

# WCUUSD Global Citizenship SLO

Education Quality Committee  
May 29, 2024

## STUDENT LEARNING OUTCOMES



WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.







### GLOBAL CITIZENSHIP

- #1 CIVIC LITERACY** Understand and participate in a democratic society.
- #2 ECONOMICS** Make economic decisions that demonstrate understanding of the interaction between humans, the environment, government, and the economy.
- #3 GEOGRAPHY** Propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.
- #4 HISTORY** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.
- #5 CULTURE** Demonstrate understanding of the complexity of culture in their native or second language.

#### WORLD LANGUAGE

Demonstrate understanding of the complexity of culture in their native or second language.

-  Use the second language to express themselves in various modes of communication.
-  Compare the structure of their native language to second language.
-  Demonstrate understanding of the complexity of culture in their native or second language.
-  Access new information and culture through the second language.

WASHINGTON CENTRAL  
SUPERVISORY UNION



# Modified Making Meaning Protocol

As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?



# Curriculum: Standards and Performance Indicators

Aligned to College, Career, and Civic Life C3 Framework for Social Studies State Standards



## Global Citizenship

WCSUUSD has articulated 3 standards in Global Citizenship. They are:

1. **Civics:** Understand and participate in a democratic society.
2. **History:** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.
3. **Social Sciences:** Apply concepts from social sciences (economics, psychology, sociology, anthropology, and geography) to interpret the world around them.

The standards are aligned to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

# Curriculum: Standards and Performance Indicators\*

Aligned to [American Council on the Teaching of Foreign Language \(ACTFL\) World-Readiness Standards for Learning Languages](#)

\*Students are not required to achieve proficiency in these standards in order to graduate from U-32.



WCUUSD has articulated 3 standards in World Language. They are:

1. **Communication:** Use the target language to express themselves in various modes of communication.
2. **Grammar and Vocabulary:** Analyze and use proper grammar and vocabulary in the target language.
3. **Culture:** Demonstrate understanding of the complexity of culture in their native or target language.

The standards are aligned to the American Council on the Teaching of Foreign Language (ACTFL) World-Readiness Standards for Learning Language.

Note: Proficiency in World Language is not a Proficiency Based Graduation Requirement. World Language is part of the Global Citizenship Student Learning Outcome.

# K-6 Curriculum Maps

Summer 2023

## ABOUT THIS DOCUMENT

This document is meant to provide WCUUSD elementary teachers with a curriculum map for teaching global citizenship at this grade level.

The standards and performance indicators (PI's) are aligned with the [C3 Framework for Social Studies](#).

Our standards and performance indicators for global citizenship are organized in the following grade level clusters: Kindergarten, Grades 1 and 2, Grades 3 and 4, Grades 5 and 6. However, the curriculum maps are articulated for single grade levels.

Many of our classrooms are organized in multiage configurations. Teachers and principals in schools that have multiage configuration will need to work together to articulate 2-year implementation cycles of these curriculum maps.

In recognition that science and global citizenship often alternate, these maps are designed with the equivalent of one semester of available time in mind based on global citizenship lessons of 25 minutes/day or 2 hours and 5 minutes/week. We recognize that schedules and time allocations vary in the elementary schools. We have organized these maps to allow teachers the flexibility to organize their schedules in a way that makes the most sense for their students.

Finally, this document is a work in progress. We will be adding to it and improving it through our collaborative work.

## K-6 UNITS AT-A-GLANCE

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Ongoing Practices	Responsive Classroom	Responsive Classroom	Responsive Classroom	Responsive Classroom Current Events	Responsive Classroom Current Events	Current Events	Current Events
Units of Study	Families Community Helpers	My Community Town Geography and Economy	Global Holidays and Traditions Mapping	Town History VT Geography and Economy Continents and Oceans	VT History and Government Abenaki The Americas	Colonial America US Geography US Government	US Economy World Geography Ancient Civilizations



# Student Work Example: Psychology 1

## Psychology Research Project Fall 2023

What topic in psychology or neuroscience do you want to know more about?

Topics include, but are not limited to:

- *Mood Disorders (depression, bipolar, etc.)*
- *Anxiety Disorders (generalized anxiety disorder, post-traumatic stress disorder, obsessive-compulsive disorder, phobias, etc.)*
- *Impulse Control Disorders (ADHD, etc.)*
- *Addiction*
- *Psychopathy*
- *Neurological Disorders*
- *Developmental and Cognitive Disorders (autism, cognitive impairment, etc.)*
- *Schizophrenia and other thought disorders*
- *Somatiform Disorders*
- *Dissociative Disorders*
- *Learning Disabilities*
- *Fields and Specialties in Psychology: sports therapy, art and music therapy, happiness, etc.*
- *Treatments: history, cross-cultural treatments, meditation, therapy, etc.*
- *Many more*

### Benchmark Due Dates:

**\*\* All components, unless otherwise stated, must be emailed to [zgonzalez@u32.org](mailto:zgonzalez@u32.org)**

- Topic Approval: **Due Monday - 10/22**
- Background Research: **Due Thursday - 11/8**
- Draft Interview Questions and Name of Interviewee: **Due Thursday - 11/15**

### Psychology I: Individual Research Project

Name:  
Topic:

