



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# OCDSB International Certificate Program



Discover Your World.

4<sup>th</sup> Edition



# There's a whole wide world out there for you to discover...

so what are you waiting for? Start exploring today with the OCDSB's International Certificate program!

Through the International Certificate Program, high school students like you become informed, engaged and active global citizens who learn about themselves by learning about the world. Participants earn the certificate by:

- Studying an international language
- Taking internationally-focused classes
- Understanding global issues
- Participating in an internationally focused projects of their choice
- And much more

So what would international studies offer you? Unforgettable moments and valuable life lessons—and that's just the beginning! Your global experiences can open doors to postsecondary programs and even to careers. It all starts with you, so take a step outside your comfort zone. **Discover Your World. Learn more by contacting your school's ICP Teacher Advisor.**

## Testimonial:

This kind of program is critical to developing the global mindset of the next generation of citizens. Congratulations to the OCDSB for making these exciting opportunities widely accessible to students with a range of interests, ambitions and abilities.

— Jennifer Humphries, Vice-President, Membership, Public Policy and Communications CBIE – Canadian Bureau for International Education

## ABOUT THE INTERNATIONAL CERTIFICATE PROGRAM

### PURPOSE

To recognize and honour students who demonstrate a commitment to being motivated, engaged and active global citizens.

### REQUIREMENTS

You must enroll in the OCDSB International Certificate Program with your school's ICP Teacher Advisor.

To be eligible to receive an OCDSB International Studies Certificate you must successfully complete all three components and the summative portfolio task. You may be eligible to obtain an "Honours" designation on your certificate by completing additional work and time requirements.

## OCDSB International Certificate Program



Discover Your World.



# COMPONENT 1

## International Languages and Intercultural Communication

This component requires you to complete one credit in a language other than English or French (see exceptions listed in Component 2) AND to participate in an intercultural awareness workshop.

### Part A: International Languages

You must successfully complete at least ONE provincially accredited full credit course (110 hours) in one of the international languages (such as Arabic, Cantonese, German, Modern Greek, Hindi, Japanese, Latin, Spanish, Somali, Urdu, Vietnamese, and many others) listed at the following Ministry of Education link:

[http://www.edu.gov.on.ca/eng/curriculum/secondary/International\\_Languages\\_en.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/International_Languages_en.pdf)

Many of these international languages may not be offered at your school, so this credit can be completed through the OCDSB's Continuing Education programs, depending on availability.

**Honours Option:** If you obtain TWO credits in a language other than English or French OR ONE additional credit in another international language, you may qualify for an "Honours" designation on your Certificate.

For students who are newcomers to Canada during their high school years, any language credits in ESL, ELD, FSL and IL will be considered based on individual circumstances. Language credits will also be considered for:

Native (Aboriginal) Languages

OR

American Sign Language / Braille

OR

An international language learning experience approved by your school's Principal, the ICP Teacher Advisor, AND/OR the International Education Coordinator (for example, a long term student exchange or study abroad program in a non-English speaking country may qualify)

### Part B: Intercultural Communication Workshop

You must successfully complete a 3.5-hour interactive "Intercultural Communication and Awareness Workshop." The workshop helps you to understand and appreciate the complexities of culture and to develop cultural competencies, in order to be able to participate with confidence in intercultural experiences such as an international exchange or study abroad program. This workshop is offered several times throughout the school year and parts of the workshop must be completed using the OCDSB VLE prior to attending the in-person workshop.

## SOME BENEFITS:

Global Awareness  
Global Competency  
Cultural Proficiency

# COMPONENT 2

## International Coursework

This component requires you to complete FOUR Grade 11 or 12 level courses with a specified international focus AND to complete at least TWO major summative tasks with a specific internationalized or intercultural focus in any other courses between Grades 9 and 12.

Alternatively, you may obtain THREE credits from those listed below plus another international language credit, with PRIOR approval from your school's ICP Teacher Advisor AND/OR the International Education Coordinator.

