

LOCALLY DEVELOPED COURSE OUTLINE

Intercultural Studies (2022)15-3

Submitted By:

The Chinook's Edge School Division

Submitted On:

Apr. 1, 2022

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2022	08/31/2026	Acquired	Authorization	G10

Course Description

Intercultural Studies 15 is designed to develop intercultural skills for students who wish to advance their knowledge and potentially apply their skills to an intercultural experience of interest. The course is designed to focus on culture and intercultural skills such as adaptation, communication, practical skills, and relationship building.

Course Prerequisites

15: no prerequisites

Sequence Introduction (formerly: Philosophy)

By developing intercultural awareness, students will become proficient with relationship skills that are imperative in today's globally interconnected world. Being able to build relationships within and between different cultures is a vital skill and schools play a crucial role in helping young people to develop global competence, as acknowledged by the Organization for Economic Cooperation and Development (OECD). Intercultural Studies 15 encourages students to be reflective, intentional and conscious of their thoughts, feelings and actions on a personal, local and global level. It encourages students to look at themselves and how they relate to the world in a different way. Students who complete this course will learn skills that will help them become resilient and competent when interacting with different cultures. Students will have an increased understanding of themselves and the world.

Student Need (formerly: Rationale)

Intercultural Studies 15 prepares students to explore the intricate societal customs and behaviours of different cultures and countries. By understanding these unique customs, students will become ethically engaged citizens when travelling abroad or interacting with other individuals at home. Students will come to appreciate the similarities and differences and understand how culture awareness impacts interactions.

Scope and Sequence (formerly: Learner Outcomes)

The aim of the course is to create an understanding of the basic theory on intercultural awareness and its application to intercultural experiences of interest to students. The guiding question for the course that students should consider is, “What skills allow successful intercultural interactions?” Throughout this course, students will be encouraged to explore the concept of culture; to reflect on their own culture as well as discover elements of other cultures; and to understand the implications of intercultural interactions

Guiding Questions (formerly: General Outcomes)

- 1 How might students approach evaluating the various dimensions of intercultural interactions to prepare for intercultural experiences?**
- 2 How might students demonstrate effective intercultural skills during an intercultural experience to deepen intercultural awareness?**
- 3 How might students analyze the impact of intercultural awareness on their future as a global citizen?**

Learning Outcomes (formerly: Specific Outcomes)

1 How might students approach evaluating the various dimensions of intercultural interactions to prepare for intercultural experiences?	15-3
1.1 Analyze history, geography, social norms, and customs, related to an intercultural experience.	X
1.2 Investigate relevant legal, practical, and personal issues for an intercultural experience.	X
1.3 Describe cultural identities, specifically how Canada is viewed by other cultures, and how they view themselves to create intercultural awareness.	X
1.4 Describe how a sense of self-awareness of communication styles, ambiguity, stereotypes and bias is impacted by culture	X
1.5 Identify cultural similarities and differences between student’s culture and an intercultural experience using the general context of culture such as protocols, body language, etc.	X
1.6 Identify the causes of culture shock as part of the cultural adaptation process and analyze appropriate adaptation strategies.	X
1.7 Compare linguistic and paralinguistic strategies that support intercultural communication among cultures.	X
2 How might students demonstrate effective intercultural skills during an intercultural experience to deepen intercultural awareness?	15-3
2.1 Apply intercultural knowledge, skills, and understanding to an intercultural experience.	X
2.2 Compare different communication styles, reactions to ambiguity, personal limits, empathy, and how it is being impacted by culture.	X

2.3 Identify strategies for maintaining physical, emotional and psychological resilience and well-being during intercultural experiences.	X
2.4 Apply linguistic and paralinguistic strategies to an intercultural experience.	X

3 How might students analyze the impact of intercultural awareness on their future as a global citizen?	15-3
3.1 Identify and share their key learnings of their personal growth.	X
3.2 Identify possible implications of the intercultural experience of interest for their future education, work, travel, international opportunities and/or personal growth.	X
3.3 Describe how increased intercultural awareness informs decision making with regards to an issue connected to the intercultural experience.	X
3.4 Explain how knowledge gained from intercultural awareness impacts their personal situations/contexts.	X

Facilities or Equipment

Facility

No required facilities

Facilities:

Equipment

No required equipment

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similar

Social Studies 10-1/2

Identified Overlap/Similarity

.

1.2: Appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)

.

1.3: appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

Reasoning as to Why LDC is Necessary

.

students using a different lens than in Social Studies to consider an intercultural experience of interest

.

students will not necessarily be considering identity or globalization when exploring an intercultural experience of interest but will consider cultures of Canada and an intercultural experience of interest

Provincial Courses with Overlap and/or Similar

Travel Destinations 2 (TOU2070)

Identified Overlap/Similarity

.

1.2.3: describe the key features of the tourism regions, including: culture; e.g. language, religion, ethnicity

.

2.3.7: identify travel information for each destination, including: culture and customs

Reasoning as to Why LDC is Necessary

.

depending on the intercultural experience of interest, students may not complete the exact TOU2070 outcome but would need to consider the aspects of culture related to the intercultural experience of interest

.

depending on the intercultural experience of interest, students may not complete the exact TOU2070 outcome

Provincial Courses with Overlap and/or Similar

Cultural and Physical Anthropology 30

Identified Overlap/Similarity

none

Reasoning as to Why LDC is Necessary

□ While students will be studying culture interrelationships and culture change (Theme 5) in Anthropology, intercultural studies would be personalized to students' intercultural experiences of interest. Students would consider intercultural competencies that are of interest to the students versus examining cultures over time.

Student Assessment

No identified student assessment.

Course Approval Implementation and Evaluation