#### GC3.3b1: Apply concepts from social sciences to interpret events in the past and present

1	2	3	4
I can... <i>identify concepts from the social sciences within the issues I'm asked to study.</i>	I can... <i>identify concepts from the social sciences and use them to interpret issues in society.</i>	I can... <i>identify and apply concepts from the social sciences to make sense of issues in the world around them.</i>	I can... <i>independently identify and apply concepts from a variety of social sciences to evaluate issues in the world around them.</i>
<i>Information is incomplete; inaccurate; not cited or improperly cited; sources are not credible.</i>	<i>Attempts to use digital or written strategies to present and interpret findings relevant to the field of psychology.</i>	<i>Uses a variety of strategies to present clear and coherent findings to evaluate issues relevant to the field of psychology.</i>	<i>Uses a broad variety of interactive and engaging strategies to present clear and coherent findings to evaluate issues relevant to the field of psychology.</i>

#### GC1.1c: Analyze and identify with different perspectives, engaging with and respecting other people's viewpoints via traditional processes for deliberation and/or debate

1	2	3	4
I can... <i>compare and contrast aspects of cultures and beliefs, behaviors, perceptions, identities, and/or world view.</i>	I can... <i>compare aspects of cultures and analyze how those differences shape beliefs, behaviors, perceptions, identities, and/or world view.</i>	I can... <i>evaluate how cultural differences shape beliefs, behaviors, identities, perceptions, and/or world view and how they impact human interactions.</i>	I can... <i>create a proposal that seeks to resolve global issues by addressing cultural differences (i.e., beliefs, behaviors, identities, perceptions, and/or world view)</i>
<i>Information is incomplete; inaccurate; not cited or improperly cited; sources are not credible.</i>	<i>Research is complete but contains factual errors; evidence comes from fewer than eight valid sources.</i>	<i>All research is accurate and synthesizes information from eight or more valid sources, including an expert interview, articles, and multimedia.</i>	<i>All research is accurate and synthesizes relevant information from more than eight authoritative sources, including expert interview(s), articles, and multimedia.</i>

# World Language Artifacts

<u>Prerequisites</u> (course)	<u>Course</u> (s) = semester (fy) = full year	<u>Standards and</u> <u>PIs</u>	<u>Units of Study</u>	<u>Links to Scales and</u> <u>Assessments</u>
	Level I Spanish	<a href="#">WL Graduation Scales</a>	<ul style="list-style-type: none"> <li>• Introductions and Greetings</li> <li>• Family and Home Life</li> <li>• Holidays and Celebrations</li> <li>• Schedules and Time</li> <li>• School and Pastimes</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Introductions video</a></li> <li>- <a href="#">Family Unit Final Assessment (Reading and Writing)</a></li> <li>- <a href="#">Family Presentation with Slideshow</a></li> <li>- <a href="#">Family Intro Video</a></li> <li>- <a href="#">Winter Holiday Summative</a></li> <li>- <a href="#">Locura de Marzo Album Cover</a></li> </ul>
Level I Spanish	Level II Spanish	<a href="#">WL Graduation Scales</a>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Estar/ser/present progressive</li> <li>• Emotions/feelings</li> <li>• Tumba book</li> <li>• Tener miedo/Day of the Dead</li> <li>• Sports/games</li> <li>• Music</li> <li>• Expressing opinions</li> <li>• Esperanza book</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Emotions Formative</a></li> <li>- <a href="#">Scary Story Project</a></li> <li>- <a href="#">Día de Los Muertos Altar Project</a></li> <li>- <a href="#">Tumba links/resources</a></li> <li>- <a href="#">Tumba Exam</a></li> <li>- <a href="#">Celebraciones de Diciembre/Enero Comparison Project</a></li> <li>- <a href="#">Sports Writing</a></li> <li>- <a href="#">Music (Locura de Marzo) Project</a></li> <li>- <a href="#">Musical Criticism</a></li> <li>- <a href="#">Opiniones Summative</a></li> <li>- <a href="#">Esperanza Final</a></li> <li>- <a href="#">Esperanza links</a></li> </ul>
Level II Spanish	Level III Spanish	<a href="#">WL Graduation Scales</a>	<ul style="list-style-type: none"> <li>-Review</li> <li>-Object Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Weekend Conversation</li> <li>-<a href="#">Retell the Goldilocks story</a></li> </ul>

## Student Video Commentary:

- [AP FRENCH Students](#)
- [AP SPANISH Students](#)



