Seal of Biliteracy

Curriculum Guide

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Unit 1: Global Challenges (Les Defis Mondiaux, Desafios Mundiales)

Subthemes: Environment and Climate Change; Human Rights and Social Justice; Poverty and Hunger

Transfer

Students will be able to independently use their learning to… (What kinds of long-term independent accomplishments are desired)
SEE GLOBAL CITIZENSHIP COMPETENCIES APPENDIX A

Meaning

UNIT GOALS	ESSENTIAL QUESTIONS
Students will collaborate to… (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?)	*Students will keep considering… (What thought-provoking questions will foster inquiry, meaning making, and transfer?*
1. Effectively address significant issues in the natural and human world based on articulating one's identity in a global context. 2. Evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.) 3. Adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. 4. Take informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions. 5. Use deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. 6. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	1. How does conflict lead to change and what problem-solving strategies can be used to manage conflict and change locally and globally? 2. How does conflict influence an individual's decisions and actions locally and globally? 3. What is social justice and what are the local and global responsibilities of the individual in regards to issues of social justice? 4. What responsibilities do I have as a global citizen to people within and outside the borders of my own country, and to the planet? 5. What local and global governmental or private efforts are effective in solving social, environmental and economic (*poverty and hunger*) problems? 6. Globally, who is responsible for environmental conservation efforts and its impact on personal freedoms?

Application

PROJECT BASED ACTIVITIES	COMMUNITY ORGANIZATIONS
● Recycling (Reduce, Reuse, Recycle initiatives)/ Recycled Art ● Food pantry? West/ Liberty school pantry ● Setting up leftover food from the school cafeteria for families in needs- place to not throw away food but keeping it for the school ● Meals from the Heartland ● Food drives for Johnson County food pantry ● Story Core- tell the stories of people in our community ● Discovering the community through photography ● How to improve community conflicts/violence	● PEACE Iowa- improving community relationships ● Path of Hope- helping individuals in absolute poverty ● Iowa Shares- connecting with social change, environmental, and cultural organizations ● United Way of Johnson County helps support stronger and more comprehensive support systems in the priority areas of education, income and health ● Table to Table- eliminates food waste by taking leftover food to people who need it ● Project AWARE- cleaning up rivers, picking up garbage ● IC Compassion -- helps to solve hunger in the community ● Center for Workers Justice- works to achieve social and economic justice through education, organization, direct service, and community alliances ● Agape Café- feeding the homeless ● Iowa City Free Medical and Dental Clinic - helps with un/underinsured communities that need basic health care ● Iowa Legal Aid - helps the legal system work for those who cannot afford help with legal issues. ● Community Crisis Services and Food Bank -Food Bank - weekly supplemental food bags; Disaster Recovery & Relief - from natural disasters that affect the community ● Coralville Ecumenical Food Pantry- Food Bank - weekly supplemental food bags; ● Iowa United Nations Association (Iowa City) ● Local Foods Connection- enhance eastern Iowa's sustainable food system by making it more accessible to families and individuals with limited means

Additional Questions to Consider:
- How does an individual's point of view affect the way they deal with conflict?
- What personal qualities have helped you to deal with conflict and change? How might it feel to live through a conflict that disrupts your way of life?
- To what extent does power or the lack of power affect individuals?
- What are the factors that create an imbalance of power within a culture? What does power have to do with fairness and justice?
- What are the causes and consequences of prejudice and how does an individual's response to it reveals his/her morals, ethics, and values?
- How can I fulfill the responsibilities of global citizenship? What can I do as an individual in my day-to-day life to make a difference?
- Can conservation efforts infringe on personal freedoms?

Unit 2: Science and Technology

Subthemes: Food and Nutrition; Health Care and Medical Services

Transfer

Students will be able to independently use their learning to… (What kinds of long-term independent accomplishments are desired)
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Meaning

UNIT GOALS
Students will collaborate to… (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?)

1. Effectively address significant issues in the natural and human world based on articulating one's identity in a global context.
2. Evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)
3. Adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
4. Take informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.
5. Use deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
6. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

ESSENTIAL QUESTIONS
Students will keep considering… (What thought-provoking questions will foster inquiry, meaning making, and transfer?

1. How does food define and impact world cultures globally?
2. How do cultural beliefs, practices, geography and economics impact choices in medical treatments and decisions about wellness?
3. How does diet affect health, and what practices and resources impact healthy food choices locally and globally?
4. How is mental health perceived and treated in different cultures locally and globally?
5. How have inventions and technological advancements affected quality of life locally and globally (regarding nutrition, exercise, and medical treatment/care/intervention/prevention)?