### Part A: Internationalized Courses

You must take any FOUR provincially accredited full credit courses that have a specified international focus from the following list of Grade 11 and 12 courses:

Course Title	Course Code(s)
Music	AMU4M or another senior music course
Dance	ATC3O or ATC3M, ATC4M or ATC4E
Visual Arts	AVI3M and/or AVI4M
Photography	AWQ4M
International Business	BBB4M or BBB4E
Analysing Current Economic Issues	CIA4U
The Americas: Geographic Patterns and Issues	CGD3M
Physical Geography: Patterns, Processes and Interactions	CGF3M
Travel and Tourism: A Regional Geographic Perspective	CGG3O
Canadian and World Issues: A Geographic Analysis	CGW4U
World Geography: Human Patterns and Interactions	CGU4U
The Environment and Resource Management	CGR4M or CGR4E
World Geography: Urban Patterns and Interactions	CGU4C
American History	CHA3U
World History to the Sixteenth Century	CHW3M
Canadian History and Politics Since 1945	CHH3C or CHH3E
Twentieth-Century History: Global and Regional Perspectives	CHT3O
Canada: History, Identity and Culture	CHI4U
World History: The West and the World	CHY4U or CHY4C
Adventures in World History	CHM4E
Canadian and International Law	CLN4U
Canadian and World Politics	CPW4U

*continued on next page*

## POSSIBLE CAREER OPPORTUNITIES:

Economics  
Language Translation  
and Interpretation  
Education

THE REAL VOYAGE OF DISCOVERY CONSISTS  
NOT IN SEEKING NEW LANDSCAPES BUT IN  
HAVING NEW EYES.

– Marcel Proust



ONE'S DESTINATION IS NEVER  
A PLACE BUT RATHER A NEW WAY  
OF LOOKING AT THINGS.

– Henry Miller

# COMPONENT 2

## International Coursework

Course Title	Course Code(s)
Studies in Literature	ETS4U or ETS4C
French/French Immersion	FIF3U and/or FIF4U; FSF3U and/or FSF4U
Issues of Indigenous Peoples in a Global Context	NDW4M
Environmental Science	SVN3M or SVN3E
Food and Nutrition Sciences	HFA4U or HFA4C
The Fashion Industry	HNB4O
Introduction to Anthropology, Psychology and Sociology	HSP3U or HSP3C
Challenge and Change in Society	HSB4U
World Religions: Beliefs, Issues and Religious Traditions	HRT3M
World Religions: Beliefs and Daily Life	HRF3O
World Cultures	HSC4M
Philosophy	HZB3M or HZT4U
Hospitality and Tourism	TFJ3C and/or TFJ4C, TFJ3E and/or TFJ4E, TFT3C and/or TFT4C

OR select courses from Classical Studies (Greek/Latin at Levels A-C) and International Languages (a Grade 12 international language credit at Level D).

**Selected course codes by level (4 courses must be completed successfully):**

*University	*Mixed	College	Workplace	Open
CIA4U	AMU4M**	CGU4C	ATC4E	ATC3O
CGW4U	ATC3M**	CHH3C	BBB4E	CGG3O
CGU4U	ATC4M**	CHY4C	CGR4E	CHT3O
CHA3U	AVI3M**	ETS4C	CHH3E	HNB4O
CHI4U	AVI4M**	HFA4C	CHM4E	HRF3O
CHY4U	AWQ4M	HSP3C	SVN3E	
CLN4U	BBB4M	TFJ3C	TFJ3E	
CPW4U	CGD3M	TFJ4C	TFJ4E	
ETS4U	CGF3M	TFT3C		
FIF3U	CGR4M	TFT4C		
FIF4U	CHW3M			
FSF3U	NDW4M			
FSF4U	SVN3M			
HFA4U	HRT3M			
HSP3U	HSC4M			
HSB4U	HZB3M			
HZT4U				

In addition, select courses from Classical Studies (Greek/Latin at Levels A-C) and International Languages (a Grade 12 international language credit at Level D) may qualify.

\*Some of these courses are also available at the Enriched, Gifted, French Immersion and Advanced Placement (AP) levels.  
\*\* A maximum of 2 Arts ("A") courses can be applied to Component 2.

SOME  
BENEFITS:  
Leadership Skills  
Personal Growth  
Educational Achievement

# COMPONENT 2

## International Coursework

It is important to recognize that many other credit courses, including Co-operative Education credits and/or Link Crew with an international or intercultural focus, may be eligible to meet the coursework requirements, with the PRIOR approval from your school's ICP Teacher Advisor AND/OR the International Education Coordinator.

Not all of the eligible courses will be available at your school, but additional credits can be obtained through Continuing Education. Please seek PRIOR approval from your school's ICP Teacher Advisor AND/OR the International Education Coordinator.

### Part B: Internationalized Summative Tasks

With your teachers' approval, you must adapt the major summative task in any TWO other courses between Grades 9 and 12 by taking a specific international, intercultural or global perspective on each of the two summative assignments. You may wish to ask your ICP Teacher Advisor for assistance on ways you might adapt the two summative tasks. Remember that you must obtain permission from your course teacher before starting any "internationalized" summatives.

\*It is important to note that summative assignments in courses such as World Religions, Geography, World Issues, etc. may already be internationalized and therefore might not require further adaptation.

