:** The teacher should, with the help of parents or students as needed, bring in objects from a variety of countries, for which the place of origin is known. Have students create ways to sort the objects by length and judge whether it's better to measure in feet or inches. **Extension:** Have students create other ways to measure and sort the objects.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have highly able students use a world map and pushpins to mark the objects' countries of origin.

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**Grade:** K

**Academic Standard:** K.5

**Academic Standard Indicator:** K.5.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

**Suggestion for Integrating International**

**Content:** Have students maintain an ongoing comparison of temperatures in two or more countries on a daily basis. **Extension:** Have students illustrate the comparison of temperatures using a double bar graph.

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**Grade:** K

**Academic Standard:** K.6

**Academic Standard Indicator:** K.6.1

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Choose the approach, materials, and strategies to solve problems.

**Suggestion for Integrating International**

**Content:** Have students, in pairs or small groups, use problem solving skills to decide how to divide international foods into equal parts. **Examples:** Tocinillo de cielo ("Heaven's Little Pig" in Spanish); English shortbread; French pastry. **Extension:** Have students search for recipes for international treats. **Examples:** Tocinillo de cielo; French creme caramel; Mexican Chocolate; Dulce de Leche Crepe Torte. Then ask the school cafeteria manager to bake the item (enough for the whole class) and have the student groups divide the baked item into equal parts. Have students eat the parts as a reward for solving the problem. **Note:** Be sure to learn about all student food allergies before choosing the food to be cooked.

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**Grade:** 1

**Academic Standard:** 1.1

**Academic Standard Indicator:** 1.1.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Count, read, and write whole numbers up to 100.

**Suggestion for Integrating International**

**Content:** Have students count to twenty in different languages. Have students match numbers to corresponding symbols in several languages.

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**Grade:** 1

**Academic Standard:** 1.1

**Academic Standard Indicator:** 1.1.10

**Core Standard:** No

**Standard Description (Academic or Indicator):** Represent, compare, and interpret data using pictures and picture graphs.

**Suggestion for Integrating International**

**Content:** Have students pose questions about international topics and design a representative symbol(s) for the pictograph. **Example:** Have students note what type of restaurant or favorite meal they prefer (Mexican versus Chinese, etc.).

**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Create word problems that match given number sentences involving addition and subtraction.

**Suggestion for Integrating International**

**Content:** Have students solve culturally or internationally accurate problems. **Example:** John visited Europe, Asia and Africa. How many continents did John visit? How many more continents does John need to visit if he intends to visit every continent?

**Grade:** 1

**Academic Standard:** 1.4

**Academic Standard Indicator:** 1.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify, describe, sort, and draw shapes.

**Suggestion for Integrating International**

**Content:** Cut out international objects and people, from old magazines, in a variety of shapes and label it's country of origin. Mix the shapes up and pass them out to students. Have students identify the countries and shapes.

**Grade:** 1

**Academic Standard:** 1.4

**Academic Standard Indicator:** 1.4.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.

**Suggestion for Integrating International**

**Content:** Teacher should cut up a paper world map into puzzle pieces ahead of class. Have students rearrange the puzzle pieces back into a world map. Then challenge the students to recognize the countries under, over, next to, to the left, and to the right of other world countries.

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare whole numbers up to 100 and arrange them in numerical order.

**Suggestion for Integrating International**

**Content:** Have students choose different pairs of cities on a world map and calculate the miles between them (rounded to whole numbers). Then have the students put the distances in order from the largest number to the smallest. The teacher may want to guide the students to choose cities less than 100 miles apart.

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare whole numbers up to 100 and arrange numbers in numerical order.

**Suggestion for Integrating International**

**Content:** Teacher should research the number of different countries in each continent. Have students discuss that continents are made up of different countries, compare the numbers, and put those numbers in numerical order to identify the continents with largest and smallest numbers of countries.

**Grade: 2****Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.7**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify odd and even numbers up to 100.

**Suggestion for Integrating International**

**Content:** Have students locate different countries on a world map or globe. Then have them identify an odd or even number of cities in that country. **Example:** Have the class locate Brazil. Now locate three (odd number) or four (even number) cities in Brazil. Then have students work in small groups to locate other countries of their choice and identify odd or even number of cities. **Extension:** Have students work in small groups and identify 10 countries around the world. Then have each group make a chart and categorize the country names by even or odd number of letters in it and share with the class. Then, as a class, add up all of the different countries identified by the groups and see whether that number is even or odd.

**Grade: 2****Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.8**Core Standard:** No

**Standard Description (Academic or Indicator):** Recognize fractions as parts of a whole or parts of a group (up to 12 parts).

**Suggestion for Integrating International**

**Content:** Have students locate major land masses (or continents) and bodies of water (or oceans) on a globe or world map. Have them identify what fraction a specific land mass or body of water is to the whole set. **Example:** Students can determine what fraction Africa is of the total number of continents or what fraction the Atlantic Ocean is of the total number of ocean bodies.

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide helpful hints to assist students in identifying what information is the numerator and what information is the denominator.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students apply their understanding of fractions by applying this concept to other problems involving international or global data and create their own problems. **Example:** Have them determine what fraction of a set France is to Europe.

**Grade: 2****Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.12**Core Standard:** No

**Standard Description (Academic or Indicator):** Represent, compare, and interpret data using tables, tally sheets, and bar graphs.

**Suggestion for Integrating International**

**Content:** Have students pose questions about international items and interview class- or schoolmates for favorites, asking questions like "What is your favorite international food? What country does that come from?" Then have students tally favorites, analyze data, and complete a graph with symbols from that country showing favorite foods.

**Grade: 2****Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Create, describe, and extend number patterns using addition and subtraction.

**Suggestion for Integrating International**

**Content:** Have students compare and contrast what is happening in Indiana versus Australia at one-hour intervals through an entire day, based on Indiana time. Then have them create a chart with pictures to accompany times, inspired by *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Atheneum, 2009).

**Grade: 2****Academic Standard:** 2.4**Academic Standard Indicator:** 2.4.1**Core Standard:** No

**Standard Description (Academic or Indicator):** Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.

**Suggestion for Integrating International Content:** Cut out objects and people from around the world in a variety of shapes and label where these are from. Mix the shapes up and pass them out to students. Have students identify the countries and shapes. Have students trade pictures by playing "I have a (shape) from (country). Who has a (shape) from (country)?", indicating the picture shapes everytime, along with the countries/continents. Then have students put the pictures together in a collage.

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**Grade:** 2

**Academic Standard:** 2.4

**Academic Standard Indicator:** 2.4.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces, and the number of edges and vertices.

**Suggestion for Integrating International Content:** Teacher should cut up a number of pictures of the world into a variety of rectangles, triangles, squares, and circles. Have students recreate the original pictures using the shapes. **Extension:** Have students color in the countries of origin of their pictures on an outline map of the world. **Extension:** Have students make a bulletin board display with the world map in the middle. Have students post their completed pictures around the map and attach them to the corresponding countries with string.

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**Grade:** 2

**Academic Standard:** 2.4

**Academic Standard Indicator:** 2.4.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Recognize geometric shapes and structures in the environment and specify their locations.

**Suggestion for Integrating International**

**Content:** On a world map, have students locate countries that are similar in size and shape.

**Extension:** Have students use a globe of the world and identify various shapes. Then have students try to explain why a particular country or continent has different shapes on the map and the globe.

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**Grade:** 2

**Academic Standard:** 2.5

**Academic Standard Indicator:** 2.5.10

**Core Standard:** No

**Standard Description (Academic or Indicator):** Know relationships of time: seconds in a minute, minutes in an hour; hours in a day; days in a week; and days in a week, and days, weeks, and months in a year.

**Suggestion for Integrating International**

**Content:** Have students describe the relationships of time, by comparing and contrasting what is happening in Indiana versus Australia at one hour intervals through an entire day, based on Indiana time. Then have them create a chart with pictures to accompany times, inspired by *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Atheneum, 2009). **Extension:** Have students locate different points on a world map and determine the time zones of those locations using a chart. Students can compare what might be going on in those locations versus what is going on in Indiana at the same moment.

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**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use words, models, and expanded form to represent numbers up to 1,000.

**Suggestion for Integrating International**

**Content:** Have students learn the basis of Roman Numerals, stemming from Ancient Rome. Have students write out and convert numbers up to 1,000 into Roman Numerals and expanded form. This lesson is particularly effective as a "Fun Friday" activity prior to

Super Bowl Sunday. **Suggested resources:** Usborne Starting Point History books are particularly useful in explaining the basis for Roman Numerals; see also <http://www.usborne-quicklinks.com>.

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**Grade:** 3  
**Academic Standard:** 3.4  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.

**Suggestion for Integrating International Content:** Have students look at famous paintings from various international artists to identify shapes. **Examples:** Quadrilaterals; triangles; lines of symmetry; right angles; acute or obtuse angles. A famous painting that includes many geometrical concepts is "Guernica" by Pablo Picasso, one of the most famous anti-war messages in the Western world.

---

**Grade:** 3  
**Academic Standard:** 3.4  
**Academic Standard Indicator:** 3.4.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.

**Suggestion for Integrating International Content:** Have students look at famous paintings from various international artists to identify shapes. **Examples:** Quadrilaterals; triangles; lines of symmetry; right angles; acute or obtuse angles. A famous painting that includes many geometrical concepts is "Guernica" by Pablo Picasso, one of the most famous anti-war messages in the Western world.

---

**Grade:** 3  
**Academic Standard:** 3.4  
**Academic Standard Indicator:** 3.4.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use the terms point, line, and line segment in describing two-dimensional shapes.

**Suggestion for Integrating International Content:** Have students learn about points and lines in relationship to maps by comparing distances on an Indiana map and a map of China or other international region.

---

**Grade:** 3  
**Academic Standard:** 3.5  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.

**Suggestion for Integrating International Content:** Have students convert a variety of measurements into the metric system. **Extension:** Post measurements in metric all over the classroom and use these, as appropriate, throughout the next days or weeks.

---

**Grade:** 3  
**Academic Standard:** 3.5  
**Academic Standard Indicator:** 3.5.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Estimate and measure weight using pounds and kilograms.

**Suggestion for Integrating International Content:** Have students bring in various food boxes or containers that can be weighed on a scale. Then convert all containers from U.S. Customary units to metric (global) units. Have them compare the simple base ten form of the metric system versus U.S. customary system. **Extension:** Have them discuss why the U.S. seems to be the only country that hasn't yet converted to metric systems.

