

## Monitoring of Fundamental 6 June 9, 2016

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

### BACKGROUND AND FACTS:

This is the third full governance monitoring of Fundamental 6. The board approved the Superintendent's Interpretation of Fundamental 6 on June 12, 2014, which has been modified to reflect the transfer of the diversity provisions to the new Fundamental 7. This report used the Mixed Method Assessment, noting both qualitative and quantitative indicators of measurement.

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.

### QUANTITATIVE INDICATORS

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

The Instructional Leadership team considered a broad range of indicators primarily focused on enrollment in world languages and other global focused courses.

		SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16
<b>Theme 1 –</b> Cultivating global understanding	% 7 <sup>th</sup> grade students enrolled in World Languages	46.9	46.7	65.0	64.6	69.7
	% 8 <sup>th</sup> grade students enrolled in World Languages	29.7	37.1	43.1	50.9	58.1
	% 9 <sup>th</sup> grade students enrolled in World Languages	90.5	86.6	85.8	82.1	84.2
	% 10 <sup>th</sup> grade students enrolled in World Languages	87.0	86.9	84.9	82.9	87.6
	% 11 <sup>th</sup> grade students enrolled in World Languages	80.3	74.3	69.2	74.7	70.6
	% 12 <sup>th</sup> grade students enrolled in World Languages	43.2	40.6	29.7	28.3	38.6
	% 12 <sup>th</sup> grade students who took 4 years of a World Language	35.7	34.3	24.4	25.1	32.8
	% of students who took at least one fourth year/fifth year/AP course in World Languages	16.1	16.1	12.8	13.4	14.8
<b>Theme 2 –</b> <i>Understanding of real-world problems, issues, concerns, commonalities, differences and interdependence</i>	% 7 <sup>th</sup> and 8 <sup>th</sup> grade students enrolled in Global Citizenship elective		4.0	2.9	3.2	NA
	% 9 <sup>th</sup> grade students enrolled in Global History and Global Studies	69.5	71.0	65.0	62.0	57.0
	% 12 <sup>th</sup> grade students enrolled in International Studies	21.6	22.5	15.5	22.9	19.8
	% 12 <sup>th</sup> grade students enrolled in AP Comparative Government and Politics	49.6	38.0	52.8	48.6	58.1
	% 12 <sup>th</sup> grade students enrolled in International Entrepreneur	3.2	3.7	7.9	3.5	4.6
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Microeconomics	2.3		3.1		
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Macroeconomics		7.0		8.7	NA
	% 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in AP Environmental Science	11.5	12.8	18.5	14.2	14.5

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 global centric course offerings including electives at both IMS and MIHS. As students increased participation in world languages in middle school with many students satisfying high school requirements while in middle school, this

enabled some students to complete their world language requirements in earlier grades in high school, allowing for more exploration in electives. It is anticipated as both the elementary Spanish program and the school world language requirement increases with new graduation requirements, students will take advantage of world languages in greater percentages in coming years.

#### QUALITATIVE INDICATORS:

The following qualitative data provides snapshots into Fundamental 6 - Cultivating Global Awareness. Several but not all will be highlighted at the June 9, 2016, board meeting.

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

- **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 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 WE day/WE Act Club:** The WE Act Club, led by IMS Counselors Jayna Rubin and Dru Klein, took the We Day challenge to bring local and global awareness to students at IMS. The club is open to all students in grades 6 through 8 who are committed to making a difference in their community as well as in the world. They began the year by learning about a variety of different actions that people around the world are taking to improve the lives of the global community. The students then worked collaboratively to decide on one local and one global action. Locally, the students worked with Mercer Island Youth and Family Services to conduct a food drive around the holidays. They organized the drive and provided IMS students with information about the importance of helping our own community. Then globally, they raised money to help rebuild Nepal after their devastating earthquake. Again they provided students with information and literature around the importance of helping others in areas of need. This group of students worked very hard and raised about \$1000 for aid relief in Nepal and their work culminated in an invitation to WE Day where they celebrated their efforts, in addition to being inspired by the work of so many others.
- **IMS UW Engineering Field Trip** – Each April a group of 6<sup>th</sup> graders go on a field trip to the University of Washington (UW) to participate in the Discovery Days activities sponsored by the department of engineering. There are many demonstrations, hands-on activities, and opportunities to learn about real-world problems being addressed by UW students. At one exhibit where students tried to build a model building that could withstand the forces of an earthquake, the engineering students shared information about what happened to buildings in recent earthquakes around the world. In another exhibit, students learned about sensor attachments for canes that allow the user to detect and avoid obstacles. There were other exhibits including ones for Engineers Without Borders projects in Guatemala, use of drones,

and advancements in cancer research. The students are exposed to machines and technology that many have never seen before. In an exciting way, the students discover that science is important in many ways and it is fun, too.