Application

PROJECT BASED ACTIVITIES
- Community/International Garden - Backyard Abundance
- Restaurant Review of "Authentic Restaurants"
- Healthy meals in Ethnic Restaurants
- Ethnic meals in Public Education Cafeteria
- Fun Fair - Volunteering at Hospital/ Ronald McDonald House
- Fundraise for a cause
- Public awareness for health issue in target language
- Health workshop/camp

COMMUNITY ORGANIZATIONS
- Fifth Ward Saints North- Afterschool activities for kids
- UI Health Care Volunteer Services- Work at the hospital providing support services
- Table to Table- eliminates food waste by taking leftover food to people who need it
- Community Health Initiative-Haiti- providing ongoing healthcare services to villages in Haiti
- Compeer of Johnson County- peer mental health partnerships.
- Iowa Summer Solutions- grassroots organization that develops community-based projects to educate and encourage citizens to adopt more sustainable lifestyles

Additional Questions to Consider:
- What are the differences and similarities between meals in the target language country and in the US?
- Why is food an important aspect of culture?
- What practices and resources can help me make healthy food choices?
- What are inventions and technological advances linked to vaccines and science and tech that has improved quality of (health) life?

Unit 3: Families & Communities

Subthemes: Human Migration; (Global) Citizenship; Housing

Transfer

Students will be able to independently use their learning to... (What kinds of long-term independent accomplishments are desired)
SEE GLOBAL CITIZENSHIP COMPETENCIES APPENDIX A

Meaning

UNIT GOALS	ESSENTIAL QUESTIONS
Students will collaborate to... (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?)	*Students will keep considering... (What thought-provoking questions will foster inquiry, meaning making, and transfer?)*

UNIT GOALS

Students will collaborate to... (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?)

1. Demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity
2. Connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
3. Provide evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
4. Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action
5. Demonstrate independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions
6. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim

ESSENTIAL QUESTIONS

Students will keep considering... (What thought-provoking questions will foster inquiry, meaning making, and transfer?)

1. What factors lead to human migration and what challenges do immigrants face (as a child, teenager, and young adult)?
2. How can immigration lead to conflict?
3. How do immigrants contribute to their new countries?
4. How do people of different cultures interact in local and global communities and how is heritage honored in private, public and communal settings?
5. How do we value citizenship, and what are the roles and responsibilities of a citizen in a family, community, and nation?
6. How do language, culture, values, and geography determine where and how people live?

Application

PROJECT BASED ACTIVITIES

- Story Core- tell the stories of people in our community
- Discovering the community through photography
- Work with refugee families; help with immigration issues
- How to do family fun fair for families- translation services for elementary schools for parents-
- Provide Childcare for the Methodist Church in North Liberty for the adult ELL classes
- Check with neighborhood centers/ Before and After school for language needs
- Teaching French and Spanish in after school programs
- Welcome projects- what is the routine of school, what is the intake for the district? What is there to do in Iowa City/ Coralville/ North Liberty? Expectations for school? What can you do in the library?
- We are City. We are West. We are Liberty. Create a video that speaks to the uniqueness and celebrates the diversity and inclusion of each individual school.
- Timeline a refugee child's story: Worldvision.ca, talk with ELL teachers and find out who is a refugee?
- Creating a library- for international stories

COMMUNITY ORGANIZATIONS

- Coralville Public Library (Free English Classes for Adults)- Provide childcare for students
- Path of Hope- Assisting Refugee Families - relocation/transition
- United Methodist Church, North Liberty- Childcare for parents learning English
- Iowa Children's Museum- Family/Community Engagement
- IC Compassion- Refugee transition support
- Ronald McDonald House Charities
- Iowa Valley Habitat for Humanity- build houses for community
- Friendship Community Project (Iowa City) -gives practical assistance to refugees and immigrants new to the community
- Center for Workers Justice- works to achieve social and economic justice through education, organization, direct service, and community alliances
- ICGOV City Council At Large Rep Mazahir Salih

Additional Questions to Consider:
- Why do people leave their homelands and move to new places?
- What are the various ways that immigrants have an impact their new communities?
- What factors influence an immigrant's chance of success in a new country?
- How and where do people live in the countries where the target language is spoken?
- How family values impact housing?
- How does geography influence lifestyle and point of view?
- How do the responsibilities and expectations of family members reflect the values /perspectives/ expectations of the community?
- How does the immigrant experience relate to my own identity?
- How does immigration affect family structures? What role does the Media play in shaping the public's opinion on immigration?

