

***“Knowledge is power. Information is liberating.
Education is the premise of progress, in every society, in every family.”
– Kofi Annan***

According to UNESCO, knowledge societies must build upon four pillars:

1. freedom of expression;
2. universal access to information and knowledge;
3. respect for cultural and linguistic diversity;
4. and quality education for all.

(<https://en.unesco.org/themes/building-knowledge-societies>)

Transnational inclusive knowledge societies will be the forerunners in global educational innovation, autonomy, and personalized learning that is adaptable to learning anytime, anywhere, and in any way.

I want to help schools aim to be world leaders in the quest for knowledge and to ensure inclusive and equitable quality education that promotes lifelong learning opportunities for all.

I’ve created a handbook that gives a general overview of the American standards-based curriculum and shows schools how they can outline their quest for academic excellence. This is to help the schools uniquely provide individualized instruction to students to reach their greatest potential.



Hi there, I'm Carla and I want to tell you about the passion I have to help people, especially children. I'm going to tell you a story that happened to me in the fall of 2004 when I began my journey into school reform. Thanks for giving me your time.

I walked into an old classroom in a government school that was being remodeled to make a new middle school science lab with sinks and scientific equipment. It was exciting to see the renovation go so very fast. Teaching and learning was changing but certainly not all the old was being cast off.

In the darkened room I saw the most beautiful Arabic script written on the wall in front of the classroom. I asked the teacher what it said. She told me that in the beginning of any talk or lesson you say this, "bi-smi llāhi r-raḥmāni r-raḥīm," meaning I begin in Allah's name who is the most kind and the most merciful. This was breathtaking to me. What a wonderful way to start any task. It helps quell the fears and leads you to the wisdom of God.

The second time I heard it, and experienced it, was at a conference. An esteemed intelligent and loving woman began her speech, "bi-smi llāhi r-raḥmāni r-raḥīm;" I am in awe with the peace that comes over the crowd. I might not know exactly what she was saying then but just from the spirit, I would follow her anywhere.

It is a moment in time when you know. Your intuition or your gut says—*this is legitimate*. So it was with those two experiences—legitimate. Now I'm applying it to this task of creating a curriculum framework. With the information I acquired and made meaning, I am trying to transfer it into practice.

That is what learning is—a cycle. We may acquire a lot of information. The transformation occurs when that knowledge becomes meaningful to us. It must have some force of a sensory feeling and it usually is emotional. Sometimes it may take years to transfer the information that was acquired. Sometimes the transfer never occurs but once it is transferred—learning to learn is embedded in your soul.

It is a chance for the whole community to learn to learn. Use the base ingredients of developmental data in growing a child. Do not only use standards (use them as guardrails), but also brain science, and all the best practices you can find. There are so many variables that are out there that we are now able to measure. Maybe somethings are left immeasurable.

Visualize what you want in a school system, and we can design it backward from there.



UbD & A-M-T!

Acquisition, Meaning Making, Transfer

Understanding by Design describes learning as a process of 3 steps.

$$A + M + T = \textit{Understanding}$$

1. Things that come in threes are more likely to be remembered.
2. Often there is a 4th that follows.
3. It is usually the outcome of the three things.



1. Famous artist, Paul Gauguin, sought to answer these questions as he madly poured his soul into what he thought was going to be his last painting before he died.

1. He was physically and emotionally ready to go as he suffered great illnesses and mourned his daughter's death.

1. He was in the mind space of "what have I got to lose?" and he let his creativity run wild because he thought this was the last thing he was going to do. He attempted to answer these questions from his childhood teacher.

*4. The result: this beautiful masterpiece depicting the cycles of life.

These three questions can help us grow.



WHERE DO I COME
FROM?



WHAT ARE WE?



WHERE ARE WE GOING?