---

**Grade:** 3  
**Academic Standard:** 3.5  
**Academic Standard Indicator:** 3.5.12  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).

**Suggestion for Integrating International Content:** Have students find international weather reports to convert temperature from Celsius to Fahrenheit and vice versa. Look at a 10-day forecast for a particular major global city and make a few conversions together. Have students to practice first with learning partners and then independently. **Extension:** Have students find a 10-day forecast for the school location. Then have them convert it to metric. Post this metric forecast in the classroom and refer to it every day.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Read and write whole numbers up to 1,000,000.

**Suggestion for Integrating International Content:** Have students read *One Grain of Rice* by Demi (Scholastic Press, 1997) and write the number of grains of rice the raja has given to Rani and the villagers after each day. **Extension:** Over a week (or any period of time), have students play the word games on the [www.freerice.com](http://www.freerice.com) website. Have them keep a record of the grains of rice that they contribute as a class, until they reach 1,000,000 (or less). They could challenge other classes in the same grade or school.

**Differentiated Instruction- Highly Able Accommodations:** Using their knowledge of whole numbers beyond 1,000,000, have students examine data regarding gross domestic product, gross domestic imports, and gross domestic exports in the U.S., Brazil, China, and Russia. Have them determine the significance of these three economic terms. Then have the students compare the economic data among these four major economic countries.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and write whole numbers up to 1,000,000, given a place-value model.

**Suggestion for Integrating International Content:** Have students compare the population of Indianapolis to other city populations around the world and write the numbers on a place value chart. Numbers can be written in standard form, word form, and expanded form. **Suggested resource:** <http://www.citymayors.com>.

**Differentiated Instruction- Highly Able Accommodations:** Using their knowledge of place value, have students create their own place value problems which must involve information of a global or international nature. **Example:** Students might plan an around-the-world trip and track the number of miles they would travel each day as well as an ongoing cumulative total.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Order and compare whole numbers using symbols for "less than" (<), "equal to" (=), and "greater than" (>).

**Suggestion for Integrating International Content:** Have students compare corn production in the U.S. to other corn-producing nations, such as Chile and Brazil, contrasting corn exports and imports. **Suggested resource:** <http://www.grains.org>.

---

**Grade:** 4

**Academic Standard:** 4.2

**Academic Standard Indicator:** 4.2.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Understand and use standard algorithms for addition and subtraction.

**Suggestion for Integrating International Content:** Have students explore the amount of

rice they would have after 30 days if they double the amount of rice each day, drawing on folktales or stories. Have students keep a running total by creating a table. **Suggested resource:** *One Grain of Rice* by Demi (Scholastic Press, 1997).

---

**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than (<), equals (=), and greater than (>).

**Suggestion for Integrating International Content:** Have students use international stock market results as the raw data for arranging whole numbers and decimals in numerical order and for making comparisons among them, such as which stock is worth more or which one is worth less. **Suggested resource:** [http://money.cnn.com/data/world\\_markets/](http://money.cnn.com/data/world_markets/).

---

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Add and subtract fractions (including mixed numbers) with different denominators.

**Suggestion for Integrating International Content:** Have students consider international flags with differently colored sections of the flags representing the fractions. **Example:** If students add the red sections of Poland and Paraguay's flags, how much is red altogether? (Answer:  $\frac{1}{2} + \frac{1}{3} = \frac{5}{6}$ ) For mixed numbers, use multiples of the same flags. **Example:** If students add the yellow sections of 4 Romanian flags and 3 Ukrainian flags, how much is yellow altogether? (Answer:  $1\frac{1}{3} + 1\frac{1}{2} = 2\frac{5}{6}$ ) **Extension:** Give students an 'answer' first and then have them find flags to make the fraction word problem. **Extension:** Using the flags, have pairs of students create new word problems for

the class to solve. **Suggested resource:** <http://www.worldclassflags.com>.

---

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Add and subtract fractions (including mixed numbers) with different denominators.

**Suggestion for Integrating International Content:** Supply, or have students bring in, international recipes, perhaps ones from their family's ancestral heritage. Using the recipes and their fractional amounts as the raw data, have students calculate how much of like ingredients would be needed if several of the recipes were made for one dinner or event. **Example:** If the Italian lasagna takes  $\frac{1}{3}$  lbs. of hamburger and the Swedish meatballs take  $\frac{2}{3}$  lbs. of hamburger, how much hamburger will we need to buy if we want to make both? For subtraction, have students calculate how much more of an ingredient is needed for one recipe than another. **Example:** How much more hamburger is needed for the Swedish meatballs than the Italian lasagna?

---

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.4

**Core Standard:** No

**Standard Description (Academic or Indicator):** Multiply and divide fractions to solve problems.

**Suggestion for Integrating International Content:** Supply, or have students bring in, international recipes (perhaps ones from their family's ancestral country). Using the recipes and their fractional amounts as the raw data, calculate how much of a specific ingredient would be needed if the recipe was doubled, tripled, halved, etc.

---

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Add and subtract decimals and verify the reasonableness of the results.

**Suggestion for Integrating International Content:** Have students use international stock market results as the raw data for adding and subtracting decimals. **Suggested resource:** [http://money.cnn.com/data/world\\_markets/](http://money.cnn.com/data/world_markets/).

**Differentiated Instruction- Special Needs Accommodations:** Have students use graph paper when adding and subtracting data to assist with correct alignment.

---

**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools (e.g. ruler, compass, protractor, appropriate technology, and media tools).

**Suggestion for Integrating International Content:** Show examples of Greek, Islamic, and Mayan geometric art. Have students identify different geometric shapes in the art. Then have students practice making simple geometric shapes by drawing their own geometric art designs, using the appropriate tools.

---

**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify, describe, draw, and classify polygons, such as pentagons and hexagons.

**Suggestion for Integrating International Content:** Show examples of Greek, Islamic, or Mayan geometric art and have students practice identifying the polygons within the art. Then have them practice making polygons by drawing

their own tessellating geometric art designs, using the appropriate tools to do so. **Suggested resource:**

<http://www.metmuseum.org/toah/works-of-art/1993.67.2>, showing pentagons and octagons tessellating on a sandstone screen at the Metropolitan Museum of Art.

---

**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students compare and order positive and negative integers, decimals, fractions, and mixed numbers. They find multiples and factors.

**Suggestion for Integrating International Content:** Have students explore "number sense" in different cultures, such as Mayan mathematics or the Babylonian base 60 system.

---

**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** 6.1.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Understand and apply the basic concept of negative numbers (e.g., on a number line, in counting, in temperature).

**Suggestion for Integrating International Content:** Have students compare world high and low temperatures above and below zero, in both Fahrenheit and Celsius. Have students examine U.S. and world locations that fall above or below sea level.

---

**Grade:** 6

**Academic Standard:** 6.2

**Academic Standard Indicator:** 6.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Multiply and divide positive and negative integers.

**Suggestion for Integrating International Content:** Have students use math to solve the



riddle presented in the traditional Indian folktale, *One Grain of Rice* by Demi (Scholastic Press, 1997). A greedy raja must reward a young village woman for her honesty. Have students determine if her quick-witted mind will turn a single grain of rice into enough to feed all the hungry.

---

**Grade:** 6  
**Academic Standard:** 6.2  
**Academic Standard Indicator:** 6.2.4  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain how to multiply and divide positive fractions and perform the calculations.

**Suggestion for Integrating International Content:** Have students select international recipes, and double the amount of servings by multiplying the fractions of each ingredient, or halve the recipes using division.

---

**Grade:** 6  
**Academic Standard:** 6.2  
**Academic Standard Indicator:** 6.2.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Interpret and use ratios to show the relative sizes of two quantities. Use the notations:  $a/b$ ,  $a$  to  $b$ ,  $a:b$ .

**Suggestion for Integrating International Content:** Have students use ratios to study ethnic and racial diversity in a variety of international city or country populations in order to understand demographics.

---

**Grade:** 6  
**Academic Standard:** 6.2  
**Academic Standard Indicator:** 6.2.10  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Use mental arithmetic to add or subtract simple fractions and decimals.

**Suggestion for Integrating International Content:** Have students convert data on global topics into fractions and decimals, using mental

math. **Suggested resource:** *If the World Were a Village: A Book about the World's People* by David Smith (Kids Can Press, 2002), which condenses world statistics to a village of 100 people.

---

**Grade:** 6  
**Academic Standard:** 6.4  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

**Suggestion for Integrating International Content:** Have students explore architecture and consider why some cultures build round buildings. **Example:** Traditional Inuits who live in hemisphere-shaped homes (igloos).

---

**Grade:** 6  
**Academic Standard:** 6.4  
**Academic Standard Indicator:** 6.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these angle relationships.

**Suggestion for Integrating International Content:** Have students observe tessellations found in Greek or Islamic patterned mosaics or Mayan art and then design their own.

---

**Grade:** 6  
**Academic Standard:** 6.4  
**Academic Standard Indicator:** 6.4.6  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Draw the translation (slide) and reflection (flip) of shapes.

**Suggestion for Integrating International Content:** Have students use patterned African kente cloth, Eastern European embroidery, or Mexican papel picado as inspiration. Similarly,

world landmarks can be viewed for their symmetry. **Examples:** Eiffel Tower; Taj Mahal.

---

**Grade:** 6

**Academic Standard:** 6.5

**Academic Standard Indicator:** 6.5.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.

**Suggestion for Integrating International Content:** Use an Internet search engine such as Google Images to find photos of road mileage markers from around the globe. Then have students convert kilometers to miles.

---

**Grade:** 6

**Academic Standard:** 6.5

**Academic Standard Indicator:** 6.5.9

**Core Standard:** No

**Standard Description (Academic or Indicator):** Use a formula to convert temperatures between Celsius and Fahrenheit.

**Suggestion for Integrating International Content:** Have student use today's weather forecasts around the world and convert temperatures of major world cities.

---

**Grade:** 6

**Academic Standard:** 6.6

**Academic Standard Indicator:** 6.6.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare the mean, median, and mode for a set of data and explain which measure is most appropriate in a given context.

**Suggestion for Integrating International Content:** Have students explore mean, median, and mode for data from different countries.  
**Examples:** Area; population density; per capita income; daily caloric intake; life expectancy; literacy rate. **Suggested resource:** *Material World: A Global Family Portrait* by Peter Menzel (Sierra Club Books, 1995).



