

MODULE #1 - LANGUAGES

Students are encouraged to learn a second language to the best of their ability. We recommend that students take one or more levels of “International Proficiency Testing.”

The Languages Module of the International Certificate consists of two parts: **Communicating Through Words and Intercultural Competencies**. What follows are suggested ways in which students may complete the modules, however, if students have alternate ways in which they feel they can accomplish the Languages modules, they may ask permission through the International Bureau.

PART I: Communicating Through Words

Students must complete 125 hours in second language study.

1. Complete one or a combination of The Calgary Board of Education’s Language Courses.
 - French, French Language and Culture, or French Immersion
 - English as a Second Language (Levels 1-5)
 - Chinese Language Arts (10, 20, 30)
 - Spanish Language and Culture (10, 20, 30)
 - Blackfoot Language and Culture (10, 20, 30)
 - German, Japanese, Ukrainian, Latin, Italian, Punjabi, Cree, or Mandarin

Please see more details at:

<http://www.education.alberta.ca/teachers/program/interlang.aspx>

OTHER POSSIBILITIES TO FULFILL THIS SECTION:

2. Participate in a “student exchange” or “study abroad” where you are immersed in a language other than your first language for at least 3 months.
3. Study American Sign Language in a formal educational setting.
4. The student is currently coded **301** – Foreign Born ESL, **302** – ESL International Students, or **303** – Canadian Born ESL.

PART II: Intercultural Competencies (Optional for 2008/2009)

Students must complete a course in Intercultural Studies.

Possibilities:

- Complete the Calgary Board of Education's Intercultural Studies Course.
- Take an on-line course such as the Centre for Intercultural Learning's *Pre-departure Course in Intercultural Effectiveness*. For more details, visit: http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/online_training-en.asp?lvl=4

MODULE #2 – COURSE WORK

The Course Work Module consists of three parts: Social Studies, Alberta Education Internationalized Course, and Student Personalization.

Part I: Social Studies (15 Credits)

Students must complete Social Studies 30 at the -1, -2, or -4 level.

Please note, students who are new to Alberta may have equivalencies (courses from other provinces or countries which address the same Learning Outcomes as Alberta Social Studies Curriculum). Please contact the International Bureau if you have equivalencies for social studies 10, 20, or 30.

Part II Alberta Education Internationalized Course (5 Credits)

Students must complete a minimum of 5 Credits in a CBE course with an "international" theme. Please note, students who are new to Alberta may have equivalencies. Note also that these courses are currently under review and will be updated.

Definition of Internationalization:

"Internationalization is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education."

Jane Knight, Professor, University of Toronto.

http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News33/text001.htm

Possibilities:

1. Alberta Education "Internationalized" Courses:
 - Anthropology 30
 - Economics 30

- World Geography 30
- Comparative Government 20 (3 Credits)
- International Politics 30 (3 Credits)
- Religious Ethics 20 (3 Credits)
- Religious Meanings 20 (3 Credits)
- World Religions 30 (3 Credits)
- Aboriginal Studies 10, 20, 30
- English Language Arts 35 IB
- Social Studies 35 IB
- Art 30 IB
- Philosophy 30 IB
- Music IB

2. Alberta Education “Internationalized” CTS Courses:

- Advanced Management and Marketing (6 credits and must include Business in the Global Marketplace - MAM 3030)
- Advanced Fashion Studies (6 credits and must include FAS2040, 3070, 3080)
- Advanced Foods (6 credits and must include International Cuisine 1 and 2 - FOD2170 and FOD3140)
- Advanced Tourism (6 credits)

3. “Internationalized” Locally Developed Courses:

- Native Art (15, 25, 35)
- World Literature (35)

