

**Monitoring of Board Policy 2020- Fundamental 6
May 25, 2017**

Fundamental 6: Cultivate Global Awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.

This is the fourth full governance monitoring of Fundamental 6. The Board approved the Superintendent’s Interpretation of Fundamental 6 on June 12, 2014, which was modified on June 9, 2016, to reflect the transfer of the diversity and equity provisions and monitoring areas to Fundamental 7.

The leadership team used the modified Superintendent’s Interpretation of Fundamental 6 to prepare the following monitoring report which is organized into the same themes as described in the Interpretation. The report prepared for the Board uses a mixed-method approach, noting both qualitative and quantitative indicators of measurement.

QUANTITATIVE INDICATORS

Numerous quantitative factors, reviewed each year by the Board, were considered to highlight implementation of Fundamental 6. The Instructional Leadership team compiled indicators primarily focused on enrollment in world languages and other courses with a global focus.

Theme	Indicator	SY 12- 13	SY 13- 14	SY 14- 15	SY 15- 16	SY 16- 17
Theme 1 – Cultivating global understanding	% 7 th grade students enrolled in World Languages	46.7	65.0	64.6	69.7	72.6
	% 8 th grade students enrolled in World Languages	37.1	43.1	50.9	58.1	66.5
	% 9 th grade students enrolled in World Languages	86.6	85.8	82.1	84.2	88.3
	% 10 th grade students enrolled in World Languages	86.9	84.9	82.9	87.6	88.5
	% 11 th grade students enrolled in World Languages	74.3	69.2	74.7	70.6	71.3
	% 12 th grade students enrolled in World Languages	40.6	29.7	28.3	38.6	28.3
	% 12 th grade students who took 4 years of a World Language	34.3	24.4	25.1	32.8	34.4
	% of students who took at least one fourth year/fifth year/AP course in World Languages	16.1	12.8	13.4	14.8	12.9

Theme 2 – <i>Understanding of real-world problems, issues, concerns, commonalities, differences and interdependence</i>	% 7 th and 8 th grade students enrolled in Global Citizenship elective	4.0	2.9	3.2	NA	NA
	% 9 th grade students enrolled in Global History and Global Studies	71.0	65.0	62.0	57.0	60.6
	% 12 th grade students enrolled in International Studies	22.5	15.5	22.9	19.8	22.3
	% 12 th grade students enrolled in AP Comparative Government and Politics	38.0	52.8	48.6	58.1	42.4
	% 12 th grade students enrolled in International Entrepreneur	3.7	7.9	3.5	4.6	9.2
	% 11 th and 12 th grade students enrolled in AP Microeconomics		3.1			
	% 11 th and 12 th grade students enrolled in AP Macroeconomics	7.0		8.7	NA	8.4
	% 11 th and 12 th grade students enrolled in AP Environmental Science	12.8	18.5	14.2	14.5	13.9

These data show that students take advantage of opportunities in the area of global awareness, including participating in world languages, and accessing a variety of globally-focused course offerings at both IMS and MIHS.

World language enrollment for both 7th and 8th graders continues to increase. Many of the students satisfy high school requirements while at Island Middle School, which opens up other opportunities for students to solidify their acquisition of a second language started at IMS, take a new language, or pursue other passions. The District predicts that the introduction of Spanish in the elementary schools and future possibilities of adding world languages in 6th grade will only cause overall participation to increase further.

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 6 - Cultivating Global Awareness. Several but not all will be highlighted at the May 25, 2017, board meeting.

Theme 1: Cultivating global understanding as an important context for learning (includes the ideas of interdependence and fluency in a language)

Elementary Spanish: With the creation and implementation of the Elementary Spanish Language Program, students began their journey into global education. The program's primary focus on both receptive and productive communication is taught using authentic materials and resources in a setting where speaking the target language comes naturally. Students gain communication skills in an immersion environment that will help them in any language they may later pursue in life.