Unit 4: Personal and Public Identities

Subthemes: Alienation and Assimilation; Beliefs and Value Systems; Nationalism and Patriotism

Transfer

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Meaning

UNIT GOALS	ESSENTIAL QUESTIONS
Students will collaborate to… (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?) 1. Demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity 2. Connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. 3. Provide evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. 4. Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action 5. Demonstrate independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions 6. Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim	*Students will keep considering… (What thought-provoking questions will foster inquiry, meaning making, and transfer?)* 1. What factors shape values and beliefs and how do those influence our behavior as an individual? 2. How does society influence our personal and public identities? 3. How do my actions affect the rights, needs, and privileges of others around the world? 4. What are the roles and responsibilities of citizens and government in a democratic society? 5. What does it mean to be an insider or an outsider? 6. Where does one's understanding of the world come from and how does that shape our perspectives/perceptions and the way we view and interact with others? 7. How do citizens show patriotism and make their voices heard?

Application

PROJECT BASED ACTIVITIES	COMMUNITY ORGANIZATIONS
● We are City. We are West. We are Liberty. Create a video that speaks to the uniqueness and celebrates the diversity and inclusion of each individual school. ● Timeline a refugee child's story: Worldvision.ca, talk with ELL teachers and find out who is a refugee? ● Website/Publicity of Resources for scholarships and opportunities for children of immigrant families ● Voices without Borders - Teen talks/ sharing personal stories help get stories published; profile per person in the ELL classes ● Sessions for MLK day celebration- have students organize ● Story/Poetry Collection-Community Memoir ● Have school newspapers publish stories in more than one language ● Spoken word contest/ art exhibit/ Cross curricular engagement Host an art fest; dances, live performances, ● Mini documentary ● Organize a "bake sale" of common foods from international communities	● Iowa Woman's Foundation-committed to improving the lives of Iowa's women and girls ● Iowa Youth Writing Project -a non-profit outreach that works t0 empower, inspire, and educate Iowa's youth through language arts and creative thinking ● Iowa Legal Aid-legal assistance to low-income and vulnerable Iowans who have nowhere else to turn ● Path of Hope - founded to assist immigrant and refugee individuals throughout their resettlement process ● Kirkwood Community College Learning Center - Helping immigrants become high school graduates & US citizens ● IC Compassion - Helping immigrants move out of poverty, help with low-cost legal aid ● United Way of Johnson County - Community Building, support systems and services ● The Makers Loft - handmade products and unique artwork from local artisans ● International Programs/ University of Iowa (Iowa City)- oriented teaching, research, creative work and community engagement

Additional Questions to Consider:
- How do our values and beliefs shape who we are as individuals and influence our behavior?
- How do we form and shape our identity?
- How does one form an identity that remains true and authentic for her/himself?
- How does family play a role in shaping our values and beliefs?
- How does the media shape our view of the world and ourselves?

Unit 5: Contemporary Life

Subthemes: Publicity and Marketing: Professions and Education Systems; Global Travel; Volunteerism

Transfer

Students will be able to independently use their learning to… (What kinds of long-term independent accomplishments are desired) SEE GLOBAL CITIZENSHIP COMPETENCIES APPENDIX A

Meaning

UNIT GOALS	ESSENTIAL QUESTIONS
Students will collaborate to… (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?) 1. Articulate insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) 2. Demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Interpret intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. 4. Articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences 5. Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. 6. Initiate and develop interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others	*Students will keep considering… (What thought-provoking questions will foster inquiry, meaning making, and transfer?)* 1. What can we do to improve our community, country, and world through volunteerism? 2. How do attitudes towards schooling and education differ in the US and countries around the world? 3. How do (*publicity and marketing, trade, travel, career*) decisions and their consequences vary depending on different perspectives? 4. How does access to and quality of education affect career choices and quality of life? 5. What can a traveler do to gain a deeper understanding of the culture of the country visited? 6. How are cultural perspectives reflected in products and social practices?

Application

PROJECT BASED ACTIVITIES	COMMUNITY ORGANIZATIONS
● Elementary reading (literacy) to ELL classes for reading ● College planning information: ACT, TOFEL what test do you need to help with college information and college application and financial aid information for students who do not have access: website, demonstration, flyer, meeting, what are the key things you need to fill out FAFSA ● Peer tutoring- 1:1 tutoring in building ● Website/Publicity of Resources for scholarships and opportunities for children of immigrant families	● Iowa City Public Library (Summer Reading Program) - Bilingual reading Program ● Neighborhood Centers for Johnston County (Before and after school programs) ● Kirkwood Adult English Literacy Program ● Iowa Nonprofit Resource Center (University of Iowa)- accessible educational and service programs ● Greater Iowa Area- Student Scholarships- helping with the college application process ● Iowa Woman's Foundation- helping with finding opportunities for women ● Sheltered Reality - committed to ending homelessness and poverty in the US through the use of innovative advocacy methods including music and education ● Herbert Hoover Chapter MathCounts- The mission of MATHCOUNTS is to increase enthusiasm for and enhance achievement in middle school mathematics throughout the United States

