

**Mercer Island School District #400
Board of Directors Meeting**

May 29, 2014

WORK AND DELIBERATION

Monitoring of Fundamental 6 – *Cultivating Global Awareness*

Fundamental 6: Cultivate Global Awareness, with a focus on understanding real-world problems, issues, concerns, commonality, differences and interdependence.

BACKGROUND AND FACTS:

The administrative team is committed to implementation of the 2020 Vision including the six fundamentals. The following will explain the work being done in our schools to meet Fundamental 6 – *Cultivating Global Awareness*.

The leadership team considered the superintendent’s interpretation of Fundamental 6 and based on the interpretation supported by the board, the monitoring is divided around three themes:

Theme 1: Cultivate an awareness of global society is an important context for learning (includes the ideas of interdependence and fluency in a second language)

Theme 2: Cultivate an understanding of diverse perspectives (including understanding, accepting and celebrating diversity)

Theme 3: Cultivate an understanding of concepts and ideas that impact the world (includes environmental, social, cultural, religious, political and economic relations; also includes real world problem solving)

The following indicators represent a baseline for representative quantitative and qualitative data that is already being collected to support the monitoring of Fundamental 6.

QUANTITATIVE INDICATORS

Numerous quantitative factors were considered to highlight implementation of Fundamental 6.

Theme	Indicator	SY 13-14	SY 14-15	SY 15-15	SY 16-17	SY 17-18
Theme 1 – Cultivate an awareness of global society	% 7 th grade students enrolled in World Languages	65.0				
	% 8 th grade students enrolled in World Languages	43.1				
	% 9 th grade students enrolled in World Languages	85.8				
	% 10 th grade students enrolled in World Languages	84.9				
	% 11 th grade students enrolled in World Languages	69.2				
	% 12 th grade students enrolled in World Languages	29.7				
	% 12 th grade students who took 4 years of a World Language	24.4				

	% of students who took at least one fourth year/fifth year/AP course in World Languages	13.6				
Theme 3 – Cultivate an understanding of concepts and ideas that impact the world	% 7 th and 8 th grade students enrolled in Global Citizenship elective	2.9				
	% 9 th grade students enrolled in Global History and Global Studies	65.0				
	% 12 th grade students enrolled in International Studies	15.5				
	% 12 th grade students enrolled in AP Comparative Government and Politics	52.8				
	% 12 th grade students enrolled in International Entrepreneur	7.9				
	% 11 th and 12 th grade students enrolled in AP Microeconomics	3.1				
	% 11 th and 12 th grade students enrolled in AP Macroeconomics					
	% 11 th and 12 th grade students enrolled in AP Environmental Science	18.5				

These data show that students take advantage of opportunities in the area of global awareness including high levels of participation in world languages, and accessing a variety of global centric course offerings including electives at both IMS and MIHS.

QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 6 - Cultivating Global Awareness. Several but not all will be highlighted at the May 29, 2014 board meeting.

Theme 1: Awareness of global society is an important context for learning (includes the ideas of interdependence and fluency in a language)

- Elementary Student Council Humanitarian Projects:** The student council at each school has been responsive to local and global needs and disasters and catastrophes. Our student councils have rallied the student body to respond to the tsunami in the Philippines and the more local landslide in Oso, Washington. Students have also participated in food/clothing drives for the Mercer Island Food Bank, Treehouse and the Humane Society. Students at all levels learned about the events, how the local population was affected, and how they could help solve the problem.
- IMS WE day/Global Citizenship:** The Global Citizenship class, led by Jan Brousseau, took the We Day challenge to bring a local and global awareness to students at IMS. The class began the year by learning about a variety of different actions that people around the world are taking to improve the lives of many. The students then worked collaboratively to decide on a local and global action. Locally, the students worked with Mercer Island Youth and Family Services to conduct a food drive around the holidays. Globally, they raised money for schools in Kenya (Brick by Brick), and raised money for clean water in India. Their work culminated in an invitation to WE Day.
- 8th Grade Day of Service:** All IMS 8th graders participate in a Day of Service. Supported by the MISF, PTSA, and IMS ASB, these opportunities included trips and service at Northwest Harvest, P-Patch, Northwest Baby Corner and Children's Hospital.
- IMS World Languages:** Over the last several years, IMS has significantly expanded the foreign language opportunities for students. Traditionally, IMS only offered Spanish language to middle school students. In order to diversify and expand experiences for students, IMS now offers Spanish, Chinese, and French to 7th and 8th graders

