



Pennsylvania State Modern Language Association

Global Scholars Program

for high schools

in the state of Pennsylvania



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Pennsylvania State Modern Language Association: Global Scholars Certificate / Designation for high schools in the state of Pennsylvania

Rationale

The Pennsylvania State Modern Language Association (PSMLA – psmla.org) recognizes that in order to prepare today’s students for “an increasingly pluralistic and interdependent world, global education in K-12 schooling is essential” (www.joci.ecu.edu/index.php/JoCI/article/download/12/18). Schools traditionally offer disparate opportunities for students to pursue aspects of global education through studies in world languages, world literature, world history, art, and many other disciplines. Unfortunately, students must often connect the global aspects of these courses themselves. What is lacking is a systematic way for students to consciously pursue and be recognized for an education that focuses on and honors global competency and awareness in an increasingly interdependent and interconnected world.

In addition, second language acquisition is vital to the STEM initiative. “America’s STEM industries depend on the language enterprise: The work of traditional STEM businesses is now inevitably global; advances hardly occur in one country or market. Multilingual communication is intrinsic to today’s scientific collaboration and progress, which means the language industry is fundamental to furthering every aspect of STEM professions and business.” (<http://languagepolicy.org/wp-content/uploads/2013/11/LSTEM.pdf>)

Global competency is defined “as the knowledge and skills people need to understand today's flat world and to integrate across disciplines so that they can comprehend global events and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies” (<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Leading-for-Global-Competency.aspx>). Additionally, the National Education Association (NEA) recognizes global competence as the “acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community (http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf).

The U.S. Department of Education (2017) developed a Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness which delineates characteristics of globally and culturally competent individuals as

- (1) proficient in at least two languages;
- (2) Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;
- (3) critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges; and
- (4) able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth. (<https://sites.ed.gov/international/global-and-cultural-competency/>)

Many universities, including some in the state of Pennsylvania, recognize the value of developing global awareness. Bloomsburg University of Pennsylvania espouses the value of global and multicultural education and indicates that “Multicultural and global competencies, including foreign language acquisition, have gained enormous value in an increasingly interconnected world” (<http://www.bloomu.edu/global-education>).



PSMLA: Global Scholars Program

To this end, PSMLA proposes the implementation of Global Scholars Programs to afford the opportunity for high school students to meaningfully select interdisciplinary studies and activities that will lead them to develop global awareness or competency and better prepare themselves for personal and professional success in an increasingly global society. While many Global Scholars Programs exist on the university level, there are currently relatively few such programs for high school students. PSMLA would like to assist high schools in Pennsylvania to establish Global Scholars Programs in their schools, utilizing existing curricula, encouraging students and faculty to focus on the global aspects of the existing curricula, and, subsequently, to honor students for their success in committing to and completing global studies.

Outlined in this document are aspects of Global Scholars Programs as well as a template proposed by PSMLA for implementing a Global Scholars Program in Pennsylvania high schools. The Global Scholars Program outlined here is intended to be adapted to individual schools' curricula and is able to be implemented at little or no cost to the school.