4. Courses, CTS Courses, and Locally Developed Courses which could, with teacher approval, be “internationalized”:

- Creative Writing and Publishing 15, 25, 35
- Democratic Living and Learning 15, 25, 35
- Environmental Studies 15, 25, 35
- Film Studies 15, 25, 35
- ESL Introduction to Canadian Studies 15, 25
- Journalism 15, 25, 35
- Communication Technology (6 credits)
- English 10, 20, 30
- Fine Arts (Art, Drama, Music)
- TEAM Leadership 15, 25, 35

5. Calgary Board of Education Online Courses, which are or could be “internationalized.”
 - Community Health (6 credits)
 - Fashion Studies (3 Credits)
 - Film Studies (3 Credits)
 - Food Studies (3 Credits)
 - Art 10, 20, 30
 - Journalism 25
 - Work Experience 15, 25, 35

Part III: Personalization of Learning

Students will internationalize three assignments within their regular coursework. This means students will be embedding the vision of the International Certificate into courses which may not have a global perspective.

Example A: A student may be assigned to complete a novel study in English. The student may ask the teacher for permission to complete two novel studies comparing a novel from another country to the assigned novel in English class.

Example B: A student may be assigned to study climate change, water pollution, or other environmental issues in Alberta in science, or biology class. The student may ask the teacher for permission to complete the assigned project and add to it by comparing the environmental challenges occurring in another country with Alberta.

Example C: A student is given an open assignment in a regular class. The student gives the assignment an “international theme.”

Module #3

International Experience

Students commit to an international experience of at least three months where they are involved in preparation, planning, implementation, and reflection. This experience is highly personal and students are expected to deeply reflect on where and how they will participate.

The Mission of the International Experience is aligned with the Calgary Board of Education’s End Three – Citizenship. The Citizenship objective states, “Each

student will be a responsible citizen by being informed and involved member in his or her local, national, and global communities.”

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national, and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

In addition to meeting the objectives of End Three, the International Experience expects that each student will:

1. Gain exposure to alternative ways of knowing and understanding the world.
2. Adapt to changing conditions and demonstrate flexibility with the unexpected.
3. Work to create deep and meaningful relationships founded in “common goals rather than common identities.”
4. Be able to recognize and articulate discomfort, share their personal or cultural identity, and celebrate the synergy, which develops from creating internationalized spaces.

Option One: International Student Exchange

Option Two: Hosting an international student

Option Three: International School Trip(s)

Option Four: International Trip (Accompanied with place of worship, family, other organization)

Option Five: International or Humanitarian Study in Canada

International Experience

Option 5: International Study within Canada

STEP ONE:

Use the Millennium Development Goals to help identify your area of interest.

1. Eradicate extreme hunger and poverty
2. Achieve universal primary education
3. Promote gender equality and empower women

4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development (Good Governance and equality in the marketplace)

NOTE: There may be an area of interest that does not seem to occur on this list (violence, religious toleration, freedom of speech); you are absolutely free to choose another international topic of interest.

STEP TWO:

Decide how you would like to address your goal:

There are many, many ways for you to engage with the issues that concern you most. Canada Corps, a special initiative of the Government of Canada to help Canadians engage in international study and work, suggests that Public Engagement is “a process that enables citizens to move along a continuum from basic **awareness** of global issues and **international development** to deeper understanding of **global development challenges** to **active involvement** and **informed action**” (CIDA, 2008).

Here are some scenarios and ideas.

Raising Awareness (The “What?”)

Student A: Working locally in the international context: “I want to inform people that new Canadians are often the target of bullying and racism.”

Student B: Working internationally: “All over the world, children are working in sweatshops.”

Community Engagement could mean submission of editorials to newspapers, journals, and magazines, poster and post card campaigns, forum theatre, panel discussions, lobbying, organizing an information fair, Photography exhibit

Advocacy (The “So What?”)

Student A: “I want people to stop bullying new Canadians because it’s wrong and creates an atmosphere of hate.”

Student B: “Children are working in sweatshops not because their families need the money; much of the time their parents are unemployed. Factory owners hire children over adults because they can exploit them.”

