### **Board of Education Meeting**

February 5, 2019

Dr. Tim Kaltenecker

#### Administrators/Teachers

Ms. Jen Laden Mr. Duane Smith Ms. Melissa Stahl Ms. Lisa Squadron Global Scholars Students:

Sarah Fakler
Victoria Ganeles
Sofia Giamartino
Caroline Kelly
Riley Sullivan



Creating the leaders of the next generation

# Why Global Competence?





## Technology has flattened the world.

- The world is our library: global access to information
- The world is our neighborhood: global communication and collaboration

Transition from the information age to the *innovation age*.

 New skills and competencies are needed to prepare students for success in the future

# What is Global Competency?

## The Globally Competent student:

Develops an understanding of **international awareness** through:

- World history
- Socio economic and political systems
- Global events
- Understanding the impact of one's actions locally and across borders

Uses the skills of **cultural proficiency** to promote cross-cultural relations

Builds knowledge of and proficiency in <u>world languages</u> to enhance cross-cultural communication and appreciation of cultures

Develops competitive skills for use in the worldwide global market

## How will Global Competency be Implemented?



## Global Scholars Program: A Three-Year Sequence

## Provides students with opportunities to:

- Study in-depth interdisciplinary topics
- Investigate global issues
- Analyze issues from diverse perspectives
- Communicate ideas effectively in both English and a second language

## With the goal to <u>develop</u>:

- Global awareness
- Critical thinking & problem-solving
- Leadership skills



## What framework will guide the learning?

· Recognize and express their own

· Examine others' perspectives and

identify what influenced them.

· Articulate how differential access to knowledge, technology, and

resources affects quality of life and

· Explain the impact of cultural

on that perspective.

interactions.

perspectives.

perspective and identify influences





- · Identify an issue, generate questions, and explain its significance.
- · Use variety of languages, sources and media to identify and weigh relevant evidence.
- · Analyze, integrate, and synthesize evidence to construct coherent
- · Develop argument based on compelling evidence and draws defensible conclusions.

· Identify and create opportunities for

personal or collaborative action to

based on evidence and potential for

Act, personally or collaboratively, in

Reflect on capacity to advocate for

and contribute to improvement.

contribute to improvement, and

assess impact of actions taken.

creative and ethical ways to

improve conditions. Assess options and plan actions

#### Investigate the World Students investigate the

world beyond their immediate environment

### **Recognize Perspectives**

Students recognize their own and others' perspectives.

#### **Understand the World through** Disciplinary and Interdisciplinary Study

#### Take Action

Students translate their ideas into appropriate actions to improve conditions.

#### Communicate Ideas

Students communicate their ideas effectively with

diverse audiences.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- · Listen to and communicate effectively with diverse people.
- · Select and use appropriate technology and media to communicate with diverse audiences.
- · Reflect on how effective communication affects understanding and collaboration in an interdependent world.

### World Savvy: Components of Global Competency

- · Complexities and interdependency of world events and issues
- · Geography, conditions, issues and events
- · Historical forces that have shaped the current world system
- · One's own culture and history in relationship to others

- Research
  - Communication and collaboration
    - Coping and resiliency
      - Critical and comparative thinking
        - · Creative thinking and problem solving

- Openness to new opportunities, ideas and
- Self awareness about identity & culture, and differences
- · Comfort with ambiguity & unfamiliar situations

- Seek out multiple opinions and perspectives
- · Form opinions based on exploration and evidence
- Taking informed action on issues that matter to you
- Sharing knowledge and encouraging discourse

ways of thinking

sensitivity & respect for

Empathy & valuing multiple perspectives

# What content guides the learning in Year 1?















15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS







## What is the Curriculum in Year 1?

## **GLOBAL SCHOLARS: SEMINAR**

**Introduction to Global Competence**: To what degree is global competence important in our world?

**Economic Development**: Can poverty be eliminated?

Human Rights: How can action address human rights?

**The Environment**: Should we restrict individual freedom to protect the environment?



## What is the Curriculum in Year 2?

## **GLOBAL SCHOLARS: ACTION RESEARCH**

- What global problem do I want to learn more about?
- Why do I care about this global problem?
- Who is impacted by this global problem? Why/How?
- How can I create an action plan to address this global problem?
- Who can I partner with to achieve the goals of my action plan?
- How do I effectively communicate and advocate for my action plan?
- How do I implement my action plan?
- How do I monitor and evaluate my action plan?

# What are Examples of Student Projects?

Sarah Fakler: Sino-African Relations and Debt

Tori Ganeles: Flood Resistant Housing in Vietnam

Sofia Giamartino: Sexual Violence in the American Prison system

Caroline Kelly: Solar Energy For Uganda

Ali Lehman: Mental Illness and Veterans

Riley Sullivan: American Policy in Global Health





# What are the next steps?

- Refine & revise the Year 1 & 2 courses
- Develop the curriculum and outcomes for the Year 3 course,
   Global Scholars: Leadership
- Continue our partnerships:







Critical friends visit on April 4 & 5

Committee: Global Scholars Study Group