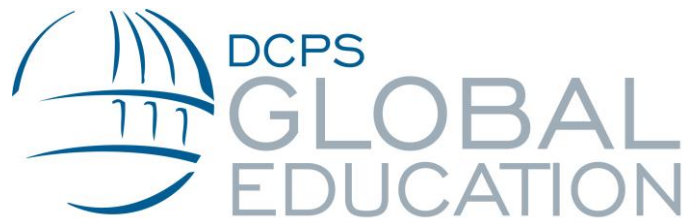


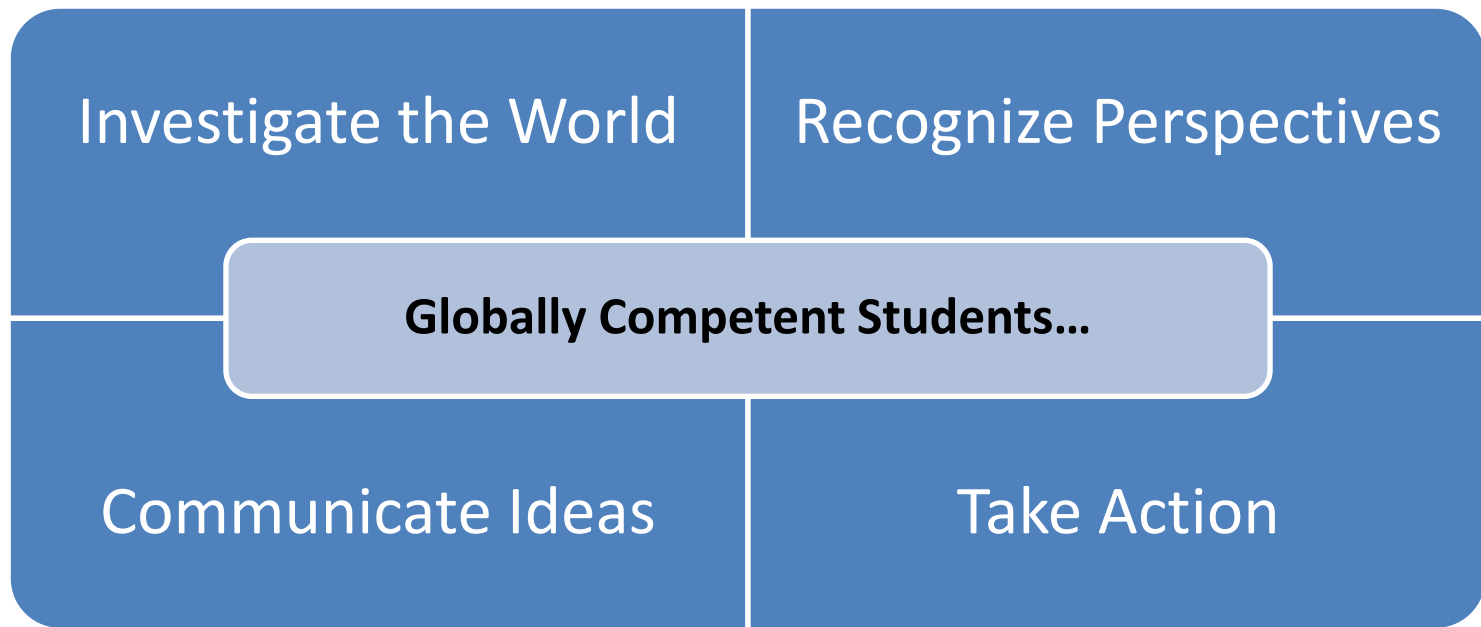
Global Access, World Readiness

We provide the resources, expertise and opportunities necessary to ensure that every DCPS graduate is an inquisitive, informed and active world citizen, prepared for success in college, career and life in an increasingly diverse international community.