Community engagement could mean letter writing, submission of editorials to newspapers, journals, and magazines, poster and post card campaigns, petitions, forum theatre, panel discussions, lobbying, organizing a protest march, Community Murals,

Deepening Understanding (The “Why, So?”)

Student A: “I want to know why people are bullying in the first place, so our communities can put a stop to it!”

Student B: "Why are children's rights being exploited?"

Community Engagement could mean research, volunteering with an organization that has expertise,

Informed Action (The "Now What?")

Student A: "Students are bullying new Canadians for many reasons. I am going to arrange for the Calgary Multicultural Centre to carry out workshops in my school where students can learn to work with diverse groups of people."

Student B: "The organization, Free The Children, works in this area. I am going to contact them and see how I can help."

Community Engagement could mean participation in dialogues and panel discussions, volunteering at the grassroots, starting an NGO, raising awareness, advocacy.

Emergency Aid - (The "WHOA! What!")

Student A: "A student just went to the hospital after a fight and now the friends are talking about retaliation!"

Student B: "A tsunami just struck Indonesia and thousands of people need emergency aid RIGHT NOW!"

Community Engagement could mean fund-raising, grassroots work or volunteering, dialogue, collection of food or clothing,

NOTE: The above five types of engagement overlap and intersect, work together and end up at each other's starts and finishes. That is truly the point of much of the work and study of people in the international field. You may find yourself constantly coming up with new challenges and questions to be answered and if you do, you're exactly right.

Case Study:

There are numerous examples of Humanitarian work going sideways. We have such great intentions when we start out, but sometimes, even when we do our research and gather as much information as we possibly can, things do not go as planned. In one village, researchers noted that women spent one or two days a week washing clothes and bedding. The women would walk two hours to the river, spend the day washing clothes, and then travel the two hours back.

The researchers, without asking the community for their input, decided to stock the village with washing machines. This way the women could be free to get their children to school, spend more time with their husbands, work in the fields to plant more crops, and ensure the house was in better repair.

The researchers returned a year later to find the washing machines sitting unused. They asked the women of the village, "Why are you not using the washing machines we have supplied to you?" The women hung their heads low and one woman answered, "We prefer the river." The researchers were appalled, "We have brought these machines to help free up some of your time, to

allow you to plant more crops so you can have money to buy more things.” The women continued to hang their heads and avoid eye contact – they were being polite to the researchers. Finally, one elderly woman spoke in a firm and clear voice. She said, “Our husbands and children work us to the bone. They take up all of our time and in their presence we work, work, work. Our washing day is the only day we have to get together as woman and laugh and joke in each other’s company. We sit together in the sunshine and tell stories and complain about our husbands and find solutions to taking care of the children. We cannot do this when we are in the village, only when we are together, down at the river. Washing day is our day off for the entire week and the day we look forward to the most. Next time you want to help us, let us invite you in and we could sit down and get to know each other better.

STEP THREE:

Once you have figured out your goal and how you will attend to it, there are a couple of other considerations.

1. Will you work alone, with someone else, or in a team?
2. Will you initiate a project on your own or volunteer for an organization?
3. What will the process look like?
4. How will you reflect on your study and work?

Community Engagement - EXIT

It’s time to share your knowledge. All of the sections of the International Certificate thus far have been “participatory” in nature. This means we wanted you to focus on *others* - working with others, communicating with others, learning from others, and teaching others. Now, we want you to share with the greater community. How will you pass on all that you have learned? Will you do a public presentation, present to your class or present to your family and friends. This is **YOUR** Public Engagement where you teach your community what you have learned. Use your strengths and take risks with this...It is both **YOUR EXIT** and **YOUR ENTRANCE**. What will say as you **EXIT** from the International Certificate and what will you do to **ENTER** into the next phase of your discovery and exploration of our globalized world?

We, at the Calgary Board of Education, your teachers especially, wish you the very best of luck and we acknowledge your commitment to the International Community.