Theme 2: Understanding of diverse perspectives (including understanding, accepting and celebrating diversity)

- **Elementary Culture Fairs:** School day and community celebrations/family education nights at each school that encourage students to explore their own heritage and the cultural influences in their own community to promote global awareness, cultural competency, and awareness, mutual respect and understanding.
- **7th Grade Culture projects:** Every year, all IMS 7th grade students develop a culture project that highlights the culture of the student and their family. These projects involve students researching a self-selected component of their family's culture and its impact on the local, regional, and/or global communities. Students, through this project, interact with their culture and present their findings to the rest of the class to enhance cultural awareness and understanding for all.
- **Political Independence & 21st Century Skills Workers Need:** This recent AP Comparative Government unit researched countries and explored reasons why certain countries should be independent. The students looked at the country's current political state, economic state, social state; examined historical context and conflicts; identified the greatest obstacles in seeking independence; identified the ramifications both locally and globally of independence; and then advocated for independence using social media campaigns (Twitter, blogs, etc.). During the project students had to employ the "10 Skills 21st Century Workers Need" during the process and then had to assess their effectiveness
- **International Festival:** This annual MIHS celebration of cultures was led by the MIHS International Club and was the culmination of the work of exchange students and club members at the high school. The festival included an International Week Assembly with a celebration of the arts with performances from Mexico, Japan, Nigeria and South Africa and a speaker from the Gates Foundation health initiatives division. The festival also included an international dinner and an international dance.

Theme 3: Understanding of concepts and ideas that impact the world (includes environmental, social, cultural, religious, political and economic relations; also includes real world problem solving)

- **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, government institutions, environmental education programs, and businesses that directly connect to grade standards.
- **Elementary Educational Speakers:** Elementary students are also exposed to the wider world through various instructional opportunities where educational speakers are brought to the classrooms including artists in residence, scientists, members of local ethnic 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 their understanding of the interconnectedness of our community.

- **Elementary Social Studies Curriculum:** The elementary social studies curriculum is designed to appropriately develop a child's understanding from self to family to local community to regional community to state to country. Three times throughout this sequence, a child also is provided an opportunity to find their place within the global society through study of countries and cultures around the world, starting with learning about their own family's global cultural heritage.
- **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 lunch room 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, all students engage in environmental education through classroom learning and a variety of field trips and speakers.
- **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.
- **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 of how the natural environment effects and supports development of environmental connectedness.
- **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 analysis of required novels. In *Maus*, *Animal Farm* and *To Kill A Mockingbird*, students gain a global perspective as they learn about historical examples of human rights violations. Students are also asked to think critically about potential global human rights issues in the dystopian *Hunger Games* and science fiction short stories. The eighth grade Language Arts curriculum equips students to leave with a sense of empowerment and the critical thinking skills to become globally aware citizens and students of literature.
- **IMS Earth Day:** IMS has renewed energy and vision around Earth Day and sustainability during this school year. During Earth Week (April 21st-25th), the IMS leadership class rallied behind creating a "sustainability tree" that will be populating with leaves students add representing sustainable acts students performed during Earth Week. In addition, conversations around sustainability occurred on Schoology and daily morning announcements highlighting real-world, sustainability living actions occurred.

- **MIHS Impactful Donations:** Crest staff created a unit that allows students to hear multiple global donation perspectives, encourages them to research charitable organizations on their own, and then make a recommendation for a donation from the school. Students will learn about the impact (globally, locally, socially, and economically) of a variety of donation options and assess how they can make the most impact with limited funds.
- **Mercer Trade Inc. – International Entrepreneurship:** This company was developed by students in the entrepreneurship class. Students study the global market and set up a business to support third-world countries purchasing items such as bags, bracelets, jewelry, and food items to sell. Proceeds from this business go back to the countries where the goods were purchased from to support local economies.
- **Public Service Announcements – AP Environmental Science:** Students studied global environmental issues such as ozone pollution, soil, air pollution, renewable energy, and climate change. From this information they created a presentation that included a public service announcement about the concerns within these topics.

RECOMMENDATION:

The superintendent recommends the board achieve a strong majority or unanimous decision on the monitoring of Fundamental 6. To that end, he further recommends that should additional data / indicators be requested, that such additional information receive a majority vote of the board with the expectation that the board as a body provides direction to the schools around the work they are doing with Vision 2020 and its accompanying fundamentals.