

Old Mill Global Studies Parent Education Night

November 19, 2019

6pm-7:30pm



Evening Agenda

- Rod Septka: Teaching for Global Competency
- Jason Deppong: The *International Baccalaureate*
- Teacher Presentations:
 - Aimee Demaret (3rd Grade)
 - Jennifer Butler (Kindergarten)
 - Rod Septka:
 - Natalie Butler Work (5th Grade)
 - Jana Goodman Work (Library)
 - Maestra Emily (K-1 Spanish)
- Questions
- Closing

What are the most significant challenges facing our world today?

Climate Change Mass Migration Global Networks



Global Competence Is a 21st Century Imperative

Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society.

—former NEA President Dennis Van Roekel

Strategic Plan

Vision Statement

Our learning community is dedicated to developing **globally minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.**

Mission Statement

We provide a balanced education, enabling all students to achieve academic success in an environment that fosters **social-emotional development, equity, and creativity.** We prepare our students to be responsible, **contributing members of our community, to be wise stewards of our natural environment, and to thrive as global citizens in a rapidly changing world.**

Strategic Plan Objective 1

Balanced Learners

All students will learn in an environment that fosters social- emotional well-being, equity, global perspectives and awareness through inquiry and project-based instruction.



Global Partnerships





**California Department of Education
Sacramento, 2016**

Empathy building

Appreciation for different perspectives

Learn about new cultures

Improves cognitive abilities



Global Competence is defined as:

“...the disposition and capacity to understand and act on issues of global significance.”

Four Domains of Global Competence



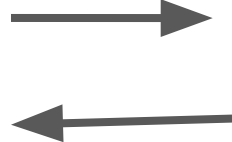
Mill Valley Learners Are:

**Balanced
Critical Thinkers
Collaborative
Communicators
Courageous
Empathetic
Inquirers
Knowledgeable
Open-Minded
Principled
Perseverant
Reflective**

This is the foundation on which to build the global competencies

Learner Profile

Balanced
Critical Thinker
Collaborative
Communicator
Courageous
Empathetic
Inquirer
Knowledgeable
Open-Minded
Perseverant
Principled
Reflective



Principled: Doing the right thing even if no one is looking. Even if you don't get a reward. It makes me feel proud on the inside.



“I was being principled, and I said to my mom I was principled and she thought I went to the principal’s office.””

Second Grade Extraordinary People

A story in progress



**MILL VALLEY LEARNERS
STRIVE TO BE**

BALANCED
CRITICAL THINKERS
COLLABORATIVE
COMMUNICATORS
COURAGEOUS
EMPATHETIC
INQUIRERS
KNOWLEDGEABLE
OPEN-MINDED
PERSEVERANT
PRINCIPLED
REFLECTIVE



Character Traits of Extraordinary People

Empathetic
-thinks about others

Principled
- Knows what is right

PERSEVERANT
- Keeps going, what no matter

Communicator
- shares ideas with others

Knowledgeable
- Studies & learns lots of stuff

Courageous
- brave, danger doesn't matter



Extraordinary People's Character Traits



We noticed

Abe was...

Evidence...

Empathetic
think about others

- He thought the slaves should be free.

Principled
know what is right

- He signed the Emancipation Proclamation, even though others told him not to.

Perseverant

Keep going, no matter what

- He kept battling even though the Civil War was so bad.

Extraordinary People's Character Traits

We noticed

Martin was...

Evidence...

Communicator
(shares ideas with others)

→ gave speeches on why black people should be equal.

Courageous
(brave, danger doesn't matter)

→ he kept marching even when others tried to stop him.

Knowledgeable
(studies and learns lots of stuff)

→ he studied so hard he skipped two grades.



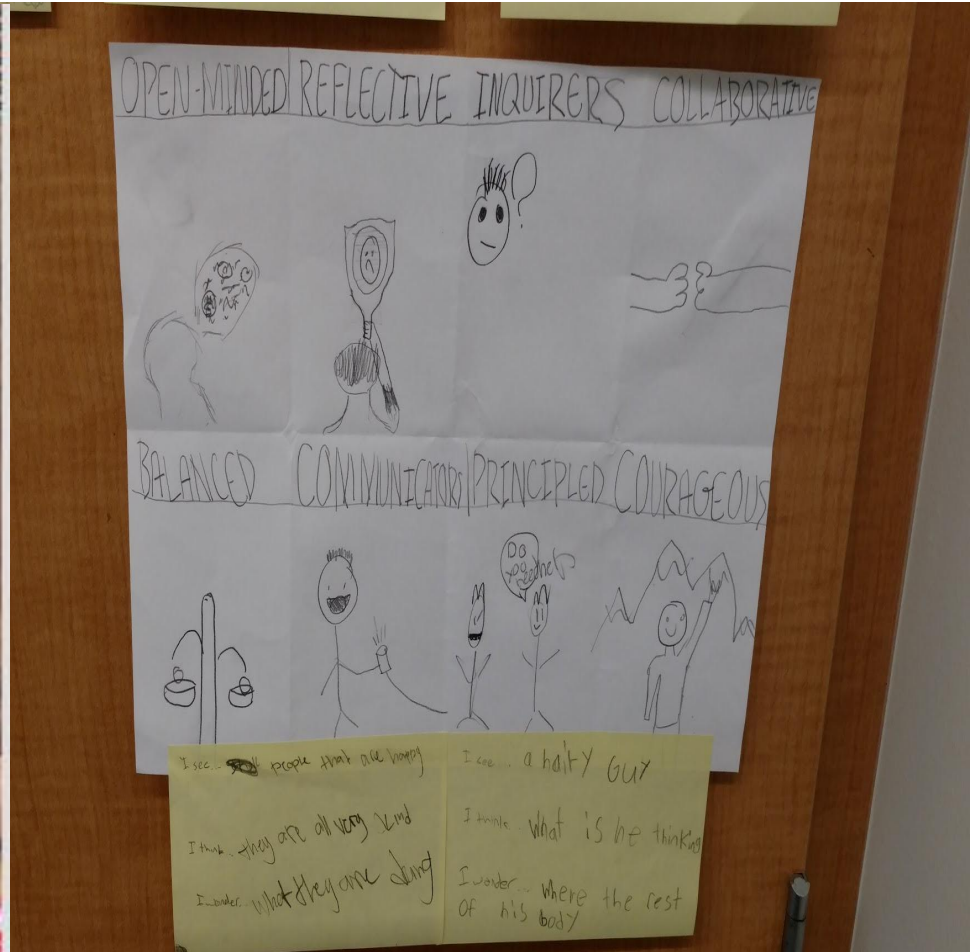



Character Traits of Extraordinary People
Ambitious, Perseverance, Knowledgeable, Collaborative, Risk-Taker, Courageous

Time To Think
Think out loud for 5 seconds

M.D.G.S.M.O.

Class P...



A photograph of two fluffy white flowers, likely cotton or a similar species, in a field. The flowers are in the foreground, with their stems and leaves visible. The background shows a vast, open landscape under a bright blue sky with scattered white clouds. The overall scene is bright and natural.

**Not soft skills...
...“critical” skills**

Ways of Thinking

- Creativity and innovation
- Critical thinking, problem solving, decision making
- Learning to learn, metacognition

Ways of Working

- **Communication**
- **Collaboration & teamwork**

Tools for Working

- Information literacy
- ICT literacy

Living in the World

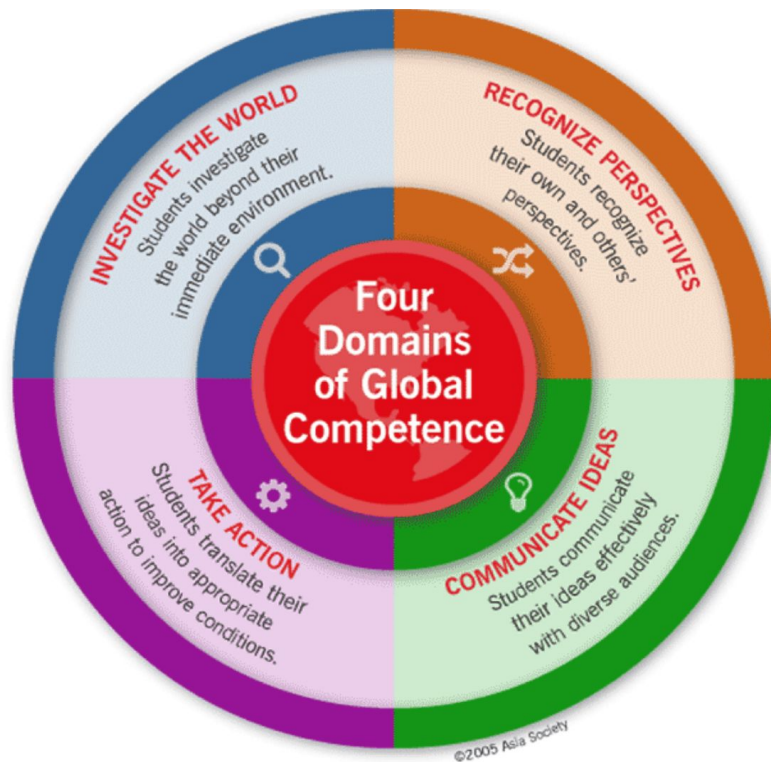
- **Citizenship – local and global**
- Life and career
- **Personal & social responsibility – including cultural awareness and competence**

