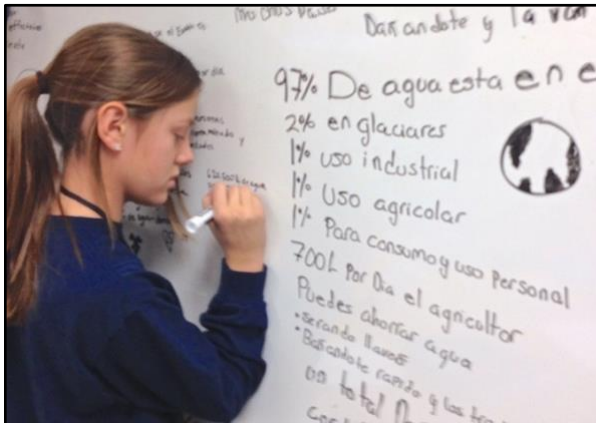


Global Solutions Program Overview

The Global Solutions program serves Catalina Foothills School District (CFSD) students in grades 6-8 who have prior Spanish immersion experience, heritage learner background, or comparable levels of proficiency. The program, which is offered at Esperero Canyon Middle School and Orange Grove Middle School, is designed to inspire youth to be engaged global citizens and develop future leaders' 21st century skills and global competencies. This program builds the knowledge and skills students need to be prepared for college and career pathways.

There are three courses in the Global Solutions program. Each course provides students with opportunities to become engaged, informed, and proactive citizens of the world. The assessment framework for each course in the program is grounded in [CFSD's Deep Learning Proficiencies](#) and [ACTFL's Proficiency Guidelines](#).



CFSD's Deep Learning Proficiencies (DLPs) highlight the cross-disciplinary skills/proficiencies that students must develop as they prepare for success in a world that is increasingly complex. Students in the Global Solutions program build knowledge and skills in the DLP areas of Citizenship, Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration.

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations. For each skill, these guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished. The major levels of Novice, Intermediate, and Advanced are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. Students in the Global Solutions program use descriptors from the ACTFL Guidelines to assess their current levels of proficiency in each skill area and set goals for future growth.

Students are engaged in learning content through the target language (Spanish) in the Global Solutions program. Students hone their reading, writing, speaking, and listening skills in Spanish while analyzing and solving local and global problems through a thematic approach. The focus topics are as follows:

- ◆ Year 1: Who is a global citizen? – Poverty & Hunger, Environmental Sustainability (clean water & sanitation), Climate Change (drought)
- ◆ Year 2: How does understanding multiple perspectives help us? – Affordable & Clean Energy (solar energy), Responsible Consumption & Production, Education (access & equity)
- ◆ Year 3: What connections surround issues that interest us? – Conflict (establishing & sustaining connections), Equity (connecting people to opportunity), Technology & Society

As students examine the global issues presented in each unit of instruction, they also analyze thematically related Hispanic literature in order to gain insight into the societal, historical, and linguistic dynamics of Hispanic culture. For example, as students engage in the study of natural disasters at a local and global level, they may also discuss

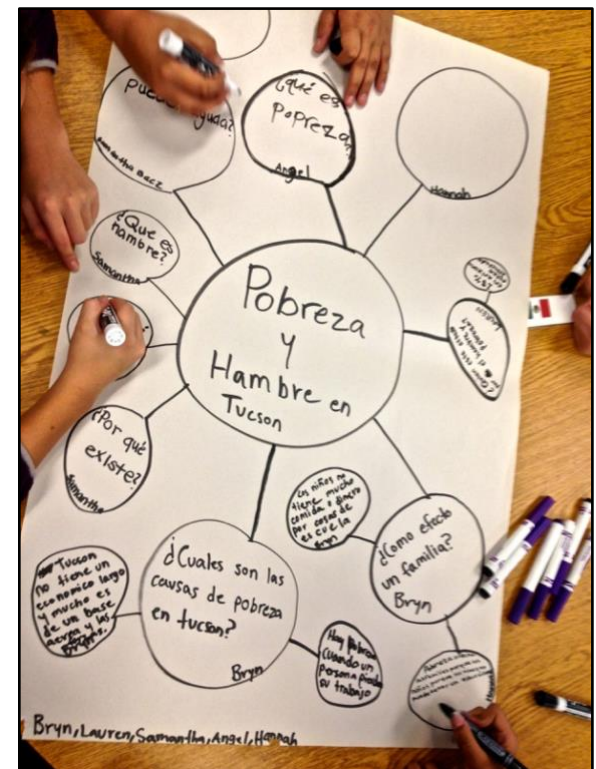
cultural perspectives that are exemplified through the characters' actions in *Una carta a Dios* (a short story about the effects of a series of natural disasters on a farming family) or they may analyze the impact of literary devices such as repetition and personification in *Sequía* (a poem about the effects of extreme drought).

The teaching and learning model used in the Global Solutions pathway is [Project Based Learning](#) (PBL). When engaged in PBL, students use diverse skills—such as researching, writing, interviewing, and collaborating—to produce authentic work products such as multimedia presentations, documentaries, policy proposals, community education events, and public service announcements. The [Buck Institute for Education](#), a leader in the field of PBL, affirms that the PBL model allows students to “gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.” PBL has a strong focus on the *process of learning* (as opposed to an exclusive focus on the end product or summative assessment). Students formulate essential questions and then investigate and analyze issues for which there may be no “right or wrong” answers. For example, in the Environmental Sustainability unit, students may center their work around an essential question such as: What type of campaign will be most effective in encouraging our community to conserve water?

Students who are engaged in the Global Solutions pathway develop their social entrepreneurship skills as they take action to improve their local and global communities by identifying problems and proposing/implementing sustainable solutions. Global Solutions teachers use instructional tools and provide students with resources and experiences that support the development of attitudes, skills, and knowledge that students need to be responsible, competent contributors in an interconnected world. Students in the Global Solutions pathway have the opportunity to develop and demonstrate high levels of global competence such as:

- In-depth knowledge and understanding of international issues
- High level thinking skills (critical thinking, problem solving, creativity, innovation)
- Proficiency in a language other than English
- An appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds

As students address thematic units in each of the three Global Solutions courses, they have the opportunity to design and implement a project that is aligned with the global issue being studied. Community education and student advocacy for positive change are regularly embedded into Global Solutions projects. For example, in the Extreme Poverty and Hunger unit, students may choose to work within existing school structures (i.e., Student Council, Family and Faculty Organization) to design projects or campaigns to support a local or global non-profit organization that is dedicated to breaking the cycle of poverty. In the Universal Education unit, Global Solutions students might decide to design and implement a community education forum about the impact of homelessness on children's access to education. In addition to the projects available at the global level, students may also choose to put their goals into action as they work to find innovative solutions for local problems on their school campus, in their neighborhoods, or in the Tucson area.



In the Global Solutions pathway, literacy development, global themes, and CFSD's Deep Learning Proficiencies are strategically intertwined to enhance student engagement and to support student progress toward proficiency. In short, this unique learning pathway provides students with the opportunity to build the skill sets they need to be informed and engaged citizens of the world.