Not only does learning another language promote global learning, but the skills developed in a foreign language class also transfer into the general education classroom and into students' daily lives. This includes creativity, perseverance, problem solving, and critical thinking. Through the emphasis the World Language Program places on a Spanish speaking country for each unit, students are taught to compare their culture and customs to those of citizens around the world.

As the year has progressed, student curiosity has grown tremendously. They are finding ways to make sense of their world through issues presented in class. By starting the World Language Program at the elementary level, students are more likely to become culturally competent citizens preparing them for a global, multilingual environment with tolerance and understanding toward other cultures.

Elementary Social Studies Curriculum: The elementary social studies curriculum is designed to appropriately develop a child's understanding from self to family; family to local community; local to regional community; and from state to country. Three times throughout this sequence, a child also is provided an opportunity to find his/her place within the global society through study of countries and cultures around the world, starting with learning about his/her own family's global cultural heritage.

Cinderella En España: Students in all four elementary schools were treated to the Seattle Opera traveling production of Cinderella in Spanish. The classic story was rewritten by the company to explore what it means to be beautiful, not in a cosmetic or superficial sense, but on a human level. As the company shared: the play sends the message that strength, kindness, generosity, compassion, patience, love and forgiveness are important and valued human traits. The humorous production also supported the new elementary Spanish curriculum as well as school diversity initiatives by broadening the students' understanding of classic fairytales. They learned that different cultures and countries share similar stories, sometimes with unique settings, points of view and plot twists; but with universal characters and themes. The opera was performed in both English and Spanish, allowing the students to listen for some of the vocabulary they have learned in Spanish class.

Elementary Engaging in Current Events: Using periodical publications and digital resources, teachers engage students in current events throughout the national and global communities. Students across grades use *Time for Kids*, *National Geographic*, *Scholastic News*, *Seattle Times*, and web-based news sites to learn about and discuss people and events across the world. Using iPad apps, teachers have the capacity to select articles with varying reading levels, allowing all students first-hand access to text to support their learning of diverse perspectives and experiences of people around the globe.

IMS Field Trip to University of Washington Engineering Discovery Days - In April, a group of 6th graders visited the University of Washington to participate in activities

sponsored by the department of engineering. Through demonstrations and hands-on activities, the students were exposed to the many different fields of engineering. They had the opportunity to learn about and talk to scientists engaged in efforts to solve real-world problems: students learned about testing the strength of materials that were going to be used for building bridges; they saw research looking for the best material to use in making prosthetics; observed structures that can survive earthquakes; acknowledged bioengineering advancements to help people live better lives; and viewed projects around the world supported by Engineers without Borders. This trip allowed students to see how research in Seattle affects people's lives all over the world and was an opportunity for everyone to make the connection between the science they are learning in school and real-life applications that they might pursue in the future.

IMS World Languages: In order to provide a diverse learning experience and to expand the learning opportunities for all students, IMS offers the languages of Spanish, Chinese, and French to seventh and eighth grade students. Not only are students learning the oral and written forms of the language, they also gain a global understanding through the target language experience by diving deeper into the culture, lifestyle, economy, and history of the countries.

First-year French students in Grade 7 experience a short project on all of the French-speaking countries of the world. Each student selects a country with French as either the primary or secondary official language. They then research the country and explore topics such as population, GDP, infant mortality, literacy levels, and the historical reason for the presence of French in the country. The students then create a poster with the country name (in French), and two maps showing the country and its location in the world. The posters contain some obligatory information and then a section where they select the facts that they find most interesting about the country.

MIHS World Languages: A key component of learning a new language is understanding the culture behind the language and the customs of the areas the language is spoken. In MIHS World Language classes, students explore various cultures by comparing and contrasting cultural practices and attitudes between their home culture and the target culture. They also explore current events from other countries including the political environments and immigration issues. A few examples include studying the tensions with the Muslim community in France in AP French and environmental concerns and French perspectives on pollution and deforestation in French 3.

