

Tahanto Regional High School Global Studies Program 2017-2018

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GSP Advisors

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GLOBAL STUDIES PROGRAM - MISSION STATEMENT

The Global Studies Program (GSP) promotes global competence, a key twenty-first century skill, for Tahanto Regional Middle/High School students. Through interdisciplinary academic study, community service and travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world.

GSP STRUCTURE

There are three branches of the GSP: clubs and organizations, academics, and travel.

Clubs and Organizations

There are a variety of clubs and organizations at Tahanto with a global focus. The main club for the GSP is the Global Citizenship Club (GCC). The GCC is open to all students, with middle and high school branches run separately but collaborating on major projects and campaigns. The GCC conducts a range of activities, drives and fundraisers, and information campaigns. In addition, the GCC hosts guest speakers from around the world, holds an annual Global Tea Party, and provides opportunities for local, national, and international travel.

Academics

Tahanto has a range of core and elective classes with a global focus, so all students are The Global Distinction Program is an application-based program with specific academic, extracurricular, and travel requirements, and it demands a high level of commitment and involvement from participants. Successful students will receive a Global Distinction on their high school diploma.

Travel

Students are actively encouraged to travel, both with school and with their families, in order to gain a deeper understanding of the world around them. Tahanto offers a range of local, national, and international travel opportunities through the GSP, academic departments, and clubs. All Distinction candidates are required to undertake a significant travel experience.



CLUBS AND ORGANIZATIONS

Global Citizenship Club (GCC)

- The main extracurricular club of the Global Studies Program.
- Participation is required for all Global Distinction candidates.
- Meetings are held once every 6-day cycle, and there are 1-2 GCC events per quarter.
- Please see Mission Statement on the following page.

Amnesty International (AI)

- Meetings are held once every 6-day cycle.
- The club explores ways to promote and protect the U.N. Declaration of Human Rights.
- Students will conduct letter-writing campaigns and hold fundraisers to support AI's mission.
- The ultimate goal is to raise awareness among Tahanto students about international human rights.

Model United Nations (MUN)

- Meetings are held once every 6-day cycle.
- MUN allows for students to develop important skills in the areas of research, public speaking, and writing.
- The goal of the UN is to make a better global community, and Model UN gives our students practical experience in world events from multiple global perspectives.
- Students research an assigned topic and nation, and negotiate from their country's perspective with students from schools throughout New England.

H.O.P.E. Club

- This club is exclusively for middle school students.
- H.O.P.E. stands for "Helping Other People Everywhere".
- The club is committed to anti-bullying campaigns, which run regularly throughout the school year.
- In addition, club members can take part in various community service activities.

If you are interested in joining one or more of these clubs, please visit www.globaltahanto.com for more information including current advisor, meeting times, and other requirements.

CLUBS AND ORGANIZATIONS

Global Citizenship Club

Mission Statement

In keeping with UNESCO's definition of global citizenship education, our mission is to foster at Tahanto:

- the acquisition of knowledge, understanding, and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations;
- a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity;
- the will to act effectively and responsibly as civic-minded individuals at local, national, and global levels for a more peaceful and sustainable world.

We aim to achieve this mission by exploring the following topics. We will do so as a club, through whole-school campaigns and activities, and by working with teachers to identify global citizenship opportunities within their existing curriculums.

Topic 1 - Culture and Identity

- Explore the variety of cultures and traditions we have in America.
- Explore the variety of cultures and traditions in countries around the world.
- In America and abroad, how do different cultures interact with one another?
- What are the benefits and challenges of diversity, both here and abroad?
- Explore ways to cultivate empathy, solidarity, and a sense of common humanity.

Topic 2 - Government and Civic Responsibility

- What local government systems do we have in town, in Massachusetts, and in America?
- What types of government systems do other countries have?
- What percentage of the population, both in America and abroad, are "civic-minded" citizens?
- Explore power dynamics, interactions between governments and the people, and what portion of the population can contribute to the decision-making processes that affect them.
- Explore ways to increase civic responsibility, both in America and abroad.