<b>SCIENCE</b>
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**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations, and seek answers.

**Suggestion for Integrating International Content:** Have students create structures using natural or human-made materials from another country or region of the world.

---

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations, and seek answers.

**Suggestion for Integrating International Content:** Utilize videos, books, and the Internet to assist students to make observations about the natural world outside of the U.S.

---

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Raise questions about the natural world.

**Suggestion for Integrating International Content:** Ask students where natural or human-made materials come from. Then have students create structures using natural or human-made materials from another country or region.

---

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Begin to demonstrate that everybody can do science.

**Suggestion for Integrating International Content:** Have students use their senses to make observations about foods from other cultures. Then have students discuss how scientists use the skill of observation.

---

**Grade:** K**Academic Standard:** K.2**Academic Standard Indicator:** K.2.1**Core Standard:** No

**Standard Description (Academic or Indicator):** Use whole numbers, up to 10, in counting, identifying, sorting, and describing objects and experiences.

**Suggestion for Integrating International Content:** Teach students to count to ten in various languages.

---

**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students investigate, describe, and discuss their natural surroundings. They begin to question why things move.

**Suggestion for Integrating International Content:** Have students consider how the sun warming soil, air, and water affects a county's climate. Discuss how Earth is warm near the equator and cold at the poles. Use a globe to show the location of these two places.

---

**Grade:** K  
**Academic Standard:** K.3  
**Academic Standard Indicator:** K.3.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Have students describe objects in terms of the materials they are made of, such as clay, cloth, or paper.

**Suggestion for Integrating International Content:** Share items that were manufactured in various countries across the globe with students and have them describe the materials from which the items are made.

**Grade:** K  
**Academic Standard:** K.3  
**Academic Standard Indicator:** K.3.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Investigate that things move in different ways such as fast, slow, etc.

**Suggestion for Integrating International Content:** Have students explore movement and determine how different animals from various parts of the world move in different ways. Students can compare a yak in Asia to a horse in Kentucky. **Extension:** Have students use a graphic organizer to compare movements of animals, such as fast and slow. Students can brainstorm what conditions affect an animal's movement, such as a yak's movement on icy slopes in China.

**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students ask questions about a variety of living things and everyday events that can be answered through shared observations.

**Suggestion for Integrating International Content:** Have students compare the weather conditions that occur from day to day and season to season in various countries.

**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** K.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Give examples of plants and animals.

**Suggestion for Integrating International Content:** Have students read books about conservation, climate change, and saving animals or the earth and suggest how they can help keep the earth or animals healthy. **Suggested resources:** *Let's Save the Animals: A Flip-the-Flap Book* by Frances Berry (Walker and Company, 2011); *This is Our World: A Story About Taking Care of the Earth* by Emily Sollinger (Little Simon, 2010).

**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** K.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Have students give examples of plants and animals.

**Suggestion for Integrating International Content:** Have students give examples of plants and animals from other parts of the world.

**Grade:** 1  
**Academic Standard:** 1.1  
**Academic Standard Indicator:** 1.1.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe, describe, draw and sort objects carefully to learn about them.

**Suggestion for Integrating International Content:** Utilize videos, books, and the Internet to assist students to make observations about the natural world outside of the U.S.

**Grade:** 1  
**Academic Standard:** 1.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students investigate, describe, and discuss their natural surroundings. They ask questions about why things move and change.

**Suggestion for Integrating International Content:** Have students observe how water changes at different temperatures. Using pictures, discuss melting polar ice caps and warm tropical seas.

---

**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Recognize and explain that water can be a liquid or a solid and can go back and forth from one form to the other. Investigate by observing that if water is turned into ice and then ice is allowed to melt, the amount of water is the same as if was before freezing.

**Suggestion for Integrating International Content:** Have students explain changes in matter, such as water, due to temperature changes and consider how oceans in warm climates would be different from oceans in cold climates. Referring to a globe, have students think about how oceans and other bodies of water differ and how they are affected by temperature changes and phenomena like melting ice caps.

---

**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Investigate by observing and also measuring that the sun warms the land, air, and water.

**Suggestion for Integrating International Content:** Have students consider how the sun warming soil, air, and water affects a country's

climate. Discuss how Earth is warm near the equator and cold at the poles.

---

**Grade:** 1

**Academic Standard:** 1.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.

**Suggestion for Integrating International Content:** Have students compare ecosystems throughout the world, such as deserts and forests.

---

**Grade:** 1

**Academic Standard:** 1.4

**Academic Standard Indicator:** 1.4.1

**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have.

**Suggestion for Integrating International Content:** Have students analyze anthropomorphism by discussing stories with international themes that give attributes to plants and animals, such as the ability to speak.  
**Suggested resources:** *Grasshopper on the Road* by Arnold Lobel (Harper Collins, 1986); *Errol and His Extraordinary Nose* by David Conway and Roberta Angaromo (Holiday House, 2010); *Will You Still Love Me* by Carol Roth and Daniel Howarth (Albert Whitman and Co., 2010); *The Clever Boy and the Terrible, Dangerous Animal* by Idries Shah and Rita Wirlaka (Hoopoe Books, 2005).

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**Grade:** 1

**Academic Standard:** 1.4

**Academic Standard Indicator:** 1.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe and explain that animals eat plants or other animals for food.

**Suggestion for Integrating International Content:** Have students compare the nutrients of local animals and plants with the animals and plants of a different region in the world.

**Grade:** 1

**Academic Standard:** 1.5

**Academic Standard Indicator:** 1.5.1

**Core Standard:** No

**Standard Description (Academic or Indicator):** Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them, such as bus numbers or phone numbers.

**Suggestion for Integrating International Content:** Teach students to count to ten in various languages.

**Grade:** 1

**Academic Standard:** 1.5

**Academic Standard Indicator:** 1.5.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Make and use simple graphs to tell about observations.

**Suggestion for Integrating International Content:** Have students compare ecosystems, such as deserts, forests, and rainforests, and then create or use simple graphic organizers to compare and contrast these ecosystems.

**Grade:** 1

**Academic Standard:** 1.6

**Academic Standard Indicator:** 1.6.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe and describe that models, such as toys, are like the real things in some ways but different in others.

**Suggestion for Integrating International Content:** Have students observe fruits and

flowers from their local community and other countries. Then have them draw a large Venn diagram, labeling one side *community flowers* and the other side *flowers native to another region*. Have students consider how the flowers are alike or different, whether certain flowers could grow in their community, whether they would rather have a flower from their home community or another region, and why. Do the same with fruits.

**Grade:** 1

**Academic Standard:** 1.6

**Academic Standard Indicator:** 1.6.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe that and describe how certain things change in some ways and stay the same in other such as in their color, size and weight.

**Suggestion for Integrating International Content:** Have students compare pictures of unique baby animals from various countries to pictures of those same animals as adults. They should observe ways the animals changed and ways they stayed the same from childhood to adulthood. Include animals like bushbabies or galagos, ball pythons, warthogs, lemurs, naked mole-rats, and nilgiri tahr.

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.5

**Core Standard:** No

**Standard Description (Academic or Indicator):** Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.

**Suggestion for Integrating International Content:** Using pen pals, video conferencing, and/or Internet communication, have students demonstrate the ability to work with an international team, but still reach and communicate one's own conclusion about findings. To do this, set up joint projects or tasks with the teacher of the international class with whom you are partnered. **Suggested resource:** <http://www.epals.com/>.

**Grade:** 2  
**Academic Standard:** 2.3  
**Academic Standard Indicator:** 2.3.2  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Investigate, compare and describe weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year.

**Suggestion for Integrating International Content:** Have students investigate, compare, and describe weather changes from day to day in various parts of the world. Help them recognize, describe, and chart the temperature and amounts of rain or snow and explain how they tend to be high, medium, or low in the same months every year, but vary from region to region in the world.

**Grade:** 2  
**Academic Standard:** 2.3  
**Academic Standard Indicator:** 2.3.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas to cook their food or warm their houses.

**Suggestion for Integrating International Content:** Have students compare and observe energy sources locally, nationally, and internationally.

**Grade:** 2  
**Academic Standard:** 2.3  
**Academic Standard Indicator:** 2.3.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas to cook their food and warm their houses.

**Suggestion for Integrating International Content:** Have students explore energy sources around the world by brainstorming different ways people use various energy sources in daily life and work and by discussing in detail the

resources available in different parts of the world.

**Grade:** 2  
**Academic Standard:** 2.3  
**Academic Standard Indicator:** 2.3.6  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas to cook their food and warm their houses.

**Suggestion for Integrating International Content:** Have students compare and observe energy sources locally, nationally, and internationally.

**Grade:** 2  
**Academic Standard:** 2.4  
**Academic Standard Indicator:** 2.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

**Suggestion for Integrating International Content:** Have students discuss examples of adaptations that allow plants and animals to thrive in specific environments in various countries.

**Grade:** 2  
**Academic Standard:** 2.4  
**Academic Standard Indicator:** 2.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

**Suggestion for Integrating International Content:** Have students compare and contrast examples of plant and animal adaptations from other continents and hemispheres.



**Grade: 2****Academic Standard:** 2.4**Academic Standard Indicator:** 2.4.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Recognize and explain that living things are found all over the world and that there are somewhat different kinds in different places.

**Suggestion for Integrating International Content:** Have students study animals from all over the world, especially their characteristics and adaptations. Then have them formulate questions about these animals, such as why giraffes have long necks.

**Grade: 3****Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.6**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live.

**Suggestion for Integrating International Content:** Have students describe how recent inventions and recent introductions of technology have significantly changed the way people live in the world.

**Grade: 3****Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.7**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Recognize that and explain how an invention can be used in different ways, such as a radio being used to get information and for entertainment.

**Suggestion for Integrating International Content:** Have students brainstorm how an invention can be used in various ways in different countries, such as the radio being used to communicate information and to provide entertainment.

**Grade: 3****Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe and describe that the sun can be seen only in the daytime.

**Suggestion for Integrating International Content:** Have students learn about the earth's rotation by looking at a globe and determining which countries can observe the sun when Indiana cannot.

**Differentiated Instruction- Special Needs Accommodations:** Provide a visual by using a flashlight or lamp to demonstrate day and night on a globe.

**Differentiated Instruction- Highly Able Accommodations:** Using a medium of their choice, such as PowerPoint or a poster, have students research and present mini-lessons on time zones.

