Introduction

The original curriculum has since evolved to the current I.E.L. Spiritually optionally
setting of the Vyshno-Sakhinsk School in Russia. The
September 1992, that has been proven to be successful in the bilingual
content-based curriculum (Johnson & Higgins, 1995). This was
in the initial iteration as the Vyshno-Sakhinsk School
initiatives (I.E.L.). K-12 Global Curriculum, and discusses its development
introduction, we will describe the International Educational

Abstract

Michael L. Johnson & Judith A. Johnson
Towards Moral Leadership
K-12 Global Curriculum: A Path
Educational Initiatives
The Award Winning International Initiative
The realization of these goals requires an emphasis on education that focuses on development and protection of our environment and responsibilities of every individual, and on instilling in students the conviction that service to humanity is a duty, and that they may acquire work towards achieving world peace and family—so that they may act properly with regard to others and their family—the human fact that all human beings are members of one family—the human community. The goals of the curriculum are: (1) establishing and helping students achieve high academic and moral standards, (2) helping students comprehend and apply academic and moral standards, (3) helping students achieve high academic and moral standards, (4) helping students comprehend and apply academic and moral standards.
The welfare of local, regional and global communities.

- Express opinions, attitudes and feelings that take into consideration
- Students will...

The overall student outcomes written for the curriculum are as

Economic status or place of residence.
This process applies to all people regardless of age, sex, race, occupation, knowledge, culture, etc. and decides how to put it to use in meaningful ways.

Education should help individuals develop the ability to search for
Educating the intellect cannot be limited to finite academic content.

Sensory capacities for learning. (Barnes, 1996)

The first of the mental faculties to appear. The intellect or understanding is obviously not just the power of

Abdu'l-Baha, Pears Talks, p. 201

All human beings are spiritually connected. And the fourth: Every human being is endowed with the capacity to understand. "God's greatest gift to man is that of intellect, or understanding." (Abdu'l-Baha, A Pearce, Pears Talks, p. 201)

Viewing spiritual education in its most general sense, we envisaged its
cutting and polishing which enhance the beauty and value of the gems,

The second: Each individual is comparable to a mine of precious jewels,

Our definition of spiritual was part of that

We begin with four basic premises. The first: the essence of the

immediate environments and the role of students as world citizens.
The academic foundation upon which the curriculum was developed in Social Studies. The theory of human development is the need to realize the goals of the curriculum. Across outdated cultural and pedagogical barriers are the principal tools creativity, cooperation, love, and teaching and learning methods that are the primary building materials of teaching. The latter order thinking, led to the development of the complex global society in which they live is reinforced and materialized, the immediate environment enables students to understand their realities, others, their immediate community, such as unity, independent investigation, and service, content which guides and supports united efforts to construct a new world order.

The spiritual foundations of the curriculum are the concepts of the

were used to construct the curriculum, itself. They human mind would always be those which guided the curriculum, they ensure that the fundamental principles on which the education of outcomes help keep teachers and learners focused and on the right path. The exact way where we are headed, it is easy to be side tracked and get lost. The and parents know where this curriculum will lead them. If we don't know and learners understand behavior.

- Demonstrate a love for self and others through caring, cooperative and

- Act consciously and take responsibility for their behavior, actions and

- Communicate effectively in a variety of forms and situations.

- Nationality of religion, and cultures and accept people immediately regardless of sex, race, reasonability and morality of results.

- Demonstrate a willingness to consider and appreciate different ideas

- Apply a variety of critical thinking, problem-solving and consultation

- Service-oriented behavior.
In a moment

of assistance each other in the learning processes. We'll look at this further
regardless of "where classroom or space" it was. In addition, by forming
the found it normal to want to have a clean school, inside and out,
then students switched classrooms and cleaned a different room. Soon,
responsibility for cleaning their own classrooms. When this was established,
service was initially non-existent. The teachers first made the students
beneath of the school's environment. For example, in YSIS, the concept of
bought to see the students to see their service is a natural outcome and
school is located, then the teachers and administrators must make special
of service is not a natural one for the social environment in which the
basis of how the school and the curriculum are organized. If the concept
since service is one of the main fundamental areas in terms of
race.