Topic 3 - Ethics, Behavior, and Action

- Understand the concepts of social justice, ethical responsibility, and social philanthropy.
- Become familiar with the UN's Sustainable Development Goals.
- Identify opportunities for engagement, either by informing others or effecting positive change.
- Explore the "service learning project" model, and how it can be employed at Tahanto.



TRAVEL

Local Travel

Travel is an essential part of the Global Studies Program, and is a requirement for all Global Distinction Candidates. However, “travel” doesn’t always mean going overseas or spending lots of money. “Travel” means to leave your home, your comfort zone, and immerse yourself in an unfamiliar place or culture.

Worcester

community service
food and shelter

Wachusett Reservoir

environmental conservation
community partners

BES / BMS

mini-courses
the next generation of GSP’ers

WHEAT Community Cafe

volunteer opportunities
meet local community members

Native American Powwows

dance, crafts, art, and culture

National Travel

We do aim, of course, to work globally -- but there is just as much value at this stage in students’ lives, and it’s far more accessible for most families, to travel within the borders of the United States. There are communities in need right here. There are foreign cultures right here. In the Global Studies Program, we want students to know that they can apply their knowledge of global issues and citizenship skills to make a difference locally, and that anyone can be an effective global citizen, even if you can’t explore beyond our national borders just yet.

Appalachia

Williamson, West Virginia
gardening/farming, education

New England

artists and craftsmen
local businesses - ethics and fair trade

Native American Lands

various locations, from Arizona to Montana
cultural immersion

Habitat for Humanity

various locations
skills and service

International Travel

For those who can travel internationally at this stage, we offer a range of destinations.

Dominican Republic

service-learning trip
conservation and sustainability

Haiti

“Be Like Brit” orphanage
service-learning trip

China

partnerships / “sister schools”
music department collaboration

Nicaragua

service-learning trip
culture and community

ACADEMICS

Tahanto's Global Curriculum

The benefits of the GSP are not limited to club members or Distinction candidates. Our increased focus on global issues and global citizenship has transformed the general education curriculum as well. Traditional classes such as History, English, and Biology have devoted more attention to the global components of their discipline. What's more, new, innovative and exciting courses such as The Nature of Being have drawn students into a greater awareness of higher level thinking, 21st century skills, and the ties that bind us to our neighbors around the globe.

Below is a list of courses with a global component, on offer for all Tahanto students.

**Please refer to the Program of Studies for full course descriptions and prerequisites.

**Not every class is offered every year.

THE NATURE OF BEING, HONORS (5 Credits, Honors)	ASTRONOMY (2.5 Credits)
MUSIC HISTORY (2.5 Credits)	WORLD HISTORY II, CP (5 Credits, CP)
CERAMICS I (5 Credits)	WORLD HISTORY II, HONORS (5 Credits, Honors)
CERAMICS II (2.5 or 5 Credits)	ADVANCED PLACEMENT EUROPEAN HISTORY (5 Credits, AP)
GLOBAL ART (2.5 Credits)	GLOBAL CONTEMPORARY ISSUES (2.5 Credits)
THE 21ST CENTURY STUDENT: SOCIALLY SAVVY, GLOBALLY CONNECTED (2.5 Credits)	NONVIOLENT MOVEMENTS IN THE MODERN WORLD (2.5 Credits)
ENGLISH IV, HONORS (5 Credits, Honors)	CONTEMPORARY AMERICAN ISSUES (2.5 Credits)
ENGLISH IV, CP (5 Credits, CP)	INTERNATIONAL RELATIONS (5 Credits, CP/Honors)
COLLEGE-BOUND ORGANIZATION AND GLOBAL RESEARCH (2.5 Credits)	AP PSYCHOLOGY (5 Credits, AP)
WORLD LANGUAGES - French and Spanish	PSYCHOLOGY, HONORS (5 Credits, Honors)
FOOD, CULTURE AND SOCIETY (2.5 Credits)	PSYCHOLOGY (2.5 Credits)
EARTH, ENVIRONMENT, SPACE, and SOCIETY, CP (5 Credits, CP)	ECONOMICS (5 Credits, Honors)

