

# Balance

Year 2 of "Our Environment, My Culture"

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Preview



*Holding Hands in Nature, Anya, USA*

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Creative  
Connections

2020 - 2021  
**ArtLink Teacher Handbook**

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[CreativeConnections.org](http://CreativeConnections.org)

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## Program Timeline

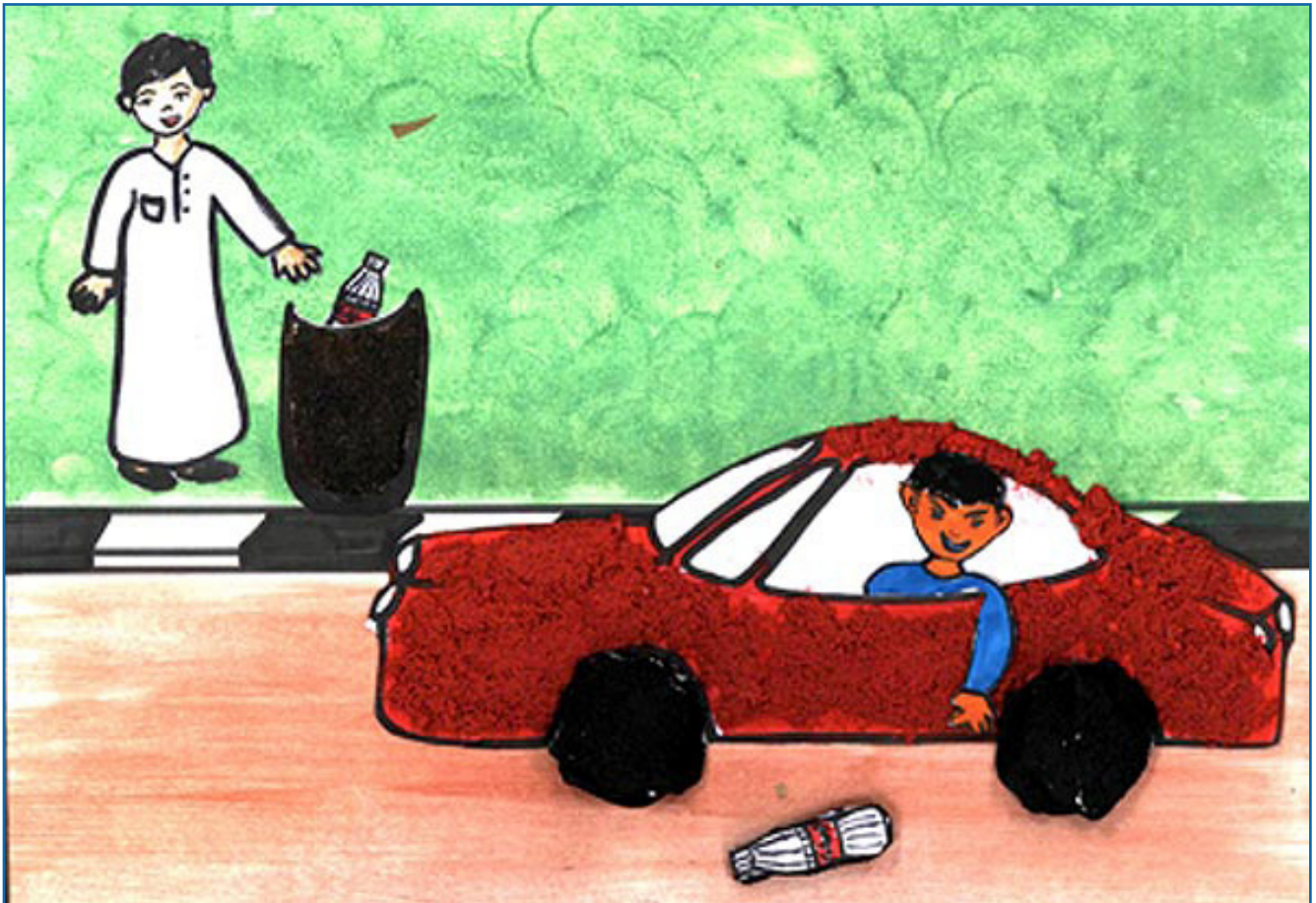
Month	Activity	Tasks
Month 1	<p><b>Launch</b>  <i>Creative Connections forms a unique partnership between your class in the USA and international classes.</i></p>	<ul style="list-style-type: none"> <li>Review handbook</li> <li>Introduce program to students</li> <li><b>Complete Pre-Exchange Survey online</b></li> <li>Begin creating art</li> </ul>
Months 2 & 3	<p><b>Students Create Art</b>  <i>Students create individual art pieces for their partner class illustrating meaningful aspects of their culture and values.</i></p>	<ul style="list-style-type: none"> <li>Complete art</li> <li>Fill out Artist Description Sheets (ADS)</li> <li>Classes examine their own artwork</li> <li>Art with ADS is scanned and digitally sent to Creative Connections</li> </ul>
Month 3	<p><b>Processing the Art</b>  <i>The art is sent to our USA office.</i></p>	<ul style="list-style-type: none"> <li>Creative Connections reviews, translates, and processes all art</li> </ul>
Month 4	<p><b>Examining Partners' Art</b>  <i>Students examine and analyze art from their partner class.</i></p>	<ul style="list-style-type: none"> <li>Receive art from partner class and the current year's international art portfolio</li> <li>IVC scheduling begins</li> </ul>
Months 5, 6 & 7	<p><b>Responding to Partners' Art</b> <i>Insights and follow-up questions are shared with partners through the following:</i></p> <ul style="list-style-type: none"> <li><i>Live Videoconference</i></li> </ul>	<ul style="list-style-type: none"> <li>IVC (Interactive Video Conferencing) and dialoguing</li> <li>Complete Post-Exchange Survey online</li> </ul>
Month 8	<p><b>Program Wrap-Up</b></p>	<ul style="list-style-type: none"> <li>Complete Program Evaluation (online)</li> </ul>

