

Cultural Intelligence

Course Description

In this course, students will develop skills in order to understand other perspectives and cultures as well as spark their own curiosity and awareness of themselves and the world around them. The course will support students in the utilization of knowledge and interpersonal skills to establish relationships and effectively communicate and understand the human experience. Through an exploration of various cultural and global topics, students will grow their cultural intelligence, have a better understanding of their place in this world, and have an appreciation of various backgrounds.

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Course Overview + Routines

Overview: Units of study will last approximately 1-3 weeks. The units will be framed in a way to provide support for students to experience learning through the use of mirrors, windows, and sliding doors. Embedded in each unit will be the opportunity to reflect, self-assess learning, and use mentor texts. Students will have choices of culture related topics to explore and ways to show their learning.

Journals Students will maintain a journal, frequently reflecting on their learning and growth in cultural intelligence.

Discussion Students will engage in discussion amongst peers and form new relationships with fellow learners.

Reflection Assessment in the course will mainly take the form of periodic reflections, asking students to consider and explain what they've learned about themselves or others as we complete each unit. Students will also showcase their learning about their own culture and cultural experiences that are new to them.

Mirrors, Windows, and Sliding Doors Resources, topics, and perspectives will all be examined through these 3 lenses. In essence: I can see myself in this (a mirror), I can see another's perspective (a window), and I can see another perspective and it has changed my perspective (a sliding door).

Standards

1. Students will become global learners. (Instructional Vision)
2. Students will be deeply committed members of the community and world. (Instructional Vision)
3. Students will develop self-awareness, global competency, and the skills to communicate effectively in order to collaborate with peers around the world. (Educational Experience)
4. Students will gain a deeper understanding of and skill development in global competence. (District Objective)
5. Students will become globally competent, understanding other perspectives and cultures. (Characteristics of an Engaged Student)
6. Students will display empathy for differences among others by questioning in a positive manner, communicating in multiple ways and making personal connections. (Characteristics of an Engaged Student)
7. Students will seek to involve and be involved with the community and the world. (Characteristics of an Engaged Student)
8. Students will be curious about the world and their place in it, striving to maintain awareness of universal aspects of human nature by making connections and looking deeper through:
(Characteristics of an Engaged Student)
 - a. Questioning, research, seeking additional information and making comparisons to themselves.
9. Students will be curious, creative, and demonstrate passion through their learning experiences. (Characteristics of an Engaged Student)
10. Students will be open to learning about other cultures and perspectives. (Characteristics of an Engaged Student)
11. Students will demonstrate self-awareness, independence, and ownership of their learning. (Characteristics of an Engaged Student)
12. Students will value relationships and understand the importance of meaningful communication and collaboration. (Characteristics of an Engaged Student)

Destination 2026

**Ohio Department
of Education:
Social and
Emotional Learning
Standards**

- * A1: Demonstrate an awareness of personal emotions
- * A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges
- * A3: Demonstrate awareness of and willingness to seek help for self or others
- * A4: Demonstrate a sense of personal responsibility, confidence, and advocacy
- * B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development
- * C1: Recognize, identify, and empathize with the feelings and perspectives of others
- * C2: Demonstrate consideration for and contribute to the well-being of the school, community, and world
- * C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures
- * C4: Read social cues and respond constructively
- * D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups
- * D2: Develop and maintain positive relationships
- * D3: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- * E1: Develop, implement, and model effective decision and critical thinking skills
- * E2: Identify potential outcomes to help make constructive decisions
- * E3: Consider the ethical and civic impact of decisions
- * E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

**Facing History
and Ourselves:
Approach to Social,
Emotional, and
Academic
Development
(SEAD)**

1. **Self-awareness**—Facing History fosters deeper awareness of identity, including how students see themselves, how others see them, and the factors that affect one’s identity, ultimately strengthening student voice.
2. **Self-management**—Facing History students actively engage with complex issues that elicit different perspectives and opinions. Facing History teachers emphasize respectful communication and deliberation, and students report decreased conduct problems in school.
3. **Social awareness**—Facing History’s emphasis on perspective taking and developing empathy helps students understand and appreciate differences and see the humanity in others, leading to students’ documented increase in empathy and interpersonal understanding.
4. **Relationship skills**—Facing History students have improved ability to communicate, cooperate, collaborate, and deliberate with others who hold different points of view about meaningful social and civic issues.
5. **Responsible decision-making**—Facing History students reflect on decisions made by people in history or literature in order to inform their own ethical decision-making. Further, Facing History fosters respect for others, awareness and concern for how one’s actions may affect others, and a greater commitment to balancing one’s own interests and well-being with that of others in school and beyond.