Additional Questions to Consider:
- Why do people volunteer in their communities and what can you do to improve your community, country, and world?
- How do attitudes towards schooling and education differ in the US and countries around the world?
- What factors influence a future career choice?
- How does culture influence travel?
- How do geography, climate, and natural resources affect the way people live and work?
- How does labeling and stereotyping influence how we look at and understand the world?

Unit 6: Beauty & Aesthetics

Subthemes: Art; Literature; Cinema; Language and Translation; Literary Analysis

Transfer

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Meaning

UNIT GOALS	ESSENTIAL QUESTIONS
Students will collaborate to… (What specifically do you want students to demonstrate in terms of knowledge, skills, and attitudes upon completion of the unit?) 1. Articulate insight into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) 2. Demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Interpret intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. 4. Articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences 5. Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. 6. Initiate and develop interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others	*Students will keep considering… (What thought-provoking questions will foster inquiry, meaning making, and transfer?* 1. How is the construction of language influenced by the understanding of culture and society? 2. How does art reflect the culture and identity of a group of people? (street art, dance, music, comics, spoken word, poetry…..) 3. In what ways are all narratives influenced by bias and perspective? 4. How do the arts and literature serve as lenses through which to view and connect with nature, society, and culture as well as to express ideas and emotions? 5. In what ways have artistic traditions, cultural values, and social issues influenced new traditions and artistic expression? 6. How do we transfer knowledge in order to contribute to the exchange of ideas in the local and global learning community?

Application

PROJECT BASED ACTIVITIES	COMMUNITY ORGANIZATIONS
● Story/Poetry Collection-Community Memoir ● Editorial in target language/poetry ● Multicultural Fair/ Celebration ● Community Mural - diversity/inclusion/identity ● Prepare and perform a play for the senior center	● Iowa City Public Library (Summer Reading Program) ● Iowa Children's Museum ● Public Space One- Community Art for the public-provides spaces to express art ● United Action for Youth ● ICCSD Before and After School Programs ● International Writing Program/ University of Iowa (Iowa City) ● Ten Thousand Village Iowa City - opportunities for artisans in developing countries to earn income by bringing their products and stories to our markets ● Arts Iowa City- learn and practice the visual arts and fine crafts in a community of artisans ● Iowa Youth Writing Project- youth stories ● Iowa Writer's House Workshops for writers, offer a bicultural iowa writer's fellowship ● Working Group Theatre "original plays, events, and educational programs are created in collaboration with artists and community partners to engage a diverse audience and present the untold stories in the world around us." ○ -- Jennifer Fawcett (local play-writer who has organized theater education opportunities overseas; may be available for talks and collaboration) ● Iowa City Public Art Program (arts and Culture programs that educate, entertain, stimulate and engage the public, I)

Additional Questions to Consider:
- How does language influence the way we think, act, and perceive the world?
- Do artistic trends shape or reflect culture and identity? When cultures exchange ideas, how do those ideas change culture?
- How does power influence art? Do artists have a responsibility to society?
- How is art a form of communication?   How can we read and understand a work of art?
- How can art influence our understanding of other disciplines? How can other disciplines influence our understanding of art?
- How do people design the environments in which they live and work? How do artists and designers determine goals for designing or redesigning?

APPENDIX A: GLOBAL CITIZENSHIP COMPETENCIES

1. ***Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.***
   a. Identify an issue, generate a question, and explain the significance of locally, regionally, and globally focused researchable questions.
   b. Use a variety of languages and domestic and international sources to identify and weigh relevant evidence in addressing a globally significant researchable question.
   c. Analyze, integrate, and synthesize evidence to construct coherent responses to globally significant researchable questions.
   d. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

2. ***Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.***
   a. Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.
   b. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.
   c. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.
   d. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

3. ***Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.***
   a. Recognize and express how diverse audiences may perceive different meanings from the same information and how that impacts communication.
   b. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.
   c. Select and use appropriate technology and media to communicate with diverse audiences.
   d. Reflect on how effective communication impacts understanding and collaboration in an interdependent world.