## Lesson 1: Communicating Culture and Values Through Art

<i>Essential Questions</i>	<i>Enduring Understandings</i>
What is culture?	Art is a universal language that can convey cultural norms and values.
What are values and how do they help define one's culture?	
What are the advantages of using art (non-linguistic communication) instead of written or verbal means of conveying ideas?	Expanding one's awareness of other cultures enhances appreciation and empathy for the lives of peers living in another country.

<i>Activity</i>	<i>Description &amp; Important Points</i>	<i>Materials</i>
Review art, read ADS and answer worksheet questions.	<p>Working in small groups or their own, students use the art examples, analyzing each piece for details and clues that illustrate the artist's cultural norms and values.</p> <ol style="list-style-type: none"> <li>Answer the questions by first looking only at the art.</li> <li>Read the artist's description and re-examine initial answers.</li> <li>Groups share their analyses of each art example. Point out that the activities presented (littering, watching fireworks, harvesting coffee, etc.) and the noted details (types of clothing, animals, etc.) are visible aspects of culture. The reasons why the artists chose to share these scenes (family obligations, education, love of nature, etc.) illustrate values, the invisible aspects of culture.</li> <li>Review the many insights into culture and values students discovered in these pieces. Have students develop definitions for culture and values based on class discussion.</li> </ol>	Cultural Art & Analysis Worksheets #s 1-3

## Cultural Art Worksheet #1A



**Answer the following questions about this work of art:**

What is happening in this scene?

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What cultural details does the artist include that support your ideas?

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What is the artist trying to communicate that is valued in his/her culture?

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## Cultural Art Worksheet #1B

Artist Description Sheet			
Title: Care For The Environment		Art Medium: Water Colors	
Artist: Muhammad	Age: 13	City: Hawalli	Country: Kuwait
School: VSA Arts of Kuwait-Khalifa School			
Description of Piece: I have painted two opposite examples of young people in my country. Some of them love cleanliness and order and they always throw empty cans, bottles and papers in the garbage bin. There are also a lot of young people who just throw things.			
Value(s) illustrated in this piece: The value I illustrated is keeping your environment clean.			
More about the artist: I live with my parents, two sisters and one brother. I like outings. I also like to have money to buy some things that I like. I spend my freetime watching TV and playing with my brothers. I would like to work in a bank when I grow up.			



## Lesson 4: Analyzing Your Partner's Art

Essential Questions	Enduring Understandings
What are values and how do they help define one's culture?	Expanding one's awareness of other cultures enhances appreciation and empathy for the lives of peers living in another country.
What are the advantages of using art (non-linguistic communication) instead of written or verbal means of conveying ideas?	Art is a universal language that can convey cultural norms and values.
How does the process of creating art give perspective of one's own culture?	