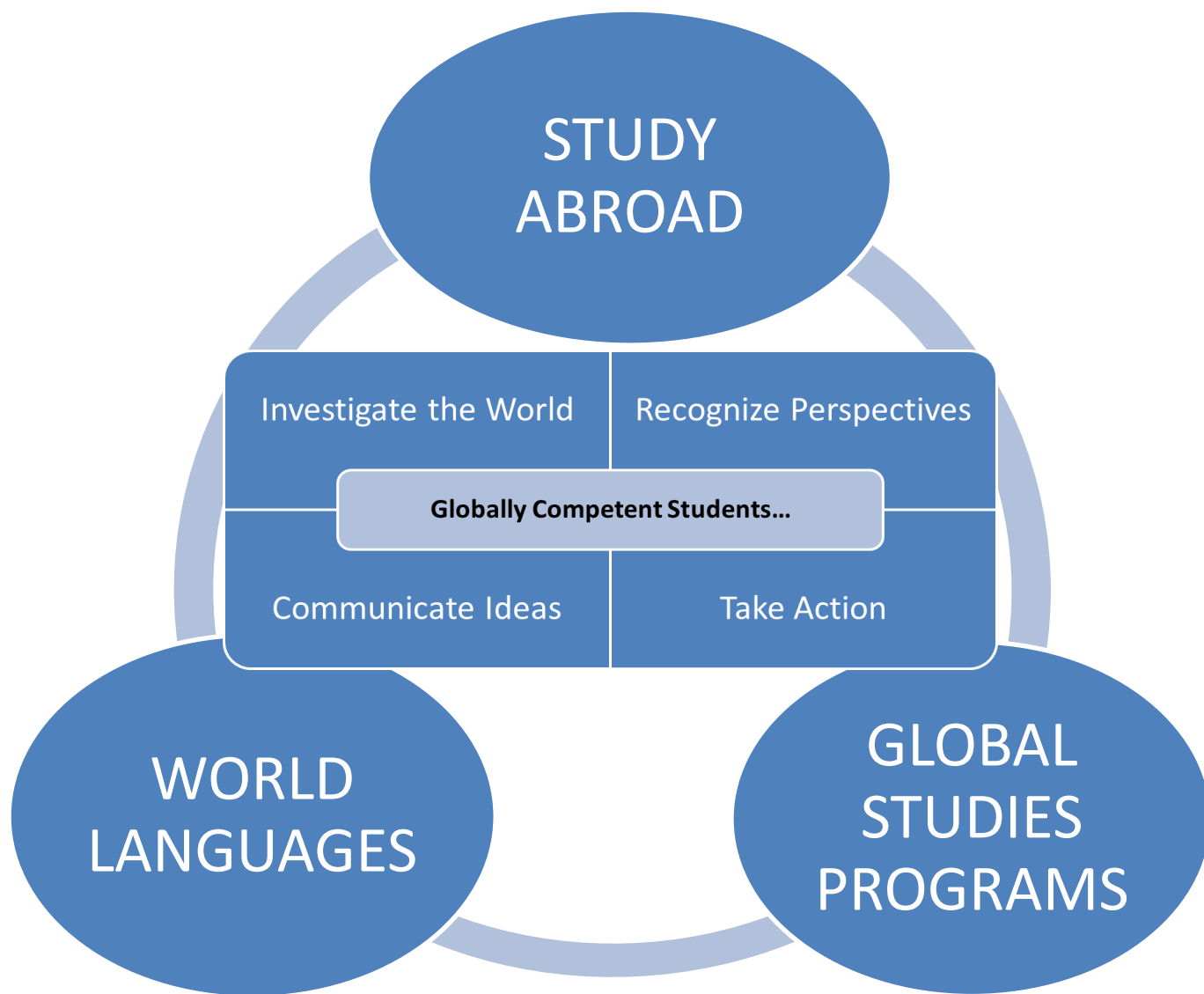
What is Global Education?





What is DCPS Global Education?







WORLD
LANGUAGES

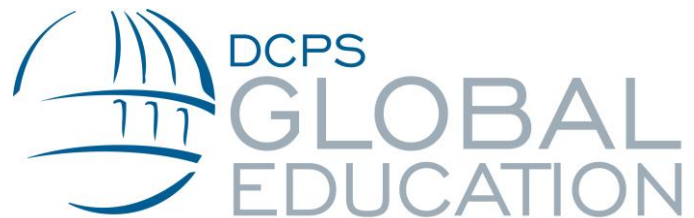


CULTURAL
IMMERSIONS



GLOBAL
STUDIES
PROGRAMS

We build DCPS students' global competence through...