Components of a PSMLA Global Scholars Program to be completed in grades 9-12 (all of a global nature and based on the Wisconsin model: www.globalwisconsin.org)													
1. Academic courses - successful completion of the following (average grade of B or better) (N.B.: See modifications for small schools below.):	a. 4 years of the same world language (If a school offers only 3 years of a less commonly taught language, a student of that language may take 3 years of the less commonly taught language plus 1 year of another language to meet the 4-year language requirement.) b. 4 additional credits toward graduation that are already part of the school’s course of study (therefore, each school would develop its own list that is unique and specific to its own curriculum) and for which a primary component is global in nature, for example: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">i. A second world language</td> <td style="width: 50%;">vii. World Religions</td> </tr> <tr> <td>ii. World Literature</td> <td>viii. International Business</td> </tr> <tr> <td>iii. AP English Literature</td> <td>ix. Anthropology</td> </tr> <tr> <td>iv. World History</td> <td>x. Macroeconomics</td> </tr> <tr> <td>v. Great Civilizations</td> <td>xi. Other courses in the arts, theater, science, etc. IF a primary focus is global</td> </tr> <tr> <td>vi. Humanities</td> <td></td> </tr> </table>	i. A second world language	vii. World Religions	ii. World Literature	viii. International Business	iii. AP English Literature	ix. Anthropology	iv. World History	x. Macroeconomics	v. Great Civilizations	xi. Other courses in the arts, theater, science, etc. IF a primary focus is global	vi. Humanities	
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vi. Humanities													
2. Active participation as confirmed by a sponsor in a variety of extra-curricular activities with a global focus (minimum of 4) such as:	a. World Language Club b. World Language Honor Society c. School-sponsored field trips or activities that explore global aspects (international restaurant, involvement in a play or musical production that is international in nature, Pitt Nationality Rooms, foreign film, foreign travel, etc.) d. Other community activity that includes a global component, as verified by the adult in the community in charge, and accepted by the school’s criteria including mission trips abroad, foreign travel, etc.												
3. Service Hours with a global focus (20 hours or an average of 5 hours per high school year, as approved by the school’s Global Scholars advisor)	a. Tutoring in the target language b. Volunteering to teach a world language to elementary or middle school students c. Working with a middle school or elementary world language activity d. Creating and implementing an original project or volunteer activity approved by the Global Scholars advisor												
4. Review of literature/media with a global focus (minimum of 8, at least 4 of which are books)	a. Approved and reviewed by a school’s Global Scholar mentor/designee b. Review should be in a consistent format and include specified components that are standards-based and reflect higher-level thinking skills												

Modifications for small schools:

Due to limited course offerings and scheduling conflicts, PSMLA has developed modifications for small schools. Small schools are identified as those with an enrollment of 700 or less in grades 9-12, as is consistent with the PSMLA Exemplary Program (PEP) criteria. The following modifications have been established for small schools:



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- Small schools may include the 8th grade year of second language study as part of the 4-year second language requirement.
- For the 4 additional credits toward graduation: if a course is identified as including a limited and not primary global focus, a student may complete a significant project and/or presentation, approved by both the course instructor and the Global Scholars advisor, that ties other learning in the course to global issues thereby increasing the global focus to a primary part of the course for that student.

1. Need for the development of global awareness as expressed by state and federal governmental agencies:

a. PA Common Core Standards

- i. The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. (<http://www.pdesas.org/standard/pacore>)
- ii. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust **and relevant to the real world** and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a **globally competitive workforce**. (<http://www.pdesas.org/standard/pacore>)
- iii. Beyond state test scores and national assessments, the imperative for PA Core implementation is preparing our children to succeed in life after high school, in both post-secondary education and a **globally competitive workforce**. (<http://static.pdesas.org/content/documents/Four%20Guiding%20Strategies%20and%20Key%20Questions%2012.1.2013.pdf>)

b. Twenty-First Century Skills

i. Twenty-First Century Children (<http://www.p21.org/about-us/our-mission>)

1. Every child in the U.S. needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders. This can be accomplished by fusing the 3Rs and 4Cs. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a **globally competitive workforce**, U.S. schools must align classroom environments with **real world environments** by fusing the 3Rs and 4Cs:
2. The 3Rs include: English, reading or language arts; mathematics; science; **foreign languages; civics; government; economics; arts; history; and geography.**
3. The 4Cs include: critical thinking and problem solving; communication, collaboration; and creativity and innovation.
4. As the 3Rs serve as an umbrella for other subjects and core content, the 4Cs are a shorthand for all the skills needed for success in college, career, and life.

ii. 21st Century Curriculum and Instruction (<http://www.p21.org/about-us/p21-framework/352>)

1. Teaches 21st century skills discretely in the context of core subjects and 21st century **interdisciplinary themes**
2. Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning



3. Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
4. Encourages the integration of community resources beyond school walls
- iii. **21st Century Themes** (http://www.ims.gov/about/21st_century_skills_list.aspx)
 1. GLOBAL AWARENESS
 - a. Use 21st century skills to understand and address global issues.
 - b. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
 - c. Understand other nations and cultures, including the use of non-English languages.
 2. FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY
 - a. Demonstrate the ability to make appropriate personal economic choices.
 - b. Understand the role of the economy in society.
 - c. Apply entrepreneurial skills to enhance workplace productivity and career options.
 3. CIVIC LITERACY
 - a. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
 - b. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
 - c. Understand the local and global implications of civic decisions.
 4. ENVIRONMENTAL LITERACY
 - a. Demonstrate ecological knowledge and understanding of how natural systems work, as well as knowledge and understanding of how natural systems interface with social systems.
 - b. Demonstrate understanding of the relationship between beliefs, political systems, and environmental values of various cultures.
 - c. Demonstrate understanding of environmental issues caused as the result of human interaction with the environment, and knowledge related to alternative solutions to issues.
 - d. Demonstrate active and considered participation aimed at solving problems and resolving issues.

2. Advantages of Global Scholars designation

- a. Encourages students, faculty, and the community to expand their perspectives to prepare high school students for 21st century skills and participation in the global community.
- b. Is achievable for all students.
- c. Is interdisciplinary and involves multiple departments.
- d. Does not require the creation of new courses.
- e. Requires individual students to accept the responsibility to
 - i. Commit to participation in the program,
 - ii. Follow through on completing criteria, and
 - iii. Submit documentation.



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- f. Could result in recognition by colleges, universities, and employers, particularly if designed to parallel those implemented in other states.
- g. Would allow individual schools to “fine tune” the criteria for implementation in their existing academic setting.
- h. May encourage the addition of global components and perspectives to newly developed courses in various departments.

3. PSMLA’s responsibilities

- a. Provide a template for a Global Scholars Program for any school whose Global Scholars Advisor is a PSMLA member.
- b. Serve as a resource to schools in creating a Global Scholars Program.
- c. Serve as an intermediary or liaison between the schools and state-wide organizations.
- d. Make available a certificate and/or honor cords for students who have completed the requirement at a nominal cost.

4. Each school’s responsibilities

- a. Submit a registration/application form to PSMLA. The form can be found on the PSMLA website: psmla.org.
- b. Engage the world language, guidance, and social studies departments, administration, and school board to review and subsequently approve a Global Scholars Program.
- c. Recruit faculty willing to work with the Global Scholars Program.
- d. Design a Global Scholars curriculum specific to the district.
- e. Advertise to the school and community through
 - i. Development and distribution of a brochure.
 - ii. Interaction with middle school guidance counselors.
 - iii. Articles in the school and local newspapers.
- f. Establish a date of implementation to pilot the Global Scholars Program

Current Global Scholars programs

1. Wisconsin Global Education Achievement Certificate administered by the Wisconsin Department of Public Instruction (<http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/globaled-certificate.pdf> , www.globalwisconsin.org)
2. North Carolina Global Education (<http://ssnces.ncdpi.wikispaces.net/file/view/SBE+Global+Education+Task+Force+Report+January2013.pdf>)
3. Summer Programs for high school students
 - a. Yale University, New Haven, CT (<http://globalscholars.yale.edu/>)
 - b. Americans for Informed Democracy, Washington, DC (<http://www.aidemocracy.org/>) (<http://www.globalscholar.org/>)
4. Global Scholars Initiative, Quaker Valley High School, Pittsburgh, PA (<http://www.qvsd.org/page.cfm?p=5522>)
5. World Affairs Councils in Pittsburgh (<https://www.worldpittsburgh.org/>), Philadelphia (<https://www.wacphila.org/>), Connecticut (<http://www.ctwac.org/>), Tennessee (<http://www.tnwac.org/>), and Ohio (<https://columbusworldaffairs.org/>).
6. Many Global Scholars programs exist on the college or university level including American University, Cornell University, Columbia University, Brown University, Wheaton College, Harvard, American University, University of Michigan, Drexel University, and Princeton.