**Grade: 3****Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.5**Core Standard:** No

**Standard Description (Academic or Indicator):** Give examples of how change, such as weather patterns, is a continual process occurring on Earth.

**Suggestion for Integrating International Content:** Have students consider wind patterns and climate change and the resulting changes in living systems. **Extension:** Have students compare plants and animals locally and in other parts of the world with different weather patterns.

**Grade: 3****Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.6**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe ways human beings protect themselves from adverse weather conditions.

**Suggestion for Integrating International**

**Content:** Have students look at various photographs of people from around the world to analyze how those people protect themselves from the elements. Students should identify clothing and shelter types used in different climate zones. **Suggested resources:** *The Material World* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995); *Hats, Hats, Hats* by Ann Morris and Ken Heyman (Harper Collins, 1993).

**Differentiated Instruction- Special Needs**

**Accommodations:** Create a diorama which illustrates how one culture responds to climate conditions.

**Differentiated Instruction- Highly Able**

**Accommodations:** Provide students with a list of resources and clothing choices and a destination. Have students design or select articles of clothing they would take on a journey to that place and justify their reasoning.

---

**Grade:** 3

**Academic Standard:** 3.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

**Suggestion for Integrating International**

**Content:** Have students consider how characteristics in plants and animals could be advantageous for survival and reproduction in one country, but not in another.

---

**Grade:** 3

**Academic Standard:** 3.4

**Academic Standard Indicator:** 3.4.7

**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.

**Suggestion for Integrating International**

**Content:** As part of a healthy eating and exercise unit, have students organize a multicultural food fair and bring in a favorite healthy dish representing their cultural background. Have them use a world map to identify where each healthy dish comes from. For the exercise component, have students create a multicultural field day. Students can research common sports and physical games that are popular in the region where their healthy dish comes from. Children can teach one another how to play the games over a period of several sessions. **Extension:** For a related language arts activity, have students write a recipe for the multicultural healthy dish or directions for the game to share with others.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that clear communication is an essential part of doing science since it enables scientists to inform others about their work, to expose their ideas to evaluation by other scientists, and to allow scientists to stay informed about scientific discoveries around the world.

**Suggestion for Integrating International**

**Content:** Have students examine the benefits of international forums, such as the The Climate Project, and discuss how scientists' work from many countries address similar topics and offer a range of solutions and action plans. **Extension:** Have students hold their own global climate summit and present a position from a specific country's perspective. **Suggested resource:** <http://www.theclimateproject.org>.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that clear communication is an essential part of doing science since it enables scientists to inform others about their work, to expose their ideas to evaluation by other

scientists, and to allow scientists to stay informed about scientific discoveries around the world.

**Suggestion for Integrating International**

**Content:** Have students identify differences between the disciplines of science and engineering and give reasons why clear communication is essential between scientists and engineers who work together. Then have students discuss what communication skills and measuring tools are needed in order to communicate accurately in international projects.

---

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Discuss and give examples of how technology, such as computers and medicines, has improved the lives of many people, although the benefits are not equally available to all.

**Suggestion for Integrating International**

**Content:** Have students provide examples of how technology, such as computers and medicine, has improved the lives of many people in the world, although the benefits are not equally available to all citizens.

---

**Grade:** 4

**Academic Standard:** 4.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students continue to investigate changes of the Earth and sky and begin to understand the composition and size of the universe. They explore, describe, and classify materials, motion, and energy.

**Suggestion for Integrating International**

**Content:** Have students research energy conservation, sustainable development, and recycling practices locally and in other countries. Then have students discuss how they might get involved in conservation efforts, locally and globally. **Suggested resource:**

<http://getinvolved.conservation.org/site/PageServer>.

---

**Grade:** 4

**Academic Standard:** 4.3

**Academic Standard Indicator:** 4.3.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe how waves, wind, water, and glacial ice shape and reshape the Earth's land surface by erosion of rock and soil in some areas and depositing them in other areas.

**Suggestion for Integrating International**

**Content:** Have students analyze how glaciers impact places like the Himalaya Mountains, Iceland, Greenland, Antarctica, and Alaska.

**Suggested resource:**

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

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**Grade:** 4

**Academic Standard:** 4.3

**Academic Standard Indicator:** 4.3.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Describe how waves, wind, water, and glacial ice shape and reshape the Earth's land surface by erosion of rock and soil in some areas and depositing them in other areas.

**Suggestion for Integrating International**

**Content:** Have student teams each choose a different region of the world. After researching the different ways in which wind, heat, and ice constantly reshape their region, have the teams make presentations to the whole class.

---

**Grade:** 4

**Academic Standard:** 4.3

**Academic Standard Indicator:** 4.3.12

**Core Standard:** yes

**Standard Description (Academic or**

**Indicator):** Investigate, observe, and explain that heat is produced when one object rubs against another, such as one's hands rubbing together.

**Suggestion for Integrating International**

**Content:** Have students examine how people

from around the world start fires by using friction, specifically different Aboriginal fire starting techniques. **Suggested resource:** <http://www.aboriginalculture.com.au>.

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**Grade:** 4  
**Academic Standard:** 4.4  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Have students learn about an increasing variety of organisms - familiar, exotic, fossil, and microscopic. They use appropriate tools in identifying similarities and differences among them. They explore how organisms satisfy their needs in their environments.

**Suggestion for Integrating International Content:** Have students consider how certain characteristics in plants and animals could be advantageous for survival and reproduction in one country as compared to another country.

---

**Grade:** 4  
**Academic Standard:** 4.4  
**Academic Standard Indicator:** 4.4.8  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Know and explain that artifacts and preserved remains provide some evidence of the physical characteristics and possible behavior of human beings who lived a very long time ago.

**Suggestion for Integrating International Content:** Have students explore how scientists learn about human characteristics and behavior through mummies. Compare findings related to the Iceman (a mummy found in the Alps) and the Ice Maiden (a mummy of an Inca girl).  
**Suggested resource:** <http://www.discoveryeducation.com>.

**Differentiated Instruction- Special Needs Accommodations:** Set up a mock archaeological dig for students and have them match items that they find with possible uses.

**Differentiated Instruction- Highly Able Accommodations:** Provide a variety of presentation genres for students to select from to demonstrate content knowledge, such as a

diorama, PowerPoint, chart, etc. Then have students present to other classes in the school.

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**Grade:** 4  
**Academic Standard:** 4.4  
**Academic Standard Indicator:** 4.4.11  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain that there are some diseases that human beings can only catch once. Explain that there are many diseases that can be prevented by vaccinations so that people do not catch them even once.

**Suggestion for Integrating International Content:** Explain to students that there are many diseases that can be prevented by vaccines, but some countries do not have access to the vaccinations that industrialized countries possess. Have students analyze the consequences to people, especially children, in these countries.

---

**Grade:** 5  
**Academic Standard:** 5.1  
**Academic Standard Indicator:** 5.1.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that doing science involves many different kinds of work and engages men, women, and children of all ages and backgrounds.

**Suggestion for Integrating International Content:** Have students research about scientists from around the world who work or have worked in different scientific fields. Then have students share their findings with the class, focusing on the range of genders, ages, and scientific fields of scientists from around the world throughout history.

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**Grade:** 5  
**Academic Standard:** 5.1  
**Academic Standard Indicator:** 5.1.5  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that technology extends the

ability of people to make positive and/or negative changes in the world.

**Suggestion for Integrating International**

**Content:** Have students brainstorm examples of situations in which new technology had unexpected positive and negative effects on the world. **Example:** Styrofoam, invented in 1941, is a lightweight and buoyant insulation, thereby making it a good material for nautical applications. Unfortunately, it breaks apart and can choke marine animals, not to mention that it can take up to a million years to decompose.

**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain that technology extends the ability of people to make positive and/or negative changes in the world.

**Suggestion for Integrating International**

**Content:** With students, brainstorm examples of situations in which new technology had unexpected positive and negative effects on the world. Have students consider how the solution to a problem using the interaction between science and technology may create other problems.

**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain that technology extends the ability of people to make positive and/or negative changes in the world.

**Suggestion for Integrating International**

**Content:** Have students understand the effects of new technology by researching technologies developed in Indiana that are changing the world, such as engineering, life sciences, medical, and pharmaceutical innovations.

**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.

**Suggestion for Integrating International**

**Content:** Illustrate how solutions to one problem can lead to others. **Example:** Insects eat crops, so farmers use pesticides to kill them. Unfortunately, pesticides get into the groundwater and pollute the streams and rivers of the world. **Example:** People need places to live and farm in the Amazon, which leads to them cutting down and burning the forest. This leads to fewer habitats for songbirds that migrate to and from North America and fewer trees to take in carbon dioxide and release oxygen.

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.3

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Choose appropriate common materials for making simple mechanical constructions and repairing things.

**Suggestion for Integrating International**

**Content:** Discuss how many things in American life are no longer repaired, but are thrown away instead if they break or get in bad shape. Have students imagine that they are hiking in a foreign country with one backpack full of supplies and they do not have any local money to buy more things. One of their shirts gets a hole in it. What can they use to repair it? **Extension:** What if the metal frame of their backpack breaks? What could they use to repair it?

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Write instructions that others can follow in carrying out a procedure.

**Suggestion for Integrating International**

**Content:** Have students create instructions that others, no matter what culture they are from, can follow in carrying out a procedure. The procedure should focus on both textual and non-textual clues to support learners from all cultures.

**Grade:** 5

**Academic Standard:** 5.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students continue to investigate changes of Earth and the sky. They explore, describe, and classify materials, motion, and energy.

**Suggestion for Integrating International**

**Content:** Have students research the pattern of weather changes throughout the year in their school location and in selected countries. Then have them explain how weather can be forecast by examining air masses that move across the surface of the earth, affecting their location and the selected countries.

**Grade:** 5

**Academic Standard:** 5.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students continue to investigate changes of Earth and the sky. They explore, describe, and classify materials, motion, and energy.

**Suggestion for Integrating International**

**Content:** Have students compare energy conservation policies and practices, both locally and globally. Have them examine earth systems, such as air masses moving across the earth's surface, or global responses to natural disasters like the 2004 Asian tsunami.

**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.

**Suggestion for Integrating International**

**Content:** Have students consider ancestor interrelationships and genetic characteristics contributed by the many immigrant groups in the U.S.

**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that for offspring to resemble their parents there must be a reliable way to transfer information from one generation to the next.