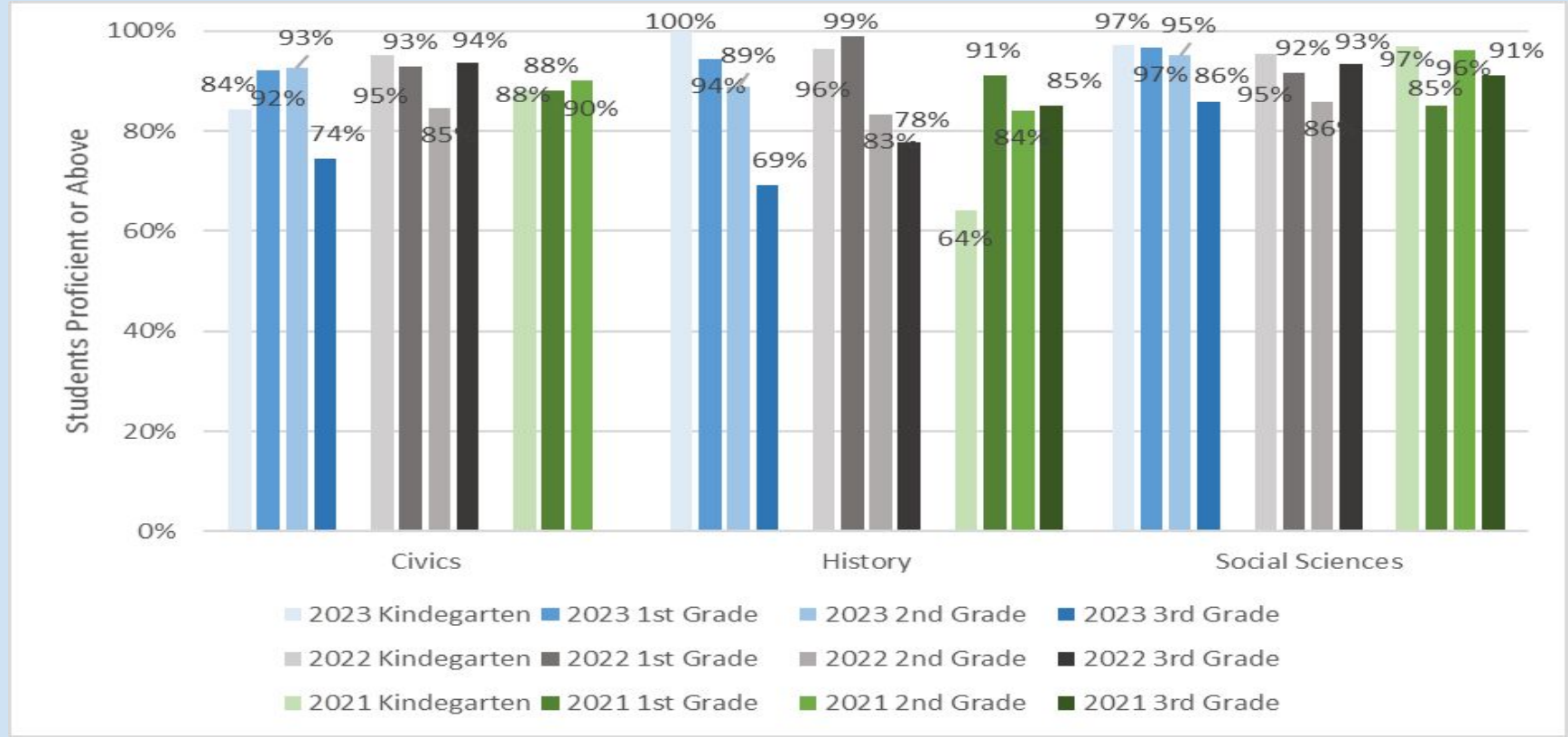
# 2023-2024 Vermont History Day Winners

- Twenty-three U-32 students participated in the state contest at UVM this spring. Our students won 13 prizes and 5 projects qualified for the national competition in June.
- Some examples include:
  - VT State Archives Award for Outstanding Use of Primary Sources: 1st Place “Thomas Davenport: A Turning Point in Electricity” by Hannah Olsen
  - Senior Historical Papers: 1st Place “The Meiji Restoration” by Arwa Mint Meiloud (qualifies for National History Day)
  - Senior Individual Websites: 3rd Place “Woodstock: A Turning Point for American Youth” by Aida Coffey
  - Senior Individual Documentaries: 1st Place “Leroy Carr and Scrapper Blackwell: A Turning Point in the Blues” by Tennessee Lamb (qualifies for National History Day; completed as part of Grade 11-12 World History Class)