Other programs that recognize global interests

1. International Baccalaureate

a. Components

- i. Started in Switzerland in 1968 and currently includes over 3,000 IB programs around the world, over 1500 in the USA, and over 300 in Canada.
- ii. Is interdisciplinary.
- iii. IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5.
(<http://www.ibo.org/diploma/curriculum/>)

b. Limitations

- i. Requires development and implementation of new courses
- ii. Costs attached

2. Biliteracy seal

- a. Components: Recognizes language proficiency in two languages which are either learned in school or outside of school and evaluated.

b. Limitations

- i. Is not interdisciplinary.
- ii. Requires outside evaluators to determine proficiency level at a cost per student.

Logistics for each school district to consider

1. Approval and cooperation by the following groups:

- a. Teachers/departments involved
- b. Administration
- c. School board

2. A school representative/Global Scholars Advisor (who is a PSMLA member)

- a. Would be needed to
 - i. Monitor students' progress
 - ii. Confirm quality/eligibility of the criteria such as
 1. literature review
 2. extra-curricular activities
- b. Could be a designated teacher from any of the departments directly and most consistently involved:
 1. World Language
 2. Social Studies
 3. English



4. Guidance

3. **The school would establish the criteria that is appropriate for their school environment and course offerings and to whom it should be submitted for “approval”.**
4. **Upon completion of all components, the students would receive one or more of the following** (a, b, and d may be available through PSMLA for a nominal charge):
 - a. A certificate (from the school or PSMLA or, perhaps in the future, PDE)
 - b. Documentation in the “permanent record” or on the transcript
 - c. A Global Scholars cord to wear at graduation (blue and green to represent the globe)
5. **Establishment and distribution of clear criteria to students, parents, staff, and the community**
 - a. Dates for completion of criteria
 - i. Periodically throughout the high school career
 - ii. All to be completed by March of the senior year
 - b. A check list
 - c. A brochure
6. **Record-keeping**
 - a. Possibly through a Google Doc that is accessible to people designated to monitor student progress (spreadsheet example attached)
 - b. An electronic file to be maintained for each student on a common server; therefore all submissions of documentation and media reviews should be in electronic form
 - c. Should include
 - i. Activity completed
 - ii. Date completed
 - iii. Grade (if a course) or amount of time (if an activity)
 - iv. “Signature” of monitor/adult ascertaining acceptable completion of the criteria
7. **Accountability**
 - a. What grade would be accepted as “successful completion” of a qualified course? B-? C+? 80%?
 - b. Each component completed would need to be confirmed by a teacher, club advisor, or the adult responsible for the activity, if completed outside of the school.
 - c. Detail the minimum requirements of each component
 - i. Extra-curricular activities
 1. Verify active participation by the advisor.
 2. Delineate criteria for credit. (i.e. Would a ½-day field trip be worth the same as a 2-day trip? If a family has the means to travel out of the country, would that student need to participate in other activities as well? Should a certain percentage of the activities be associated with the school? Who would decide?)
 - ii. Service hours: Verify of active participation by the advisor.



- iii. Media/literature reviews: Create a format or required components. (Perhaps seek input from the English department to adopt a format consistent with one currently in use and determine if it could have been studied in a class.)

8. Costs to the school

- a. No expenditures are necessary in order to implement a Global Scholars Program, though each school may consider the following:
 - i. Purchase of certificates or honor cords for students who successfully complete the program.
 - ii. Compensation to the Global Scholars Advisor in the school.
 - iii. PSMLA membership for the Global Scholars Advisor is required. The fee may be assumed by the individual or the school.



Global Scholars Program Verification of completion of requirements

(All documentation is to be submitted and stored electronically)

Name of Student					
Address					
Email Address				Homeroom:	
Global Scholars Advisor:				Email:	
Requirements:					
1. Academic Courses (minimum of 8 credits toward graduation with an average grade of B or better)					
# of credits toward graduation	Foreign Language (4 years of the same language)	date completed:	grade earned:	teacher:	Global Scholar Advisor confirmation (name and date):
1	year 1:				
2	year 2:				
3	year 3:				
4	year 4:				
5					
6					
7					
8					
9					
10					
2. Active participation as confirmed by a sponsor in extra-curricular activities (minimum of 4)					
	Activity	date completed:	teacher/advisor:		Global Scholar Advisor confirmation (name and date):
1					
2					
3					
4					