**All Global Distinction candidates must take classes from the list above.
In addition, candidates must take a minimum of three years of a foreign language,
with two consecutive years of the same language.**

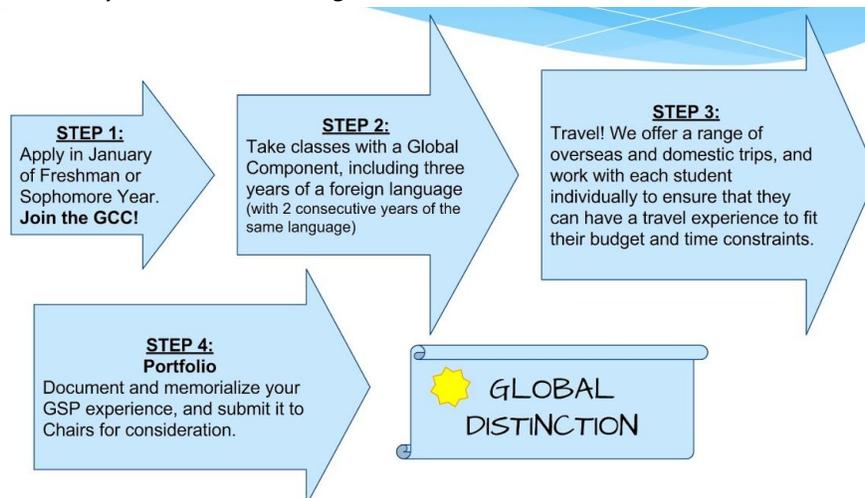
GLOBAL DISTINCTION PROGRAM

Tahanto's GSP offers students the chance to graduate with a Global Distinction on their diploma -- a mark that will distinguish them from their peers as they compete for places at colleges and universities, and later, in the workforce. Candidates are encouraged to apply in freshman or sophomore year. **Applications must be submitted no later than May 1st**, and applicants will be notified of their status by June 1st. Freshmen applicants not accepted can re-apply as sophomores.

Expectations

Global Distinction Students will:

- demonstrate proficiency and confidence in a second language;
- attain knowledge of – and show an appreciation for – cultural differences;
- examine contemporary issues from multiple perspectives;
- contribute with energy and spirit to the GSP community of learners;
- share their expertise and enthusiasm with the broader Tahanto community;
- actively promote global understanding and the peaceful resolution of conflicts;
- achieve personal growth through reflection ;
- strive to realize their full potential to lead as global citizens.



Attendance Policy

Global Distinction candidates are responsible for the following:

- mandatory attendance at GCC meetings at least once per month;
- participation in at least one GCC activity per quarter;
- regular communication and meetings with GSP Advisor and other Distinction candidates.

A student will be dismissed from the Distinction Program after three violations of the stated attendance requirements.

Note: If a student / family is experiencing unique circumstances which create a difficulty in fulfilling these requirements, the student should communicate with his or her advisor. If there is an exceptional reason why you must miss a meeting (health, religious holiday, college interview, etc.), you must provide your advisor with documentation (i.e. note from parent) at least 24 hours in advance of the meeting you will miss.

Advisory Groups

Each student will be assigned to a GSP Advisor, and will meet once a month to:

- check on academic progress in global courses;
- discuss topics for your Global Exploration Project;
- plan travel experience or travel-equivalent experience;
- discuss and debrief about Global Citizenship Club activities;
- work on Global Resumé and Portfolio.

GLOBAL DISTINCTION - APPLICATION FORM

Both an academic and extracurricular program, the GSP offers students the chance to increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world. Not only will students have the opportunity to explore the world around them, but they will also be recognized for their efforts on their college applications and be awarded a Distinction upon completion of the program. The students who participate in the program may travel internationally, participate in local intercultural activities, organize global activities for their peers and their community, belong to the Global Citizenship Club, and complete a globally-focused project. Let the adventure begin!