4. ***Take action to improve conditions, viewing themselves as players in the world and participating reflectively.***
   a. Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.
   b. Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.
   c. Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.
   d. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

APPENDIX B: Instructional Resources

Oxfam Education: Education Guides/ Curriculum Units
https://www.oxfam.org.uk/education/resources/search-results?i=1;m_sort_education_resource=resource_date;q=*;q1=Resources;q2=English;show_all=education;x1=page_type;x2=pub_language

Guides on curriculum +
- Project-Based Learning in world language examples:
  - http://www.pblinthetl.com/projects
- Council of Chief State School Officer (CCSSO) Asia Society Partnership for Global Learning guide
  - https://asiasociety.org/files/book-globalcompetence.pdf
- Council of Europe (Guides for developing/implementing curricula for intercultural education; and others)
  - main page: https://www.coe.int/en/web/language-policy/main-instruments-guides-and-manuals
  - Guide in pdf:
    https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621
- Center for Applied Linguistics (testing, articles, methodology)
  - http://www.cal.org/
- AP with WE service
  - https://apcentral.collegeboard.org/courses/collaborations-with-ap/ap-we-service/teacher-resources
- EFTO (Elementary Teachers' Federation of Ontario) Curriculum development inquiry initiative on EDUCATING FOR GLOBAL CITIZENSHIP
  - http://etfo.net/globaled/Educating4GlobalCitizenship.pdf
- Global Oneness Project (articles, stories, lesson plans)
  - https://www.globalonenessproject.org/search/conflict
- Case Study: Global Citizenship in the classroom
  - https://shelburnefarms.org/sites/default/files/efscasestudy-globalcitizenship.pdf
- Global Cert Program CHECKLIST
  - https://www.worldkentucky.org/wp-content/uploads/2018/10/2018-GCCP-Program-Checklist-.pdf
- Pulitzer Center (international news stories, lesson plans and activities…)
  - http://pulitzercenter.org/
- Edutopia: Global Competence Resources:
  - https://www.edutopia.org/stw-global-competence-resources
- GLobal Education resource guide
  - https://globalocityeducation.weebly.com/what-is-global-education.html
- ACTFL 12st Century Skills Map
  - https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf
- Florida's seal requirements- portfolio & etc
  - https://www.ocps.net/UserFiles/Servers/Server_54619/File/Departments/Multilingual/World%20Languages/portofolio%20path%20requirements%20%20(1).pdf

Sites with current articles in multiple languages on various human rights, science, education, and culture topics/issues
- UNESCO (articles +)
  - https://en.unesco.org
- World Affairs Councils of America (news, podcast, resources)
  - https://www.worldaffairscouncils.org/
- Voices of Youth (UNICEF) (articles, inspiration, action)
  - https://www.voicesofyouth.org/
- Global Oneness Project (articles, stories, lesson plans)
  - https://www.globalonenessproject.org/search/conflict

- Featured global resources online (google doc from Daphne Forman)
  - https://docs.google.com/document/d/13LC1GAuYY8azVrXxmCgI6LEyC2DqYKVS0bb9v0a8qW4/edit
- Pulsera project (The Pulsera Project buys hand-woven pulseras from Central American artists and then partners with student groups to sell them through U.S. schools.)
  - https://www.pulseraproject.org/

Why we include service learning:
- https://onlinelibrary.wiley.com/doi/full/10.1111/flan.12329

Links to articles to inspire projects:
- Building bridges via books:
  - https://missoulian.com/news/local/hall-passages-dual-language-books-build-bridges-for-refugee-students/article_d3abe29c-e05f-5aad-9946-b614387b6fe6.html
  - https://duboiscountyherald.com/b/bilingual-book-a-rewarding-challenge-for-student
- Climate Change and Language Diversity:
  - https://www.deccanherald.com/science-and-environment/climate-a-bigger-driver-of-language-diversity-study-734834.html?fbclid=IwAR1cRj5tyRd8dJtevOzTCFh3PQTcs3UJ-KVJPT5dyfNl-Y7_ZyGUSa4N3Xc
- Language policy & nationalism
  - https://timesofsandiego.com/opinion/2019/05/21/opinion-21st-century-know-nothings-reject-foreign-languages-and-foreigners/
- Benefits of learning/studying languages
  - https://www.fastcompany.com/90348869/my-ba-in-french-made-me-the-tech-ceo-i-am-today?fbclid=IwAR2vuSLxDq1G41qONFIUvg_ADNbDSJ8HEPy9XrlpwblTBtYN8eQNR2UQJfY
- Sports and language
  - https://m.washingtontimes.com/news/2019/may/30/derek-jeter-sees-spanish-lessons-more-inclusive-ml/

APPENDIX C: Seal of Biliteracy -- Syllabus

COURSE DESCRIPTION:

A main objective of the Seal of Biliteracy class is to provide students a forum to develop advanced biliteracy skills, foster community relationships and connections through service-learning projects, explore intercultural experiences and global engagement. The course will progress through a framework that explicitly links personal experience with local and global reflection of a variety of topics such as: personal values & ethics, service in a cross-cultural context, global engagement, human rights issues, etc.. The course culminates with a portfolio project for students to synthesize their academic learning and personal reflections.