3. Service Activity or project that is global in nature (minimum of 20 hours)					
	Activity	date completed:	teacher/advisor:	# of hours:	Global Scholar Advisor confirmation (name and date):
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
4. Literature/media review (minimum of 8, at least 4 of which are books)					
	Literature or Media reviewed:	date completed:	acceptable format & quality:		Global Scholar Advisor confirmation (name and date):
1					
2					
3					
4					
5					
6					
7					
8					



Example of a Global Scholars Literature/Media Review

(PSMLA encourages each school to develop a rubric that is consistent with its policies to evaluate its students' reviews.)

Name of student: _____ Date submitted: _____

Name of literature or media: _____

Type of literature or media: ___book ___film ___essay ___theater ___lecture ___poetry ___short story ___other: _____

Was this part of a course assignment? _____ If yes, for which course? _____ For which teacher? _____

- o The Global Scholars advisor will verify this information with your teacher.
- o You are encouraged to review literature or media that you have studied independently. If you choose to include reviews of literature or media that were part of a course taken, a maximum of two per course may be reviewed for the Global Scholars obligation.

Please complete a paragraph of a minimum of 100 words for each of the following standards as it relates to the literature or media indicated above:

1. **Cultures** - Standard: *Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.*
Through this literature or media, discuss knowledge that you have gained of ideas, attitudes, perspectives, beliefs, and/or values of a culture other than your own. Cite evidence, whenever possible.
2. **Connections** - Standard: *Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.*
How does this literature or media integrate more than one discipline or subject such as foreign language, social studies, art, math, science, etc.? Cite specific examples.
3. **Comparisons** – Standard: *Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.*
Compare, contrast, and analyze the language, practices, and/or perspectives of the target culture in this literature or media with those of your own culture.
4. **Communities** - Standard: *Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.*
Hypothesize about how what you have experienced through this literature or media may affect your life both within and beyond the school setting.

The Global Scholar advisor ___ accepts or ___ does not accept this review as meeting the minimum requirements for the Global Scholar program.

Signed: _____ (Global Scholar mentor) Date: _____

Standards from: http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf



References

Americans for Informed Democracy, Washington, DC

<http://www.aidemocracy.org/>
<http://www.globalscholar.org/>

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Leading-for-Global-Competency.aspx>

Bloomsburg University of Pennsylvania

<http://www.bloomu.edu/global-education>

Global Scholars Initiative, Quaker Valley High School, Pittsburgh, PA

<http://www.qvhsd.org/page.cfm?p=5522>

International Baccalaureate Programme

<http://www.ibo.org/diploma/curriculum/>

Journal of Curriculum and Instruction

www.joci.ecu.edu/index.php/JoCI/article/download/12/18

National Education Association

http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

National Standards for Foreign Language Learning

http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecum_m_rev.pdf

North Carolina Global Education (North Carolina Department of Public Instruction)

<http://ssnces.ncdpi.wikispaces.net/file/view/SBE+Global+Education+Task+For+ce+Report+January2013.pdf>

Pennsylvania Department of Education (PDE)

<http://www.pdesas.org/standard/pacore>
<http://static.pdesas.org/content/documents/Four%20Guiding%20Strategies%20and%20Key%20Questions%2012.1.2013.pdf>

Twenty-First Century Skills

<http://www.p21.org/about-us/our-mission>

<http://www.p21.org/about-us/p21-framework/352>

http://www.ims.gov/about/21st_century_skills_list.aspx

United States Department of Education

<https://sites.ed.gov/international/global-and-cultural-competency/>

Wisconsin Global Education Achievement Certificate (Wisconsin Department of Public Instruction)

www.globalwisconsin.org

<http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/globaled-certificate.pdf>

World Affairs Councils

Pittsburgh (<https://www.worldpittsburgh.org/>)

Philadelphia (<https://www.wacphila.org/>)

Connecticut (<http://www.ctwac.org/>)

Tennessee (<http://www.tnwac.org/>)

Ohio (<https://columbusworldaffairs.org/>).

Yale University, New Haven, CT

<http://globalscholars.yale.edu/>