Race. A moment

and achievement have contributed to the present, to learn from past mistakes,
attitude at its current majority are studies to learn how past
resulting from evolutionary processes that the human race has experienced in
physical and spiritual, emotional, and political environments. The social, political, political, and
philosophy is to encourage the development of human relationships in which the whole of
the other hand, history is not taught as a series of events,
with more toward tribal living with advancing concepts of agriculture and
familiar cooperation as an improved means of individual survival. The next
group of education at this level includes
concepts of the natural elements. Moral education at this level includes
includes the primitive technologies of life, the use of fire, water and the basic
which math focuses on simple counting and measuring skills. Science
students learn language related to the individual and family relationships,
post-products—organic unity. For example, in the introductory lessons,
subjects are taught in harmony with each other and from a universal
mathematics, sciences, the arts, moral education and other subjects. All
general background for the developmental study of language arts,
of education requirements. Outcomes and objectives that are appropriately included objectives necessary for meeting any special school or ministry appropriate for the learning levels and needs of their students, or scope to allow teachers to write more specific objectives that are goals of the curriculum. These learner outcomes are broad enough in institutional objectives, which are based on the academic and spiritual.

The modules are written in the format of student outcomes and

Figure 1: The I.E.T. Modular Concept

The modular concept that was used to construct the YIS and then
they are learning is relevant to their present and/or future needs. The
performance levels are higher when students believe that the information
well as formal language elements, are essential to language acquisition.
4. Function, sentence, vocabulary, ideas, feelings, semantics, culture, as
meaning, not just form. (Kress, 1985a; 1985b).
3. When language learning is content-based, students must focus on
comprehension of new knowledge. (Munby, 1978).
2. Presenting vocabulary, structure and concepts that are related by


Studies have shown (e.g., Cantoni-Henry, 1987; Bunting, 1989,
students internalize them and use them naturally, without translation.
and concepts clearly, the student will learn the same expressions, words, and
After using the same expressions, words, and concepts daily, the
interaction, in the classroom, on the playground, in the cafeteria, and so
situations (e.g., the teacher and students, and student-to-student
method enables students to communicate and study in English all day,
except for Russian language arts, labor arts, physics, physical education
learning of English, at the Yuzhno-Sakhalinsk International School (YIS).
looking at the use of the curriculum's ability to assist in the
school is located.
which operate in the area. An official language of the country in which the
schools can be used in both foreign-language immersion schools and schools
enough to be adapted to diverse cultural environments. The curriculum
designed to be global in perspective, they are at the same time, flexible
teach and evaluate more effectively. Although the curriculum modules are
the learning that students must accomplish. They help teachers plan,
written, help teachers clearly identify and convey to students and others
The integrated-modular design of the curriculum makes it possible for teachers to help students transfer both their academic and linguistic knowledge in concrete situations related to the content being studied.

Knowledge in concrete situations related to the content being studied is reinforced across content areas and that language learning takes place continuously throughout the school day.

Language are reinforced through a concept, the arrows show that language and skill and practice to the school figure 2 illustrate how knowledge and skills are acquired. Teachers' explanations and making a suggestion, they learn how to address other students, teachers' schools ask for something expressing pleasure or disappointment, and making a the school day example's opinion, explaining an idea, applying knowledge to different content areas, interpreting simultaneously expanding for teachers to help students transfer both their academic and linguistic

The environment of VISIS and its school-organized community uses both language and new vocabulary immediately relevant, communicable and useful. The environment of VISIS, most subjects are taught in English, which makes the combination of content-based language teaching and focusing on mastery We believe that learning productivity is acquired as a result of the VISIS immersion Curriculum and the I.E. K-12 Global Curriculum reflect
Table 1: A Brief Outline of the Second-Year Program

How learning is integrated. A brief outline of the program is given below:

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Human Beings</th>
<th>Organizing Concept: My Neighborhood/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical exercise</td>
<td></td>
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<tr>
<td>Music</td>
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<td>Earth and space science</td>
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<td>Applications of science</td>
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<td>Technology</td>
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<td>Mathematics</td>
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<td>Social studies</td>
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<tr>
<td>Moral education</td>
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Theme: My Neighborhood/Community

Based on the special psychological and pedagogical needs of lower elementary school children, for Grades K–4 in the L.E. Global Curriculum, students are engaged in integrated learning experiences that promote reading, writing, and critical thinking skills.
they did not have the moral commitment needed to put the values of social health beyond their duty in the world, people because generally lacking in many societies. "WHO leaders of ministries of health for all (implied) the generation of moral leadership which is needed to achieve the global community's know-how available to achieve the Year 2000 goal, the administrative development. Although there are enough resources and sufficient development the relationship between moral and spiritual issues and economic image for this term to be used by an international organization. It emerged time for this term to be used by an international organization. It was the first was needed to achieve this goal was "moral leadership". This was the first by the Year 2000, one of its goals. The type of leadership that they said in 1988 the World Health Organization (WHO) made "Health for All

Moral Leadership—A New Paradigm

acquisition and language learning in the curriculum. There is virtually no separation between subject matter assignments. There is virtually no separation between subject matter across the curriculum. The importance of equality of all of other topics related to studies issue. The importance of equality of all of other topics related to studies issue. The importance of equality of all of other topics related to studies issue. The importance of equality of all of other topics related to studies issue.