1. Where do I come from?

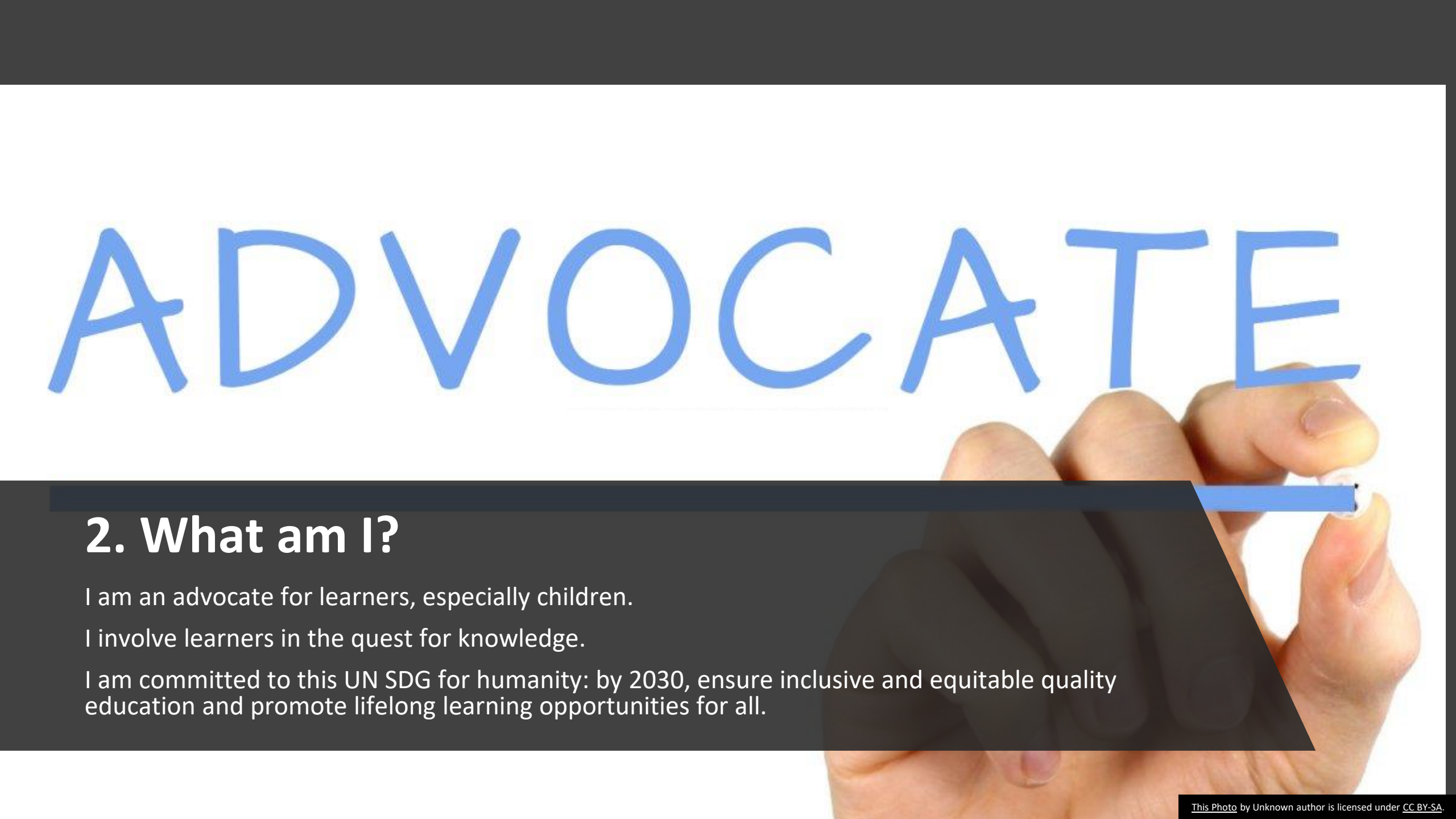


I'm a global citizen.

I originated from Michigan in the Midwestern United States.

My quest is to teach people how to think, not what to think.

ADVOCATE



2. What am I?

I am an advocate for learners, especially children.

I involve learners in the quest for knowledge.

I am committed to this UN SDG for humanity: by 2030, ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Where am I going?

- I choose to use these ethics to measure everything I do:
- **Justice, Knowledge, Love**
- ...and I wish to dream dreams never dreamt before.





What if...?

The work we do together helps your students:

Find extra-terrestrial life and expand human civilization?

Cultivate palm trees on Mars in honor of Sheikh Zayed bin Sultan Al Nahyan?

Benefit humanity?

What if...

*The work we
do helps your
teachers:*



Utilize their creativity to design a game, experiment, or activity to explain Newton's laws of motion based on their current curriculum learning objectives? Teacher Ambassador Programme



Utilize their expertise of Acquisition, Meaning Making, and Transfer with students so they can learn how to think, not what to think.



Create **Global Standards** derived from CCSS, NGSS, C3 Framework & Global Citizenship Skills, Character Education, UN SDGs, and NEASC Learning principles.

What if...?

<https://benziemuseum.catalogaccess.com/photos/8645>

These three questions can help us grow.



WHERE DO I COME
FROM?



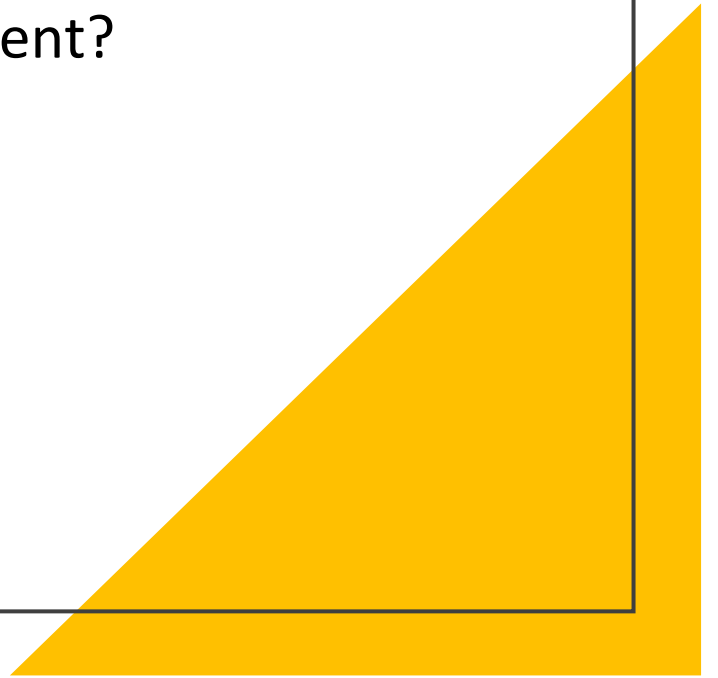
WHAT ARE WE?



WHERE ARE WE GOING?

What if...?

We figure out ***how*** to "Benz-ify" the American curriculum to ensure a cohesive, rigorous, and global learning environment?



What if...

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do helps your
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Utilize their creativity to design a game, experiment, or activity to explain Newton's laws of motion based on their current curriculum learning objectives?



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