In order to be considered for the GSP Certificate Program, candidates must:

1. Be a current freshman or sophomore.
2. Answer all short-answer essay questions. (see below)
3. Meet academic requirements - have a B- or higher in all global classes (see list below). Print and attach your most recent report card, highlighting global classes.

If you do not meet this criteria as stated above, write a detailed explanation as to why you feel you should still qualify for the GSP Distinction program. If this explanation is not included, we will not consider your application.

Short-Answer Essay Questions

In the top left-hand corner of your typed answers, please include the following lines and fill them in with the appropriate information.

Name _____
Year of Graduation _____
Phone Number _____
Email _____

Answer ALL of the following questions in typed, double-space paragraphs. Each answer may not be longer than 200 words. Responses should be specific, detailed, and free of mechanical errors.

1. Explain why you are interested in joining GSP and what you personally hope to gain from participation.
2. Explain how you have made a positive impact on a team, club, or other organization in the past. How would that skill set help you to contribute to GSP?
3. Identify and briefly describe a contemporary international issue and explain why it interests you.
4. By participating in this program what type of knowledge and experiences do you hope to bring back to enrich your own community.

Academic Requirements

Freshmen applicants must provide a copy of their most recent report card., and must have a B- or higher in the following courses:

9th grade World History
9th English
Foreign Language*

Sophomore applicants must provide a copy of their most recent report card AND a print out of their transcript from ninth grade.

Applicants must have a B- or higher in the following courses:

9th grade World History
9th grade English
10th grade US History
10th grade English
Foreign Language*

*Any student who has documentation that officially exempts him/her from the TRMHS foreign language requirement may submit that along with his/her application.

GLOBAL DISTINCTION - ACADEMIC REQUIREMENTS

These must be completed over the course of the Candidate's four-year high school experience.

Required

World History II

English IV

Three years of World Language, including at least two consecutive years of one language (French or Spanish)

Electives (2 required before graduation)

Nature of Being

AP European History

AP Psychology

Psychology

International Relations

Contemporary Issues

Economics

AP English Language Literature

Art

- Ceramics I and II
- Global Art

21st Century Student

College Bound Organization and Global Research

Earth, Environment, Space and Society

Astronomy

Other elective options

Senior Capstone – A student may fulfill his or her global elective if a student is enrolled in the Senior Capstone course and the project that the student designs has a global theme or focus. The student must discuss this option with his or her GSP advisor and the Senior Capstone instructor for approval.

Online Course Options – If a student cannot fit a traditional course into his or her schedule, a student can look into the option of taking a globally-focused course through the online High School program. Spaces in this program are limited and are open to the entire school, not just GSP; there is no guarantee that spots will be available. If a student is interested in this option, he/she should talk to his/her counselor soon. Registration for these courses is done through the principal.

In your portfolio, you must have a copy of your transcript, with all global courses highlighted.

**If your grade falls below a B- for two (2) consecutive quarters
in any class listed above,
you will be dismissed from the Distinction program.**

GLOBAL DISTINCTION - GCC PARTICIPATION

Please use this template to document your GCC participation in your Portfolio

Global Citizenship Club Participation Form

Name_____

Year of Graduation_____

1. Please describe your role in the GCC and/or activities in which you took a leadership role in the GCC.
2. Please list GCC social and educational activities that you participated in.
3. Please list the globally-focused community service programs that you participated in, either with GCC or other groups.
4. Please describe your most significant contribution as a member of the GCC.

GCC Advisor Sign-off

I confirm that this student was an active and valuable participant in the Global Citizenship Club throughout the duration of his/her membership in the program.

GSP Advisor signature

Date

Outside Events

In addition to GCC meetings, Global Distinction candidates are required to participate in at least one GCC sponsored event per quarter, though you are encouraged to participate in more than the minimum. If there is an outside event, activity, or service project that you know of, it might count towards your quarterly requirement. Ask your advisor to approve the event BEFORE you participate in it. The day after the event, use this template to submit details to your advisor.