**Suggestion for Integrating International**

**Content:** Have students research their ancestors by interviewing family members for information. Have them discover if they share any characteristics with their parents and/or grandparents. Have them research their nationalities to see if they share typical related characteristics. **Example:** Blonde hair and blue eyes are common in people of German heritage.

**Grade:** 5

**Academic Standard:** 5.4

**Academic Standard Indicator:** 5.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

**Suggestion for Integrating International**

**Content:** Have student groups choose different habitats from around the world to research.

Assign each group three separate animals (such as dolphin, dog, and polar bear) to evaluate which of these animals could survive in their chosen habitat, if any. Discuss how different adaptations made by certain organisms make it easier for them to survive in their home environment. Share that humans have also adapted in this way. **Example:** Being a carrier of sickle-cell anemia gives a certain resistance to malaria.

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**Grade:** 5  
**Academic Standard:** 5.4  
**Academic Standard Indicator:** 5.4.5  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

**Suggestion for Integrating International Content:** Have students consider invasive species that are introduced into an environment where they don't have any natural predators. Have students explain how the invasive species benefit from the change to a new environment. **Example:** Kudzu is a plant that was introduced into the U.S. from Japan in 1876 in the southeast and has since grown out of control.

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**Grade:** 5  
**Academic Standard:** 5.4  
**Academic Standard Indicator:** 5.4.7  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.

**Suggestion for Integrating International Content:** Have student groups research different animals from around the world. Assign each group three separate species of the same animal (such as black bear, grizzly bear, and polar bear) to evaluate what adaptations have occurred to make it easier for each to live and breed in particular habitats. Share that humans have also adapted in this way. **Example:** Being a carrier of

sickle-cell anemia gives a certain resistance to malaria, thus allowing the person to live longer and reproduce.

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**Grade:** 5  
**Academic Standard:** 5.4  
**Academic Standard Indicator:** 5.4.8  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Observe that and describe how fossils can be compared to one another and to living organisms according to their similarities and differences.

**Suggestion for Integrating International Content:** Show pictures or real examples of fossils from around the world and point out how they resemble some species currently on Earth. Share how similar fossils have been found on the western coast of Africa and the eastern coast of Latin America, thus leading scientists to speculate about the locations of the continents hundreds of millions of years ago. **Extension:** Discuss plate tectonics and how this theory is used to explain both the Africa-Latin America connection, as well as the 2011 Japan tsunami.

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**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.3  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Classify objects in terms of simple figures and solids.

**Suggestion for Integrating International Content:** Show pictures of international buildings or landmarks and have students identify the shapes they see within the structures.

---

**Grade:** 5  
**Academic Standard:** 5.5  
**Academic Standard Indicator:** 5.5.4  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare shapes in terms of concepts, such as parallel and perpendicular, congruence, and symmetry.

**Suggestion for Integrating International**

**Content:** Have students examine art work of Dutch artist M.C. Escher to compare shapes in terms of symmetry and congruence. **Suggested resource:** <http://www.mcescher.com/>.

---

**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.4

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Compare shapes in terms of concepts, such as parallel and perpendicular, congruence, and symmetry.

**Suggestion for Integrating International**

**Content:** Have students use international flags as visuals to compare shapes in terms of geometric concepts. **Example:** Using the Greek flag, have students identify which parts are perpendicular to each other and which are parallel. **Suggested resource:** <http://www.worldatlas.com/webimage/flags/flagcnty.htm>.

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**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.5

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Demonstrate that areas of irregular shapes can be found by dividing them into squares and triangles.

**Suggestion for Integrating International**

**Content:** Have students use international flags as visuals to learn the area of complex shapes. **Example:** Have students calculate the area of both the red and white sections of the flags from Bahrain or Qatar. **Suggested resource:** <http://www.worldatlas.com/webimage/flags/flagcnty.htm>.

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**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain that predictions can be based on what is known about the past, assuming that conditions are similar.

**Suggestion for Integrating International**

**Content:** Have students use international information as the basis for making predictions. **Example:** Have students use a chart showing the number of cases a specific disease that have occurred in different parts of the world over a certain number of years. Then have students predict whether selected places will have that disease in the future. **Example:** Have students use climate information of a particular location in the world to predict what the temperatures will be for the next week. Have students check their predictions against <http://www.weather.com> or <http://uk.weather.com>.

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**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Realize and explain that predictions may be more accurate if they are based upon large collections of objects or events.

**Suggestion for Integrating International**

**Content:** Have students use international information as the basis for making predictions. **Example:** Have students use the weather from the previous week, at a particular location in the world, to predict temperatures for the next week. Have students check the predictions against <http://www.weather.com> or <http://uk.weather.com>. Have students discuss how more background information might lead to more accurate predictions.

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**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.9

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Show how spreading data out on a number line helps to see what the extremes are, where they pile up, and where the gaps are.



**Suggestion for Integrating International**

**Content:** Have students use international information as the raw data for the number line.

**Example:** Plot on a number line the birthrates of several countries around the world. Then have students observe whether certain areas of the world have higher birthrates than others and which countries have the highest and lowest birthrates.

---

**Grade:** 5

**Academic Standard:** 5.5

**Academic Standard Indicator:** 5.5.10

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain the danger in using only a portion of the data collected to describe the whole.

**Suggestion for Integrating International**

**Content:** Have students use international information as the basis for discerning erroneous descriptions. **Example:** State that “the Sahara Desert covers almost all of Africa.” Show the class a map of Africa pointing out precisely where the Sahara Desert is located and have the class make a list of countries in Africa that occupy any part of the Sahara Desert. Then ask students to determine if the statement is correct: Does the Sahara Desert actually cover most of Africa? Then have students analyze how much more data they would need, beyond their list of countries, to make a more accurate answer.

**Example:** State that “the Sahara Desert covers almost all of Africa.” Show the class a map of Africa pointing out precisely where the Sahara Desert is located and have the class make a list of countries in Africa that occupy any part of the Sahara Desert. Then ask students to determine if the statement is correct: Does the Sahara Desert actually cover most of Africa? Then have students analyze how much more data they would need, beyond their list of countries, to make a more accurate answer.

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**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students design investigations. They use computers and other technology to collect and analyze data; they explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students understand that technology has allowed humans to do many things, yet it cannot always provide solutions to our needs.

**Suggestion for Integrating International**

**Content:** After discussing the history of Charles Darwin’s findings, have students break up into

small groups and come up with hypotheses about the strength of sea turtles (how much weight a turtle can pull) or compare the different foods they eat, their ability to swim in various amounts of water, or activity levels at different times of the day. Then have students investigate real data on the behavior of sea turtles to test their hypotheses.

---

**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students design investigations. They use computers and other technology to collect and analyze data; they explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students understand that technology has allowed humans to do many things, yet it cannot always provide solutions to our needs.

**Suggestion for Integrating International**

**Content:** Have students discuss the technologies with which people are trying to solve global problems. Discuss technology’s opportunities and limitations. **Examples:** LifeStraws for clean water; solar energy for power.

---

**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students design investigations. They use computers and other technology to collect and analyze data; they explain findings and can relate how they conduct investigations to how the scientific enterprise functions as a whole. Students understand that technology has allowed humans to do many things, yet it cannot always provide solutions to people’s needs.

**Suggestion for Integrating International**

**Content:** The teacher should research a variety of local and global examples to describe how the needs, attitudes, resources, and values of a time period influence direction of technological

development in a variety of cultures and societies. **Example:** Some underdeveloped countries have progressed from having only a single land line telephone for a whole village straight to many villagers having their own pay-per-minute cell phones. The stage of individual land line telephones was skipped over entirely.

---

**Grade:** 6

**Academic Standard:** 6.1

**Academic Standard Indicator:** 6.1.8

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.

**Suggestion for Integrating International**

**Content:** Have students consider the cane toad problem in Australia where giant toads from Central and South America were imported as a natural pest control for sugar cane. Explain how the toads later became a nuisance because they had no natural predators to control their population growth. Have students map the migration of the cane toad over the years using online sources for guidance. They can also create a timeline of the after effects, as well as make a Venn diagram comparing the similarities and differences of a native Australian toad and a Latin American cane toad. **Suggested resource:** *Toad Overload* by Patricia Seibert (Millbrook Press, 1996).

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**Grade:** 6

**Academic Standard:** 6.2

**Academic Standard Indicator:** 6.2.9

**Core Standard:** No

**Standard Description (Academic or Indicator):** Compare consumer products, such as generic and brand-name products, and consider reasonable personal trade-offs among them on the basis of features, performance, durability, and costs.

**Suggestion for Integrating International**

**Content:** Team up with a school in Europe and have students from both schools take an inventory of items in their classrooms such as

school supplies, clothing, and equipment, charting each item's country of origin. Have students in both schools compare their items, as well as the perceived quality of different items.

**Extension:** Have students price selected items and convert currencies to determine relative prices. **Suggested resource:**

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

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.8

**Core Standard:** No

**Standard Description (Academic or Indicator):** Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.

**Suggestion for Integrating International**

**Content:** Have students consider global water issues in light of contemporary books which complement each other and will generate discussion about global warming, water supply and demand, and the latest scientific research. *A Cool Drink of Water* by Barbara Kerley (National Geographic Children's Books, 2006) is a somewhat contemplative introduction to water issues and is illustrated with large-scale photos from the National Geographic. *One Well: The Story of Water on Earth* by Rochelle Strauss and Rosemary Woods (Kids Can Press, 2007) reflects global interconnectedness by using the metaphor of one solitary well that all must share and provides thought-provoking facts, such as "It takes about 45 gallons of water to produce one gallon of milk" or "China and India make up about 1/3 of the world's population."

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.12

**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe ways human beings protect themselves from adverse weather conditions.

**Suggestion for Integrating International**

**Content:** Assign students to research various types of shelters from around the globe. Then, using a Venn diagram, have students compare their assigned type of shelter to their own home.

**Examples:** Tipis; adobe houses; peat houses; yurts; igloos.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.13

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Identify, explain and discuss some effects human activities, such as the creation of pollution, have on weather and atmosphere.

**Suggestion for Integrating International**

**Content:** Have students work as individuals or in groups to calculate personal carbon footprints using online tools. Then have students follow up by comparing the relative carbon footprints of various international cities and countries to similar U.S. locations. **Suggested resources:** Earthday Network at <http://earthday.net>; Global Footprint Network at <http://www.footprintnetwork.org>.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organisms related to this function. They examine the similarities and differences between humans and other species. They use microscopes to observe cells and recognize cells as the building blocks of all life.