In order to achieve the Seal of Biliteracy, students must demonstrate competency in **service, 21st Century Learning Skills, language proficiency, and academic achievement.** This is an opportunity to seek relevant language use and service in the community with the goal of achieving practical communication skills and culturally appropriate behaviors. Students seeking this award need to show evidence of completing ALL of the following:
  o **SERVICE -** Service Requirement: **50 hours.** Students are responsible for completing service hours through volunteering after school and in school with approved organizations.
  o **21st CENTURY LEARNING SKILLS-** Students will document their progress in 9 different categories, through a digital portfolio, with artifacts from course and service experiences.
  o **LANGUAGE PROFICIENCY -** Students will demonstrate language proficiency through State and District approved assessments in **each language**: AP Language and Culture/ AAPPL/ ACT/ISASP/ELPA21 (for ELL students) as well as complete a language exit interview and portfolio components.
  o **ACADEMIC ACHIEVEMENT -**
    o native English-speaking students will successfully complete their Level 5 French or Spanish Seal of Biliteracy class and English class with a letter grade of B or higher at the time of graduation.
    o non-native English speakers will successfully complete their ELL and Language Arts class with a letter grade of B or higher at the time of graduation.

COURSE OBJECTIVES:

Intercultural Learning: Students engage in active, meaningful participation in the community.
* Communicate in at least two languages
* Recognize themselves and their culture through the perception of others
* Apply deep and contextualized knowledge of at least one culture, nation, and/or region beyond the U.S.

Critical Reflection: Students develop critical thinking skills by examining diverse perspectives on course topics and comparing these perspectives across cultures and through the lens of the host community. Recognize how professions are defined and practiced in international and cultural contexts
* Act upon acquired knowledge, skills, and attitudes in global and local contexts
* Think ethically about global issues, inequalities, and their efficacy in the world
* Participate in international experiences, interactions, or collaborations

Global Citizenship: Students explore the meaning of service and global civic participation in their own life.
* Contextualize and analyze complex connections among local and global phenomena
* Make choices and design solutions informed by multiple frames of reference, including international, global, and cultural contexts.

COURSE REQUIREMENTS:

Service Hours and Service-Learning Project: Service-Learning Projects are sustained, collaborative, and foster school-community connections while building student identity, agency, and authority. Students will identify and create opportunities (pending approval of their teacher) for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Projects will align with unit themes. This project will be coordinated with a University of Iowa Student in the Global Education program and have, as its goal, working for the benefit of a local community service (preferably using the target language) . **50 total service hours are needed for acquiring the Seal. *25% of this service time must be done in the target language.*** To accomplish this, students may elect to work with ELL students in the building or in an elementary building or the completion of other service ideas approved by the teacher.

Instructional Resources: Media and scholarly readings from a variety of sources will be provided. The resources are selected with the goal of discussing and providing information in support of these themes. This course assumes that students will approach critical resources, such as videos or editorials and opinion pieces, as an active audience, interpreting the source's viewpoints while also comparing and testing these views in light of the students' experiences. Resources will be assigned to enhance biliteracy skills in the target language, and will align with the unit themes, as well as augment vocabulary and the development of expression.

Written and Oral Activities: This class is an upper level language course that builds biliteracy skills. Students will complete discussions, debates, presentations orally in the target language as well as write essays, answer questions and respond to writing prompts. All work is to enhance and improve language skills.

Journal Writing: Regular journal writing functions as a tool for students to reflect on course content and experiences, as well as develop writing skills and techniques. The
journal should merge the service project experience with personal reflection in order to deepen knowledge about the topic at hand. Journals are completed in the target language. Students are expected to write coherently and critically, analyze their own ideas, and integrate and evaluate ideas presented in readings and in class discussions. Writings will also address their experiences with their service project. Teachers will assign journal writings as appropriate to the course work.

Class Dialogue: Students will participate in regular dialogue in class in the target language. Instructional resources and journal assignments will often provide the focal point for dialogue. Examination of experiences at the service site and in the community are encouraged as well. Students are expected to maintain a learning environment where diverse viewpoints, emotional learning, and academic discourse (critical thinking) are respected and promoted. As the course progresses, students will be expected to facilitate discussions and assume leadership roles.