WORLD LANGUAGES: A Plan for Proficiency

PK3-2nd

FLES
45 minutes
3 times a week

3rd-5th

FLES
45 minutes
2 times a week

6th

Lang & Culture
45 minutes
2-3 times a week

7th-8th

Level 1
.5 credit
Full-year
120 hours

9th

Level 2
1 credit
Full-year
120 hours

10th

Level 3
1 credit
Full-year
120 hours

11th

Level 4
1 credit
Full-year
120 hours

12th

AP
1 credit
Full-year
120 hours



DCPS
GLOBAL
EDUCATION



WORLD LANGUAGES: A Plan for Proficiency

Language offerings will follow logical, articulated feeder patterns

K-5

6-8

9-12





WORLD LANGUAGES:

Alignment of Rigorous Content

ACTFL Summer Academy

Proficiency targets for each grade level

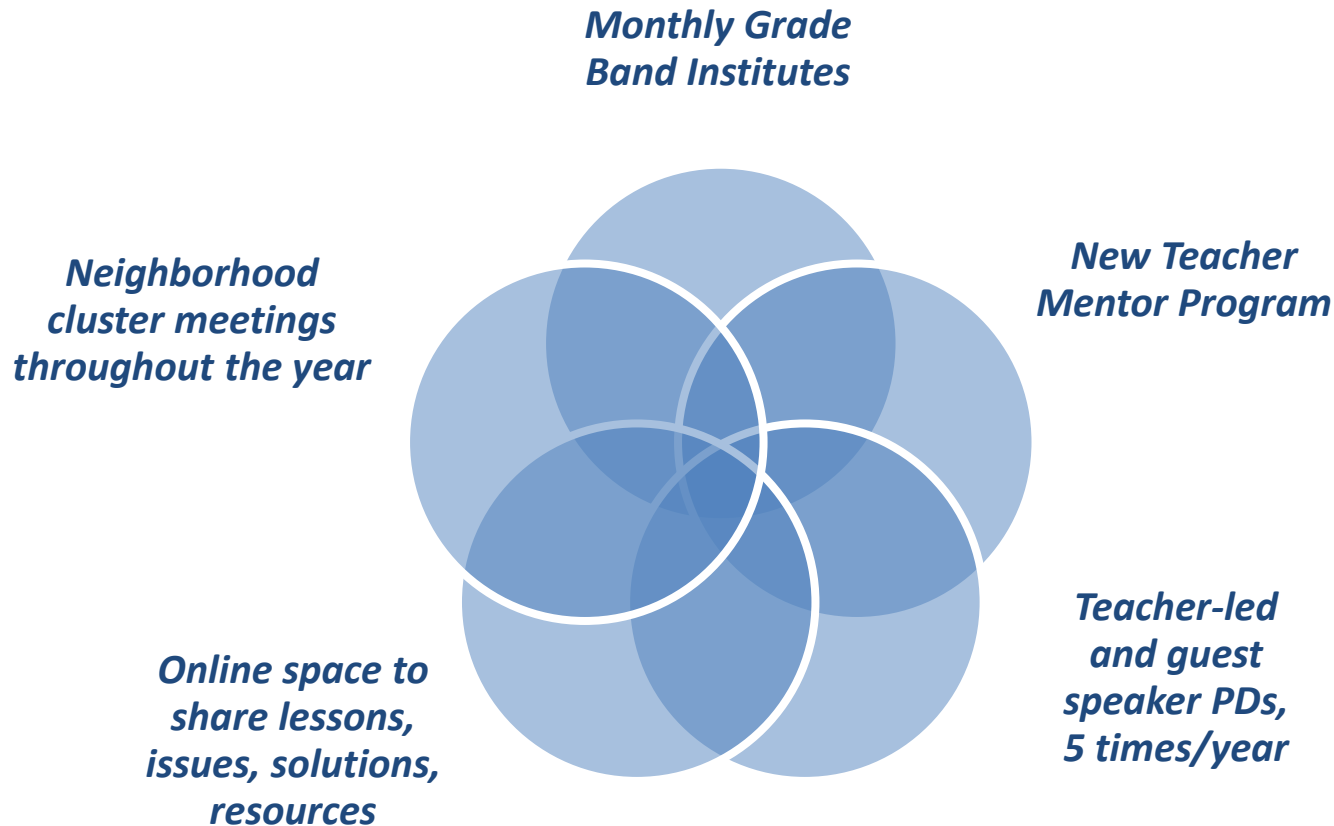
Resource Guides for each Unit Overview

Formative Assessments for each Unit



WORLD LANGUAGES:

Teacher Support and Retention





STUDY ABROAD:

Global Experiences for our Global Citizens

All 8th and 11th Grade students are eligible for funded cultural immersions in one of the following pathways.