MIHS Songs from Around the World: Students in Tom Cox's choir classes learn and perform songs from countries around the world. The students perform the songs in the language in which they were written. In order to gain a deeper understanding and appreciation for the songs they perform, students learn the translated meanings and the historical significance of the words and music. A few recent examples include: *Danza*, *Danza Fanciulla Gentile* from Italy and in Italian; *Sambalele* a Brazilian folk song in Portuguese; and *Jambo Bwana*, a Kenyan folk song in Swahili.

MIHS International Partnerships: The International Entrepreneurship class is one of the capstone classes for our Business and Marketing pathway at Mercer Island High School. In addition to regular coursework, this class creates a company, Mercer Trade Inc., which is an entrepreneurial enterprise that is driven by the student's interests and passions. This year they have pursued numerous local and international business endeavors that live into their mission statement, "Nurturing a more sustainable world

through international trade, community involvement, and greater social awareness.” Some of MTI’s projects and partnerships this year include:

- Burao Academy in Somalia – the class has worked all year, using a social enterprise business model, to collect school supplies for this school;
- Imagine Scholar in South Africa – this partnership has been a business model that uses the profits from their sales to benefit this social partner;
- Nicaraguan coffee that is sourced (through their partnership with Seattle University’s entrepreneurial club, Enactus) so the bulk of the profits return to the farmers. MTI is working to re-brand these beans with a Mercer Island High School brand to sell to the MI population.

In every case, the students in the International Entrepreneurship class have had to connect with individuals around the world, work to understand their real needs in order to promote a working relationship, and then develop plans to implement the goals identified for each partnership.

Theme 2: Understanding of real-world problems, issues, concerns, commonalities, differences and interdependence

Elementary Green Team: Elementary school students engage in work as part of a Green Team throughout their K-5 careers. Students learn about and engage in recycling and composting every day in the lunchroom as they sort their refuse from lunch. As students get older, they begin to engage more in the recycling work of the building by learning about and supporting the whole-school efforts of thoughtfully using and managing classroom resources and collecting and managing recycling. In addition, students engage in environmental education through classroom learning and a variety of field trips and speakers.

Elementary Educational Field Trips: Mercer Island Elementary students are given yearly opportunities to develop awareness and understanding of concepts and ideas that impact the world through a variety of educational field trips into the greater Seattle area. These field trips include visits to area art and cultural facilities, museums, governmental institutions, environmental education programs, and businesses that directly connect to grade level standards.

Elementary Educational Speakers: Elementary students are also exposed to the wider world through various instructional opportunities where speakers are brought to the classrooms including artists in residence, scientists, members of local diverse communities, government leaders, and community members who enrich classroom instruction by sharing unique life experiences. The overarching goal is that students are able to make connections that further develop and enhance their understanding of the *interconnectedness* of our community.

Native Americans Study and Salmon Study: Our third graders study the native peoples of the local area and the Pacific Northwest. As fifth graders, they link this knowledge to their study of salmon as an important environmental component of our area. Students develop an understanding and appreciation of how the natural environment effects and supports development of environmental connectedness.

K-Kids at Lakeridge Elementary: K-Kids is a service club sponsored by a Kiwanis club. About 20 students meet bi-weekly after school to conduct club meetings with the support

of a Kiwanis club advisor. Members elect officers, identify community needs, plan service and fundraising projects, and develop leadership skills.

Middle School Science Curriculum: Each grade level focuses on opportunities for students to understand real-world problems, and consider potential solutions. In the 6th grade Solar Energy Unit, students examine energy consumption/conservation and in particular our energy use in the U.S. versus the world. Teachers include struggles in developing countries, as well as have the students take an "energy audit" to compare their family's energy consumption to others in the U.S. and then to other countries in the world.

In 7th grade Science, students learn about viruses such as Ebola and EBV. The focus is on the threat they pose to global health. Students are challenged to decide which diseases and medications are most worth pursuing given current knowledge and funding constraints.