ATCS

10 Essential Skills For Success in 21st Century

1 Global Competence

Equity



Social
Emotional
Learning

Learner Profile

Core SEL Competencies

5 Core CASEL Principles *(Collaborative for Academic, Social, and Emotional Learning)*



© CASEL 2017

Research, Practice, Policy

Global Competence

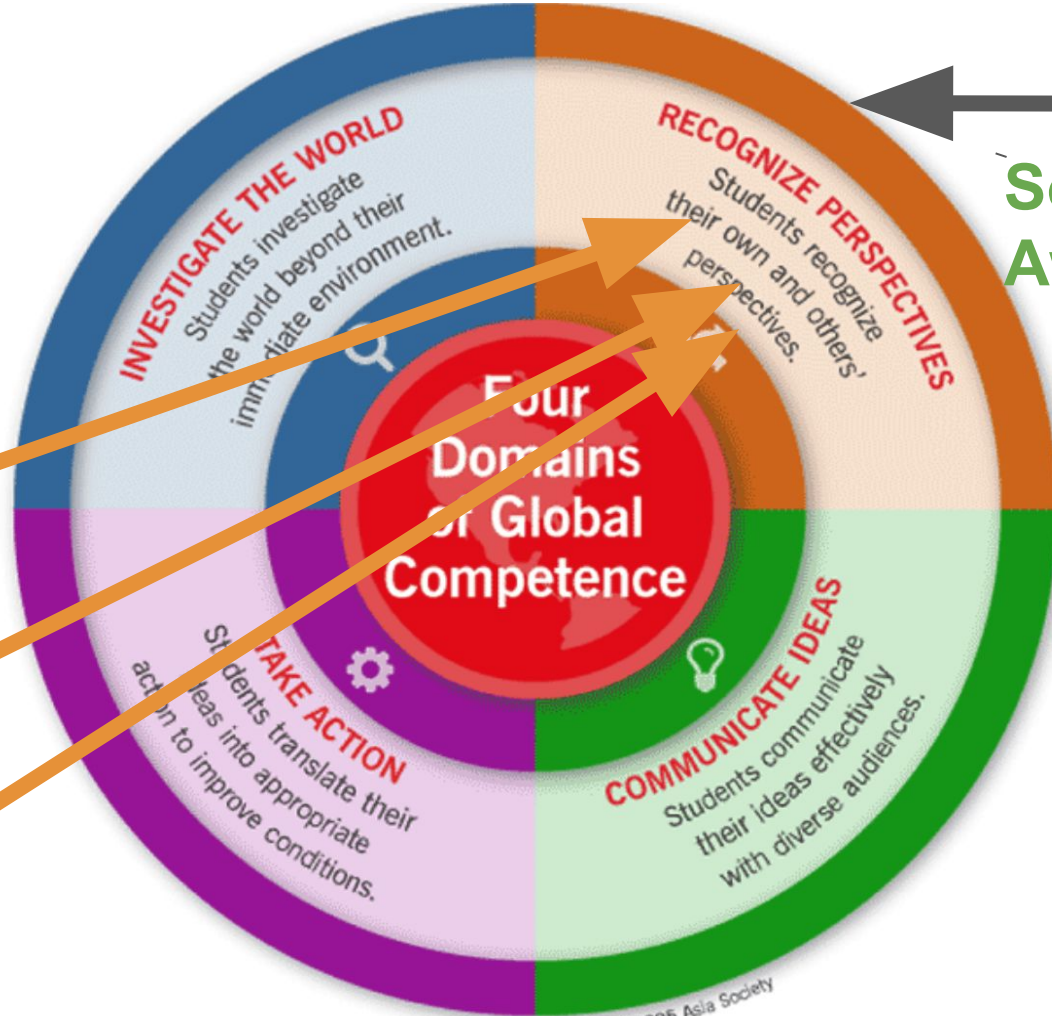
- Balanced
- Critical Thinker
- Collaborative
- Communicator
- Courageous
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- Inquirer
- Knowledgeable
- Open-Minded
- Perseverant
- Principled
- Reflective

Social Emotional Learning

CASEL Principles	Kimochis-Tools	Toolbox-Tools
Self awareness	Compassionate Kind	Empathy
Self management	Courageous	Self -Mastery
Social awareness	Brave	Resilience
Relationship skills	Collaborative Respectful Responsible	TOOLBOX strengthens frameworks...which offer the 'Why' and 'What' of SEL. TOOLBOX provides the 'HOW' with practical strategies that work.
Responsible decision making	Resilient	

Learner Profile

Balanced
Critical Thinker
Collaborative
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Reflective



SEL

**Social
Awareness**

California's Social and Emotional Learning Guiding Principles



1 Adopt Whole Child Development as the Goal of Education



2 Commit to Equity



3 Build Capacity



4 Partner with Families and Communities



5 Learn and Improve



FOREWORD

Representatives from more than 20 California education organizations and systems, in partnership with the

Adopted
2018

Global Competence & Equity

Mill Valley School District DEFINITIONS

Global Competence is:

The dispositions and capacity to understand and act on issues of global significance

Equity is:

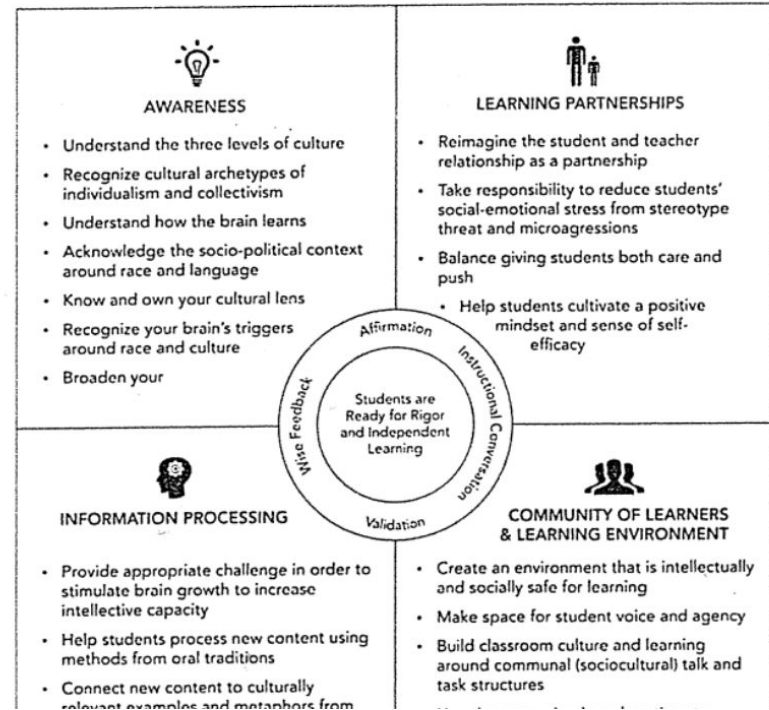
Raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories

Equity

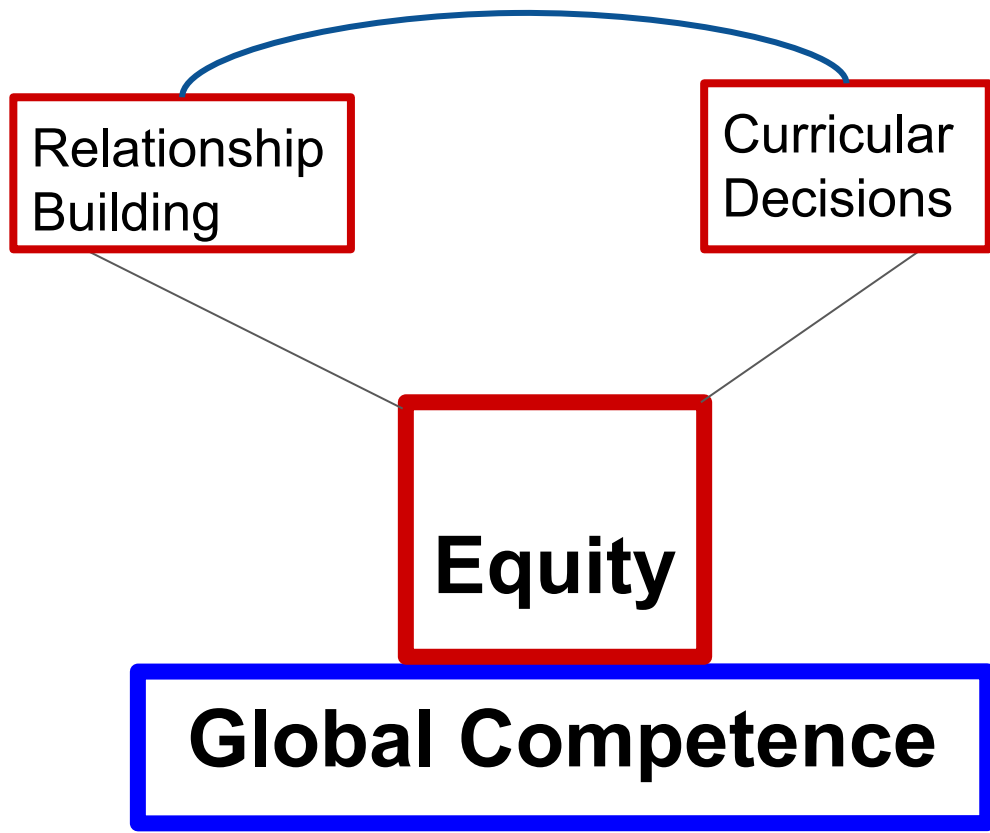
Global Competence

READY FOR RIGOR

A Framework for Culturally Responsive Teaching

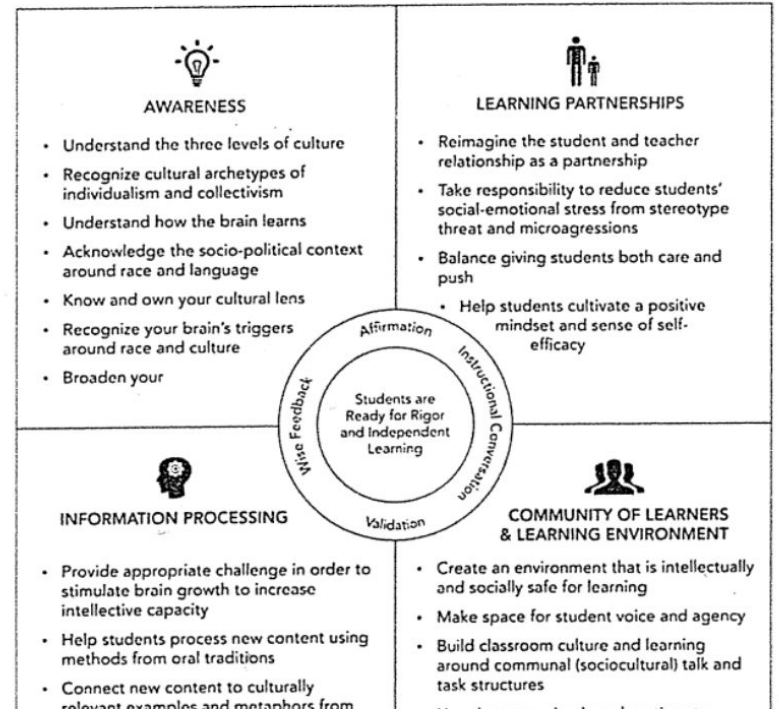


From *Culturally Responsive Teaching and the Brain*, Zaretta Hammond



READY FOR RIGOR

A Framework for Culturally Responsive Teaching



From Culturally Responsive Teaching and the Brain, Zaretta Hammond

Global Competence

Equity

Cultural Awareness/Perspective Taking

Inquiry Based Instruction

Concept Based Teaching and Learning

Problem/Project Based Learning

Focus on Global Context/Relevance

Build Global Competencies

Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Global
Competence
Indicators
and
Benchmarks
Inventory



Investigate the World	DEVELOPING	PROGRESSING	PRACTICING
<i>Pose questions to better understand issues and perspectives</i>	I formulate questions connected to an issue, ask questions without a specific audience in mind, and summarize responses.	I formulate questions designed to explore issues from multiple points of view, identify potential audiences and seek responses from some, and analyze responses for potential gaps, patterns, and themes to better understand the issue.	I formulate key questions that elicit insights on given issues, seek appropriate audiences to respond from different perspectives, and use responses to inform new avenues of inquiry to better understand issues.
<i>Identify and suspend assumptions and judgements</i>	I explore my own opinions and bias about topics, issues, and people.	I acknowledge and articulate my own assumptions and judgements.	I recognize and set aside my personal views when encountering new information or experiences in order to learn and communicate objectively.
<i>Recognize the value of each person in a global community</i>	I recognize the contributions from diverse individuals in a variety of settings.	I value and seek the contributions of different individuals in a community.	I advocate for the inclusion of each person in a global community.
<i>Explore the world with curiosity</i>	I am interested in learning about the world within and beyond my immediate surroundings.	I actively acquire knowledge to better understand my world.	I seek out and engage in first-hand experiences to learn about the world.

Integrating the domains and indicators into our assessments of students

Proposition: When we embed **social emotional learning** into our teaching and address issues of **equity**, we help our students develop as **global citizens**.



**International
Baccalaureate**









**International
Baccalaureate**

The IB Mission Statement



The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

The programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Some IB History and Facts

- A non-profit education foundation established in 1968 in Geneva, Switzerland, with the **Diploma Program (DP)**. The **Middle Years Program (MYP)** began in 1994, the **Primary Years Program (PYP)** in 1997, and the **Career-Related Program (CP)** in 2012.
- Originally attended primarily by children of diplomats and international business people looking for a high quality education transportable and consistent across the globe.
- Now there are 5,477 programs offered worldwide across 4,267 schools (1,682 in the USA).
- About 91% of US IB schools are public.



THE IB CONTINUUM



IB Learner Profile



- At the heart of all four IB programs is the **Learner Profile**, the values inherent to the IB continuum of international education K-12.
- IB programs promote the education of the **whole person**, emphasizing intellectual, personal, emotional and social development
- The IB believes these **10 attributes**, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Principled



PRINCIPLED

Weekly Challenge

Week of November 18

Do the right thing...even if
nobody else is doing it!

It is tempting to try and get away with something...sneaking that extra candy bar, playing longer when it is time to stop or sharing answers with a friend instead of doing your own work. It is hard to be the only one who seems to be following the rules. Be a good role model for others around you and do the right thing...who knows, other people might just follow your lead.





Thinkers



Principled



Caring



Communicators



Reflective



Balanced

Courageous



Inquirers

Open-minded

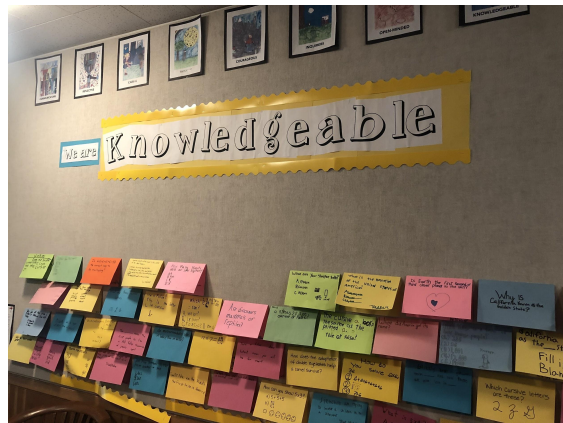
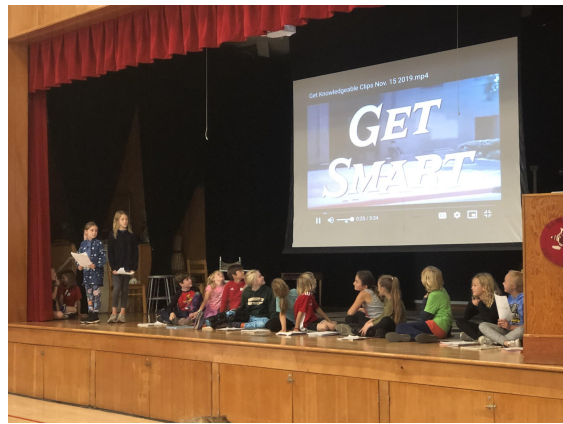


Knowledgeable

HATCHET CHARACTER TRAIT CLAIM

THINKER

In the novel *Hatchet* by Gary Paulsen, the main character, Brian Robeson, is a **thinker**. Brian is a 13 year old boy stranded alone in the Canadian wilderness after his plane crashed in a deep lake. All he has is his hatchet. He uses it to help him survive. When Brian strikes the hatchet on a rock, sparks showered down from the rocks. After many attempts, Brian makes fire. Now he is warm, but he is still stranded. He must be a thinker and figure out what to do to get rescued. Brian demonstrates he is a thinker on page 101: "If he heard an engine he would run up with a burning limb and set off a signal fire." As shown, Brian is thinking ahead about how he will get noticed by a nearby airplane.



