Teaching foreign language puts me in an ideal place to incorporate global competencies into my teaching/learning standards. Many of our standards are already “global” in content and require only slight modification to sufficiently satisfy global competency requirements. The foreign language standards were developed by the American Council of Teachers of Foreign Language (ACTFL) and are the generally accepted standard for foreign language instruction throughout the nation. There are five general competencies with corresponding standards. The five competencies, known as the 5 C’s are: Communication, Comparisons, Communities, Culture, and Connections. Lessons, assessments, and curriculum generally correspond to these 5 C’s as the standard for instruction and learning.

**Standard 2.2:**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (ACTFL Standards for Foreign Language Instruction)

This standard offers a great opportunity for students to explore cultural products of different cultures and compare and contrast them to investigate the world, recognize perspectives, and communicate ideas. Cultural products often express cultural perspectives. Art would be an ideal conduit for utilizing this standard with a global perspective. Students can investigate a piece of art, Picasso’s *Guernica* for example, utilizing the piece to draw a relationship between it and a cultural perspective. In this case, the Basque cultural perspective would be explored. The meaning behind the painting is the bombing of the town of Guernica during the Spanish Civil War and its devastating effect on the Basque people of Northern Spain. Consequently, the painting became an emblematic symbol of WWII and the representative art piece of persecuted peoples worldwide. The product, *Guernica*, shows the terror of war and the massacre of the Basque people. In globalizing this lesson, I could easily refocus students in relating Guernica and what it represents to current conflict, violence, and genocide in the world today, some of which, occurs every day in the Spanish-speaking world.

 Amongst many global competencies that could be addressed by this standard, I would like my students to focus on recognizing perspectives. Not only do I want them to recognize the perspective of Guernica from the Basque perspective, but I want them to relate that perspective to the perspectives of other persecuted people in today’s world. I would like them to compare and contrast and try to understand that perspective. In a lesson I might show the painting, have students react to it and explain it from the Basque perspective as persecution and the foreshadowing of WWII. In globalizing, I would show the painting to my students and have them identify the key emotions expressed and see if they could apply those elements to conflicts happening today in Latin America, Africa, Middle East and Asia. This would show them that one painting doesn’t just express one perspective related to one historic event, but can still relate to a more global perspective today in many parts of the world. I would further ask them to identify key representative figures found within the painting and instead of relating them to the Spanish Civil War atrocities, I would ask them to take a figure and relate it to a similar problem or issue in the world now.

 To assess my students, I would like them to express their own thoughts and perspectives in relation to the Guernica and world conflict in two ways. One way would be a written reactionary piece in Spanish expressing, thoughts, reflections, and reactions. The other would be the creation of their own Guernica pertaining to a global issue. They would express themselves and perspectives and present their product in the target language. Thus satisfying the ACTFL standard in tandem with most of the global competencies.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

This standard echoes the Recognizing Perspectives competency. The competency reads, “Students recognize their own and others’ perspectives.” A lesson where I can use this would be with my level one students when we study school subjects and the cultural differences between our school environment and the school environments found in the Spanish-speaking world. Subjects like school uniforms, siesta/lunch breaks at home, school hours, and how students stay in one classroom are often topics of conversation and always foster good compare and contrast analysis in group and class discussions. This perspective discussion is easily transferable to other countries and regions of the world to help American students gain perspective in relation to student life and schooling. Again, to globalize this lesson, I would simply need to shift student focus from strictly the Spanish-speaking world to other regions of the world. I would do this by fostering rich discussion about how other students around the world live and how that compares to how American students live.

Globalizing this lesson would not require much modification. The only modification would be to have students research the student life and schooling practices in other parts of the world. Having students recognize that differences exist between American and Latin American school systems is a good segway to take the recognition of differences worldwide. I could modify a lesson on school uniforms and clothing from a Latin American country and could show students school clothing and uniforms from other parts of the world and have them gain an appreciation for another perspectives while serving as a platform for them to recognize and share their own thoughts and perspectives.

 To assess this standard and competency, I would ask students to compare and contrast school practices i.e. school dress, school hours, at-home lunch breaks, etc. and form a list of American practices and a list of those practices found in other parts of the world. I would ask students to then form a Venn diagram to show how some practices are similar and some are different. They would then compare their findings to another classmate’s findings and discuss the results with the class. In doing so, students will demonstrate the understanding of culture through the comparing other cultures, recognizing perspectives and comparing of these cultures and perspectives to their own.

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Again, as in the other standards, this standard correlates well with the global competencies. This standard corresponds well with investigating the world, recognizing perspectives, and especially, the communicating ideas competency. In achieving this ACTLF standard, students are, in essence, completing three of the four global competencies. Integrating global content shouldn’t be too difficult in this standard. Students would use the target language, practice grammar and vocabulary and can bring those skills outside of the classroom through interaction with others in the world. Through Skype, Edmodo, email, exchange programs, and international visitors, a global base could be established for students to then engage in conversations with other students and teachers form other countries. The students will not only obtain information, but they will gain international perspective. They can express their thoughts and emotions and exchange ideas and opinions not only with classmates, but classmates 3,000 miles away in Spanish! This would be an exciting endeavor to undertake to get my students to truly engage globally.

Modification would be minimal. The most important, is to establish a means for students to connect and engage with others globally. If students are using Spanish and conversing with a native speaker from a foreign country, that is every language teacher’s dream! The possibility is very real if I can connect my students globally. The opportunities could be endless. Instead of having my students talk to each other or other students in the school, I can set them up to speak to native speakers in their native countries.

Through such interaction, I can assess their linguistic usage. I can also have them present to the class or journal their interaction(s) and reflections on cross-cultural engagement. Students can complete a self-assessment of share products of their communication i.e. copy of email or recorded conversation for assessment. In this exercise, if I can get my students to engage in conversation with native speakers from a different country, obtain information, gain cultural perspective, express thoughts and emotions, and exchange their opinions on the global stage, they will exceed both the global and ACTFL competencies. This would be a wonderful thing!