In 8th grade Science, students discuss problems with the overuse of mineral (i.e. cell phone components) and food resources (i.e. bluefin tuna), both at home and abroad, and create public service announcements or stories that communicate sustainable solutions.

Eighth Grade Language Arts: The eighth grade Language Arts curriculum is a thematic examination of the human condition through the lens of global human rights. Students acquire a fundamental understanding of the United Nations' Universal Declaration of Human Rights, and apply that knowledge to their study and analysis of required literary works. In *Maus*, *Animal Farm*, *To Kill a Mockingbird*, and *Bronx Masquerade*, students learn about historical examples of human rights violations, and are then challenged to think critically about current human rights issues and concerns on a local, national and global level. The eighth grade Language Arts curriculum empowers students with a strong sense of fairness and justice, and equips them with the critical thinking skills to better interpret the world around them.

Addressing Global Issues through MIHS Science Courses: Earth Science (UW ESS101), AP Physics, AP Chemistry, physics, and biology are all classes where instruction, knowledge, and understanding are critical to addressing global issues. Next Generation Science Standards (NGSS) and systems-thinking are frameworks to help students understand climate change, safety, and other global issues in a broad, as well as focused, context. Some examples include: Earthquake preparedness, risks, planning and engineering in Earth Science (UW ESS101); light and energy in teaching Physics 1 students about the greenhouse effect; global glacier retreat, atmospheric and water cycles, and processes in Earth Science (UW ESS101) to track the impacts of climate change; and researching the economic impact and environmental issues in relation to the global impact of the production and harvesting of various molecules in the "Molecules that Have Changed the World" project in AP Chemistry.

The Global Impact of the US Travel Ban: The social studies are a perfect place for cultivating global awareness and an understanding of real-world issues. This year in US History, for example, students studied the refugee crisis and its implications for Americans. During an AP U.S. History unit on immigration to the United States, students learned from--and were deeply affected by--a presentation by a current MIHS student, who shared his story of fleeing persecution back in the home country. As a member of a

minority part of the population, he was sent by his parents on his own in a boat to escape discrimination and to seek opportunity. A perilous journey by sea and land across Southeast Asia eventually landed him in a UN Refugee camp from which he ultimately traveled to live with his host family here. Students gained a heart-level appreciation of the centuries of migrants to the U.S. and an understanding of how even high school students on Mercer Island are connected to world issues. In another example, American Studies students examined President Trump's Travel Ban. They were required to select news articles from different sides of the political spectrum, with the help of Pew Research Center tools on media bias and political polarization, and to evaluate the strength of arguments for and against the ban. In this way, a high interest news story became the basis for both developing media literacy skills and deliberating important public policy.

Adult Transition Program: The Adult Transition Program (ATP) serves special education students aged 18-21 and is designed for students who need instruction and guidance in preparing for living in the adult world. Students are taught and given opportunities to engage in real-world situations, which include community-based vocational training through partnerships with a variety of Mercer Island businesses. This year, the students of ATP have been running a coffee enterprise called Cool Beans Cafe. Students take orders from district community members, make coffee drinks, and deliver them to students and staff in and around Crest Learning Center, Northwood, the high school, and district administration building. Most recently, the MIHS PTA hired them to provide coffee to the entire staff as part of staff appreciation week.

DECA: DECA is a CTSO (Career and Technical Student Organization) recognized by OSPI to provide the leadership component required in each of our Business and Marketing CTE class frameworks. We utilize DECA competition as a way for our students to apply their classwork in as real-world business setting as possible. All of our DECA students participate in 'Role Plays' where they apply business fundamentals they have learned in class to a case study. They have between 10 to 30 minutes to prepare a presentation (a 'pitch') that they must deliver to DECA judges who are recruited from the business community. Our advanced business students work on projects, papers, and business plans (such as the International Business Plan where they are required to address all the issues of bringing an established existing company into a foreign country) which they are also required to present to a panel of business and finance professionals. DECA gives our students an opportunity to apply their classroom skills and knowledge in global, authentic, and real-world ways that brings meaning to the class instruction.