**Participate in Family International Night!
April 18, 2019 from 5:30-7 pm
Old Mill School, MPR**

OMS's first ever *Family International Night* is an opportunity for all Old Mill families to share their cultural heritage with the OMS community!

Set up a table with a simple display plus any games, jewelry, artifacts, art and/or books from one of your countries of origin!



Sing a song, perform a dance, or read a story or poem from another country!

Volunteer to help us prepare for the event!

Bring food samples and wear clothing from your country!

If you are interested in volunteering, email jdeppong@mvschools.org

Fill out the application by April 4!



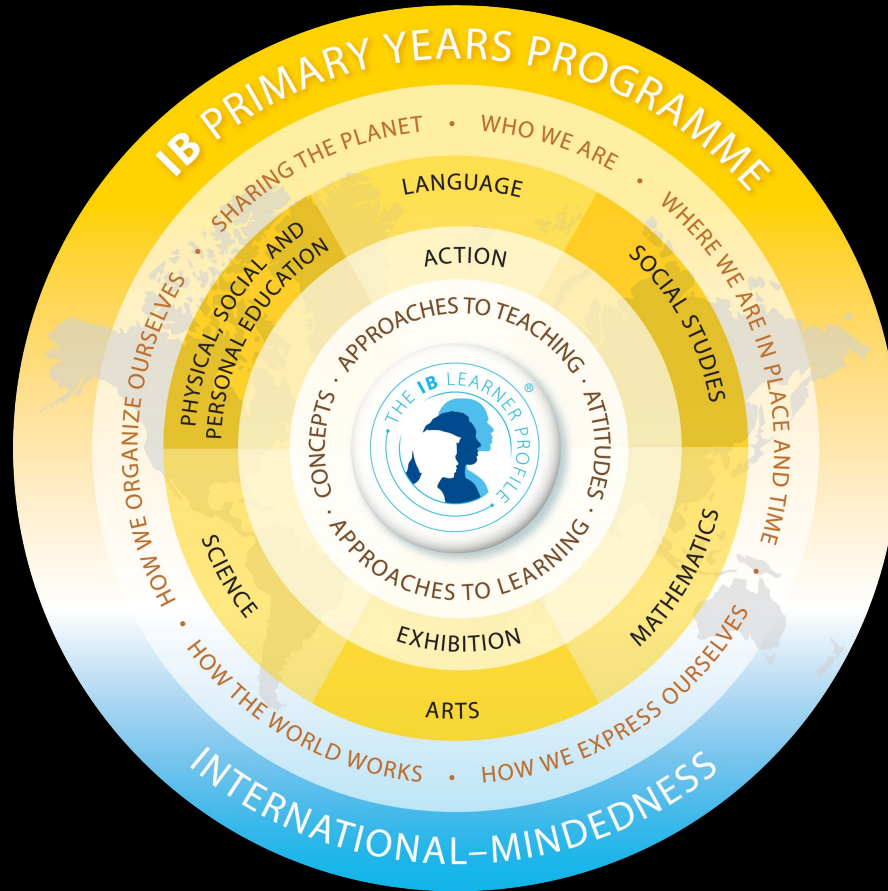
Common Elements throughout IB Programs

- **Teaching and Learning:** Constructivist approach, prepares learners to engage with global challenges through inquiry, action, and reflection.
- **Multilingualism and intercultural understanding:** Learning through various forms of expression (*including other languages*), recognizing and reflecting on multiple perspectives, and exploring human commonality, diversity, and interconnection.
- **Global engagement:** Aspires to empower people to be active learners committed to service within the community, locally and globally.

Common Elements throughout IB Programs

- **Broad and balanced range of content:** Broad range of content spanning academic subjects.
- **Conceptual:** Focuses on broad and powerful organizing ideas that have relevance within and across subject areas.
- **Connected:** Students encounter many subjects simultaneously throughout their programs of study, draw connections, pursue understandings across many fields, and learn about the world by reaching beyond the scope of individual subjects

The Primary Years Programme (PYP)



The Primary Years Program (PYP)

The PYP believes...

- Student learning is best when relevant to the “real” world and transdisciplinary.
- It is an evolving guide to curriculum....with objectives, supporting theory, application of best practices, and effective and appropriate assessment.
- A balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsible action.

Five PYP Essential Elements



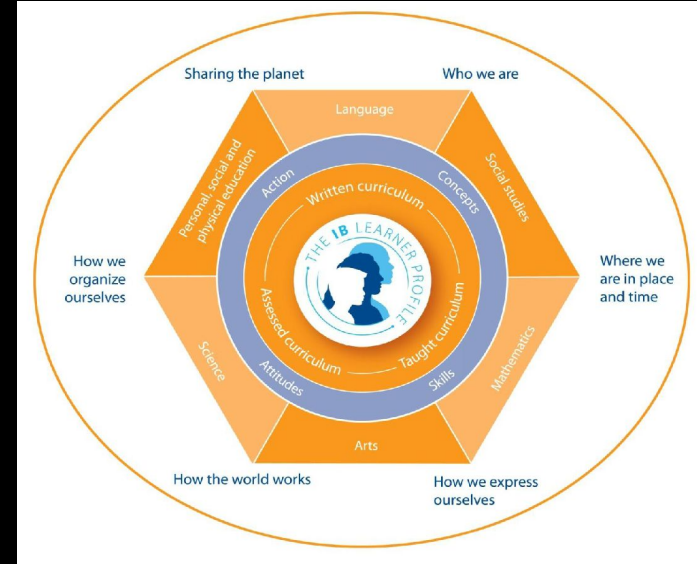
PYP Transdisciplinary Themes

Students inquire into, and learn about, **six globally significant issues** in the context of **units of inquiry**, each of which is created *collaboratively* and addresses a **central idea** relevant to a particular transdisciplinary theme.

Lines of inquiry are identified in order to explore the scope of the central idea for each unit.

Six PYP Transdisciplinary Themes

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet



PYP Transdisciplinary Theme

How The World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

PYP Transdisciplinary Theme (5th)

How The World Works

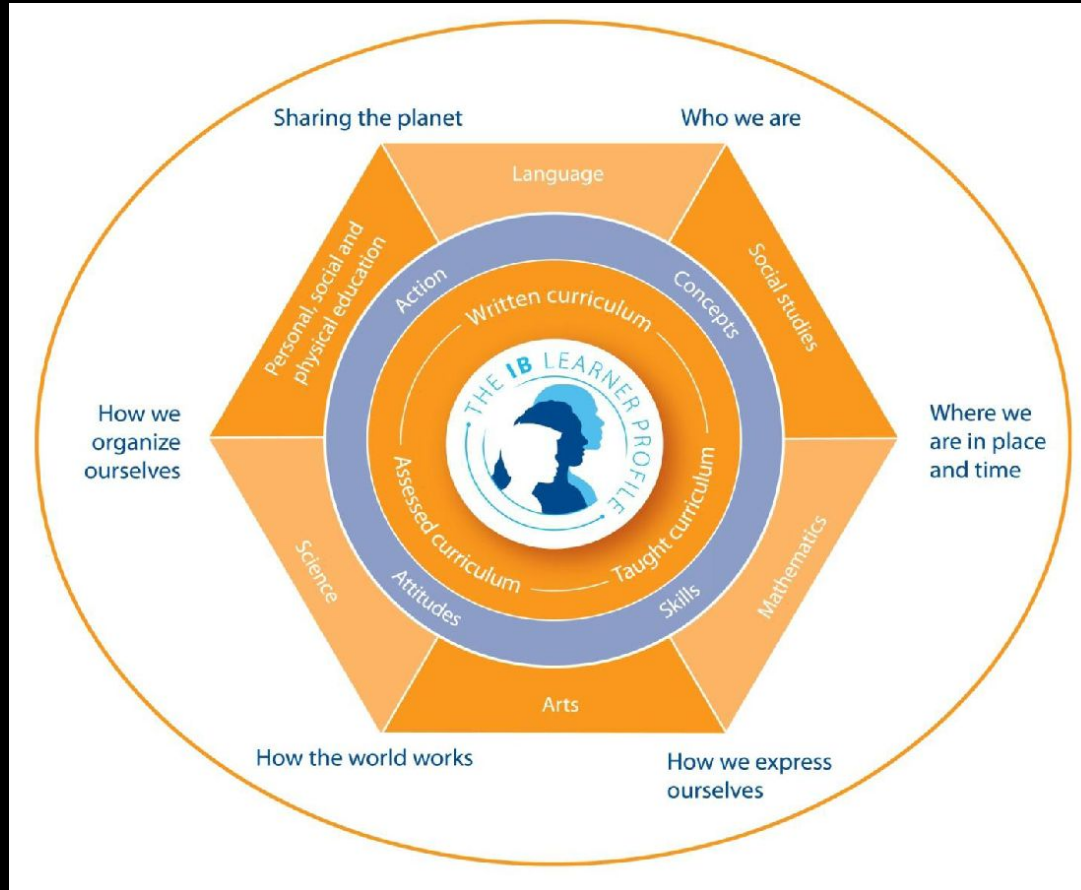
Central Idea: Natural laws of physical and chemical science can be identified through investigation.

