**Globalizing Your Content Education Standards**

EXAMPLE 1

1. LS4.D Biodiversity and Humans: Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth. This standard is from the NGSS Disciplinary Core Ideas.
2. I am going to integrate global education by having students explore biodiversity around the world, measure the increase or, more likely, decrease of biodiversity in a particular region, and then design solutions that would slow species extinction and maintain and possibly increase levels of biodiversity.
3. The global competencies I am targeting are
   1. Use a variety of domestic and international sources to identify and weigh relevant scientific evidence to address globally significant researchable questions.
   2. Explore and describe the consequences of differential access to scientific knowledge and to the potential benefits of that knowledge (if you don’t know that biodiversity has benefits, then you won’t care about preserving it)
   3. Select and use appropriate technology and media to communicate about science and share data with experts and peers around the world.
   4. Identify and create opportunities in which scientific analysis or inquiry can enable personal or collaborative action to improve conditions.
4. The informal outcome assessment for this standard will be designing a booklet similar to the California Education and the Environment Initiative. <http://www.calrecycle.ca.gov/eei/UnitDocs/Biology/B6a/B6aSE.pdf>

But instead of the different California ecosystems featured, the students would write about ecosystems around the world. Their booklet information would include basic biology and ecology facts, but would also contain information about benefits that biodiversity in these areas provide for humans and how humans can protect and preserve these ecosystems.

EXAMPLE 2

1. HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. This standard is from the NGSS Disciplinary Core Ideas.
2. I am going to integrate global education by having students examine data on the rise of carbon dioxide in the atmosphere and connecting it to dramatic climate change in various regions of the world. Then they will determine how that climate change will affect the human populations living in the area (i.e. sea level rising affecting coastal towns, massive long-term droughts in traditionally agrarian communities, etc). Finally, they will come up with solutions to limit the effects of climate change, but also community policies to deal with the potential for expensive and lethal natural disasters.
3. The global competencies I am targeting are
   1. Interpret and apply the results of a scientific inquiry to develop and defend an argument that considers multiple perspectives about a globally significant issue.
   2. Explain how cultural interactions influence the development of scientific knowledge (socioeconomic status, economic welfare of the region, etc?)
   3. Reflect on how effective communication affects scientific understanding and international collaboration in an interdependent world.
   4. Reflect on how scientific knowledge and skills contribute to their capacity to advocate for improvement locally, regionally, or globally.
4. The informal outcome assessment for this standard will be a public service announcement (probably a video) informing the public about climate change, dangers to human civilizations, and how humans can help slow and mitigate the effects of climate change.