Activity	Description and Important Points	Materials
1. Partner Art Analysis	<ol style="list-style-type: none"> <li>a. Working individually or in small groups, students analyze one or more pieces of art from the ArtLink partner class.</li> <li>b. Students use the <i>Analyzing Your Partner's Artwork</i> worksheet to reflect on and respond to their partner's artwork.</li> <li>c. First, students look for information only by examining their partner's artwork.</li> <li>d. Second, students read the accompanying <i>Artist Description Sheet (ADS)</i> to gain a deeper understanding of the meaning and intent of the partner artist.</li> <li>e. Each student or group shares the central ideas or information identified in the partner's artwork providing an accurate summary based on information from the image and its ADS.</li> </ol>	<p><i>ArtLink Partner Artwork</i></p> <p><i>Artist Description Sheets (ADS)</i></p> <p><i>Analyzing Your Partner's Artwork Worksheet</i></p>

## Analyzing Your Partner's Artwork Worksheet

Title of Piece \_\_\_\_\_ Media \_\_\_\_\_

Artist's First Name \_\_\_\_\_ Last Name \_\_\_\_\_ Age \_\_\_\_\_

Answer the following questions about your partner's artwork:

*What do you notice in this piece of art (e.g., details, who-what-where)?*

*What activity is presented? Does a similar activity take place here?*

*What value(s) appear(s) to be important to the artist?*

*What are the environmental concerns of the artist? Is this a concern you share?*

*In what way did this art piece change your idea of your partner's culture?*

*What did you learn from the Artist Description Sheet that you could not see in the artwork?*

*What questions do you have for this artist?*



## ArtLink

Since 1996, Creative Connections has facilitated ArtLink exchanges among students in the USA and sixty countries on six different continents.

Guided by dedicated teachers, thousands of young students have had the opportunity to share their culture and way of life through the creation and exchange of artwork. Many partner classes also take advantage of the opportunity to meet through Interactive Video Conferences (IVC).

### **Program Goals**

ArtLink's curriculum helps students expand their world view to build both Global Competence and 21<sup>st</sup> Century Learning Skills. ArtLink participants will:

- Expand their awareness, understanding, and appreciation of the lives of peers living in another country
- Gain a new perspective into their own culture
- Learn cross-cultural communication skills through written and video exchanges
- Discover the power of art to convey cultural norms and values



### **What is Global Competence?**

Global Competence is the capacity and disposition to understand and act on issues of global significance ("Educating for Global Competence," Asia Society, 2011: <http://asiasociety.org/files/book-globalcompetence.pdf>).

### **What are 21st Century Learning Skills?**

21<sup>st</sup> Century Learning Skills are the essential capabilities for students to succeed in today's world.

These skills, often referred to as the four C's—Communication, Collaboration, Creativity, and Critical Thinking—provide the foundation for mastery of core academic subjects as well as success in work and life ("Framework for 21<sup>st</sup> Century Learning," Partnership for 21<sup>st</sup> Century Skills, 2011: [http://www.p21.org/storage/documents/1.\\_\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf)).

## ArtLink Unit Plan

Enduring Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• <i>Personal and cultural introspection is the first step toward global competency.</i></li> <li>• <i>Expanding one's awareness of other cultures enhances appreciation and empathy for the lives of peers living in another country.</i></li> <li>• <i>Art is a universal language that can convey cultural norms and values.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is culture?</i></li> <li>• <i>What are values and how do they help define one's culture?</i></li> <li>• <i>What are the advantages of using art (non-linguistic communication) instead of written or verbal means of conveying ideas?</i></li> <li>• <i>How does the process of creating art give one perspective on one's own culture?</i></li> </ul>

### Student Learning Outcomes

Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• <i>Cultural norms and values underlie global understanding.</i></li> <li>• <i>People create and interact with artwork that can define, shape, enhance, and empower their lives.</i></li> <li>• <i>Different people may describe the same event or situation in diverse ways, citing reasons for differences in view.</i></li> <li>• <i>Family, groups, and community influence the individual's daily life and choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop cross-cultural communication skills through visual, written, and video exchanges with ArtLink partners.</i></li> <li>• <i>Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns through creation and exchange of original artwork.</i></li> <li>• <i>Use visual and written strategies to explore factors that contribute to their cultural norms and values.</i></li> <li>• <i>Plan for and create an original piece of art illustrating an aspect of their cultural norms and values.</i></li> </ul>

