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Note: In Texas, our state standards are called TEKS an acronym for Texas Essential Knowledge and Skills.

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| **State Standard** | **How to integrate global education into the state standard.** | **Cite specific lesson plan modifications for each standard that demonstrate global competencies.** | **Informal outcome assessment.** |
| TEK 8.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:  (A) evaluate the role of media in focusing attention on events and informing opinion on issues;  (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;  media. | When teaching non-fiction, show how the media can be biased against a certain cultures, religions, or traditions that are different than “the norm.” Students can also use these skills to identify fake news.  Watch how our local news portrays a global event versus how the local media portrays that event using youtube news clips or newspaper front pages. | Instead of just teaching about media bias, show students how countries around the world are portrayed differently for better or worse.  ***Investing the World*** – Students will investigate the world beyond their immediate environment by researching and viewing how news events can be portrayed differently.  ***Recognize Perspectives*** – Students will recognize and reflect on their own bias and other’s points of view. | Students can explain bias and the role the media plays in telling a story.  Students can identity particular techniques the media will use to confirm their bias - violent imagery, threatening music, and harsh tone words etc.  Students will create a set of questions that viewers or readers should ask themselves when critiquing new media.  Students will reflect on their own bias or prejudice and how those views were initially formed. |
| TEK 8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  (A) write an imaginative story that:  (i) sustains reader interest;  (ii) includes well-paced action and an engaging story line;  (iii) creates a specific, believable setting through the use of sensory details;  (iv) develops interesting characters; and  (v) uses a range of literary strategies and devices to enhance the style and tone; and | Instead of just having students write a narrative, set a purpose. Students will write a narrative from the point of view of someone in another setting or cultural experience that is different than their own. Students will use factual details about life in that country or setting in their story. Students will be taught how to avoid stereotypes in their writing. | Instead of just writing a narrative, have students write from a global perspective that shows they researched a different culture or tradition.  ***Recognize Perspectives -***  Students will recognize and research other culture’s point of view and values.  ***Investigating the World*** –  Students will communicate their ideas effectively for diverse audiences without perpetuating cultural stereotypes. | Have peers evaluate stories before publishing them.  Students can explain parts of a narrative including plot, mood, setting, and theme.  Readers can identify at least five facts about a particular culture highlighted in the narrative. |