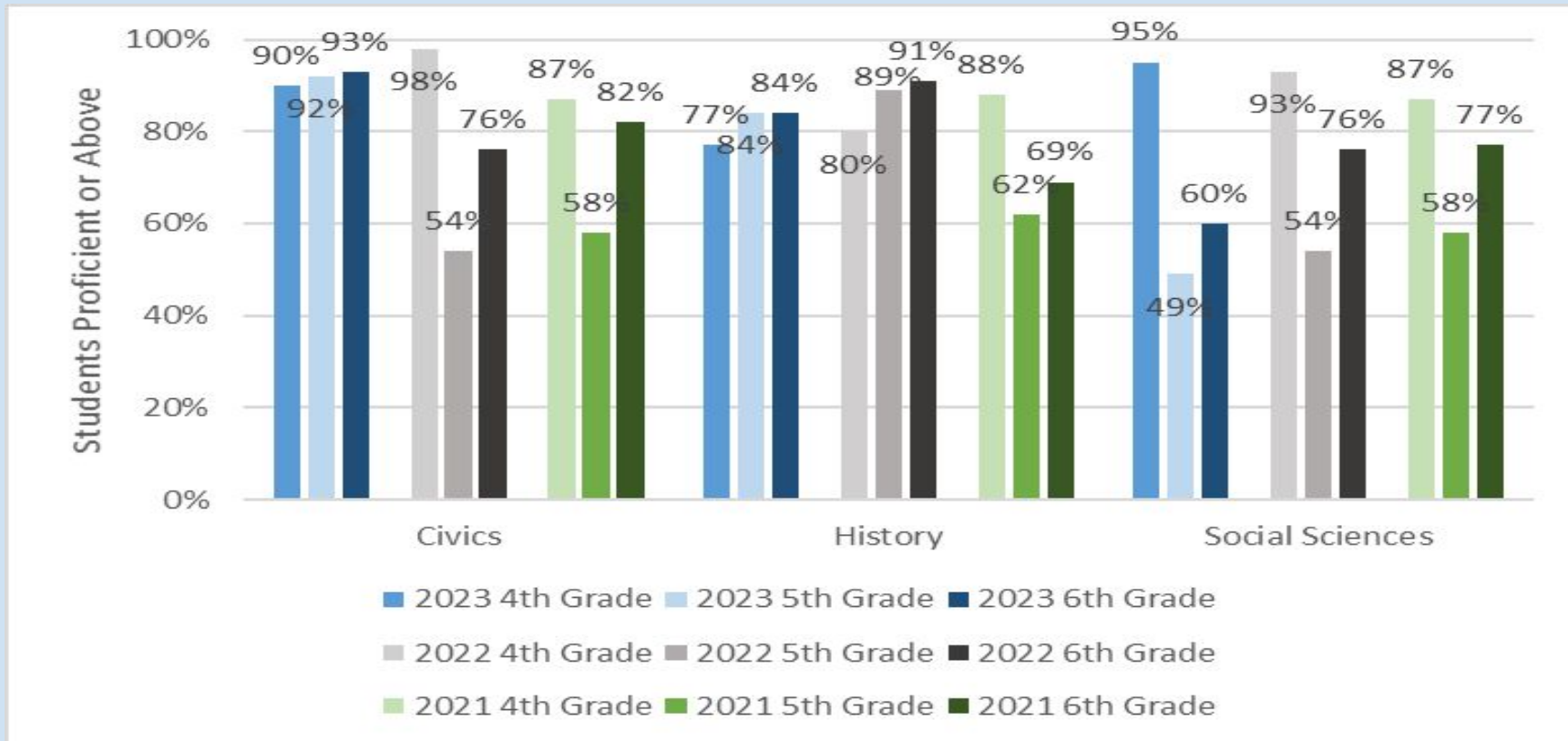
# Elementary Global Citizenship K-3 Report Card Scores

## June 2023, 2022, 2021



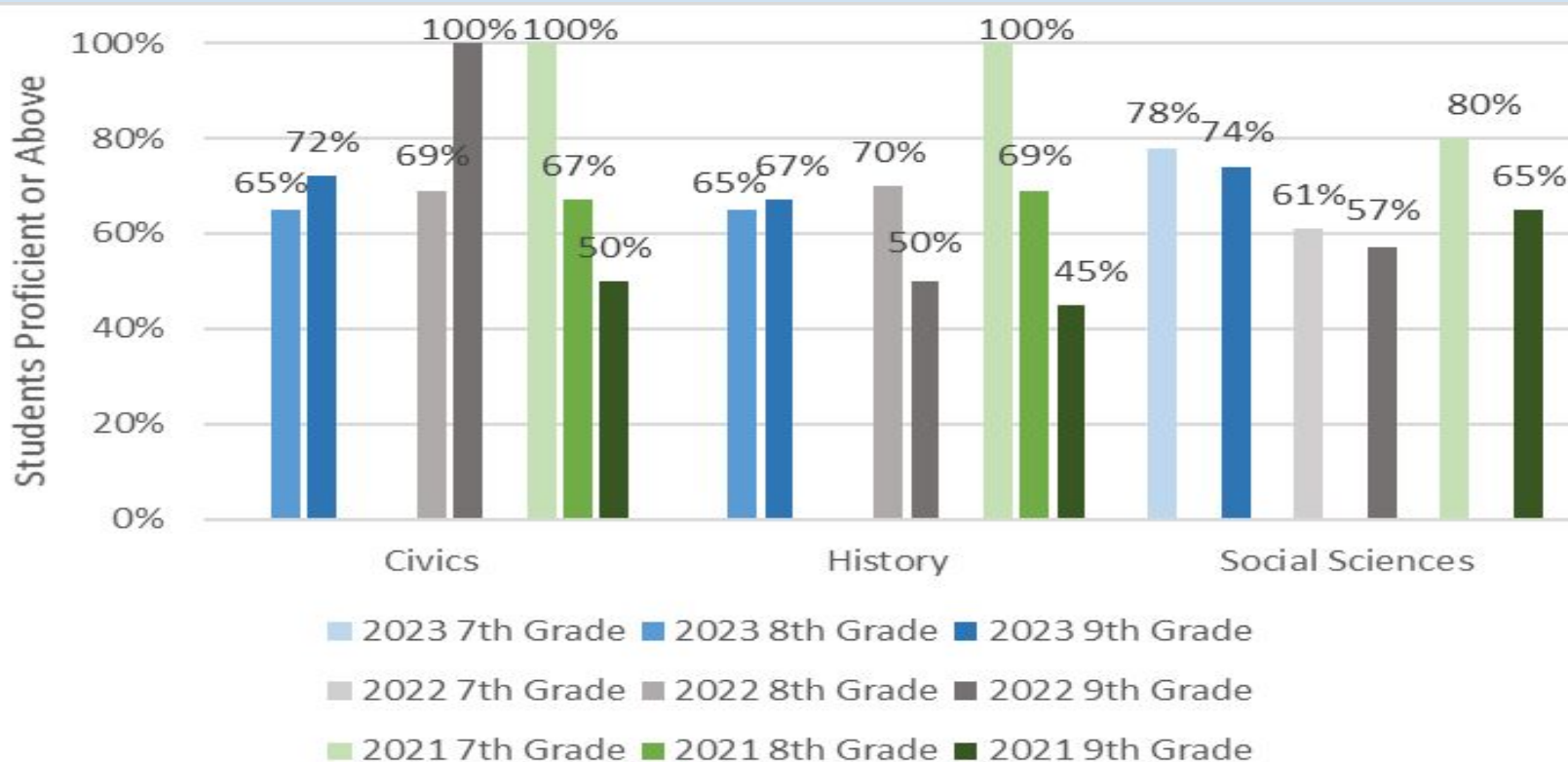
# Elementary Global Citizenship Grades 4-6 Report Card Scores