Internationalized Curriculum:  
"A curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context." (Nilsson, 2000)

### Testimonial:

In September 2015 Carleton University launched a new undergraduate degree, the Bachelor of Global and International Studies. The OSDSB International Certificate Program aligns very well with our new degree. Both programs emphasize student engagement with the wider world through language learning, intercultural competence and experiential learning outside the classroom, combined with structured course work that has an international focus. We hope and expect to welcome many graduates of the ICP program into our new degree.

— Dr. Chris Brown, Program Director, Bachelor of Global & International Studies – Carleton University

IN THE WORLD THROUGH WHICH I TRAVEL, I AM ENDLESSLY CREATING MYSELF.  
– Frantz Fanon



OWN ONLY WHAT YOU CAN CARRY WITH YOU; KNOW  
LANGUAGE, KNOW COUNTRIES, KNOW PEOPLE.  
LET YOUR MEMORY BE YOUR TRAVEL BAG.  
– Alexander Solzhenitsyn



# COMPONENT 3

## International Experience and Engagement

This component requires you to commit to an international experience and engagement of at least 100 hours (locally or abroad) between Grades 9 and 12. This experience can occur as a one-time experience or through a series of experiences spread throughout your high school years, as indicated by the several options available:

### Option A: A long-term international student exchange or study abroad program

- Possibilities include a longer international exchange term (such as one month, one semester or a year-long exchange) with a student from another country OR a longer term one-way study abroad learning experience (such as one month, one semester or a year-long term), both of which can be arranged through exchange organizations recognized through the OCDSB by consulting the OCENET website ([www.ocenet.ca](http://www.ocenet.ca)).

### Option B: A series of short-term overseas experiences

- Possibilities include international travel through school approved trips OR family and/or community travel during official school holiday times that has a specific international learning focus, with PRIOR approval from your school's ICP Teacher Advisor.

### Option C: Active engagement in local activities or organizations with an international focus

- Possibilities include participating in local community or non-governmental organizations that deal with international initiatives (such as WaterCan, Free the Children, Buy-A-Net, Right to Play Canada, etc.) OR active involvement in your school's clubs with an international focus (such as a Multicultural Club, Model UN, Environmental Club, Global Citizen Club, Volunteer Club, etc.) OR mentoring an international newcomer to your school, including hosting an international student in your home.

### Option D: A combination of Options A, B and/or C

NOTE: For students on school-approved trips, the maximum number of hours credited will be 8 hours per day.

## SOME BENEFITS:

- Student Engagement
- Career Pathways
- Language Development

# COMPONENT 3

## International Experience and Engagement

### Hours Requirement for International Experience and Engagement

Options	Hours Required*	Hours Required for an "Honours" Designation on Certificate
Option A (long-term international exchange or study abroad)	200	300
Option B (shorter overseas travel, such as school trips)	150	225
Option C (participation in local and diverse internationally-focused organizations or school clubs)	100	150
Option D (a combination of Option A, B and/or C)	150	225

\*N.B.: Participating in a Homestay experience provides a meaningful intercultural exchange. An OCDSB student who is a member of a Homestay family may be credited with up to 50 hours (1 hour per day for up to 50 days) for hosting an international student; an international student may be credited with up to 50 hours (1 hour per day for up to 50 days) for living with a Homestay family. Information about Homestay can be found at: [www.canadahomestaynetwork.ca](http://www.canadahomestaynetwork.ca)

**Honours Option:** If you obtain more than the minimum time commitments for International Experience and Engagement, you may qualify for an "Honours" designation on your Certificate. Diversity of experience must be demonstrated. For example, you cannot complete all of your hours with one club or one single experience.

### Develop Cultural Competencies

Here are just a few of the proven benefits of these types of authentic learning experiences:

- Learning or improving another language
- Increasing global awareness
- Immersing yourself in another culture
- Making lifelong friendships
- Becoming more independent and confident
- Exploring opportunities for your future
- Hosting an international student in your family
- Traveling and visiting other countries and cultures
- Understanding differences and similarities between cultures
- Connecting personal experience with coursework
- Developing leadership skills
- Contributing to local and foreign communities
- Participating as a global citizen

## POSSIBLE CAREER OPPORTUNITIES:

- Public Administration
- International Development
- Social Work
- International Law

## Testimonial:

The OCDSB's International Certificate Program (ICP) is an outstanding example of a thoughtful, educational approach to preparing youth as citizens and professionals in our increasingly multicultural and globalized realities. The program design allows for students to engage in multiple ways and addresses the cognitive, affective, and behavioural aspects at the core of intercultural learning.

