

# ***From Critical Thinkers to Global Leaders:***

## **Empowering Students for Tomorrow**



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# Objectives

To showcase the integration of diverse topics through Global Perspectives pathways, including Debate, Business, Science, Holocaust, Model UN, CyberSTEM/FBI

To demonstrate how students can deepen their understanding of the world and global issues by applying their knowledge through co-curricular clubs interconnected with Global Perspectives coursework.

To highlight how developing various Global Perspectives pathways based on student interests can lead to an increase in students obtaining the Cambridge Diploma.

To exhibit how participation in Global Perspectives pathways equips students to thrive in an interconnected real-world.



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# ***Cypress Bay At a Glance***



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# Our School Demographics at a Glance



Population: 4,466 students

Location: Weston, Florida  
*Broward County*

Race	Percentage
Hispanic	67%
White Non-Hispanic	20%
Asian	8%
African-American	5%
Multi Racial	<1%
Native American	<1%
Native Hawaiian or Pacific Islander	<1%



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# ***Why did we start a Cambridge program?***

**In 2011, we administered over 3500 Advanced Placement Exams!**

- **Successful Advanced Placement Passing Rate (approx. 85%)**
- **However, initial data indicated only 1600 of our students were taking AP classes; this was 38% of our population.**

2700+ students were not taking any college level classes

Less than 1% of our 9th graders were taking advanced college level courses

Only 38% of our Hispanic population was taking advanced college level courses

Only 15% of our African American population were taking advanced college level courses



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# Student Data Then and Now

<b><i>In 2011 (AP courses only)</i></b>	<b><i>In 2025 (AP &amp; Cambridge courses)</i></b>
<1% 9th graders took AP Courses	70% 9th Graders took Advanced Courses
38% of students took AP Courses	70% of students took Advanced Courses
38.2% of Hispanic students took AP courses	60% of Hispanics took Advanced Courses
15% of African Americans took AP Courses	47% of African Americans took Advanced Courses



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# Similarities and Differences of AP/Cambridge



**CollegeBoard**

**AP<sup>®</sup>**

Endorsed by College Board

Well established in the USA

Exams Offered in (May)  
of the school year

Both advanced  
and rigorous

Possible College  
Credit

Must pass an  
exam to earn  
College credit

Bright Futures  
scholarship in FL if  
diploma is earned\*



**Cambridge Assessment  
International Education**

Cambridge International School

Offered by the  
University of Cambridge

Internationally recognized

Exams are offered in  
Oct/Nov and May/June



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# Why did we choose Cambridge courses?



- Exploratory pathway
- Teaching and learning philosophy
- Variety of introductory level courses taught on a college level
- Courses have an emphasis on building the following skills:
  - Critical Thinking
  - Analysis
  - Synthesis
  - Multiple Perspectives
  - Increasing Verbal Communication

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# ***What is Global Perspectives?***

Global Perspectives:  
Mandatory to earn the  
AICE Diploma

***Each topic must be a  
clear debate, covers  
at least 3 continents***

## ***Class requirements:***

Component 1: Written exam with three compulsory questions.

Component 2: 2000-word paper on a local issue that has a global impact.

Component 3: 10-minute video on a local issue that has global impact where each team member covers the topic under a particular lens. This topic cannot be duplicated in Component 2.

800-word reflection paper based on candidate's point of view at the beginning, during research and after teammates have presented.



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# Why the expansion of Global Perspectives to Debate?



Students at the highest level of debate wanted to continue with a college level debate class.

The debate teacher proposed adding a Global Perspectives debate section

A Global Perspectives AS course was created.

*Debate students only*

*Students would select topics for research that could also be used at a debate tournament.*

**Benefit:**

*We saw more success in Debate tournaments with students taking Global Perspectives.*

*Expanded to Global Perspectives A*



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# ***Expansion of Global Perspectives at Cypress Bay***

Global Perspectives Debate course sparked an interest



Courses were created based on Student/Teacher Interest & Focus of Study



Topics of Interest:

Debate

Business

Science

Lessons  
of the  
Holocaust

Model UN

CyberSTEM/  
FBI

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# ***Global Perspectives - Business***

## ***From an Economic Perspective***



Allows for deeper investigation  
into business issues

Many students will continue to the A  
Level to continue for a deeper  
understanding in business.

### ***Requirements:***

Must have taken General Paper and have taken a CTE class  
Join DECA, an organization of Business Students



### **Sample Topic:**

***Do salary caps  
influence the  
fairness of pay  
for men and  
women in  
professional  
sports?***



# **Global Perspectives - Science**

## **From a Scientific or Medical Perspective**

### **Sample Topic:**

**To what extent  
does an increase  
of parental  
involvement  
effectively  
decrease teenage  
addiction to  
vaping?**

Students must present an original idea that has not been done before, test and generate numbers to perform an experiment, pay any fees needed for the project, and have real-world practical application.

Students in these classes earned \$37K in scholarships

Participation in the Science Fair helps students to find a local and global solution to the selected problem.

### **Requirements:**

Must have taken General Paper and Honors Chemistry and must participate in Science Fair.

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# ***Global Perspectives - Holocaust***

## ***From an Ethical and Moral Perspective***

Students wanted to expand their knowledge of this topic.

The holocaust class was created because the students wanted to expand their knowledge of the topic. This is the only course that does not have a co-curricular club/activity.

### ***Requirements:***

Must have taken General Paper and the Holocaust class prior to taking the Global Perspectives Holocaust course

***Sample Topic:***  
***Would abolishing quotas for war refugees have a positive or negative impact on the economic state of a developed country?***



# **Global Perspectives - Model UN**

## **From a Political and Cultural Perspective**

### **Sample Topic:**

**Do free and fair elections strengthen the legitimacy of regimes?**

Model UN is a simulation program

*Where students engage in debates and diplomatic discussions*

*Role-playing as delegates from different countries to address global issues*

### **Requirements:**

Students are part of the Model UN club

Must have taken General Paper



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# ***Global Perspectives - FBI / Cyber STEM***

## ***From a Technological Perspective***

Students write their Global Perspective paper research paper on various Cyber/STEM topics

Participate in a series of FBI practical exercises, case presented that require critical thinking

Obtain knowledge and skills in the high-demand cyber field

### ***Classes from Cambridge integrated in the program:***

- General paper
- Thinking Skills
- Information Technology
- Global Perspective
- Computer Science

### **Sample Topic:**

***Is Cyber Warfare an effective Defensive Measure against Aggressive Countries?***



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# Work in a group – Share Out

## Directions:

Read through the 12 topics from different Global Perspectives classes.

*What subject would correlate to each topic?*

Discuss with your group which class/subject could be implemented at your school.



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# ***How does Global Perspectives Empower Students For Tomorrow?***



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***"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."***

***– Dr. Martin Luther King Jr.***

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# *Questions?*



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