Lines of Inquiry:

- The methodology of science
- The process of investigation
- Creating chemical reactions
- The impact of physical and chemical reactions on earth

Learner Profile: Thinkers, Communicators, Knowledgeable

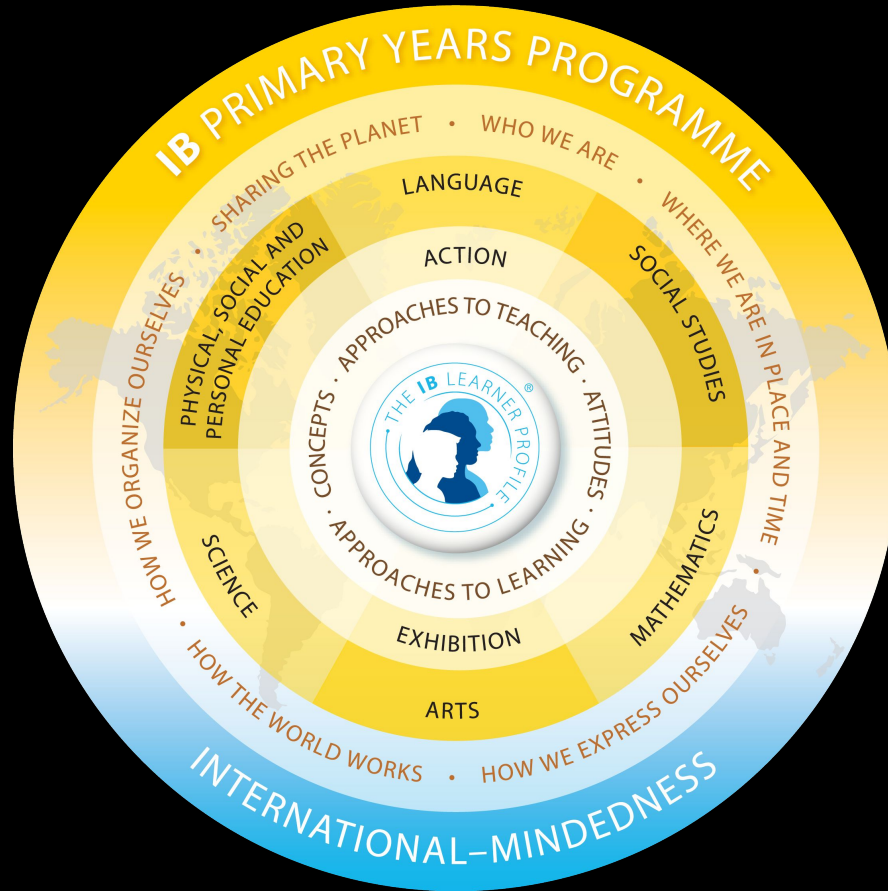
Six PYP Transdisciplinary Themes



A K-5 PYP School's Program Of Inquiry (POI)

	ANNUNCIATION LITTLE ROCK	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
K		An inquiry into the nature of the self, families and communities, personal, physical, cultural, spiritual, and emotional health, and well-being, friendship, family, and community belonging, and rights and responsibilities to be honored.	An inquiry into connections to place, time, and community, both locally and globally, and the impact of human-made and natural systems of communication, transportation, and technology on communities and global perspectives.	An inquiry into the ways in which we express ourselves, ideas, and feelings. The focus is on what we can learn about ourselves and others through the use of language, communication, and the arts.	An inquiry into the natural world and to how the interconnectedness of the natural world shapes our lives and how we can be better stewards of the natural world. The focus is on the interconnectedness of all things, including ourselves, and how we can be better stewards of the natural world.	An inquiry into the interconnectedness of human-made systems and communities, the structure and function of organizations, societal decision-making, economic systems, and the role of the individual in these systems.	An inquiry into rights and responsibilities to the local, national, and global communities and to the environment, and the role of the individual in these systems.
1st GRADE		Central Idea: Being in our world and understanding our place in it. Key Concepts: Self, Others, Relationships, Rights and Responsibilities.	Central Idea: The ways in which we are connected to our world. Key Concepts: Place, Time, Community, Relationships, Rights and Responsibilities.	Central Idea: People use the ways in which they express themselves to share their ideas and feelings. Key Concepts: Language, Communication, Arts, Relationships, Rights and Responsibilities.	Central Idea: The natural world is interconnected and shapes our lives. Key Concepts: Natural World, Interconnectedness, Stewardship, Relationships, Rights and Responsibilities.	Central Idea: Human-made systems and communities are interconnected and shape our lives. Key Concepts: Human-made Systems, Interconnectedness, Decision-making, Economic Systems, Relationships, Rights and Responsibilities.	Central Idea: We have rights and responsibilities to the local, national, and global communities and to the environment. Key Concepts: Rights and Responsibilities, Local, National, and Global Communities, Environment, Relationships, Rights and Responsibilities.
2nd GRADE		Central Idea: We are who we are because of our experiences and relationships. Key Concepts: Self, Others, Relationships, Rights and Responsibilities.	Central Idea: We are connected to our world in many ways. Key Concepts: Place, Time, Community, Relationships, Rights and Responsibilities.	Central Idea: We express ourselves in many ways. Key Concepts: Language, Communication, Arts, Relationships, Rights and Responsibilities.	Central Idea: The natural world is full of wonder and mystery. Key Concepts: Natural World, Interconnectedness, Stewardship, Relationships, Rights and Responsibilities.	Central Idea: We live in a world of human-made systems and communities. Key Concepts: Human-made Systems, Interconnectedness, Decision-making, Economic Systems, Relationships, Rights and Responsibilities.	Central Idea: We have a role to play in the world. Key Concepts: Rights and Responsibilities, Local, National, and Global Communities, Environment, Relationships, Rights and Responsibilities.
3rd GRADE		Central Idea: We are who we are because of our experiences and relationships. Key Concepts: Self, Others, Relationships, Rights and Responsibilities.	Central Idea: We are connected to our world in many ways. Key Concepts: Place, Time, Community, Relationships, Rights and Responsibilities.	Central Idea: We express ourselves in many ways. Key Concepts: Language, Communication, Arts, Relationships, Rights and Responsibilities.	Central Idea: The natural world is full of wonder and mystery. Key Concepts: Natural World, Interconnectedness, Stewardship, Relationships, Rights and Responsibilities.	Central Idea: We live in a world of human-made systems and communities. Key Concepts: Human-made Systems, Interconnectedness, Decision-making, Economic Systems, Relationships, Rights and Responsibilities.	Central Idea: We have a role to play in the world. Key Concepts: Rights and Responsibilities, Local, National, and Global Communities, Environment, Relationships, Rights and Responsibilities.
4th GRADE		Central Idea: We are who we are because of our experiences and relationships. Key Concepts: Self, Others, Relationships, Rights and Responsibilities.	Central Idea: We are connected to our world in many ways. Key Concepts: Place, Time, Community, Relationships, Rights and Responsibilities.	Central Idea: We express ourselves in many ways. Key Concepts: Language, Communication, Arts, Relationships, Rights and Responsibilities.	Central Idea: The natural world is full of wonder and mystery. Key Concepts: Natural World, Interconnectedness, Stewardship, Relationships, Rights and Responsibilities.	Central Idea: We live in a world of human-made systems and communities. Key Concepts: Human-made Systems, Interconnectedness, Decision-making, Economic Systems, Relationships, Rights and Responsibilities.	Central Idea: We have a role to play in the world. Key Concepts: Rights and Responsibilities, Local, National, and Global Communities, Environment, Relationships, Rights and Responsibilities.
5th GRADE		Central Idea: We are who we are because of our experiences and relationships. Key Concepts: Self, Others, Relationships, Rights and Responsibilities.	Central Idea: We are connected to our world in many ways. Key Concepts: Place, Time, Community, Relationships, Rights and Responsibilities.	Central Idea: We express ourselves in many ways. Key Concepts: Language, Communication, Arts, Relationships, Rights and Responsibilities.	Central Idea: The natural world is full of wonder and mystery. Key Concepts: Natural World, Interconnectedness, Stewardship, Relationships, Rights and Responsibilities.	Central Idea: We live in a world of human-made systems and communities. Key Concepts: Human-made Systems, Interconnectedness, Decision-making, Economic Systems, Relationships, Rights and Responsibilities.	Central Idea: We have a role to play in the world. Key Concepts: Rights and Responsibilities, Local, National, and Global Communities, Environment, Relationships, Rights and Responsibilities.