### Assessment/Evaluation

<ul style="list-style-type: none"> <li>• <i>Artist Description Sheet</i></li> <li>• <i>One-on-one Student/Teacher Interactions</i></li> <li>• <i>Peer Feedback</i></li> <li>• <i>ArtLink Cultural Norms and Values Assessment Criteria (Rubric)</i></li> </ul>
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## ArtLink Cultural Norms and Values Assessment Criteria (Rubric)

	<i>Defining Culture</i>	<i>Responding to Culture</i>	<i>Content: Use of Cultural Details</i>	<i>Elements of Art: Emphasis of Cultural Details</i>
<b>BEGINNING</b> Demonstrates limited prior and/or learned knowledge	Developing a verbal and/or written meaning for "culture."	Identifying a personal cultural tradition and/or aspects of culture in others' artwork.	Generating artistic ideas and artwork based on a central theme.	Using elements of art (e.g., color, scale/size, value, space) to develop an idea illustrating a cultural norm and/or value.
<b>DEVELOPING</b> Demonstrates some basic prior and/or learned knowledge	A verbal and/or written meaning for "culture" based on verbal, written, and/or visual sources.	Identifying the central idea of artwork by identifying some aspects of "visible" cultural norms and traditions (e.g., holidays, clothing, food).	Generating artistic ideas based on a central theme, illustrating a cultural norm and/or value in planning and final artwork. Includes specific "visible" aspects of culture (e.g., holidays, clothing, food).	Using an element of art (e.g., color, scale/size, value, space) to emphasize specific "visible" aspects of culture (e.g., holidays, clothing, food). Refines ideas and techniques based on teacher feedback.
<b>PROFICIENT</b> Comprehends and interprets some prior and/or learned knowledge	A verbal and written meaning of culture by identifying and describing some "visible" aspects of culture (e.g., holidays, clothing, food).	Using specific details from artwork and writing to describe similarities and differences between one's own cultural norms and values.	Using personal experience to generate multiple ideas based on a central theme illustrating a cultural norm and value in planning and final artwork. Includes specific "visible" aspects of culture (e.g., holidays, clothing, food) used to identify a selected cultural norm and value.	Identifying and using specific elements of art (e.g., color, scale/size, value, space) to develop an idea emphasizing important "visible" aspects of a selected cultural norm and value related to a personal narrative. Refines ideas and techniques based on teacher feedback.
<b>MASTERY</b> Explains and compares prior and/or learned knowledge	A verbal and written meaning of culture that identifies and describes specific "visible" qualities of culture (e.g., holidays, clothing, food) connected to a specific culture group. Identifies "invisible" qualities of culture (i.e., political systems and belief systems).	Posing and responding to specific questions with elaboration and detail (orally and/or in writing) about partner's artwork. Demonstrates understanding of multiple perspectives about cultural norms and values through reflection and paraphrasing.	Conceptualizing and organizing ideas based on a central theme. Using "visible" and "invisible" aspects of culture. Details in artwork reference specific cultural norms and values. Interprets intent and meaning in verbal and/or written response.	Combine specific elements of art (e.g., color, scale/size, value, space) to organize and develop an idea emphasizing important "visible" and "invisible" aspects of selected cultural norms and values. Refines ideas and techniques based on own observations, peer and/or teacher feedback.
<b>ADVANCED</b> Supports and interprets prior and/or learned knowledge	Understands nuances of culture through differentiation of beliefs, values, institutions, behaviors, traditions, and way of life of a group of people. Distinguishes specific cultural norms and values within a variety of cultural groups.	Using relevant evidence and specific references to one's own and partners' artwork and writing to analyze multiple perspectives that derive from different cultural vantage points. Infers the global impact of "invisible" aspects of culture.	Synthesizing multiple ideas based on a central theme. Using "visible" and "invisible" aspects of cultural norms and values. Subject of artwork illustrates societal, cultural, and/or historical context to deepen understanding. Analyzes significance of intent and meaning in written response.	Intentional use of color, scale/size, value, and/or space, in addition to use of unique media techniques which emphasize "visible" and "invisible" cultural norms and values. Refines ideas and techniques based on own observations, peer and/or teacher feedback.

