**Section 1.APPENDIX H GUIDANCE AND PROCEDURES FOR SCHOOL DISTRICTS IMPLEMENTING THE ILLINOIS GLOBAL SCHOLAR CERTIFICATE**

**DETERMINING GLOBALLY-FOCUSED COURSES**

Though many school districts may offer courses listed in the subject areas described in Section 1.443(a)(1)(E), courses and subjects other than those listed in that subsection may qualify as globally-focused. Other courses, such as those in family and consumer science, the arts, health, mathematics and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and cultural diversity are incorporated.

School districts shall consider the following criteria in determining which courses should be considered globally-focused:

Globally-focused courses require students to:

1) investigate the world;

2) recognize the perspectives of self and others;

3) communicate ideas to diverse audiences; and

4) take action to improve conditions locally and globally.

These requirements, developed in consultation with the Council for Chief State School Officers, reflect the four established domains of global competence and closely follow both the Partnership for 21st Century Skills objectives and national learning standards adopted by the State of Illinois. School districts and GSCs working to determine which courses qualify as globally-focused should consider the following questions:

**Question 1: Does the course require students to investigate the world?**

Courses selected for inclusion as part of a school district's globally-focused course offerings should promote content and skills that provide students the means to understand the world beyond their immediate environment.

**Question 2: Does the course provide opportunities for students to recognize their own perspectives in relationship to the perspectives of others?**

Courses selected for inclusion as part of a school district's globally-focused course offerings should provide students with opportunities to demonstrate a clear and accurate understanding of the perspectives of other people, groups or scholars. The courses should also incorporate complex analyses of how varying perspectives influence human interactions and how this affects people's understandings of a situation, event, issue or phenomenon.

**Question 3: Does the course prepare students to communicate ideas to diverse audiences?**

Though not all courses selected for the certificate will prepare students to collaborate and communicate with diverse groups, the courses should include assignments, activities and/or projects that prepare students to engage in this type of collaboration and communication in preparation for the capstone project.

**Question 4: Does the course provide opportunities to act upon global issues and concerns?**

Though not all courses selected for the certificate need to include organized opportunities for students to engage directly in collaborative action resulting in local, regional or global improvements, the courses should encourage students to consider how the action might be executed. Moreover, school districts are encouraged to embed global service learning opportunities within coursework and co-curricular activities as these opportunities are requirements for the certificate.

**Qualifying Courses**

Content/subjects taught within high school offerings in the following subjects are likely to meet these requirements as course content cannot be effectively taught without a global perspective.

• International economics, international business or global marketing

• International or foreign affairs

• World history/non-U.S. history

• World geography

• Comparative cultures, comparative religions, comparative government

• Science, technology and engineering courses with global application/perspective

• World languages

• Literature of another country, region or culture

• World art and world music appreciation

Though many high schools offer courses in these subject areas, the subject areas listed above are not the only courses that may qualify as globally-focused. Other courses, such as those in family consumer science, the arts, mathematics, health and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and diversity is incorporated. The examples identified in the following chart, though not exhaustive, are provided to give guidance to school districts and GSCs seeking to determine if a course investigates the world.

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| **Examples of Courses with Insufficient and Sufficient Depth** | |
| **Insufficient Depth** | **Sufficient Depth** |
| Students create an artistic piece or performance inspired by another culture. | Students interpret, create and/or evaluate a global issue through an artistic medium. |
| Students prepare food from another part of the world or another culture. | Students prepare food from another part of the world or another culture and consider the production and preparation of food in relation to local cultures, health, sustainability, etc. |
| Students use datasets from another country or culture to illustrate a concept. | Students evaluate and use appropriate mathematical tools to investigate a global issue or derive additional information using mathematical methodologies. |
| Students use examples of agricultural management, finance, marketing and/or the foundations of crop and livestock production in a unit on the global marketplace. | Students learn about agricultural management, finance, marketing and the foundations of crop and livestock production by comparing a variety of agricultural practices found around the world and examine the complex global interrelationships that exist in the global agricultural industry. |
| Students learn about epidemics/disease, health care practices and/or prevention measures through case studies in other parts of the world. | Students learn about global epidemics/disease, health care practices and/or prevention measures through a comparative epidemiological analysis incorporating diverse global contexts. |

**Other Considerations Related to Coursework**

School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequence of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. These options, or others, may be added at the discretion of the school district, provided students fully complete all four of the overarching requirements needed to earn the Illinois Global Scholar Certificate, including the requirement that each student complete eight globally-focused courses. In addition, school districts having limited course offerings may approve specific summer or online coursework, so long as that coursework has been deemed credit bearing by an ISBE approved institution.

**GUIDANCE FOR DETERMINING SERVICE LEARNING**

Service learning opportunities selected by students and GSCs to fulfill this requirement should be tied with globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's capstone research project. In addition, selected service learning opportunities should adhere to the following guidelines for service learning found in the K-12 Service Learning Standards for Quality Practice developed by the National Youth Leadership Council:

• Actively engage and educate the local community in meaningful globally-focused service activities that promote understanding of diversity and mutual respect among all participants.

• Allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience.

• Be designed with sufficient duration and intensity to address community needs within a global context.

• Engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use the results for improvement and sustainability.

• Incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.

**PURPOSE OF PRIORITY STANDARDS OF THE GLOBAL**

**SCHOLAR CAPSTONE PERFORMANCE-BASED ASSESSMENT**

The purpose of the Illinois Global Scholar Capstone Performance-based Assessment is to ensure the high level of knowledge and skills possessed by the students applying for this recognition. Students will engage in a process of inquiry with required components and products, demonstrating mastery of designated national learning standards and standards for global competence. The process in which students are expected to engage and the products students are expected to create must provide the opportunity for students to demonstrate mastery. Transparency of the alignment of assessment to standards provides a more valid picture of students' knowledge and skills.

The Assessment shall align with the following four priority standards:

i) Students develop compelling questions and plan inquiries.

ii) Students communicate ideas effectively with diverse audiences.

iii) Students translate their ideas and findings into an appropriate plan of action to improve conditions based on the global issue or concern.

iv) Students engage in appropriate and informed actions to address or potentially improve conditions based on an analysis of a global issue/concern.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)