The Primary Years Programme (PYP)



The PYP Exhibition

Final Year of the PYP

- Students carry out an extended, in-depth, collaborative project
- Students work collaboratively to conduct an in-depth inquiry into real life issues or problems.
- Students collectively synthesise all elements of the PYP to share with the whole school community.

The PYP Exhibition

Final Year of the PYP

- Provides teachers with a powerful and authentic process for assessing student understanding.
- A unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their elementary education.
- Provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

The Primary Years Program Exhibition



The Primary Years Program Exhibition



www.ibo.org

Old Mill Teacher Presentations





Old Mill

3rd Grade

Aimee Demaret

Central Idea

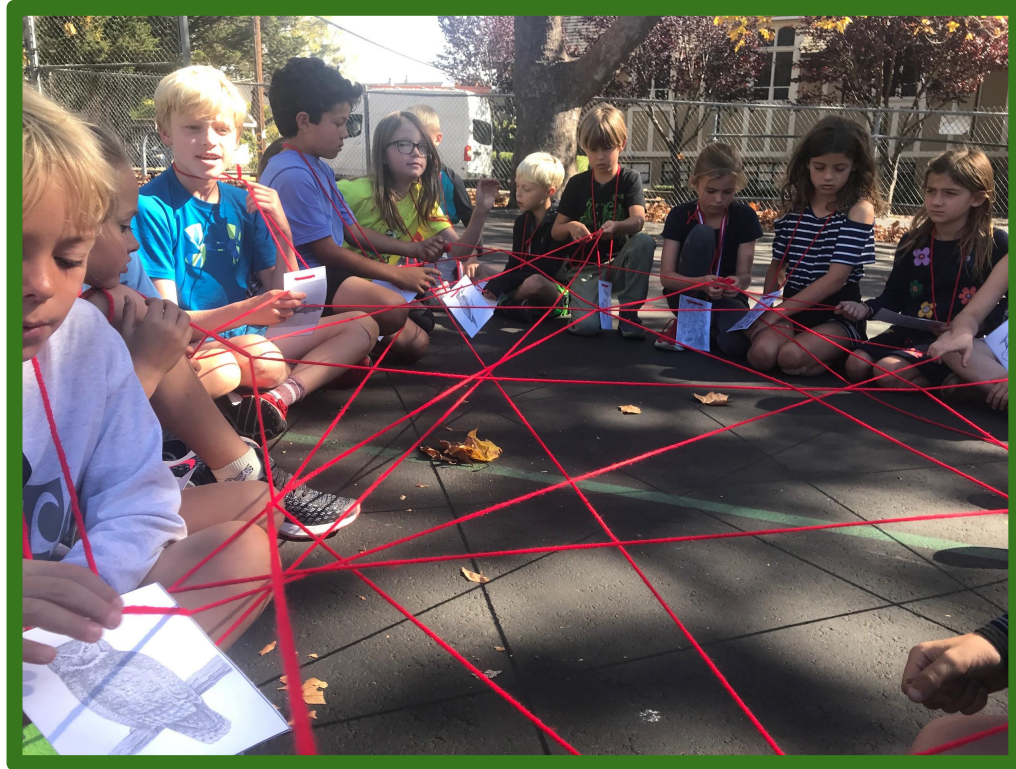
The environment influences culture

Learner Profile: Open Minded, Knowledgeable

- What is **culture**?
- What does **indigenous** mean?
- How does **nature** influence culture?
- What similarities and differences are there globally?
- How have **non-indigenous** groups changed indigenous culture?
- What **issues** do indigenous people face today?



Connection





Old Mill

Kindergarten

Jennifer Butler



Central Idea: Participation in the life of your community enriches a sense of belonging.

Lines of Inquiry:

What makes up a community?

How do citizens take care of their community?

What does it take to have a sense of community?

Learner Profile:

Principled,
&
Caring

Provocation...the BIG mess.



Responsibility

Japanese Students Clean Classrooms To Learn Life Skills

Participation

How were the Japanese students cleaning up so well?

Why did Zoey keep cleaning during clean up?

Why do they have to cook and serve?

Why does Zoey clean the whole room?

Why did the Japanese kids clean up and we don't?

Why are they so awesome cleaning?

Why does everyone laugh and play and not clean up?

How did they make their groups?

Belonging

When you're going to school, you belong at school!

