

Monitoring of Board Policy 2020- Fundamental 6 May 10, 2018

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

This is the fifth full governance monitoring of Fundamental 6. The board approved the Superintendent's current Interpretation of Fundamental 6 which was modified on June 9, 2016, to reflect the transfer of the diversity and equity 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 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Theme 1 – Cultivating global understanding	% 7 th grade students enrolled in World Languages	65.0	64.6	69.7	72.6	63.2
	% 8 th grade students enrolled in World Languages	43.1	50.9	58.1	66.5	59.4
	% 9 th grade students enrolled in World Languages	85.8	82.1	84.2	88.3	89.6
	% 10 th grade students enrolled in World Languages	84.9	82.9	87.6	88.5	89.3
	% 11 th grade students enrolled in World Languages	69.2	74.7	70.6	71.3	69.8
	% 12 th grade students enrolled in World Languages	29.7	28.3	38.6	28.3	30.1
	% 12 th grade students who took 4 years of a World Language	24.4	25.1	32.8	34.4	23.6
	% of students who took at least one fourth year/fifth year/AP course in World Languages	12.8	13.4	14.8	12.9	12.8
Theme 2 – <i>Understanding of real-world problems, issues, concerns, commonalities,</i>	% 9 th grade students enrolled in Global History and Global Studies	65.0	62.0	57.0	60.6	57.2
	% 12 th grade students enrolled in International Studies	15.5	22.9	19.8	22.3	20.3

<i>differences and interdependence</i>	% 12 th grade students enrolled in AP Comparative Government and Politics	52.8	48.6	58.1	42.4	50.4
	% 12 th grade students enrolled in International Entrepreneur	7.9	3.5	4.6	9.2	9.0
	% 11 th and 12 th grade students enrolled in AP Microeconomics	3.1				3.6
	% 11 th and 12 th grade students enrolled in AP Macroeconomics		8.7		8.4	NA
	% 11 th and 12 th grade students enrolled in AP Environmental Science	18.5	14.2	14.5	13.9	14.6

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 MIHS.

World language enrollment for both 7th and 8th graders decreased this year. While not a trend, this will be monitored. The District predicts that the elementary Spanish program and adding Spanish in 6th grade in 2018-2019 will cause overall enrollment to increase in languages.

At the High School level, the graduation requirements for the class of 2019 and beyond requires two years of World Language (with a small number of students creating a personal pathway that won't include World Language). This means most all students will experience a different language and culture in their high school career, an important component of global awareness.

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 6 - Cultivating Global Awareness. Several but not all will be highlighted at the May 10, 2018, 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. We are now rounding out our second year, and 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 transfer into the general education classroom and 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 brought to compare their culture and customs to those of citizens around the world.

As the program has progressed, student curiosity has grown tremendously. They are finding ways to make sense of their world through issues presented in class. Implementing the World Language Program at the elementary level enables students to become more culturally competent and more prepared 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.
- **Elementary Students 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 like Newsela 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.
- **Fifth Grade Camp:** In the 2017-18 school year, all fifth grade students will have attended camp at IslandWood on Bainbridge Island. The 3-4 day programs focus on environmental science, green technology and engineering, and innovative solutions to solve many local and global environmental challenges. Students study a variety of ecosystems, build leadership and teamwork skills through team challenges, and challenge themselves to step beyond comfort zones to get their hands dirty and feet wet in an immersive outdoor education that brings the interdependence of science, humanity, environment and the natural world into actionable clarity for fifth graders.
- **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.

Seventh grade first-year French students 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 two maps showing the country and its location in the world, and a section of facts that they find most interesting about the country.

- **IMS Artist In Residence Grants:** The Middle School MISF/PTA Artist in Residence Grant for the 2017-18 school year was performances by the local Mariachi Band Los Flacos. Other than the violin and some guitars, the terrific authentic music was performed on instruments that the band made including the pan pipes flute. The music was from the Canary Islands to the West Coast of Peru, Argentina and five states of Mexico. The performances included diversity and discussion of Latin and Afro/Latin culture, indigenous influence and commonalities. A great day!
- **MIHS Biotech Ethics:** Students in Jamie Cooke's Biotech course analyze cultural perspectives as they explore ethical dilemmas in the biotech industry. An example is during the HIV unit where students first learn about different cultural perspectives and traditions, and then explore the infection, treatment and vaccine development of HIV through the lenses of both the cultural perspectives and the available biotechnology. Additionally, students study how culture plays an important role in the ethics of human subject research.
- **MIHS World History - 20 Questions:** In an effort to expand students' exposure to a variety of current events around the world, history teacher Susan Rindlaub

starts class every Monday with a 20 question current events interactive activity. In preparation for the activity each week, Rindlaub requires her students to read BBC news which has a strong international focus. Rindlaub also encourages students to access other news sources to examine issues from a variety of different perspectives and lenses in preparation for the game. One of the goals of the MIHS Social Studies Department is for students to leave MIHS as engaged citizens with an understanding of global perspectives and interconnectedness. Activities like Rindlaub's 20 questions challenge students to stretch their thinking and their reliance on popular American media.

- **MIHS World Languages:** Spanish language students study similarities and differences in vocabulary between various languages and countries/regions. They also compare the Spanish subjunctive mood to Greek, Hebrew, Portuguese, English, French, and Russian. Allowing students to compare and contrast numerous languages helps them understand the history, influence, and roots of languages and cultures. In French classes, students study the Francophone world and the many cultural differences between French speaking countries and the United States. Additionally, in higher level French courses, students explore the environment and different countries' views on what is important and how to approach environmental concerns. In AP French students study the refugee crisis in France along with growing racial tensions.

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 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. Students meet bi-weekly after school to conduct club meetings with the support of Kiwanis club advisors. Members elect officers, identify community needs, plan service and fundraising projects, and develop leadership skills. Students visit classmates in hospitals and raise funds for local causes. For 2017-18 school year, K-Kids selected a pet rescue foundation for their project and coordinated visits to Children's Hospital to play board games and hangout with one of our third grade students who is battling cancer.
- **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.

- **ExploraVision Projects at MIHS:** All students who take Biology at MIHS research and present an ExploraVision project. Through this project, students explore the use of a future technology to solve an environmental problem. A few issues students have recently tried to address are climate change, ocean acidification, and biodiversity. After students conduct research, they design and present their solutions to peers and then reflect on possible obstacles, problems, or concerns with their future technology. After presenting to their peers in class, students participate in a Biology night where hundreds of student set up displays of their work and research for parents and the community to view.
- **MIHS Global Scientist Awareness Presentations:** Chemistry 1 students research scientists from all over the world in any branch of science or math of interest to the student. An entire unit is devoted to the research process and the expansion of students' understanding of great scientific accomplishments from around the globe. The culminating assessment for the unit is a presentation each student provides to his/her peers based on the research.
- **Sports Around the World:** In MIHS physical education classes, teachers Toby Swanson and Gavin Cree work to expand students' understanding of sports around the world through their international sports unit. Students work collaboratively in groups to research and present a sport that is unique to a particular country or culture. Together students learn how and why the selected sport is culturally important, as well as how the sport bridges gaps between communities.