The topic of consultation sessions or referred to whenever needed. The topic of consultation sessions or referred to whenever needed. The topic of consultation sessions or referred to whenever needed. The topic of consultation sessions or referred to whenever needed.

opportunity to speak, use certain equipment or play with certain toys, is a space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons. Ways in which everyone can have an equal space science lessons.
Individuals will become moral leaders who will help create and maintain
and the transformation of the societies in which they live. These
all walks of life, who are committed to their own personal transformation
values in their daily lives. These individuals will become moral leaders, in
type of leadership is global education that nurtures individuals who live
increasing the capabilities of the entire group. The key to attaining this
development of the capabilities of all the group's members, thereby
leadership that, exercising wisdom and sincerity, underlines the
What is needed at humanity's present stage of development is

number of group members. (Angelo G. Hermanns, 1996)
are egoism and the possession of power by an individual or limited
are egoism and the possession of power by an individual or limited
problem with these leadership styles is that, ultimately, their foundations
inclusively, culminately and progressively mode of leadership. The main
adequately coping with the 21st Century challenges which demand a more
dependence, mistrust and illusion—rendering them incapable of
group members experiencing feelings of inferiority, resentment,
group members experiencing feelings of inferiority, resentment,
showed that in the 72 countries represented, five styles of leadership
held in Austria on the theme “Leadership: Concepts and Challenges”
with varying results.

Different leadership styles realize these functions to varying degrees and

3) Develop the potentialities of the members of the group.
2) Carrying out those tasks for which the group was created;
1) Conserving and strengthening the unity of the group;

Leadership, have identified three primary functions which contribute to the
leadership is always related to how groups function, and
Leadership is well overdue.

The advance of humankind. The time for a new paradigm of
Justice, equity, participation, unity and love and into practice to further
Second Grade students.

Figure 3 is a list of the learning outcomes for

Second Grade students. These outcomes are focused on:

- Personal responsibility
- Respect for others
- Kindness, cooperation, love, responsibility, respect for others, and
- the process of decision making and the ways in which values such as
- teaching methods and materials, the application of the principal of service,
- school is organized, how students and teachers interact, the selection of
- and structuring the whole learning environment; for example, how the
- context of the unit of humanism and all of creation must operate in
- consciousness of the inherent and unique value of each human being in
- not give students the foundation necessary for ethical behavior. The
- merit teaching the concepts of right and wrong in the classroom will

advancement of civilization.

acquiesced to their everyday lives and the contribution to the
knowledge and to the contribution to the
environment surrounding them. They should know how to apply this
experience and how they should interact with the people and the
development people need to know why they are, the purpose of their
basis of all other knowledge and practical knowledge, effective and voluntary
world requires the individual to acquire the knowledge of self, which is the
human being's habitat. The spiritual world of inner development, the social
human being inhabits. The spiritual world of inner development, the social
world of interpersonal relations and the world of nature. The spiritual
world is the spiritual and moral education. Spiritual education should
be concerned. The most potent aspects of education for the individual
with the development and learning of human character that is must first
intellectual, physical, and emotional growth of the child. However, it is

A Content-based Moral Education Program

moral leaders who will bring peace to the world.

These individuals will become

more to serve and further global well-being. These individuals will become
survive to reach their intellectual, physical, and spiritual potential in order
environment in which enable group members, and the group as a unit, to
and have some control over their learning process and environment. It
“followership” skills. It gives them an opportunity to actively participate in
their communication skills, sensitivity to others, and leadership and
concerns of the “community” (class). Consultation helps children develop
rules and behaviors, discuss and solve problems, and take care of other
consultation periods. Students plan activities, make and discuss class
are woven into all aspects of the curriculum. Group consultation time is a
part of the weekly schedule and is closely related to moral education. In
In addition to specific moral education classes which deal with the

<table>
<thead>
<tr>
<th>respect</th>
<th>Truthfulness</th>
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<tbody>
<tr>
<td>patience</td>
<td>Love</td>
</tr>
<tr>
<td>happiness</td>
<td>Forgiveness</td>
</tr>
<tr>
<td>spirituality</td>
<td>Humility</td>
</tr>
<tr>
<td>flexibility</td>
<td>determination</td>
</tr>
<tr>
<td>sharing</td>
<td>Identity and practice virtues such as:</td>
</tr>
</tbody>
</table>

- members
- demonstrate a commitment to being responsible community
- identify responsibilities of neighbors
- of choice
- diverse ethnic groups and cultures
- identity and appreciate the different and similar attributes of
- the life of every human being is precious
- comprehend that there is one race the human race and that