Student Name: _____

Event Name: _____

Event Date & Time: _____

Sponsoring Club, Company, Venue, etc.: _____

Event Coordinator / Supervisor Name: _____

Contact Info: _____

Describe event & why it will fulfill your quarterly GSP participation requirement: (4-5 sentences)

You must attach proof of participation in this event. May include a photo of you at event, a program, a ticket stub, etc.

GLOBAL DISTINCTION - GLOBAL EXPLORATION PROJECT

The Global Exploration Project provides students with the opportunity to explore a topic of interest as a means of increasing their global awareness, heightening their appreciation of diversity, and enlarging their capacity to work and contribute in an increasingly interconnected world. Students are encouraged to pursue a self-designed program that embraces both experiential learning and academic study. Students may choose to complete:

1. Creative Option (project & 1 page description)
or
2. Research Paper (3-5 pages)

All projects require:

- a specific country to focus on, **or** a single topic across multiple countries;
- advisor approval;
- a Works Cited page with a *minimum* of three sources.

Global Exploration Project Approval Form

Name _____ Creative Option Research Paper

Project Focus

complete one side only

Country _____

Topic _____

Topics

- ___ art
- ___ cuisine
- ___ music
- ___ traditions
- ___ history
- ___ geography
- ___ politics
- ___ economy
- ___ language
- ___ science and technology
- ___ literature
- ___ education
- ___ environment
- ___ other (please specify _____)

Countries

Be prepared to have a detailed conversation with your GSP Advisor about:

- why you chose these countries or topics;
- how you plan to go about researching and preparing;
- what you expect your final product to look like.

Advisor Approval

Date of Meeting _____ YES NO Signature _____

GLOBAL DISTINCTION - TRAVEL REQUIREMENTS

Global Distinction candidates are required to participate in a global travel experience OR a travel-equivalent experience. The travel experience should be a challenging, stimulating, and engaging personal journey.

The program is:

- An opportunity to become involved, and go beyond surface awareness of a culture.
- A leadership opportunity to challenge oneself in an international or multicultural setting.

The program is NOT:

- Resort/relaxation-based vacation.

Requirements:

- A minimum of 5 days* *exceptions may be made on case-by-case basis.
- Show independence in planning parts of the trip
- Acquire communication skills (e.g. regional language, slang)
- Interact personally with target culture

Optional/Encouraged:

- Service Learning
- Homestay
- Pen-pal or develop new connections with a local community member
- Fundraising

* * * * *

Procedures:

- Pre-trip:
 - Fill out global travel approval form
 - Present travel idea to your GSP Advisory Group
 - Research and plan an excursion or culturally-appropriate experience on your trip
 - Be an active participant in trip planning
- During trip:
 - Carry out plan for excursion
 - Keep journal, photo collection, phrasebook based on your experiences
 - Have fun!
- Post-trip:
 - Share experiences to the club/community in an informal setting
 - Choose entries/passage from your journal and choose some photos to include in your Global Portfolio

You must include a Travel Journal in your Portfolio.

This can be a mix of photographs, reflective journal entries, and mementoes from your trip.

GLOBAL DISTINCTION - TRAVEL EQUIVALENT OPTIONS

If international travel is not a realistic option for a student, he or she may fulfill the travel requirement by choosing one of the Travel Equivalent options listed below. The goal of the Travel Equivalent options is to place the student in an environment where the student's cultural background is not the primary culture of reference; the experience should place the student in an environment where they not only learn about another culture but also establish a connection with an organization or group over an extended period of time. The time commitment required is meant to be comparable to the day-time hours a student might spend on a 5-day travel experience. The criteria for a Travel Equivalent experience are:

- 1) Service Option:
 - a. 40 hours of service or involvement with an internationally focused organization or institution (e.g. foreign language library, immigrant community support agency, cultural organization or educational program)
 - b. 10 hours of international communication (e.g. pen pal, Skype, email)