## June 2023, 2022, 2021

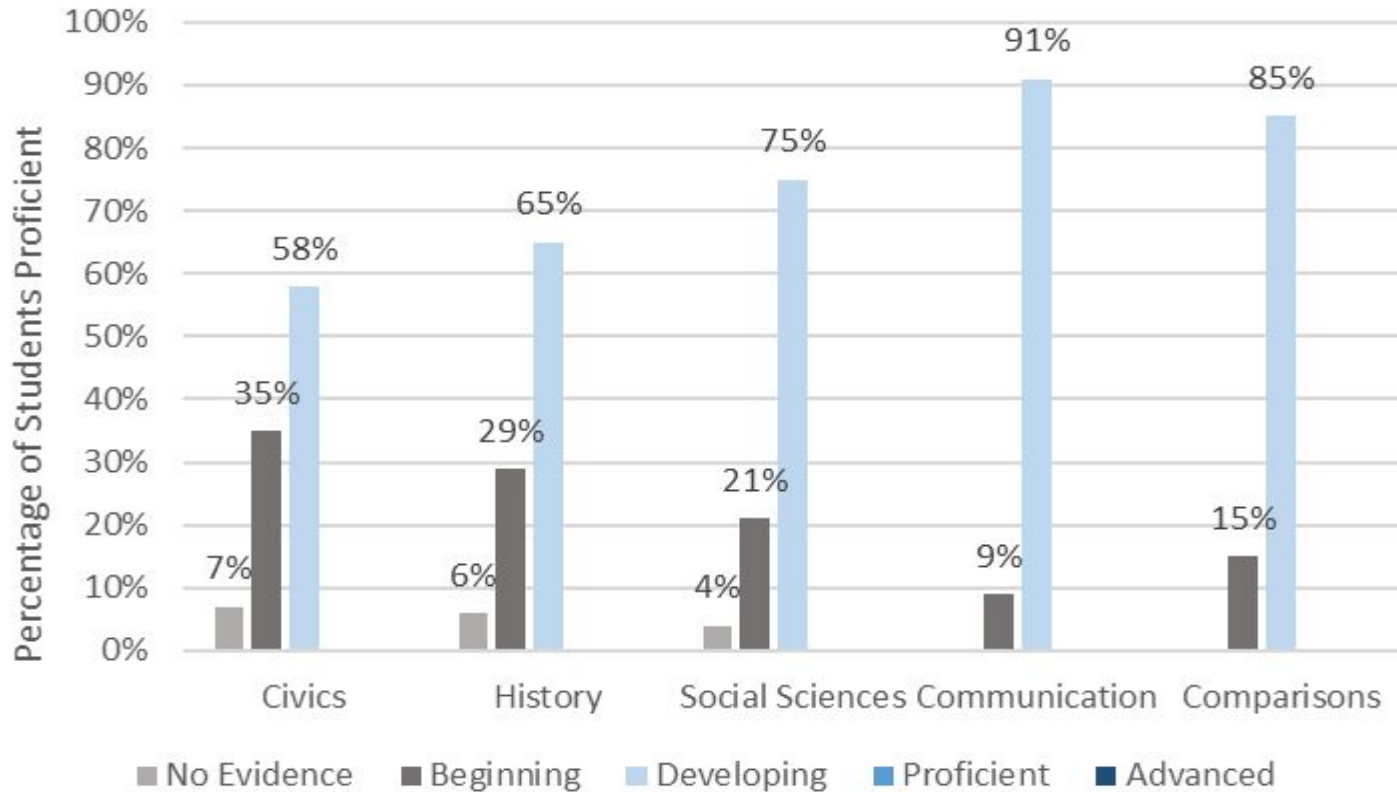


# Global Citizenship Grades 7-9 Report Card Scores

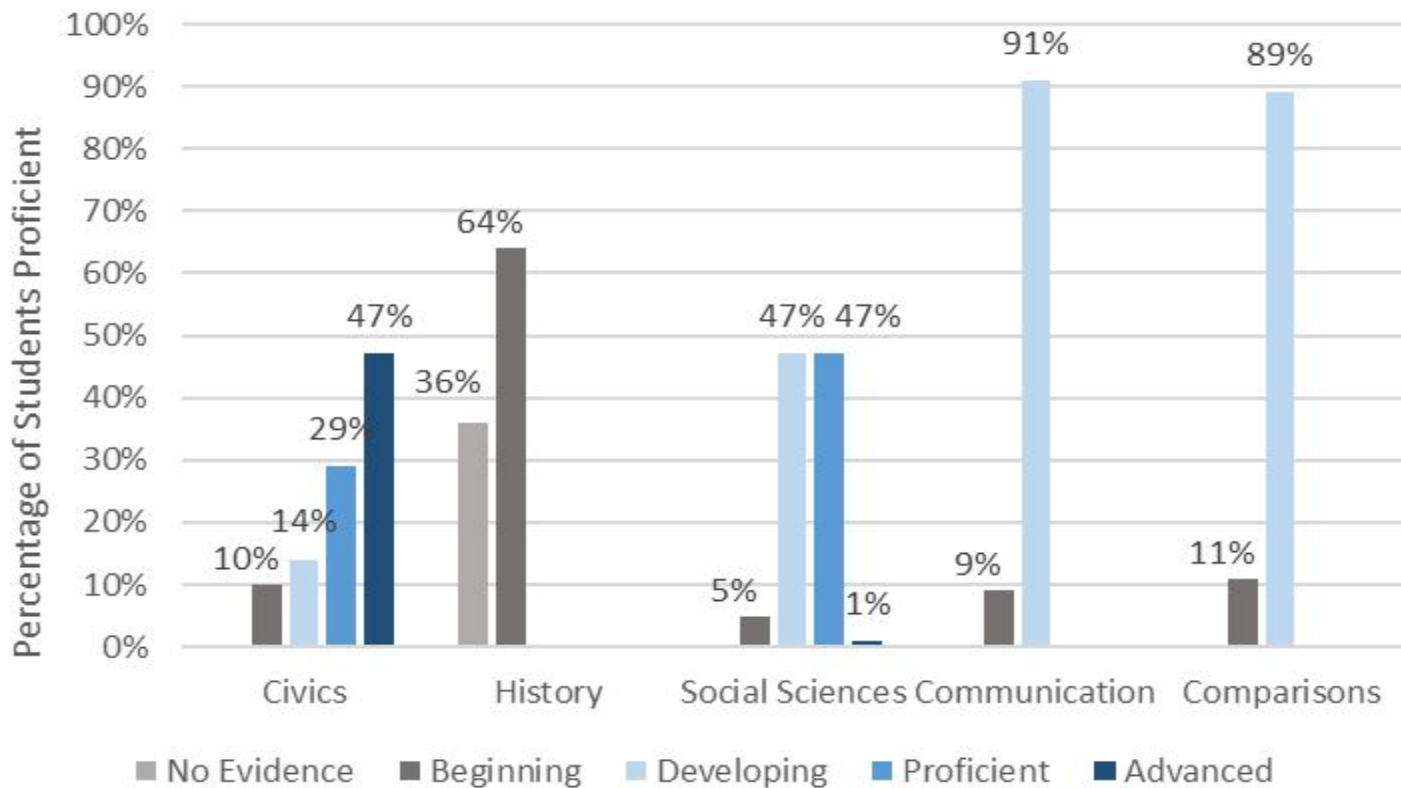
## June 2023, 2022, 2021



# Assessment Data: PBGR's for Current Grade 10 June 2023

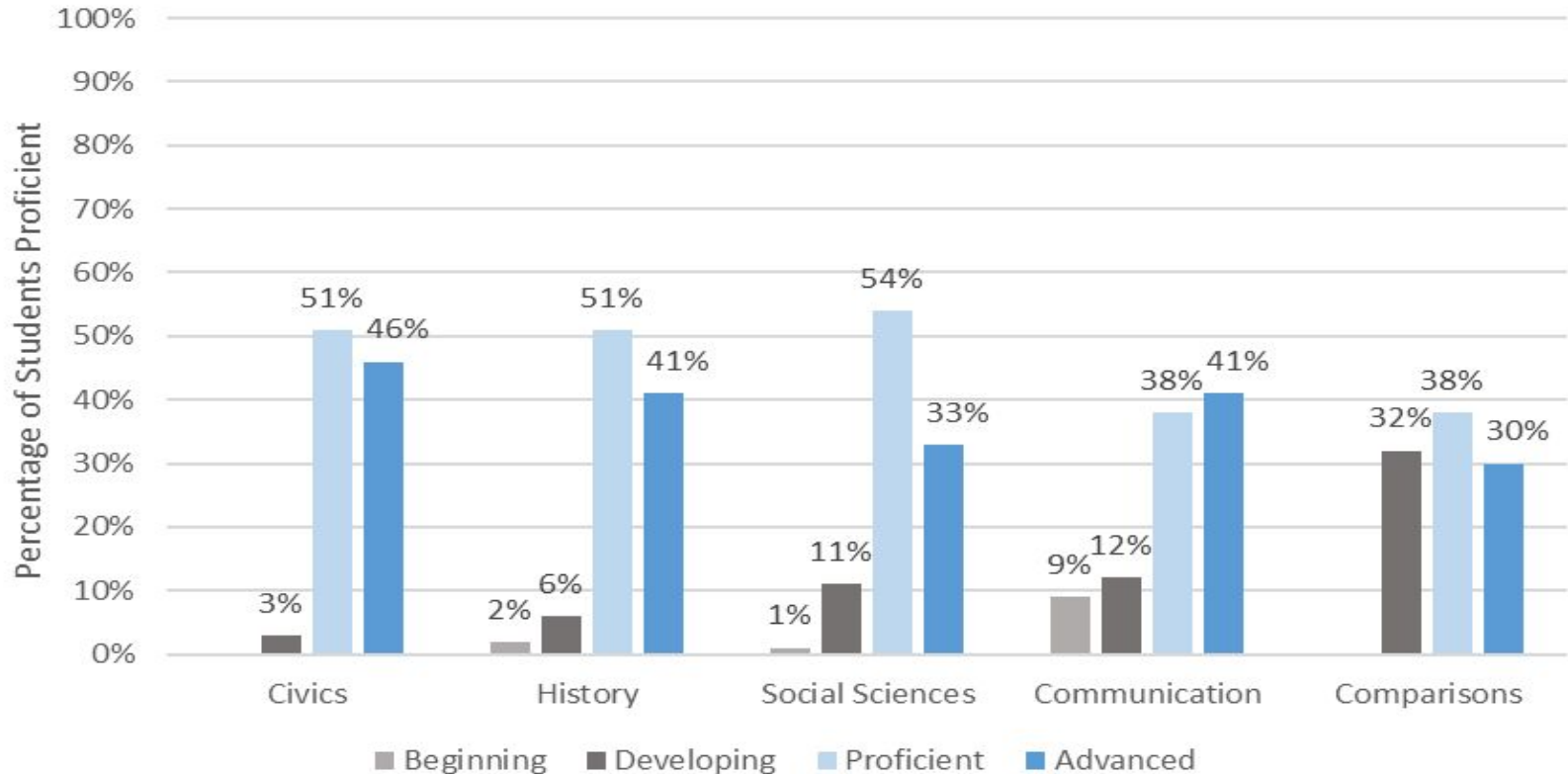


# Assessment Data: PBGR's for Current Grade 11 June 2023

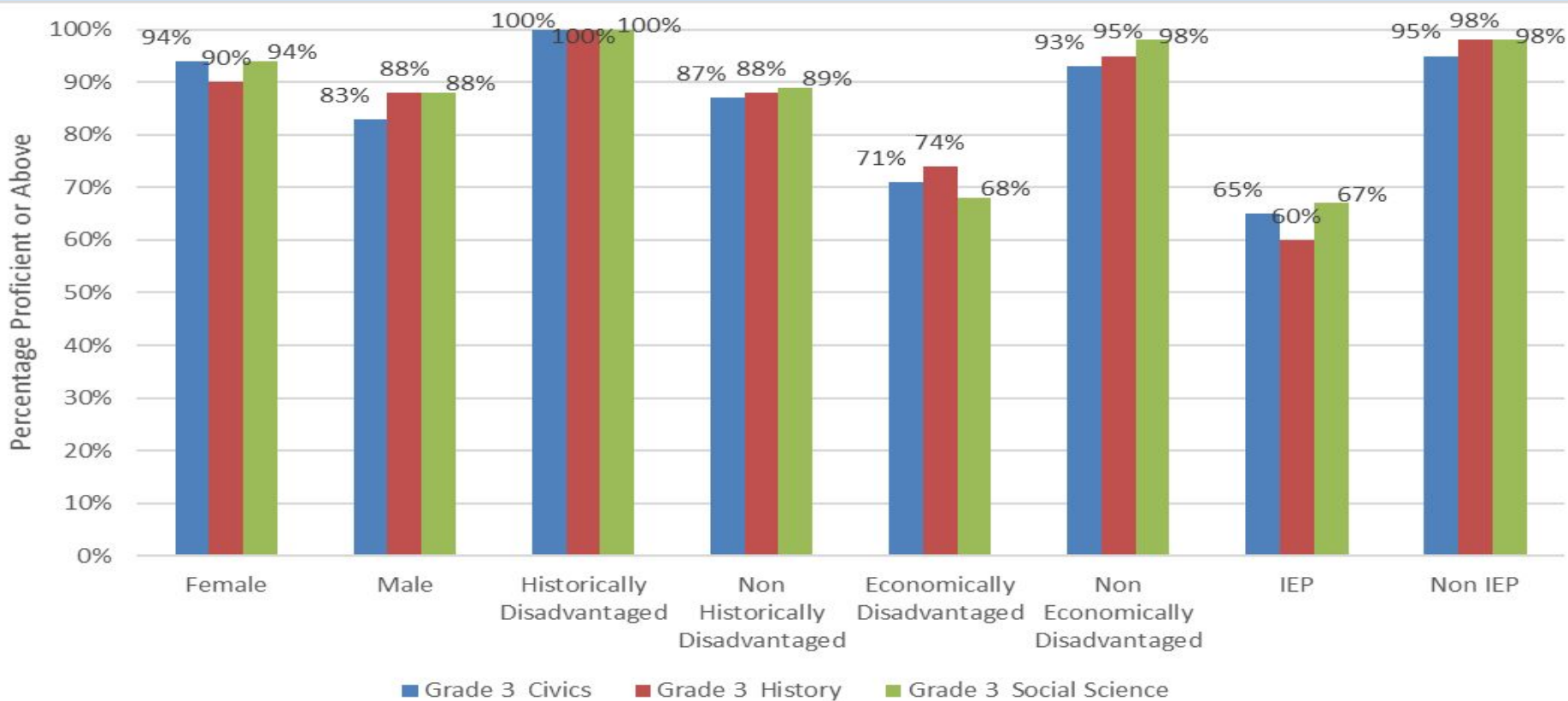




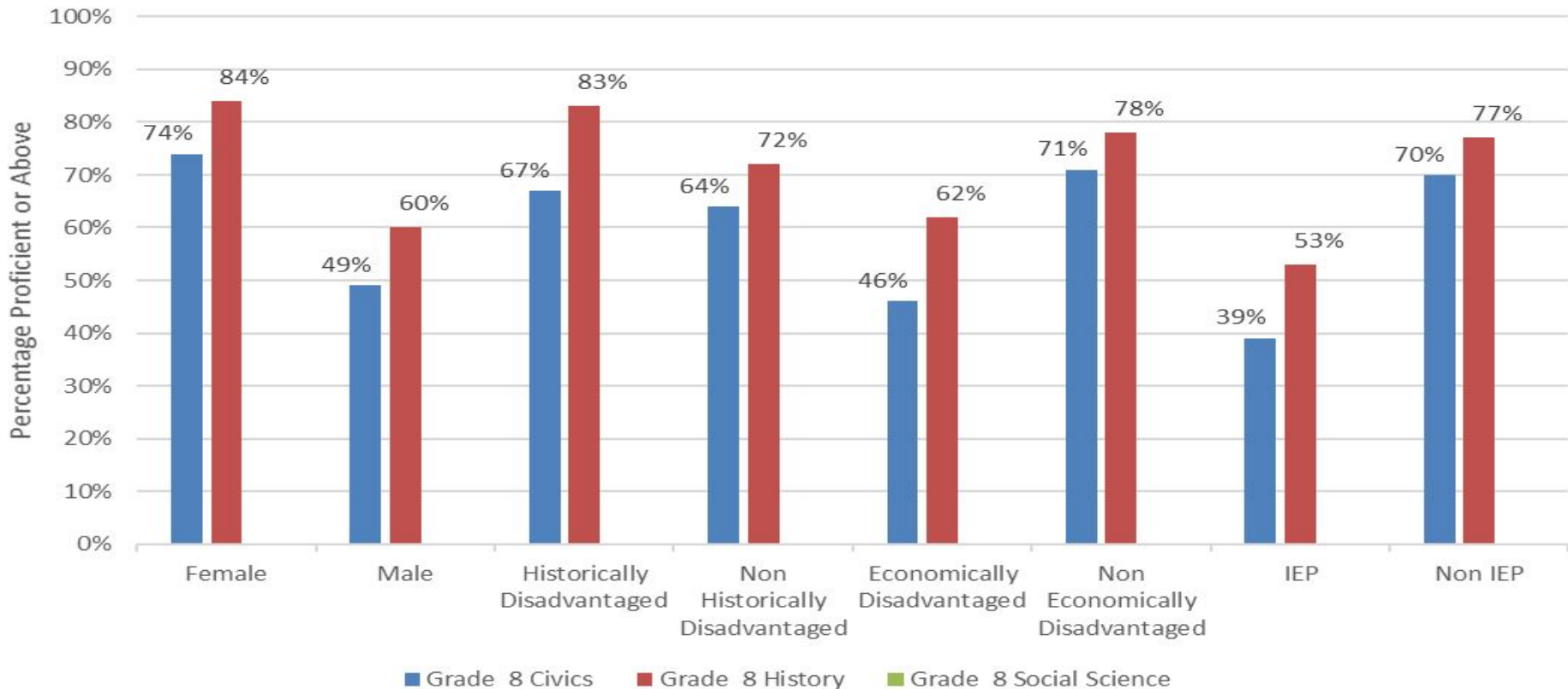
# Assessment Data: PBGR's for Current Grade 12 June 2023



# WCUUSD Grade 3 Report Card Data June 2023



# WCUUSD Grade 8 Report Card Data June 2023



# Analysis of Data

- We have fewer sources of data to analyze regarding our students' performance in Global Citizenship.