Final Assignments: Three final assignments anchor the course. The sequence of speaking and writing reflections and artifacts are organized and presented in an **e-portfolio**. In this assignment, students are expected to draw upon their experiences and revised reflections to synthesize the academic and experiential components of the course and service project. The second assignment is a **public presentation** of the service project(s), for which each student must organize his or her own audience and distill the meaning of the experience for the assembled group. The third assignment, the **exit interview,** will be completed with other Seal of Biliteracy instructors and community stakeholders.
  - Students must provide documented evidence of each category (academic achievement, language proficiency, community outreach/service and 21st Century Learning Skills) at the end of each grade level in the form of a portfolio, based on point of entry.

Proficiency Exam: The Seal of Biliteracy for the state of Iowa requires proof of language proficiency in the students first and second language.

English: Both native and non-native speakers of English need to provide comparable evidence of English Proficiency, as determined by the state guidelines. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication. Students are required to demonstrate proficiency in English by meeting language arts requirements for high school graduation AND successful completion of a validated test of proficiency for English learners. Assessments in English may include one or more of the following as determined by the state:
  - State assessments of English language arts as required for all learners
    - AP English Language/Literature (Score of 3 or higher)
    - ACT (Score of 18 or higher)
  - State assessments of English language development for English learners
    - ELPA21 (Score of 4 or 5 in three of the four domains - listening, reading, writing, and speaking - with a minimum score of 3 in the final domain)
  - Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements.
    - ISASP (Score of Proficient in English/Language Arts and Reading Comprehension)
  - Accommodations for students with an IEP or a 504 plan will be honored by the Seal of Biliteracy evaluation team.

Other Languages: Native and non-native users of a language other than English need to provide evidence of proficiency in that language. **The minimum target level must be Intermediate High to Advanced Low based on the ACTFL Proficiency Guidelines.** The student should demonstrate proficiency in the modes of communication appropriate for that language. Students are required to demonstrate proficiency in the language other than English by successfully completing a validated test of proficiency as determined by the state. The following assessments are acceptable for purposes of demonstrating proficiency in a language other than English.
  - Advanced Placement Exam (AP Language and Culture Exams)
    - A score of 3 or higher
  - ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
    - A score of i4 or higher

APPENDIX D: PORTFOLIO GUIDELINES

The portfolio is a key piece to the completion of the Seal of Biliteracy requirements. It is a learning record that documents language acquisition, the service hours and progress toward completing the Service Project and the coursework. It will include periodic reflections and other artifacts. This physical record of the process and progress will help you keep track of your work. Additionally, this record will help your mentor and academic advisor monitor your project as it develops.

Portfolio Guidelines (using [Pathbrite](#)) are as follows:
- The appearance and format should be neat and orderly.
- The portfolio should be organized using a table of contents.
- All forms and content should meet the requirements of the portfolio.
- The portfolio should demonstrate depth in academic, linguistic, and personal growth.
- The portfolio reflection should provide insight into how the student has anticipated and dealt with changes and contingencies.
- The portfolio construction should employ technology.

The following items must be contained in the student portfolio:
1. **Title page**
2. **Student Bio**
3. **Progress checklist**
4. **A curriculum vitae or resume** (in consultation with portfolio advisor, student should tailor document to a specific academic and professional goals
5. **Letter of intent for the Seal of Biliteracy**
6. **Service Project documentation and reflection (**Mentor information and agreement, Project proposal (abstract/proposal) and approval, Time logs, Work samples and evidence)
7. **Artifacts to demonstrate the required 21st Century Skills (**Visual aids and description, reflection)
8. **Language evidence/reflection (**Reflection journal, Evaluation rubric)- A one-to-two-page reflective introduction. In this introduction, the student should provide an account of their growth as a reader, writer, and scholar since beginning the Seal of Biliteracy course. The student should describe their aspirations within the program, as well as skills gained along the way. It should describe the contents of the portfolio, explaining how they broadened the student's knowledge throughout the year.

Portfolio Presentation Evaluation Criteria:
- **Leadership and Initiative** -Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.
- **Transfer**-Makes explicit references to previous learning and applies knowledge in an innovative (new and creative) way to demonstrate comprehension and performance in novel situations.
- **Reflection**-Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
- **Delivery**-Delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- **Supporting Material**-A variety of supporting materials for the service-learning project and 21st Century Skills (for example: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities). The materials make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
- **Evaluate Outcomes**-Reviews course impact on self and community relative to the program learning goals (class and service project) defined with specific consideration of the need for further learning and future work.

APPENDIX E: 21st Century Learning Skills

Students will need to demonstrate successful completion of ALL the following skills:

1. **Communication:** Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.
    a. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
    b. Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).
    c. Communicate effectively in diverse multilingual environments.