***The ArtLink Interactive Video Conference (IVC)***

## The ArtLink Interactive Video Conference

<i>Essential Questions</i>		<i>Enduring Understandings</i>
What is culture?		Art is a universal language that can convey cultural norms and values.
What are values and how do they help define one's culture?		Expanding one's awareness of other cultures enhances appreciation of the lives of peers living in another country.
<i>Activity</i>	<i>Description and Important Points</i>	<i>Materials</i>
1. Preparation	<ul style="list-style-type: none"> <li>• Technical test with a Creative Connections' staff member.</li> <li>• Write/type the student's first name on a card/piece of paper to hold up when the student is talking/presenting.</li> </ul>	<i>Paper/ cardstock</i>
2. IVC Overview	<p>To prepare your class, share an overview of what the IVC includes:</p> <ul style="list-style-type: none"> <li>• <b>Welcome:</b> Greeting in both one's own and the partners' native languages, sharing the current time, weather conditions and what one sees outside of the classroom window.</li> <li>• <b>Discussion:</b> Based on three questions found in the Analyzing Your Partner's Artwork Worksheet.</li> <li>• <b>Display of Partner Art:</b> Students hold up all the pieces of art so each partner can see his/her piece.</li> <li>• <b>Back-and-Forth Dialogue:</b> Questions and replies between the students and the artists of the 4-5 pieces selected by each partner class. Open questions are explored.</li> <li>• <b>Cultural Presentation:</b> Each class presents a two-minute song or dance from their culture.</li> <li>• <b>Wrap-up Discussion and Farewell</b></li> </ul>	<i>ArtLink Post-Exchange Survey</i>
3. Preparing for the IVC	<ol style="list-style-type: none"> <li>a. Ask for class volunteers to share the information in the opening 'Welcome' session (local time, current weather, view outside classroom window).</li> <li>b. Ask each student to write their first name boldly on a name card to display whenever they speak.</li> <li>c. With class, review partner's art pieces and select 4-5 they would like to examine more closely—ones of particular interest or which are the richest in cultural detail.</li> <li>d. Once selected, brainstorm a list of the questions for each piece to ask the artist and/or the whole class. Ask "what," "how," "why," "who," or "where" questions, rather than ones that only require a "yes" or "no" answer. For older classes, prepare a list of deeper questions on culture and values. (See examples in "Best Practices" section below.) Questions and observations can come from the art, the artist descriptions, or both.</li> <li>e. Assign one or two students to display each of the 4-5 selected pieces and to ask the questions. Remind your students that once a question has been answered, asking follow-up questions or offering observations is important to the dialog.</li> </ol>	<p><i>The full set of your partner's art pieces with the Artist Description Sheets</i></p> <p><i>The completed set of Partner Art Analysis forms</i></p>

*National Academic and Common Core Standards*

## How the ArtLink Program Addresses the Common Core Standards\*



*To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.*

“Key Points” found in the Common Core Standards illustrate the academic application of Creative Connections’ ArtLink program:

- “Literacy standards...are predicated on teachers of ELA, history/social studies, science and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening and language in their respective fields”
- The term “technical subject” includes the arts, and it is defined by the standards as “[a] course devoted to practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music”
- Speaking and Listening: Students should, “Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly” and “gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media”
- Numerous examples are listed regarding the use of information gathered from both images or graphics and digital media and technology’ to enhance understanding.



\*Sources: [www.corestandards.org](http://www.corestandards.org)

[www.corestandards.org/resources/key-points-in-englishlanguage-arts](http://www.corestandards.org/resources/key-points-in-englishlanguage-arts)

*The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, 2012: The College for the National Coalition for Core Arts Standards.*

## How the ArtLink Program Addresses the Common Core Standards\*

### National Visual Arts Anchor Standards\*

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

<p><b>Creating</b></p> <p>#VA:Cr1.1: Generate and conceptualize artistic ideas and work.</p> <p>#VA:Cr1.2: Organize and develop artistic ideas and work.</p> <p>#VA:Cr3.1: Refine and complete artistic work.</p>	<p><b>Responding</b></p> <p>#VA:Re7: Perceive and analyze artistic work.</p> <p>#VA:Re8: Interpret intent and meaning in artistic work.</p> <p>#VA:Re9: Apply criteria to evaluate artistic work.</p>
<p><b>Presenting</b></p> <p>#VA:Pr4.1: Select, analyze and interpret artistic work for presentation.</p> <p>#VA:Pr6.1: Convey meaning through the presentation of artistic work.</p> <p><a href="http://www.nationalartsstandards.org">*http://www.nationalartsstandards.org</a></p>	<p><b>Connecting</b></p> <p>#VA:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.</p> <p>#VA:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>