I belong in California

This belongs to me and that belongs to you

That you love somebody

I think belonging means being in your house

We never love what you are now

My stuff belongs to me

When it's time to go to be I belong in my bed

If someone takes my stuff, I would say, it belongs to me

Community

A group of people that come together to celebrate something

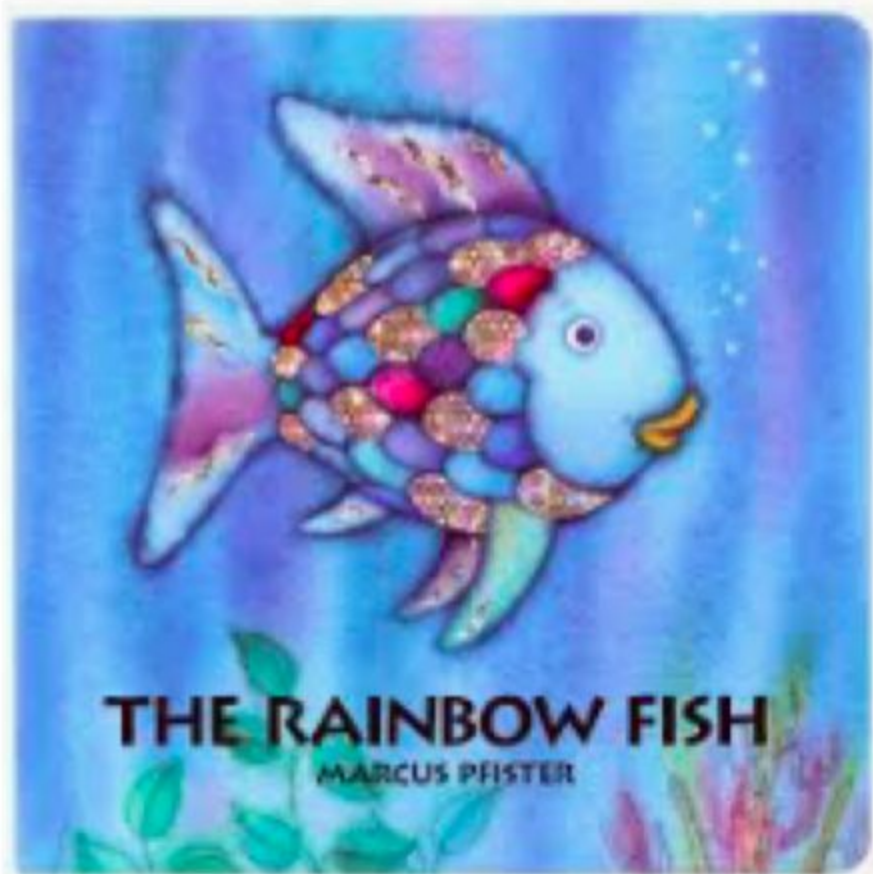
Something that you get together

People doing something important

When people are doing something together

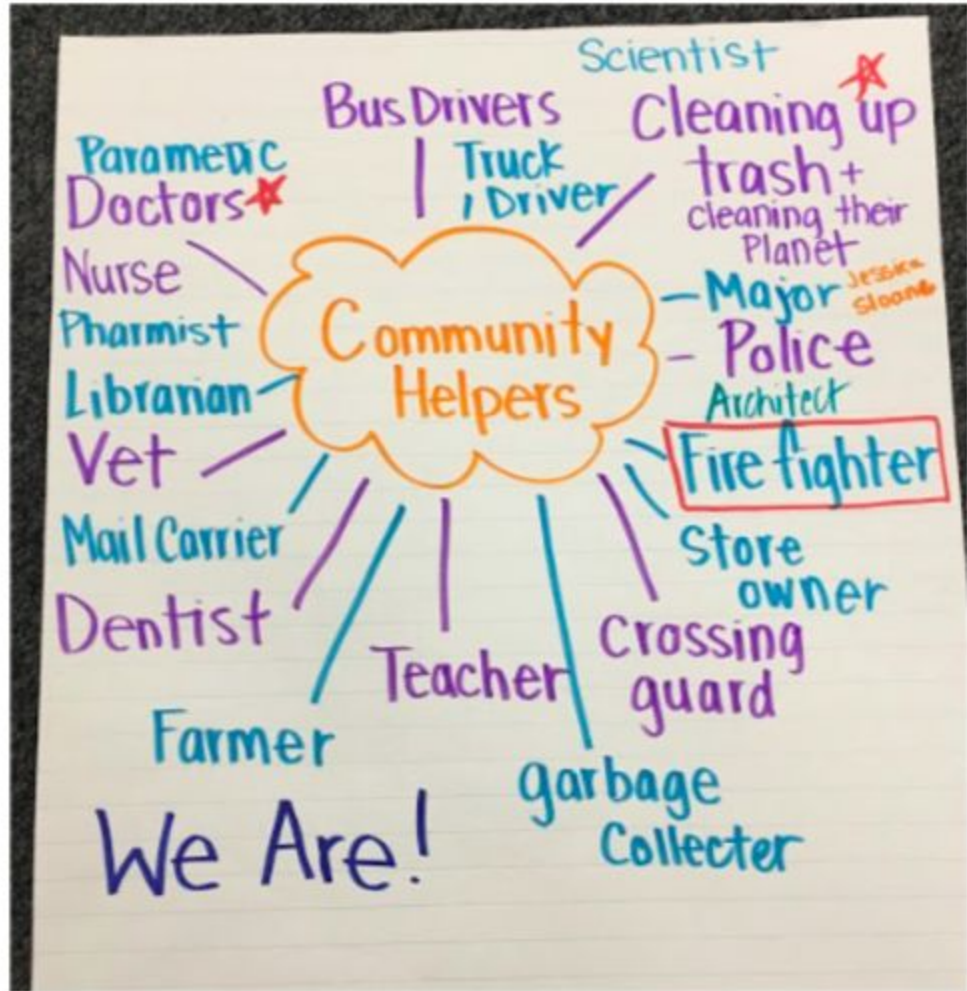
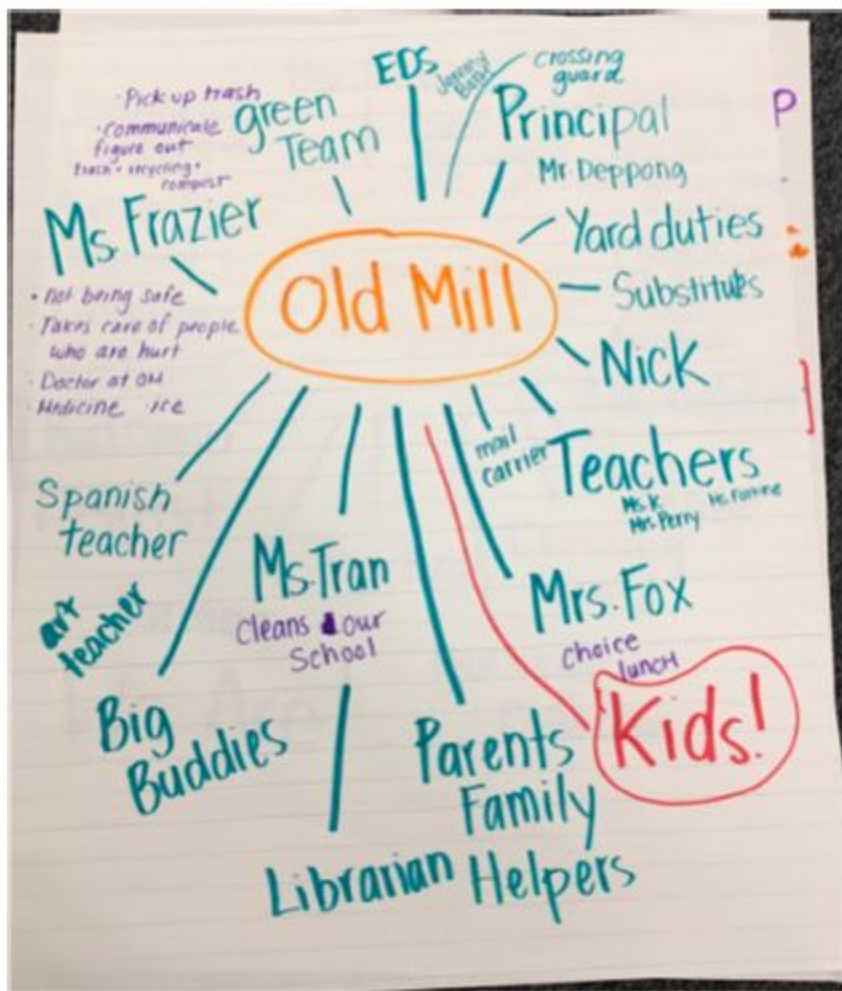
What does it take to have a sense of community?





Caring

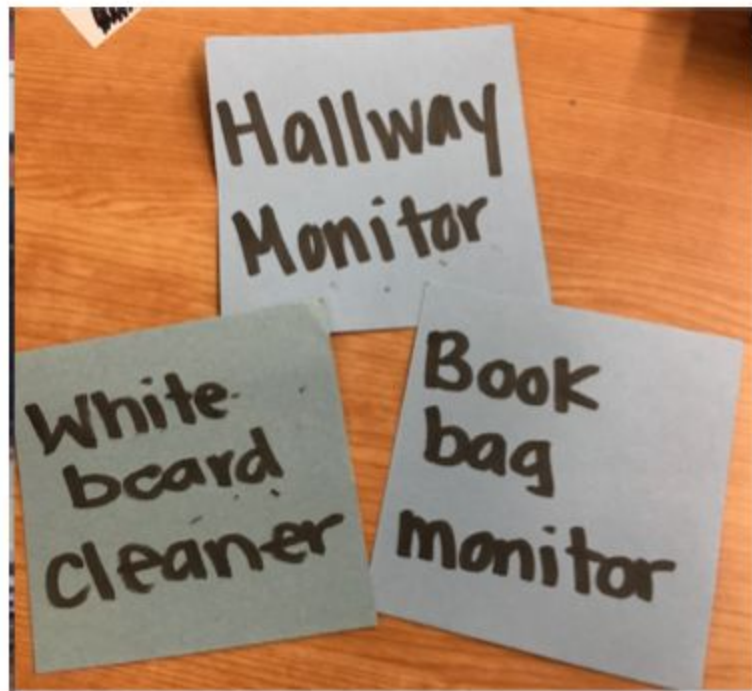
How do you
become part
of a
community?



Field Trip: Fire station!



How do citizens take care of their community?



A sense of belonging is enriched by ongoing reflection.



Old Mill

5th Grade

Natalie Butler

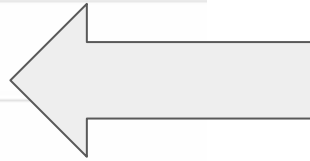


sometimes... **Global is Local**

- Amplify Science Curriculum provided by the district
- Costa Rican Ecosystem Restoration Project: Jaguars and Sloths are not growing and thriving.
 - Student disconnect
 - No investment in the problem
- Use Mount Tamalpais Watershed to convey the same concept
 - Interdependent relationships
 - Health of an ecosystem is dependent on many factors
 - Study discovery through inquiry

other times... **Global is Broad**

3000	SOCIAL STUDIES
3150	U.S. Geography
3151	Native Americans
3152	Early Exploration
3153	Colonial America
3154	American Revolution & Constitution



Mill Valley School District
5th grade Social Studies
Report Card

History Social Science Content Standards - Content Standards (CA Dept of Education)

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Act taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the cause of the Revolution (e.g., Benjamin Franklin's negotiations with the French, French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie-Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail and Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, the impact of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787 and those policies' impact on American Indians' land).
7. Understand how the ideals set forth in the Declaration of Independence changed how people viewed slavery.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the intertribe Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Case Study- Global Connections