**Suggestion for Integrating International**

**Content:** With students, discuss and model specific traits, such as the variety of human eye color, explaining the interrelationship between ancestors and parents. Then have students compare these traits amongst cultures.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organisms related to this function. They examine the similarities and differences between humans and other species. They use microscopes to observe cells and recognize cells as the building blocks of all life.

**Suggestion for Integrating International**

**Content:** To address the structures and functions of living systems and matter and energy transformation, have students in pairs track and compare the one-way path that energy takes through producers, consumers, and decomposers, both locally and in another world region.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.

**Suggestion for Integrating International**

**Content:** Instead of addressing the general topic of biomes, have students consider specific examples from around the world. **Example:** The grasslands group could have one student researching the Latin American pampas, another the Eurasian steppes, and another the South African veldt or East African savannah. Have students in biome groups compare issues in their specific locations, such as climate, erosion, pollution, natural or manmade disasters, and species diversity.

<b>SOCIAL STUDIES</b>
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**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

**Suggestion for Integrating International**

**Content:** Have students explore stories about leaders or former leaders of other countries, such as Indira Gandhi, Queen Elizabeth, and Nelson Mandela. Students who have lived in other countries may want to share stories of those national leaders.

**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Chronological Thinking: Identify and order events that take place in sequence.

**Suggestion for Integrating International**

**Content:** Have students identify events in the school day as 'first', 'next', or 'last'. For practice, list the day's classroom activities in the same way. Next, have students place events, such as special holidays from other cultures, in order on a calendar. **Examples:** Chinese New Year (China); Eid al-Fitr (Islam); Yom Kippur (Judaism); Diwali (Hinduism); Ching Ming Festival (China); Cinco de Mayo (Mexico); Hanukkah (Judaism); Christmas (Christianity).

**Grade:** K**Academic Standard:** K.2**Academic Standard Indicator:** K.2.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Functions of Government: Give examples of classroom and school rules and explain how each helps us.

**Suggestion for Integrating International**

**Content:** While comparing school rules at their school with rules at a school in the remote village of Korphe in Pakistan, have students consider how school rules help all students.

**Extension:** Have the students create rules for different schools in various countries. **Suggested resource:** *Listen to the Wind* by Greg Mortenson and Susan Roth (Dial, 2009), about schools in Pakistan.

**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** --**Core Standard:** No**Standard Description (Academic or**

**Indicator):** Students learn that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.

**Suggestion for Integrating International**

**Content:** Teacher should prepare a list of ethnic restaurants in the community and then lead students to discover the languages, cultural traditions, and/or religions that are usually associated with those ethnic foods. Identify on a global map the typical national or regional origins of those ethnic foods.

**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** K.3.2**Core Standard:** Yes**Standard Description (Academic or**

**Indicator):** The world in spatial terms: Identify maps and globes as ways of representing earth, and understanding the basic difference between a map and a globe.

**Suggestion for Integrating International**

**Content:** Have students discuss continents and countries. Then have them locate various continents or countries on a world map and a

globe. Discuss the basic differences between maps and globes.

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**Grade:** K  
**Academic Standard:** K.3  
**Academic Standard Indicator:** K.3.5  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Physical Systems: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Suggestion for Integrating International Content:** Have students discuss why people wear different kinds of clothing in different seasons. Compare the clothes a student would wear in a colder region, such as northeast Siberia in Russia, with what s/he would choose to wear in a warmer region, such as Tamale in the northern part of Ghana. **Extension:** Have students research and design clothes they would wear in designated regions of the world. They could also write or talk about what clothes they would pack if they were traveling to certain regions of the world. **Extension:** Conduct a narrated fashion show for other classes and/or parents.

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**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International Content:** Emphasize the need to communicate with, work with, and respect workers from other countries. Invite guests, such as parents, who have international work experiences to share customs and traditions from world areas with which they are familiar.

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**Grade:** K  
**Academic Standard:** K.4

**Academic Standard Indicator:** --  
**Core Standard:** No

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International Content:** Have students find tags on their clothes to see where the clothes are made. Make a class list of the different countries represented. Then discuss with the students that people in those countries are making these clothes as their work to support their families.

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**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** K.4.1  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain that people work to earn money to buy the things they want.

**Suggestion for Integrating International Content:** Explain that people work to buy various goods or services they need or want. Then have students compare the economic wants of a family in a prosperous country to those of a family in a third-world country. **Example:** Compare the purchases of an average family in the U.S. to one in Haiti. **Suggested resource:** *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann and Paul Kennedy (Sierra Club Books, 1994).

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**Grade:** K  
**Academic Standard:** K.4  
**Academic Standard Indicator:** K.4.3  
**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain why people in a community have different jobs.

**Suggestion for Integrating International Content:** Have students share what types of work their parents do and affirm the need for different jobs here in the U.S. Then have students identify different jobs in other countries. **Extension:** Discuss the need to communicate

with, work with, and respect workers from other countries. Invite guests with international work experience to describe those jobs to the students.

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**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Physical Systems: Observe and record the weather on a daily basis.

**Suggestion for Integrating International**

**Content:** With the students, make a list of weather characteristics to track. **Example:** Average daily temperature and seasonal rain fall. Have students choose a place in the world and track those characteristics for a period of time. Guide the students to draw conclusions about how the weather impacts people in different world regions. **Extension:** Compare environmental and seasonal changes across those regions.

---

**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Human Systems: Draw simple maps using symbols that show how space is used in the classroom, in the school, and in the neighborhood.

**Suggestion for Integrating International**

**Content:** Teacher should research schools in other countries through story books and web sites. Have students draw a map of their school and a map of a school in another country. Have them consider similarities and differences. **Extension:** Have students discuss how rivers, mountains, and other physical factors might play a part in the design and construction of the school. **Extension:** Have students imagine the best places for schools in different geographic locations.

---

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify when the local community was established and identify its founders and early settlers.

**Suggestion for Integrating International**

**Content:** Compare past maps or globes with current ones to show global immigration patterns, from the past to the present. Have students prepare interview questions about the town's founding history and invite a local government leader or local historian to visit. Have the speaker answer the students' questions about early leaders and settlers and international influences on the local community. Students should compare those stories to current demographic trends, including international ones, and discuss how the community is the same or different over time.

---

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

**Suggestion for Integrating International**

**Content:** Have students compare past world maps or globes to current maps and globes and record the changes. **Extension:** Have students track their ancestors and locate their places of origin on a map, exploring how things have changed in those places of origin since their families moved to this country.

---

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify and describe community celebrations, symbols, and traditions and explain why they are important.

**Suggestion for Integrating International**

**Content:** Have students research traditional celebrations in a variety of countries.

---

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Chronological Thinking, Historical Comprehension, Research: Develop a simple timeline of important events in the history of the school and/or community.

**Suggestion for Integrating International**

**Content:** Have students each develop a timeline of events in his/her own life. Teacher should make available books about growing up in different countries. Then have students compare their timelines with those of the international characters in the books. **Example:** Students could compare at what age they started school versus when children from other countries begin.

---

**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.5

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Chronological Thinking, Historical Comprehension, Research: Develop a simple timeline of important events in the history of the school and/or community.

**Suggestion for Integrating International**

**Content:** Have students investigate a Sister City in another country and make comparisons using a Venn Diagram and T-Chart. **Suggested resource:** Go to Sister Cities International at [www.sister-cities.org](http://www.sister-cities.org) and click on 'Sister City Directory' to identify U.S. and international Sister Cities.

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**Grade:** 2

**Academic Standard:** 2.1

**Academic Standard Indicator:** 2.1.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Chronological Thinking, Historical Comprehension, Research: Create and maintain a calendar of important school days, holidays and community events.

**Suggestion for Integrating International**

**Content:** Have students compare calendars and holidays in other countries and discuss the similarities and differences.

---

**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students will explain why communities have government and laws, demonstrate that people in the U.S. have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

**Suggestion for Integrating International**

**Content:** Help students understand how people in the U.S. have fought for equal rights and that in much of the world, people still do not enjoy these freedoms. Use a map to locate some of these places. Have students share their feelings about this issue.

---

**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** 2.2.1

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Foundations of Government: Explain that the U.S. government is founded on the belief of equal rights for citizens.

**Suggestion for Integrating International**

**Content:** Have student compare citizenship rights with those of another country, listing and contrasting citizenship rights for each nation.

---

**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** 2.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Functions of Government: Understand and explain why it is important for a community to have responsible government.

**Suggestion for Integrating International Content:** Have groups of students research and present about government functions in selected other countries. Based on what they learned and on what they think are the three to five most important things any government should do for its citizens, have students design a simple and hypothetical 'government' to run their school. The teacher might set acceptable boundaries for this 'government'.

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**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** 2.2.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Roles of Citizens: Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect their difference.

**Suggestion for Integrating International Content:** Have the class locate a city in the U.S. and a city (perhaps a Sister City) of comparable size and location (rural, urban, suburban) in another country. Identify the different ethnic groups of the citizenry of both cities and make a chart. Compare and contrast local traditions that each ethnic group brings to their community.

**Extension:** Have the class choose one ethnic tradition from each city and recreate it for other classes and/or parents. **Suggested resource:** Go to Sister Cities International at [www.sister-cities.org](http://www.sister-cities.org) and click on 'Sister City Directory' to identify U.S. and international Sister Cities.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students write to a penpal of the international city chosen by the class, in which they describe their own town/city and ask questions about the international city.

**Suggested resource:** <http://www.epals.com/>.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students create an international marketplace for students of other classes and/or parents, similar to Disney's Epcot

experience. Visitors will go from country to country and get a faux passport stamped. At each country's booth, students will be prepared to answer questions, provide a one-minute overview of what is unique about their country, and stamp each visitor's passport.

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**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** 2.2.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Roles of Citizens: Describe how people of different ages, cultural backgrounds, and traditions contribute to the community, and how all citizens can respect these differences.

**Suggestion for Integrating International Content:** Through a community building activity, integrate the ideas of citizenship and respecting differences amongst people.

---

**Grade:** 2

**Academic Standard:** 2.2

**Academic Standard Indicator:** 2.2.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Roles of Citizens: Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect their difference.

**Suggestion for Integrating International**

**Content:** Have students discuss and compare the different roles that international people or citizens with an international heritage play in the community. They should identify ethnic community centers, restaurants, etc. Students can look at the United Nations Norman Rockwell Mosaic containing the Golden Rule. Help them understand that this represents people around the world. Then have students make their own mosaic that represents diverse, important people in their school and community. **Suggested resource:**

<http://www.un.org/cyberschoolbus/untour/subnor.htm>.