### US National Curriculum Standards for Social Studies\*

<p><i>Social studies programs should include experiences that provide for the study of culture and cultural diversity. (Strand #1)</i></p> <ul style="list-style-type: none"> <li>Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns</li> <li>Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference</li> <li>Compare ways in which people from different cultures think about and deal with their physical environment and social conditions</li> <li>Give examples and describe the importance of cultural unity and diversity within and across groups</li> </ul> <p><a href="http://www.socialstudies.org/standards/strands">* http://www.socialstudies.org/standards/strands</a></p>	<p><i>Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can: (Strand #4)</i></p> <ul style="list-style-type: none"> <li>Identify and describe ways family, groups, and community influence the individual's daily life and personal choices</li> <li>Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions</li> </ul> <p><i>Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can: (Strand #9)</i></p> <ul style="list-style-type: none"> <li>Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding</li> <li>Examine the effects of changing technologies on the global community</li> </ul>
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## How the ArtLink Program Addresses the Common Core Standards\*

World Readiness Standards for Foreign Language Learning*	
<i>As stated by the American Council on the Teaching of Foreign Language, (ACTFL)* [which] continues to play a leadership role in the development of national content standards for foreign language education.</i>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• <i>Interpersonal:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.</li> <li>• <i>Interpretive:</i> Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.</li> <li>• <i>Presentational:</i> Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul>	<p><b>Connections</b></p> <ul style="list-style-type: none"> <li>• <i>Making Connections:</i> Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>• <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul>
<p><b>Cultures</b></p> <ul style="list-style-type: none"> <li>• <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul>	<p><b>Comparisons</b></p> <ul style="list-style-type: none"> <li>• <i>Language Comparisons:</i> Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <i>Cultural Comparisons:</i> Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul>
<p>*Found at: <a href="http://www.actfl.org/publications/all/national-standards-foreign-language-education">http://www.actfl.org/publications/all/national-standards-foreign-language-education</a></p>	<p><b>Communities</b></p> <ul style="list-style-type: none"> <li>• <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>• <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.</li> </ul>

## Glossary

**ADS:** Artist Description Sheet created by participant students in Lesson 3 and attached to each art piece submitted as part of the ArtLink program.

**Cross-Cultural:** Relating to or involving two or more different cultures or countries.

**Culture:** Culture refers to the total way of life for a particular group of people. It includes what a group of people thinks, says, does, and creates—its customs, language, material artifacts, and shared systems of beliefs and values.

**Cultural Norms:** Behavior patterns that are typical of specific groups. Such behaviors are learned from parents, teachers, peers, and many others whose values, attitudes, beliefs, and behaviors take place in the context of their own organizational culture.

**Docent:** A person (student) who acts as a guide in a museum, art gallery or exhibit. Origin: from Latin *docent*—"teaching," from *docere* "teach."

**Enduring Understandings:** Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

**Essential Questions:** Questions which set the focus for the lesson or unit, are initiators of creative and critical thinking and are conceptual commitments focusing on key concepts implicit in the curriculum.

**Gallery Walk:** Students explore multiple images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers or respond to a collection of pieces. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

**Global Competency:** The capacity and disposition to understand and act on issues of global significance ("Educating for Global Competence," Asia Society, 2011).

**Introspection:** A reflective look inward; an examination of one's own thoughts and feelings.

**IVC:** Interactive video conference.

**Learning Outcomes:** Statements that describe significant and essential knowledge that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

**Pair-Share:** An instructional strategy to promote individual, small group, and whole group learning and discussion. Students are given a topic which they think about individually. Then they pair with a partner and discuss what each other was thinking. Finally, they share their ideas on the topic with the entire class.

**Parable:** A short story that teaches a moral lesson.

**Program ID#:** Unique number provided by Creative Connections to identify a participant class during the duration of the ArtLink program

**Turn and Talk:** Students turn and talk to a partner about what they have just heard or read, or to discuss their answer to a teacher's question. It gives students an opportunity to clarify their thinking and get answers to questions, which aids in developing understanding and promotes engagement.

**Values:** A person's principles or standards of behavior; the ideals one feels are the most important to live by.



**CreativeConnections**  
An International Cultural Education Organization