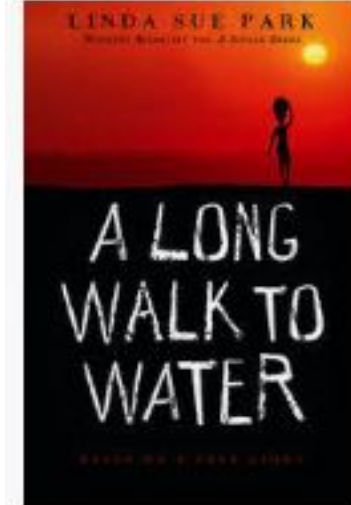
Immigrate

Migrate

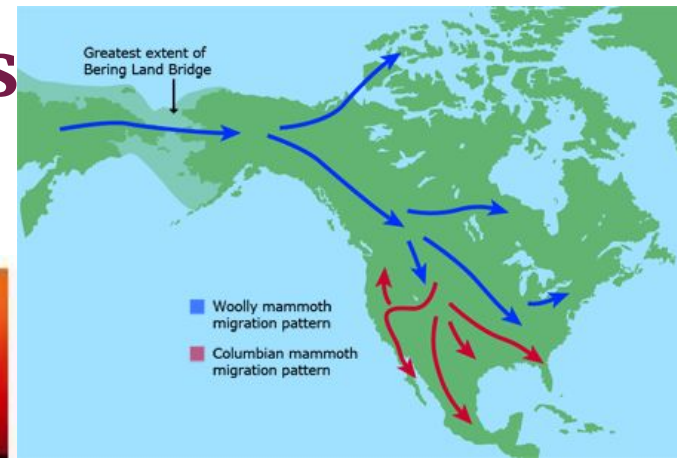
Displaced



Germany- 1930's
Cuba- 1994
Syria- 2015



Sudan-1985



Hunters from
Asia followed big
game across the
Bering Strait and
across North
America-
10,000 years ago

Case Study

Through case studies, students make broader connections about global concepts such as the history and current movement patterns of humans.

Literature, art, drama, research, all aid in their understanding and application of these big concepts.



Old Mill

K-5 Librarian

Jana Goodman



THE GLOBAL GOALS

For Sustainable Development

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

WE NEED DIVERSE BOOKS

WNDB
weneeddiversebooks.org

Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: cCBC.education.wisc.edu/books/pctab15.asp



0.9% American Indians/ First Nations	2.4% Latinx	3.3% Asian Pacifics/ Asian Pacific Americans	7.6% African/ African Americans	12.5%* Animals, Trucks, etc.	73.3%** White
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* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.

** The remainder depict white characters.

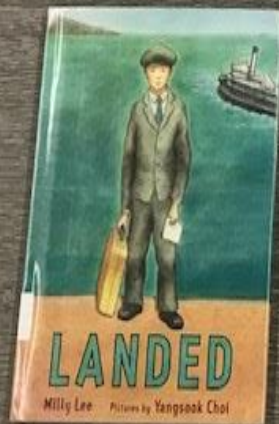
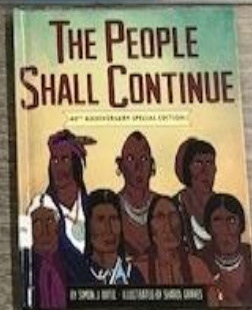
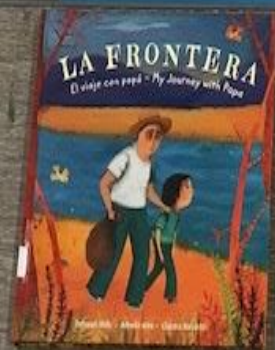
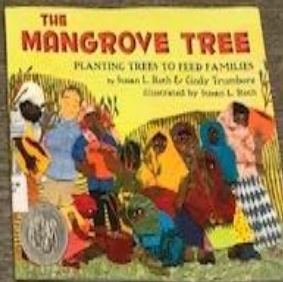
DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: cCBC.education.wisc.edu/books/pctab18.asp



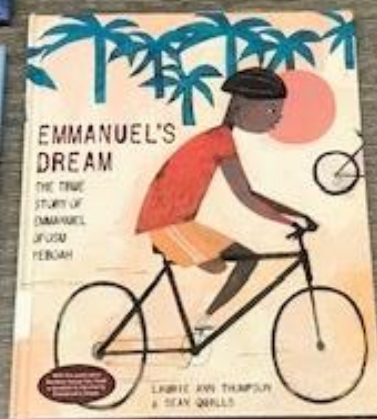
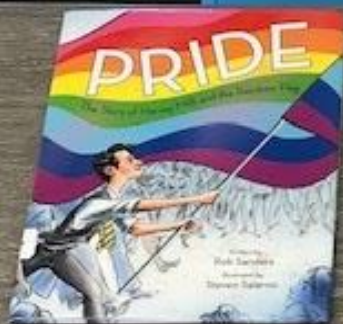
1% American Indians/ First Nations	5% Latinx	7% Asian Pacific Islanders/ Asian Pacific American	10% African/ African American	27% Animals/Other	50% White
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The CCBCC inventory includes 3,159 books published in 2018. The graphic reveals only book cover statistics, without the 2018 data published in 2019. The graphic reveals only



3rd Grade
"Global
Environmental
Heroes"

4th Grade
"Movement
and Diversity in
California
History"



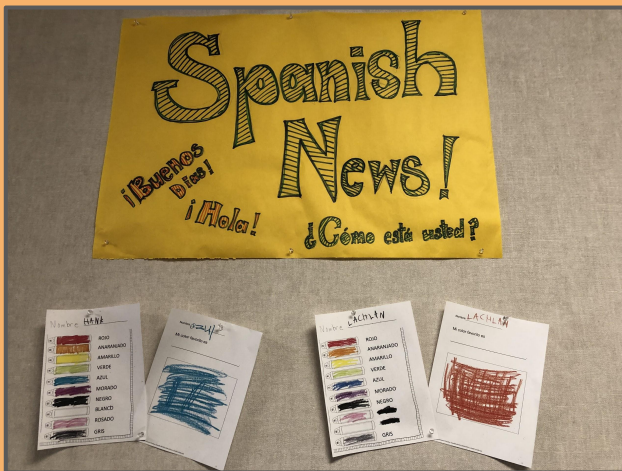
5th Grade
"Unsung Heroes"
Project



Old Mill

K-1 Spanish

“Maestra” Emily Darawish



BENEFITS OF WORLD LANGUAGE

[HTTPS://WWW.EDUTOPIA.ORG/VIDEO/BENEFITS-LEARNING-SECOND-LANGUAGE](https://www.edutopia.org/video/benefits-learning-second-language)

From ACTFL:

- More positive attitude about the target language and speakers of that language
- Improves Cognitive Ability
- Language Transfer
- Standardized tests and college performance


Correlations between language ability and:

- Less Age-related Memory Loss
- Attention and Focus
- Problem Solving
- Verbal/Spatial Abilities
- Metalinguistic Skills


BRAIN DEVELOPMENT

Your brain on languages

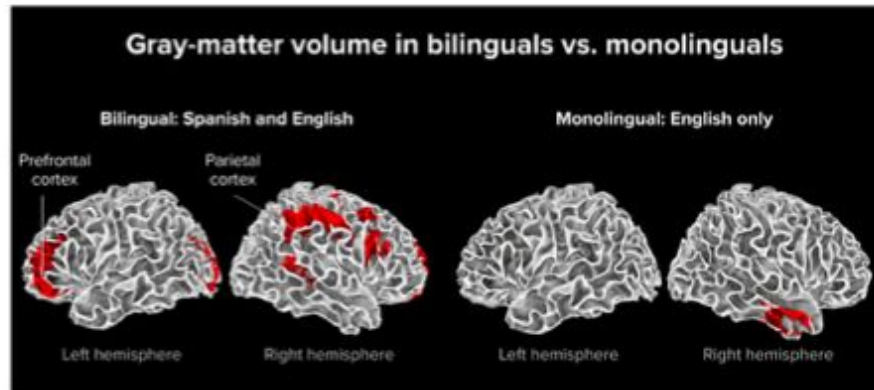
Higher language skills are linked to growth in the **hippocampus** and areas of the cerebral **cortex** – associated with memory, thought and action.



A 2012 Swedish MRI study show that **learning a language improves cortical thickness** – a layered mass of neurons largely responsible for



Thought Language Consciousness Memory



¿CAFÉ, TÉ, O ...?



Questions?

(and perhaps a few answers...)

Closing



Assessing Global Competence

In 2015, 193 countries committed to achieving the 17 Sustainable Development Goals (SDGs) of the United Nations.

*This has inspired the OECD Programme for International Student Assessment (PISA) to include global competence in its metrics for quality, equity and effectiveness in education. **PISA will assess global competence for the first time ever in 2018.** PISA conceives of global competence as a multidimensional, lifelong learning goal. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective wellbeing.*