**Grade:** 2

**Academic Standard:** 2.3.

**Academic Standard Indicator:** 2.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The World in Spatial Terms: Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

**Suggestion for Integrating International Content:** Using a giant floor map of world countries, have students locate selected countries. Then have students use the compass rose to locate countries to the north, south, east, and west of each selected country.

**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Compare neighborhoods in your community and explain how physical features of the community affect people living there.

**Suggestion for Integrating International Content:** Identify some part of the world with a very different geography from the students' community. Have students compare this place with their local community and draw conclusions about how geography influences activities and lifestyles.

**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Compare neighborhoods in your community and explain how physical features of the community affect people living there.

**Suggestion for Integrating International Content:** Have students compare the demographics of their school versus a school in

another country. They should then determine the similarities and differences.

**Grade:** 2

**Academic Standard:** 2.3

**Academic Standard Indicator:** 2.3.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Physical Systems: On a map, identify physical features of the local community.

**Suggestion for Integrating International Content:** Have students expand on basic information available on maps, globes, and other tools to locate and identify physical features of world locations.

**Grade:** 2

**Academic Standard:** 2.4

**Academic Standard Indicator:** 2.4.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community.

**Suggestion for Integrating International Content:** Have students compare the workers in their community with those of another community in another country. Explain how community workers are important in each community across the globe.

**Grade:** 2

**Academic Standard:** 2.4

**Academic Standard Indicator:** 2.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research goods and services produced in the local community and describe how people can be both producers and consumers.

**Suggestion for Integrating International Content:** Have students discuss in detail the limitations of goods and services in other

countries compared to the U.S. Have them brainstorm what helps people make money and purchase things. Then have students examine charts that show imports and exports in America and other countries.

---

**Grade:** 2

**Academic Standard:** 2.4

**Academic Standard Indicator:** 2.4.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain why people trade for goods and services and explain how money makes trade easier.

**Suggestion for Integrating International**

**Content:** Have students discuss international trade, taking into consideration where we get international goods. They should analyze the similarities and differences of goods and services available in other countries compared to the U.S.

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**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain why and how the local community was established and identify its founders and early settlers.

**Suggestion for Integrating International**

**Content:** Have students consider why settlers came from various countries and where they have settled in Indiana. Using maps, have them identify who (Germans, Swiss, Latinos, etc.) settled where and why (economic reasons, religious or political freedom, educational opportunities). Pinpoint areas on a map of Indiana that have higher concentrations of diverse international cultures. Create a timeline of when various immigrants brought their cultures to Indiana. **Example:** German settlement in Oldenburg, IN starting in the 1830s.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students color code a map of Indiana to identify where settlers from various countries settled.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students create line graphs showing how Indiana's demographics have changed over time, reflecting race, ethnicity, and countries of origin.

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**Grade:** 3

**Academic Standard:** 3.1

**Academic Standard Indicator:** 3.1.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research. Create simple timelines that identify important events in various regions of the state.

**Suggestion for Integrating International**

**Content:** Have students create a timeline of who settled Indiana, where in the world they came from, and what traditions they brought with them.

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**Grade:** 3

**Academic Standard:** 3.4

**Academic Standard Indicator:** 3.4.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Give examples of trade in the local community and explain how trade benefits both parties.

**Suggestion for Integrating International**

**Content:** When identifying the world in spatial terms, have students identify where their clothes came from by examining the labels. Have students complete a tally chart, representing each respective country. This activity could be expanded to labels on electronics, school supplies, toys, and other consumer products.

---

**Grade:** 3

**Academic Standard:** 3.4

**Academic Standard Indicator:** 3.4.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Define interdependence, and give examples of how people in the local community depend on each other for goods and services.

**Suggestion for Integrating International**

**Content:** Have students check the labels of their clothes to determine where their clothing came from, or look at objects around the classroom and read where they were manufactured. Create a tally chart identifying the countries of origin and graph the results on a bar or pie chart. Alternatively, have students bring in fruit labeled with its country of origin and create a "Friendship Fruit Salad" from their contributions. All fruit, prior to being added to the bowl, can be tallied by country or region and a graph can be made to show how interdependent we are on other countries. Other recipes, such as pizza, salsa, or snacks, may also be used in this activity.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students consider the short-term consequence or long-term impact of a particular agricultural crop becoming extinct.

**Example:** The impact of farmers no longer being able to grow cotton, including how the loss of this crop impacts people on a global level and individually. **Extension:** Have students learn how to use technology to design bar graphs and pie charts. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Suggestion for Integrating International**

**Content:** Have students explore the motivation for exploration in the Indiana Territory and then other places in the world, such as India and Africa. Identify where European nations, such as France and England, sent explorers. Beyond this, discuss the implications of European settlement and how it impacted native peoples' hunting and burial lands.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students create a timeline flipbook.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students compare and contrast two expeditions from two separate time periods, and show results through graphs and/or diagrams.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.3

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

**Suggestion for Integrating International**

**Content:** Have students compare the American Revolution to the French Revolution and discuss the different forms of government at that time in history. Provide a graphic organizer to assist students in visualizing the comparison between the two revolutions. Then have them locate countries on a world map where there were monarchies and republics and consider why sometimes citizens, even today, overthrow existing governments. **Extension:** Have students research events surrounding the Arab Spring to help them understand how this has happened more recently.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students examine three major schools of thought for dealing with English rule at the time of the American Revolution – maintain the status quo, revolution, or attempting a compromise. Have students list the pros and cons of each stance and then participate in a deliberation or fishbowl activity. Students should identify reasons why we were at war again with the British in 1812. **Suggested resource:**

<http://www.edchange.org/multicultural/activities/fishbowl.html>.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a U.S. territory to statehood.

**Suggestion for Integrating International Content:** Have students look at the United Nations Declaration of the Rights of the Child, which emphasizes the importance of many rights. Have them discuss how many of these same rights appear or are implied in historical documents, such as the right to education and freedom of religion. **Examples:** U.S. Bill of Rights; Indiana Bill of Rights; rights that appear in other nation's constitutions. Highlight the idea that although these rights are agreed upon by many nations, many children still do not enjoy these rights. **Suggested resource:** *For Every Child* by Caroline Castle and John Burningham (Phyllis Fogelman Books, 2001).

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International Content:** Have students examine the impact of the American Anti-Slavery Society and how it was influenced by the Anti-Slavery Society in England. Students will learn how William Wilberforce from England greatly impacted the great American abolitionist Frederick Douglass. Students will realize that slavery was not just limited to the U.S.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International Content:** Have students research the Liberia Colonization Movement, including locating Liberia on a map and exploring some of the cultural aspects of Liberia. Then have students brainstorm pros and cons of freed slaves being relocated to Liberia.

**Differentiated Instruction- Special Needs Accommodations:** Have students compare and contrast a freed slave's life in America versus a freed slave's life in Liberia.

**Differentiated Instruction- Highly Able Accommodations:** Have students read various primary sources from a variety of politicians and their wives during this time period and determine their stance on the use of Liberia as a destination for freed slaves. Then have students correlate the politicians' opinions with their socio-economic status and determine if there is a relationship.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International Content:** Have students learn that quilts were used to convey messages to fugitive slaves on the Underground Railroad. After studying the various symbols used, have students make their own quilt design using Adrinkra symbols from West Africa.

**Differentiated Instruction- Special Needs Accommodations:** Teach students songs of the era that were affiliated with the Underground Railroad such as *Follow the Drinking Gourd*.

**Suggested resource:**

<http://www.followthedrinkinggourd.org>.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students research how the Underground Railroad crossed international borders into Canada and compare it to the Kindertransport during the Holocaust. Determine if there are Underground Railroads today, moving immigrants across the Mexican/Arizona border, or helping battered women and children. Have students consider which social movement groups are involved in these types of efforts.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.

**Suggestion for Integrating International**

**Content:** Have students examine how the immigration trends in Indiana have changed over the last century. They should determine where most immigrants came from a hundred years ago compared to today and why. Then have students locate these countries on a world map and track the journeys or routes to the U.S. **Suggested resource:** [www.statemaster.com](http://www.statemaster.com).

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students design a bar graph to depict data. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students design a double line graph to depict data. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.

**Suggestion for Integrating International**

**Content:** Have students discover the impact of immigrant labor on the building of major projects in the U.S. Have them read about the treatment of Chinese immigrants who worked on the railroads and about Polish and Irish immigrants. From their stories, have students explore the relationships among the different immigrant groups and discuss the different customs of these immigrant groups. **Suggested resources:** *Coolies* by Yin and Chris Soentpiet (Puffin, 2003); *Together in Pinecone Patch* by Thomas Yezerski (Farrar Straus Giroux, 1998).

**Differentiated Instruction- Special Needs**

**Accommodations:** Use graphic organizers with students to assist them in understanding the various relationships among the different immigrant groups.

**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.14

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.

**Suggestion for Integrating International**

**Content:** Have students trace the growth and changes in businesses, such as General Electric in Bloomington, and discuss the recent transfer of multiple jobs to Mexico and other countries. Then create a T-chart, brainstorming the pros and cons of moving jobs out of the U.S. Have students discuss employee salaries and benefits.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students design a poster which illustrates the various Indiana companies and products that have relocated to other parts of the world.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students participate in

the Stock Market Game, looking at local stock performance. They should assess the impact these companies' failure or success might have on a global economy.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.14

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.

**Suggestion for Integrating International**

**Content:** Have students make a timeline of the growth of Cook Inc., including the development of international sites in Denmark, Ireland, and Australia. This will demonstrate how an initially small specialized local company that fills an international medical need can become extremely successful globally.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students conduct a data search to determine how many American-owned companies operate in other countries.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students research a career they are interested in and determine the global locations where there are the most job opportunities.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.18

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

**Suggestion for Integrating International**

**Content:** Have students look at paintings by T.C. Steele and then look at other impressionist paintings by international artists, such as Monet.

They should discuss the similarities among various impressionist paintings.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. They should then write a paragraph about their favorite artist or work of art.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. Then they should select a local artist, such as Ray Day, and explore which European masters influenced that particular artist's work.

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**Grade:** 4

**Academic Standard:** 4.2

**Academic Standard Indicator:** 4.2.6

**Core Standard:** No

**Standard Description (Academic or Indicator):** Roles of Citizens: Define and provide examples of civic virtues in a democracy.