Global
Leadership

Language
Immersion

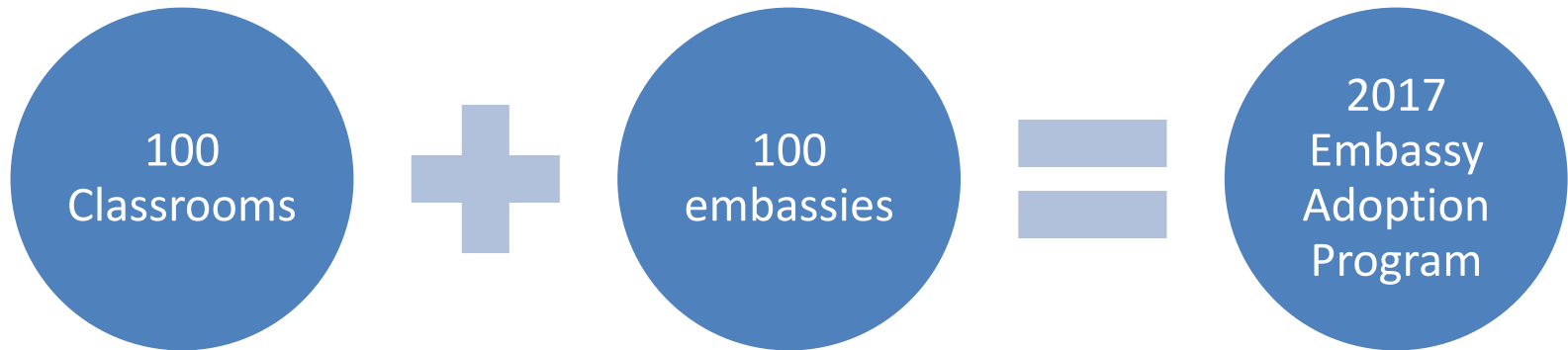
Service
Learning



GLOBAL STUDIES PROGRAMS:

Embassy Adoption Expansion

Launch of Embassy Adoption's 40th year and a strategic plan for expansion to 100 fifth and sixth grade classrooms by 2017.



This will double the number of students participating in the program as well as the annual Mini United Nations and Model United Nations events.



GLOBAL STUDIES PROGRAMS:

International Food Days



Hello,
Korean Food!
안녕, 한식!

한국문화원
KOREAN CULTURAL CENTER
Washington D.C.

December 4, 2012

Korean Food Day

[f KoreaCultureDC](#) [@KoreaCultureDC](#)
[KoreaCultureDC](#) www.koreaculturedc.org

[KFF](#) [한식재단](#) [KOREAN FOOD FOUNDATION](#) [CJ](#) [FOODS](#)

By the Korean Cultural Center Washington DC
at the Embassy of the Republic of Korea & DC Public Schools



GLOBAL STUDIES PROGRAMS:

Seal of Global Competence

Development of a Seal of Global Competence for graduating students, to award and recognize demonstrated excellence in global education, as seen with the Seal of Biliteracy or Wisconsin Global Competence HS Certificate.

	Assessment		Coursework
Requirement 1	Demonstrate proficiency in global issues and ability to articulate potential solutions.	Participation in Model United Nations event; AND Complete and present a senior project focused on a global culture/issue, within the defined guidelines; AND Score 3 or above on the AP Human Geography exam; AND Score 3 or above on the AP Comparative Government exam;	PLUS Model UN & International Diplomacy (HF6); AND Senior Seminar (Y75); AND Global Perspectives (H39); AND AP Human Geography (HP5); AND AP Comparative Government (HP3)
Requirement 2	Demonstrate proficiency in global cultures and ability to communicate.	Complete WL courses with average high school GPA of 2.5; AND Select and host a speaker with a global perspective for a class or school assembly.	PLUS Complete 4 credits of World Language in same language; AND Public Speaking (E35); AND Global Arts AND Global Fitness & Global Team Sports AND Comp. Religion (HE7); AND TWO OF THE FOLLOWING Asian Studies (HE6); Latin American Studies (HF2); Middle Eastern Studies (HF5); African Studies (HE3)
Requirement 3	Provide evidence of cultural competency and application of global understanding.	Complete 2 internships or externships in an international field; AND Provide documentation of 25 hours of globally-focused service; AND Participate in a globally-focused cultural immersion of at least one week; AND Participate in three years of globally-focused extracurricular activities.	PLUS Internship (W16)