- 2) Host an International Exchange Student Option
 - a. Throughout the process of hosting an international exchange student, keep a journal about the process of getting to know and living with someone from a different cultural background
 - b. 10 hours of international communication (e.g. pen pal, Skype, email)

- 3) Intensive Educational Program or Institute Option
 - a. Participate in an advanced level, intensive, supervised educational program that emphasizes learning a foreign language, examining international issues, and/or interaction with other international students. This type of program or institute must be pre-approved by a GSP advisor. The program should be approximately 40+ hours.
 - b. 10 hours of international communication (e.g. pen pal, Skype, email)

- 4) Other: Students interested in other types of travel equivalent experiences that may be comparable to the options listed above should consult their GSP advisor.

You must include a Travel Journal in your Portfolio.

This can be a mix of photographs, reflective journal entries, and mementoes from your experience.

International Communication Options

There are many organizations that pair students with pen pals across the world. Two such organizations are:

(1) Global Nomads. <http://gng.org/>

(2) PenPal Schools. <http://penpalnews.com/>

If you find another organization which you prefer, please consult with your GSP Advisor before signing up.

GLOBAL DISTINCTION - TRAVEL APPROVAL FORM

Student name _____

Year of Graduation _____

Student signature _____

Date _____

Parent/guardian name _____

Email _____

Parent/guardian signature _____

Date _____

Travel Dates: _____

Destination(s): _____

1. Trip Description (With whom are you travelling? What are you planned activities? What are your objectives?)
Please include a draft of your itinerary on a separate sheet.

2. How will you be challenging yourself to connect and interact directly with the culture and the people? Be SPECIFIC.

3. Describe your independent planning and research for your trip.

4. Check all that apply to your selected travel program:

- Homestay
- Service Learning
- Political study

- Economic study
- Historical study
- Language immersion
- Pre-departure fundraising

Approved for GSP: Yes No

GSP Advisor signature _____

Date reviewed _____

GLOBAL DISTINCTION - GLOBAL RESUMÉ AND EXAMPLE

Global Resumé

Student Name

Dates of Membership in GSP

Student Address, Phone Number, & Student Email

Global Academic Study

Foreign Language Study (list languages studied & the number of years that you studied them)

Additional Global Courses

Global Exploration Project

Project's Focus/Title

In 2-3 sentences, explain your project.

Travel Experience and/or Travel Equivalent Experience (Please list all programs that you participated in.)

Travel Destination and/or Alternative Experience Title:

Dates:

Description of Program (2-3 sentences):

Global Involvement (i.e. Explain how you made the world a better place. This could include community service activities, peer and community education and outreach programs, etc. You may list as many as ten of your most important activities.)

Activity Accomplished:

Location and Dates:

Responsibilities:

Global Citizenship Club

(include highlights or events that were very meaningful to you; a longer list of all your events will appear on the Club form page)

Leadership positions (if applicable) (include dates):

List most significant activities that you participated in (include dates—month & year):

Additional Global Activities

List most significant activities that you participated in (i.e. globally-focused school clubs, programs you attended outside of school, etc. Include dates):

Global Resumé

Diane Tucceri

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Global Academic Study

Foreign Language Study

Spanish 1, II III and IV (2013-2016)

Additional Global Courses

World History I and II (2012-13)

Earth, Environment, Space and Society (2015)

International Relations (2016)

AP European History (2016)

Global Art (2015)

Ceramics I (2013)

Global Contemporary Issues (2016)

Global Exploration Project

Project Title: Humanitarian Aid—Help or Hindrance?

In this independent project I researched and analyzed four non-governmental organizations that perform humanitarian work in Ghana. My central question focused on whether financial aid from developed nations helps or hinders the development of a thriving infrastructure in a developing nation.

Travel Experience

Peru - July 2013

This two-week trip with a group from Hingham High School and World Challenge involved backpacking through the Andes, student-directed travel and budgeting, and a community service component.