**Suggestion for Integrating International**

**Content:** Have students research a problem that is affecting our planet, such as the growth of the Great Pacific Garbage Patch. Discuss the idea of being global citizens and how they can make a difference. **Suggested resource:** [www.mindfully.org/Plastic/Ocean/ocean.htm](http://www.mindfully.org/Plastic/Ocean/ocean.htm).

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students participate in a community service project that has local and global implications.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students determine and plan out the various components of organizing a community service project that has local and global implications and then carry out the plan.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Ways of Life Before and After the

Arrival of Europeans to 1610. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

**Suggestion for Integrating International**

**Content:** Using a world map, have students trace the routes explorers took from their European homelands to America, emphasizing their countries of origin. Then have students research what types of equipment they had and whether this affected their success in exploring or colonizing America.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Ways of Life Before and After the Arrival of Europeans to 1610. Locate and compare the origins, physical structure, and social structure of early Spanish, French, and British settlements.

**Suggestion for Integrating International**

**Content:** After analyzing the three main types of European settlements in America, compare and contrast these colonial settlements with other ones around the world during the same time period.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the U.S. and describe daily life (political, social, and economic organization, and structure).

**Suggestion for Integrating International**

**Content:** Using a world outline map, have students color the countries of Europe the same colors as the parts of the American colonies where their people mainly settled. **Example:** Color the Netherlands the same color as parts of New York, Delaware, New Jersey, and

Pennsylvania. Then have students compare and contrast the daily lives of colonists here with the people still living in their home countries.

**Suggested resource:**

<http://www.eduplace.com/ss/maps/>.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Colonization and Settlements: 1607 to 1763. Identify the early founders of colonial settlements, and describe early colonial resistance to British rule.

**Suggestion for Integrating International**

**Content:** Color code a world outline map to illustrate country of origin with corresponding American colonial settlement. **Example:** Color the Netherlands the same color as parts of New York, Delaware, New Jersey, and Pennsylvania to show Dutch immigrants settled there in colonial times. **Suggested resource:**

<http://www.eduplace.com/ss/maps/>.

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**Grade:** 5

**Academic Standard:** 5.1

**Academic Standard Indicator:** 5.1.11

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** The American Revolution: 1763 to 1783. Describe foreign aid to the colonies during the American Revolution.

**Suggestion for Integrating International**

**Content:** Using a world outline map, have students color the different countries that helped the U.S. during the Revolutionary War and list nearby what each country contributed. Discuss why these countries might have wanted to help the U.S. and/or why they may have wanted to hinder Britain's power. **Suggested resource:**

<http://www.eduplace.com/ss/maps/>.

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**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Foundations of Government: Describe and give examples of individual rights guaranteed by the Bill of Rights.

**Suggestion for Integrating International Content:** Have students compare and contrast the rights given to Americans in the Bill of Rights with the rights established by other countries around the world. Discuss how, in some countries, the people have very little freedom or few individual rights. Have students reflect on why civil rights and liberties vary in each culture.

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Functions of Government: Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

**Suggestion for Integrating International Content:** Have students compare and contrast the American election process with how leaders in other countries come into power.

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Functions of Government: Describe the three branches of the U.S. government, their functions, and their relationships.

**Suggestion for Integrating International Content:** Have students compare and contrast the structure of American's three branches of government, with its system of checks and balances, to the structure of other governments around the world.

**Grade:** 5

**Academic Standard:** 5.2

**Academic Standard Indicator:** 5.2.9

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

**Suggestion for Integrating International Content:** Have students track current events for a few days to identify international issues to which they believe the U.S. should respond and/or become involved. As a class activity, teach the students how to write a letter to their congressmen and congresswomen, stating their opinions. Mail the letters and have a time of sharing when students receive responses from the officials.

**Grade:** 5

**Academic Standard:** 5.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students will describe the earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the U.S. They will also explain the changing interaction of people with their environment in regions of the U.S. and show how the U.S. is related geographically to the rest of the world.

**Suggestion for Integrating International Content:** Have students research cultural customs that reflect how people respond to their Environment. **Example:** Afternoon siesta in southern Spain as a way to deal with the extreme heat of midday.

**Differentiated Instruction- Highly Able**

**Accommodations:** After examining the ways in which different cultures cope with and adapt to their environments, have students determine which mechanism is the most creative, adaptive, or effective. They can present their position in a deliberation exercise or through an essay.



**Grade: 5****Academic Standard:** 5.3**Academic Standard Indicator:** 5.3.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** The World in Spatial Terms:

Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

**Suggestion for Integrating International**

**Content:** When practicing the ability to locate places using latitude and longitude, assign students specific locations from around the world to find. Then allow them to pick points of interest for the class to find.

**Grade: 6****Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.15**Core Standard:** Yes**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.

Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

**Suggestion for Integrating International**

**Content:** After studying industrialization and its global impact, have students discuss the connection between technological advancements and the changes they can bring to cultures.

**Grade: 6****Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.16**Core Standard:** Yes**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.

Trace the individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries.

**Suggestion for Integrating International**

**Content:** Using three Power Point slides, have students create a profile (similar to a Facebook

profile) of a global mover and shaker in history. The first slide should include a picture and basic biographical facts (hometown, birthday, political and religious views, education, employer, etc.). The second slide should focus on relationships (friends, family, political allies and opponents, etc.). Finally, the third slide should be filled with one status update after another (just like those found on a Facebook news feed) which are told from the position of the chosen historical figure. Written in first person format, these should include fictionalized accounts based on actual events in the life of the historical figure.

**Example:** A status update for FDR in 1933 might read: "Played cards with Eleanor and friends tonight. As I was shuffling the cards, it struck me, 'What this country needs is a New Deal!'"

**Grade: 6****Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** Foundations of Government:

Identify and compare major forms of historical and contemporary governments in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students color code a map of the western hemisphere to identify socialist, communist, and democratic governments. Then have students discuss the roles of citizens therein.

**Grade: 6****Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.2**Core Standard:** No**Standard Description (Academic or Indicator):** Foundations of Government:

Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

**Suggestion for Integrating International**

**Content:** Have students analyze the value and protection of the individual in ancient Greece and Rome.

**Grade:** 6

**Academic Standard:** 6.2

**Academic Standard Indicator:** 6.2.7

**Core Standard:** No

**Standard Description (Academic or Indicator):** Roles of Citizens: Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students consider what it would be like to establish their own country. As original citizens, have students explain how they might build a foundational identity, secure the country's economic and political systems, and establish foreign diplomacy. **Suggested resource:** The Canadian book *How to Build Your Own Country* by Valerie Wyatt and Fred Rix (Kids Can Press, 2009).

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** The World in Spatial Terms: Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

**Suggestion for Integrating International**

**Content:** Divide students into pairs or small groups to briefly research major thriving world cities. Have teams try to determine what helped these cities to thrive. **Example:** A good port; abundant natural resources. **Extension:** Have groups meet to pool collective research and chart the results, comparing their cities with underdeveloped areas.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students explore what the perfect place for them to live might be by making a wish list of factors, including urban or rural, warm or cool climate, and topography. Based on their own key factors, have students research maps of the world to find their perfect destinations.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students research the geography of two non-U.S. countries in the western hemisphere and compare them to the U.S.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the western hemisphere.

**Suggestion for Integrating International**

**Content:** Have students examine how various cultures have developed traditions and customs and expressed themselves through the years ("told their stories"). After considering what the media indicate about the characteristics of these cultures, have students tell their own stories based on what they have learned.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students select a folktale from another country and rewrite it by adding more detail for texture, including cultural universals.

**Examples:** Shelter; food; rituals; technology; weaponry; religion; customs; superstitions; family dynamics; medical treatment; health; recreation; etc.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Suggestion for Integrating International**

**Content:** By studying maps to draw conclusions about the similarities of features across the world, have students explore the physical features that the U.S. shares with other parts of the world.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.7

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Physical systems: Locate and describe the climate regions of Europe and the Americas, and explain how and why they differ.

**Suggestion for Integrating International**

**Content:** Have students use the British Broadcast Corporation's (BBC) world weather source to examine Earth's weather patterns. Then assign each student a different world city to research by using the search box provided on the site. Once students have found their respective five-day forecasts, including highs, lows, winds, and humidity, have them compare these facts with a world weather map. **Suggested resource:** <http://news.bbc.co.uk/weather/>.

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.9

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

**Suggestion for Integrating International**

**Content:** Have students identify current patterns of population distribution and growth in Europe and the Americas. They can place dot stickers or push pins on a map of the world to illustrate population distribution. **Suggested resource:** *If the World Were a Village* by David J. Smith and Shelagh Armstrong (A & C Black, 2004).

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**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.11

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Define the terms anthropology and archeology, and explain how these fields contribute to our understanding of societies in the present and the past.

**Suggestion for Integrating International**

**Content:** Investigate the types of policies and programs that governmental and non-governmental organizations establish to protect places of historical and cultural significance throughout the world.

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.3

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Explain why international trade requires a system for exchanging currency between various countries.

**Suggestion for Integrating International**

**Content:** Have students identify businesses, products, food, and cultural elements in their community that have roots in another country. Have them look at their shirt tags to see where their clothing was made. Are different countries represented? If so, how many different ones? List them.

**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students compare the GDP or Purchasing Power Parity using online resources such as the CIA World Factbook or data from the International Monetary Fund and the World Bank. After gathering information about a variety of countries, have students look for any correlations between GDP and per capita income, population density, life expectancy, and rank of influence based on the chart provided at the back of *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

**Suggested resources:**

<https://www.cia.gov/library/publications/the-world-factbook/>;

<http://www.imf.org/external/index.html>.

**Standard Description (Academic or**

**Indicator):** Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**Suggestion for Integrating International**

**Content:** Have students assume roles of international workers, from executives to blue collar laborers. Then have them answer “interview” questions posed by classmates about their respective professions. Students should answer questions based on research conducted about their workers and the countries in which they live.

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students research data on economic indicators from several countries in the western hemisphere. Then have the students create charts from the data to help them draw conclusions.

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**Grade:** 6

**Academic Standard:** 6.4

**Academic Standard Indicator:** 6.4.8

**Core Standard:** Yes



## **Create Your Own Suggestions for Integrating International Content**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**



**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**  
**Academic Standard:**  
**Academic Standard Indicator:**  
**Core Standard:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**