GLOBAL STUDIES PROGRAMS:

Project Zero Global Thinking Schools

WHY

- Provide a new approach to locally-grounded global competence education
- To participate in the world today young people must develop the capacity and disposition to understand and act on issues of global significance, ranging from economic interdependence and human migration to sustainable development and urban wellbeing.
- We must cultivate young people's capacity to engage in deep learning across disciplines to investigate the world, understand perspectives—others' and their own-, communicate across difference through civil dialog and deliberation, and take creative, informed and responsible action.
- Meeting the challenge of preparing our youth for a culturally rooted global competence will require innovations in curriculum, instruction, and professional development (Boix Mansilla 2015).
- "The World in DC" draws on the most innovative research-based frameworks and tools developed at Harvard Project Zero to advance a city-based approach to educating for global competence.



GLOBAL STUDIES PROGRAMS:

Project Zero Global Thinking Schools

WHAT

Network of schools, PK-12

Represent different areas, wards, and work within feeder patterns

What does it look like to be a Global Thinking School?

Global curriculum and content across all courses:

Together with Project Zero, develop, test and disseminate an approach to teacher preparation, curriculum and instruction able to ensure a quality global competence education and create local capacity to sustain it.

Work with existing DCPS curriculum and Cornerstones to infuse global prep

Global texts brought into content areas and libraries

Distinct Global Disposition Program for Each School:

Eg Peacebuilding

Exceptional WL Instruction, year round:

ES: true FLES model (min 90 min/week)

MS: students receive 2 HS credits (.5 in grade 6, .5 in grade 7, 1 in grade 8)

HS: students reach AP levels early, can access content courses in upper grades (eg Spanish Language Film Studies)

Targeted partnerships:

Embassy Adoption, Pulitzer Center, Georgetown, State Dept, Peace Corps—ensure that these schools successfully leverage the uniquely global resources DC is rich in.



GLOBAL STUDIES PROGRAMS:

Project Zero Global Thinking Schools

HOW

- Monthly seminar series for network school teachers.

A cross-school design seminar series gathers interested teachers and leaders every month to examine the nature of quality global competence education, instruction, learning demands, and assessment. Participating educators will become familiar with Harvard Project Zero's teaching frameworks and tools. Approximately eight seminar sessions will be offered each year. During seminars teachers will share their documentation of practice and deepen their repertoires for global education including tools to nurture academic language skills among students.
- A system of school-based learning groups and school rounds for on-site teacher support will enable teachers to reflect on their practice. Project researchers will visit classrooms and meetings regularly to offer feedback.
- Prototype, test, and document approaches to global competence education through the use of:
 - *Global Cornerstones or Milestone learning experience*: GC are key in-depth global competence learning projects to be led by students at key moments in their education. Issues: global media, sustainability, migration, trade, climate change.
 - *Global thinking routines* are micro-interventions designed to transform the culture of a classrooms and develop long-lasting global competence dispositions.
 - Conduct public events and exhibits making the work of students and teachers visible through DCPS and DCPZ organized events as well as events in other cultural institutions.



GLOBAL STUDIES PROGRAMS:

Project Zero Global Thinking Schools

Exemplar Global Thinking Routine:

The 3 Ys

1. **Why** might this [topic, question] matter to me?
2. **Why** might it matter to people around me [family, friends, city, nation]?
3. **Why** might it matter to the world?





GLOBAL STUDIES PROGRAMS:

Project Zero Global Thinking Schools

Purpose: This routine encourages students to develop intrinsic motivation to investigate a topic by uncovering the significance of such topic in multiple contexts, make local-global connections, and situate themselves in the global landscape.

Application: When and where can it be used?

Use this routine when you want students to consider carefully why the topic might be worth attending in the news or investigating more deeply. They become aware of how a topic, issue or question has far-ranging impact and consequences at the local and the global levels.