- **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.
- **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 Syrian Refugee crisis in Europe in French classes, and watching “*La misma luna*” in Spanish classes to learn about the immigration struggles of a young boy who journeys from Mexico to California to join his mother who immigrated to support him.
- **MIHS Screening of “*Rara*”:** The *Seattle International Film Festival* will be bringing a Chilean film, *Rara*, to campus June 8, 2016, along with the director, Pepe San Martin, for a Q & A session following the movie. The movie explores the struggles of a young girl whose world is turned upside down when her father learns she is being raised by a lesbian couple and he fights to regain custody. This viewing and discussion opportunity will allow students to interact with a Spanish-speaker and find out more about her film and the story behind it.
- **MIHS Support of Somali STEM School:** MIHS International Entrepreneurship students are coordinating a school-supply drive for the students of The Burao Academy in East Africa. Similar to MISD’s vision to “successfully prepare students for the cognitive, digital, and global world,” the The Burao Academy is “a non–profit institution, offering a comprehensive education that is complemented with career training in both the scientific and technical fields. Through a student-centered educational environment that encourages high expectations for success and analytical problem solving skills, our students are given the tools they need to prepare for real-world situations and become Somalia’s future engineers, computer scientists, entrepreneurs, community leaders, and teachers.”

*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.
- **Middle School Science Curriculum:** Each grade level focuses on opportunities for students to understand real-world problems, and consider potential solutions. In the 6<sup>th</sup> grade Solar Energy Unit, students examine energy consumption/conservation and in particular our energy use in the US 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 7<sup>th</sup> grade Science, students look at viruses (Ebola and EBV specifically) as global problems and then are challenged to decide how to approach potential solutions to these world-wide problems. In 8<sup>th</sup> grade Science, students focus on the problems with Coltan mining in the Congo and create public service announcements to emphasize sustainability in issues that are global.
- **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.
- ***I Am Malala* Book Pilot at MIHS:** Students in Daniela Melgar's English 10 class piloted the memoir written by the youngest Nobel Peace Prize Recipient, Malala Yousafzai. *I Am Malala* tells the story of a Pakistani family uprooted by global terrorism and of one brave girl's fight for girls' education and the education of all children. Melgar discusses race and gender stereotypes in nearly every text she teaches her sophomores - from the epithets that Iago uses to describe Othello in *Othello* to how female characters support or defy the notions of gender during a particular time period, Melgar provides a multitude of lenses and opportunities for her students to explore issues of equity. *I Am Malala* enhances the 10th grade canon with a contemporary text that provides students with another opportunity to explore equity on a global scale.
- **MIHS Newsela in Special Education:** Students in Christy Kenyon's Personalized Learning Program and Shannon Verschueren's Transition Program access current events and articles of interest at each student's identified reading level through the use of the Newsela website.

Newsela builds students' reading comprehension through the use of leveled articles and real-time assessments. By providing access to current topics like war, politics, and the environment regardless of a student's reading level, all students are able to engage in activities and conversations about current events.

- **MIHS *Fast Food Nation* Update:** Julia Seidman's English 10 students experienced a structured and cohesive approach to non-fiction reading and research techniques while studying GMOs and other food science issues while reading excerpts from *Fast Food Nation*. *Fast Food Nation* was published 15 years ago and much has changed in our relationship with food since the early 2000s. Consequently, Ms. Seidman's students researched current information and provided updates to the content of the text. In groups, students took single chapters from the book and created presentations that synthesized the content of their chapter with information from a variety of more recent sources. At the conclusion of all of the presentations, students individually wrote editorials based on the presentations about the issue they felt is most pressing for society today.

#### RECOMMENDATION:

The superintendent recommends the Board achieve a strong majority or unanimous decision on the monitoring indicators for Fundamental 6, as well as the revised Fundamental 6 Superintendent's Interpretation. To that end, he further recommends that, should additional data and/or indicators be requested, such additional information or identification of new indicators be a board decision and not a request of an individual or two.