— Dr. Kyra Garson, Intercultural Coordinator Centre for Student Engagement & Learning Innovation, Thompson Rivers University, Kamloops, BC

I AM NOT THE SAME HAVING SEEN THE MOON  
SHINE ON THE OTHER SIDE OF THE WORLD.

— Mary Anne Radmacher-Hershey



TO TRAVEL IS TO DISCOVER THAT EVERY-  
ONE IS WRONG ABOUT OTHER COUNTRIES.

— Aldous Huxley



# COMPONENT 3

## International Experience and Engagement

This international experience component allows you great deal of personal choice and flexibility, and how this component is completed will vary greatly from student to student. If you are unsure if an international experience would qualify, please consult with your school's ICP Teacher Advisor IN ADVANCE to obtain prior approval.

You are responsible for logging your activities and obtaining verification of the time commitment(s) with your school's ICP Teacher Advisor at regular intervals.

### POSSIBLE CAREER OPPORTUNITIES:

Peace and Conflict Studies  
Journalism  
Language Arts  
International Relations

### Testimonials:

My first year being in the ICP has been incredible so far! I have been given many opportunities to gain experience and knowledge plus I have gotten to meet a ton of new people. I cannot wait to continue being in this awesome learning program with the OCDSB.

— Val P., Grade 9 student, Sir Robert Borden High School

The ICP program gives me a feel of the world outside of my community and lets me be more involved with different cultures.

—Ashna Z., Grade 10 student, West Carleton Secondary School

If it weren't for the ICP program I would never thought of going on exchange to Italy or applying for the ICP China Pilot Project. The ICP has allowed me to not only learn about different cultures but also experience those cultures first hand.

— Maya U., Grade 11 student, Glebe Collegiate Institute

## THE INTERNATIONAL CERTIFICATE PORTFOLIO

This final step provides evidence that you have completed all of the requirements in order to be presented with the OCDSB International Certificate.

The final requirement for the OCDSB International Certificate is producing a comprehensive summative by “putting all the pieces together.” After successfully completing all three of the required certificate components, this final task is an opportunity to demonstrate, showcase and reflect upon your commitment as a “global citizen.” You will be provided with a rubric that will be used to assess your ICP Summative Portfolio.

### Requirements:

#### Part A: The Student Passport

This is a comprehensive “log sheet” that documents all the requirements of each of the three components:

#### Component 1: International Languages and Intercultural Communication

- School transcripts or report cards that show successful completion of at least ONE course in an international language (not French or English), OR completion of one of the options based on individual circumstance
- Successful completion of the “Intercultural Communication and Awareness Workshop”

#### Component 2: International Coursework

- School transcripts or report cards that show successful completion of at least FOUR of the prescribed internationalized credit course options OR an additional international language credit
- Major summative assignments from at least TWO other courses completed between Grades 9-12 that clearly demonstrate an international and/or intercultural perspective in each of the assignments

#### Component 3: International Experience and Engagement

- Evidence of completing any ONE of the possible four options (each requiring at least 100 hours of involvement) throughout high school
- Personal Reflection

#### Part B: Portfolio Presentation

This task showcases your achievements and synthesizes your learning and experience in a way that suits your individual interests and skills.

With documented approval from your school's ICP Teacher Advisor, possibilities for this task may include:

- Presenting your portfolio to a class or another audience
- Producing a multimedia presentation such as a short video or photo-essay
- Assembling an e-portfolio scrapbook that highlights specific aspects of your learning
- Writing a newspaper article for publication in a community newspaper
- Studying the architecture of buildings in a foreign country to demonstrate laws of physics
- Creating an artistic response such as a wall mural for a hall of your school
- Preparing a photo essay suitable for your school website or the OCDSB school board webpage
- Numerous other possibilities based on your interests

#### Part C: Personal Reflection

Your reflection must be a thoughtful written response to participating in the OCDSB International Certificate program. The written response may take the form of a formal essay or blog journal of approximately 1,000 to 2,000 words.

Your reflection must:

- Explain the personal importance and impact of each of the three components of the certificate, and how each has influenced your thinking about international issues and global citizenship
- Answer this question: “Why is being a globally informed citizen important in today's world?”
- Be uploaded to the ICP database in your Grade 12 year.

TRAVEL IS FATAL TO PREJUDICE, BIGOTRY  
AND NARROW-MINDEDNESS.

— Mark Twain



EVERY CULTURE GIVES US ANOTHER WAY OF  
SEEING THE WORLD AND APPROACHING THE  
COMPLEX CHALLENGES OF THE 21<sup>ST</sup> CENTURY.

— David Johnson, Former Governor General of Canada





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