Ireland & Northern Ireland – February 2014

This one-week trip to the Republic of Ireland and Northern Ireland with a group from HHS afforded me an in-depth learning experience about 20th century political conflicts and reconciliation process between Catholics and Protestants.

Global Involvement

Drive for Dominican Republic, Coordinator, April 2013

Coordinated a school-wide drive of personal hygiene supplies for a medical mission to a clinic in the Dominican Republic

Exchange Student Host, Summer 2012

Hosted an exchange student from Spain, helped him understand American culture and education

Nothing but Nets Charity Soccer Tournament, Participant, October 2012

Participated in a two-day soccer tournament that raised money for Nothing but Nets, a malaria prevention charity

Global Citizenship Club

Shadow Day, December 2013: hosted a student from Osaka, Japan visiting TRMHS for the day

Webinar on Japan's textbook controversy, April 2013, participant

Student Symposium, October 2013, Presenter: Presented my experiences traveling in Peru to the GCP Club

Careers in Diplomacy: participated in a video conference with representatives from the U.S. State Department, the Peace Corps, & USAID in Cambodia

Additional Global Activities

Youth United for Global Action, Participant, July 2013

Spanish Club, member 2011-2013

Amnesty International, member 2012-2013

GLOBAL DISTINCTION - REFLECTION ESSAY

Your portfolio must include a reflection essay -- a personal response to your experience as a Global Distinction candidate.

Requirements:

- Essay must be 1500-1800 words (approx. 3-4 pages)
- Must be typed, double-spaced, 12-point font
- Comment on how the following have heightened your global awareness:
 - GCC participation, social and educational events
 - academic classes with a global focus
 - travel experience
 - independent research
- Do you now consider yourself a “global citizen”? How will that change the way you enter the world beyond Tahanto?

Be as specific as possible; this is a personal essay that should reflect your individual interests, skills, and passions.

GLOBAL DISTINCTION - PORTFOLIO

Portfolio Submission Deadlines

In the Distinction candidate's Senior year:

- Portfolios submitted on or before **September 15** will be evaluated by **October 1**.
- Portfolios submitted on or before **October 1** will be evaluated by **October 20**.
- Portfolios submitted on or before **October 31** will be evaluated by **November 17**.
- Portfolios submitted on or before **December 1** will be evaluated by **December 15**.

You will not be officially awarded your Global Distinction until the end of the year; this is because you still have to complete your global course requirements and earn at least a B- for a final grade in each of your global courses. If you fail to fulfill these course requirements, you WILL NOT earn your Global Distinction, and your GSP advisor will notify the colleges to which you have applied that you did not complete the requirements for the Distinction.

Portfolio Requirements

Portfolios should look professional and must be bound or in a folder/cover . They will contain, in the following order:

1. Cover page (including your name, title, year of graduation, optional photo related to portfolio contents)
2. Transcript showing Global Courses
3. GCC Participation documentation
4. Global Exploration Project
5. Works Cited Page
6. Global Travel approval form
7. Travel Journal
8. Global Resumé
9. Reflection Essay

GLOBAL DISTINCTION - PORTFOLIO EVALUATION

Student Name: _____

Year of Graduation: _____

GSP Advisor: _____

Date Submitted: _____

Portfolio Requirement	Missing	Below Expectations	Meets Expectations	Exceeds Expectations
Transcript Showing Global Courses, with a minimum of B-.				
GCC Participation documentation Must be typed. See templates on page 10. Must include advisor's signature.				
Global Exploration Project Include Project Approval form, signed by advisor. Creative Option- 1 page description Research Paper - 3-5 pages				
Works Cited Page MLA format, minimum of 3 sources.				
Global Travel Approval Form Must include advisor's signature.				
Travel Journal Required for both Travel and Travel Equivalent options.				
Global Resumé Must be typed and fit on a single page. See template and examples on pages 14-15.				
Reflection Essay Must be typed. See requirements on page 16.				

Comments:

____ Portfolio Not Approved

____ Revision Needed before Approval

____ Portfolio Approved

Advisor Signature: _____

Date: _____