- Fewer students are accessing Advanced Placement World Language courses.
- Equity indicator comparison: The trends that exist in our literacy and math disaggregated data endure in our global citizenship analysis (3rd grade and 8th grade analysis).

# School Board Role

- Support for continued professional learning
- Considerations regarding instructional time
- Equity indicators
- Impact of early college
- AP Exams and VTCAP
- What else?

## STUDENT LEARNING OUTCOMES



WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.



### GLOBAL CITIZENSHIP

**#1 CIVIC LITERACY** Understand and participate in a democratic society.

**#2 ECONOMICS** Make economic decisions that demonstrate understanding of the interaction between humans, the environment, government, and the economy.

**#3 GEOGRAPHY** Propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

**#4 HISTORY** Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.

**#5 CULTURE** Demonstrate understanding of the complexity of culture in their native or second language.

### WORLD LANGUAGE

Demonstrate understanding of the complexity of culture in their native or second language.

🗣️ Use the second language to express themselves in various modes of communication.

🔍 Compare the structure of their native language to second language.

🌐 Demonstrate understanding of the complexity of culture in their native or second language.

🔄 Access new information and culture through the second language.

WASHINGTON CENTRAL  
SUPERVISORY UNION





# Modified Making Meaning Protocol

- Consider and discuss the following questions:
  - What did you see?
  - What questions did this presentation raise for you?
  - What struck you as significant?
  - What are the implications for our work?
- What are the key points to share with the full school board?