<table>
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<tr>
<th>Students will</th>
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Table 2: Sample Second Grade moral education outcomes
women. be kind to one another, love your neighbors and others for example for the sake of others, respect those who are higher than you. I think that the most important thing in life is learning, especially in moral education, where a paragraph describing the most important things in your life is taught. The spiritual component of the curriculum is the most important thing for sixth-grade students, after having studied English for 2 years, speak for the following three unedited commentaries below were written by

**Results of the VIS Curriculum**

Regularly scheduled school assemblies, designated periods, exempl ary behavior is publicly acknowledged during a week or month, is purposely pointed out every day and at the end of the week or month, is purposely pointed out in the end of the week, and how they felt at the time. Helpfulness, the virtue of the class, or write about a time they were helpful, explaining the results of problems during the instruction session and so on. Students relate to the results of the class on their own experience, (e.g. I help my friend) to do a good job or to read or play with them. Students record their reactions related to designated for older children to help younger students with their studies, help other peers and younger children, who appear to need assistance. Time is spent helping at home. Students are encouraged to offer help to other students, record on students' homework whether and how students are helping others.

Moral Education, Consultation, or Language Arts. Stories are often used in second grade in a variety of ways. Virtues are frequently referred to in stories, helping others develop a sense of responsibility for the welfare of others and helps them develop a sense of responsibility for the welfare of others.
evaluated in Russian on subjects or content areas that they did not cover.

Grade level in all subjects by the end of 1994. They have also been
examined, and the results showed the students' general or above
average, or above grade level. In addition, math and art concepts, and academic content in
separate tests, but all students were found to be at or above average for their
language arts, physical education, and general arts were evaluated
when they entered the program. They had virtually no English, Russian
writing ability showed that the students were
grammatical, composition and writing ability showed that the students were
writing during the 1993 school year at VIS covering English vocabulary,
students to teach to the objectives. Evaluations were both process (on-
student progress and the accountability of the materials presented in the
language use, and academic content, there were evaluations of both
In addition to the teacher-generated weekly quizzes in vocabulary,
want to be like these people who observed.
messengers of God and about their teachings. Because I
ground from my back. And I like to listen to the many
prayers. Because when I call God by these prayers, God
3.) I think that the most important things for me were the
better.

Teach my family about this and I think our thing became
mistakes and learn how to live in right way. At home I
and God helped me. Moral class helped me to understand my
learned prayers and every night before I go to bed I pray
interesting things about them. On the moral class we
peace.

2.) I like to learn about messengers of God. I know much
one. There will be no wars at all and people will live in
neighbours and other and so on. These teachings can help
Progressive mode of leadership.

Indicators that they have internalized a more inclusive, equitable, and
improving both their physical and social environments. All of the
surroundings), they showed responsibility and leadership in caring for and
they needed to learn in order to solve particular problems in their
in addition to taking responsibility for their own learning (identifying what
and individual tasks, and actively helped develop each other's potential.
strategizing the unity of the group, responsibility carried out both group
Throughout the academic years, the students for moral leadership. Looking at the three components class
These are indicators that the curriculum was effective in training

Educational innovation.

First Prize in all of Russia by the Federal Ministry of Education for
Investigation of the school project, the curriculum was awarded the 1999
Canada, Australia, New Zealand, the U.K., or Japan. After a thorough
student was admitted to the university of their choice in Russia, the U.S.,
English with a near perfect score... one of the highest ever made. Every
English with a near perfect score... one of the highest ever made. Every
Honors to receive a full four-year scholarship to Michigan State
Student selected by the U.S. Presidential commissions for Educational
the Par East English competition. One student was the only Russian
the English Olympiads for all of Sakhalin, and the top 4 places out of 7 for
18 were from the original 44 students. One student entered in the 8th
grade. Members of this graduating class took the top 12 of 15 places in
In June 1999, YIS graduated its first class. Of the 19 graduates,

Effectiveness of the curriculum

Academic and linguistic achievements (Johnson & Higgin, 2000)
reception awards and honors throughout the Russian Par-East for their
continued to be true up to the present time, with the students at YIS
in other languages with the same result: at or above Grade Level. This has
currently being adapted for on-line course work through the Internet. New (or not-yet) teachers in 22 countries around the world and is Teacher Training Coursebook has been used by long-time teachers as well. It is being adapted for use in rural education projects in Malaysia. The various forms in informal schools in Mexico, Vietnam, Thailand, and China use and have also been used in review for widespread use in the public schools. Where it was favorably received by the Ministry of Education and is under used at schools in Japan, Tonga, the U.S.A., and the Czech Republic.
REFERENCES