2. **Collaboration:** Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.
    a. Articulating thoughts and ideas clearly and effectively through speaking and writing
    b. Demonstrating the ability to work effectively with diverse teams
    c. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
    d. Assuming shared responsibility for collaborative work

3. **Critical Thinking and Problem Solving:** Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.
    a. Identifying and asking significant questions that clarify various points of view and lead to better solutions
    b. Framing, analyzing and synthesizing information in order to solve problems and answer questions

4. **Information and Media Literacy:** Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.
    a. Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
    b. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

5. **Flexibility and Adaptability (Service project):** Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.
    a. Adapting to varied roles and responsibilities
    b. Working effectively in a climate of ambiguity and changing priorities

6. **Initiative and Self-Direction:** Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.
    a. Monitoring one's own understanding and learning needs
    b. Going beyond basic mastery of skills and/ or curriculum to explore and expand one's own learning and opportunities to gain expertise
    c. Demonstrating initiative to advance skill levels towards a professional level
    d. Defining, prioritizing and completing tasks without direct oversight
    e. Utilizing time efficiently and managing workload
    f. Demonstrating commitment to learning as a lifelong process

7. **Social and Cross-Cultural Skills:** Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.
    a. Working appropriately and productively with others
    b. Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

8. **Productivity and Accountability:** Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.
    a. Setting and meeting high standards and goals for delivering quality work on time
    b. Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

9. **Leadership and Responsibility:** Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.
    a. Using interpersonal and problem-solving skills to influence and guide others toward a goal
    b. Leveraging strengths of others to accomplish a common goal
    c. Demonstrating integrity and ethical behavior
    d. Acting responsibly with the interests of the larger community in mind

APPENDIX F: Service Hours and Service-Learning Project

Service-Learning Projects are sustained, collaborative, and foster school-community connections while building student identity, agency, and authority. Students will identify and create opportunities (pending approval of their teacher) for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. Projects will align with unit themes. This project will be coordinated with a University of Iowa Student in the Global Education program and have, as its goal, working for the benefit of a local community service (preferably using the target language). **50 total service hours are needed for acquiring the Seal.** *25% of this service time must be done in the target language.* To accomplish this, students may elect to work with ELL students in the building or in an elementary building or the completion of other service ideas approved by the teacher.

At the beginning of the school year, the SEAL class will spend a few weeks giving an overview of themes for the school year. During this time, students need to begin thinking about where their interest and passion lies in order to develop a service project.

This Project will require students to:
○ demonstrate their understanding of the role of community service within their community
○ plan and conduct a service project to benefit a community organization using 21st century skills
○ monitor the project's effectiveness
○ assess language progress
○ develop a written report and presentation on the procedures of planning, implementing, coordinating and evaluating the project. Students need to be prepared to conduct the presentation in both languages

PROJECT EXPECTATIONS:

Organization of Project
1. Group by interest and theme
2. Research topic
3. Develop a proposal for the project
4. Find an organization for volunteer project

Implementation of Project
1. Attend Service Project Workshop (TBA)
2. Secure teacher approval of project
3. Contact organization for volunteer project
4. Consult with team leader, university student
5. Write reflections (in target language)
6. Log attendance (you and the organization)
7. Collect artifacts (throughout the course of the project)
8. Use these 21st century skills to demonstrate progress and reflection

Documentation of Project
1. E-portfolio
2. Project PowerPoint and presentation
3. Project summary

*You may use documentation and artifacts for both the portfolio and presentation/project summary.

WRITTEN PORTFOLIO ENTRY GUIDELINES

The written entry must follow these specifications.

TITLE PAGE.

The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:

- "COMMUNITY SERVICE PROJECT"
- Title of the project and abstract (2 paragraphs)
- Organization's name
- Names of participants
- Name of high school
- School address; City, State/Province, ZIP/Postal Code
- School year *(date completed)*

One- to three-page description of the project (in the target language) includes the following:

INTRODUCTION

- Description of selected community organization (history, mission, location) *(group)*
- Rationale for selecting the community service or project *(group)*
- Purpose of the project *(individual)*
- Description of the benefits of the project to the students' understanding of 21st century skills, language development and community *(individual)*

ORGANIZATION AND IMPLEMENTATION *(individual)*

- Organizational chart, member involvement and job description
- Peer evaluation
- Description of the project, artifacts, and documentation
- Impact goal for the organization and community

REFLECTION AND RECOMMENDATIONS *(individual)*

- Evaluation and reflection of the project
- Impact of the community service or project
- Recommendation(s) for future projects
- Conclusion and future action