Unit Classroom Culture & Community

1

Essential Questions

1. What is culture?
2. What is community?
3. How does culture impact individuals and communities?
4. What is cultural intelligence & why learn about it?
5. What is an individual's responsibility to a community? What is a community's responsibility to an individual?
6. How is community built or established?
7. What are the goals of learners in our classroom community?
8. What do we want our classroom community to value?
9. What cultural aspects will our classroom community reflect?

Activities

1. Class guiding principles (designed by and agreed upon by students)
2. Pre-assessment: What do I know about culture? Cultural intelligence? Why take this course? (Google form)
3. Introduction to mirrors, windows, and sliding doors
4. Circle of Concern Activity
5. Self-Assessment Inventory
6. Establish personal learning goals for the course
7. Class playlist
8. What is Culture lesson
9. Journal Reflection (Flipgrid, paper, or other digital format)

Possible Mentor Texts

1. "Invitation to Brave Space" by Micky ScottBey Jones
2. *Flying Lessons* (excerpts) edited by Ellen Oh

Unit Exploring Culture and Our Sense of Self

2

Essential Questions

1. What has shaped who I am so far as an individual?
2. What cultural group(s) do I belong to and/or have influenced me?
3. Why is culture important?
4. What factors do I think will shape or impact how I develop as an individual in the future?

Activities

1. Orange Activity
2. Paseo Activity
3. Culture Tree
4. Life Map
5. "I Am" and "I Am Not" statements
6. Let Me Take a Selfie activity
7. "Where I'm From" poem
8. Story of My Name
9. Classroom Culture Quilt
10. Research and present a public figure whose lived/living experience has been different than your own
11. List identity characteristics and eliminate them one-by-one
12. Journal Reflection

Possible Mentor Texts

1. "Still I Rise" (poem) by Maya Angelou
2. "We Wear the Mask" (poem) by Paul Laurence Dunbar
3. "Where I'm From" (excerpts) by George Ella Lyon
4. *Alma and How She Got Her Name* by Juana Martinez-Neal
5. *My Name is Sangoel* by Karen Williams and Khandra Mohammed
6. *My Name is Yoon* by Helen Recorvits
7. *Always Anjali* by Sheetal Sheth
8. *Marisol McDonald Doesn't Match/Marisol McDonald No Combina* by Monica Brown
9. *Brown Girl Dreaming* by Jacqueline Woodson

Unit Using a Cultural Lens

3

Essential Questions

1. How can I see and appreciate commonalities?
2. How are cultures similar and different?
3. How can I respect differences?
4. How can I adjust to unfamiliar situations?
5. How can I evaluate assumptions?
6. How do I want to grow my understanding of myself and others?
7. How can I increase my cultural and social awareness?
8. How can I recognize discrimination?

Activities

1. Observe a partner: what did they change?
2. Warm-up: Observe a partner; what did they change?
3. See-Think-Wonder: Examining Visual Media (ex: photograph, artwork, video clip)
4. Interview an Individual: Widening my aperture
5. Mini-assessment: Where am I at on the cultural competency continuum?

Possible Texts to Spark Inquiry

1. *Flying Lessons* (excerpts) edited by Ellen Oh
2. *America Street: A Multicultural Anthology of Stories* (excerpts) edited by Anne Mazer
3. *Queen of the Hanukkah Dosas* by Pamela Ehrenberg
4. *A Poem for Peter* by Andrea Davis Pinkney
5. *A Place at the Table* by Saadia Faruqi
6. *Mirror* by Jeannie Baker

Unit Global Consciousness & Intercultural Communication **4**

Essential Questions

1. What is globalization?
2. What is global consciousness?
3. What is ethnocentrism?
4. How can I become an effective global communicator?
5. How can I listen with care and become better informed?
6. What cultures or aspects of cultures do I want to become more familiar with or better understand?
7. How can I effectively respond to bias?
8. What are stereotypes?
9. How are microaggressions different from other actions or comments?
10. How can I expand my circle of concern?
11. How can I recognize cultural misunderstandings?
12. How can I manage discomfort during a cultural misunderstanding or disagreement?
13. How can we use cultural similarities and differences as assets?

Activities

1. Seeing Our Own Bias: Drawing Activity
2. Trash can activity
3. The Art of Conversation
4. Active Listening
5. Expanding our Circles of Concern
6. My Universe of Obligation
7. Explore communication features of various cultures

Possible Texts to Spark Inquiry

1. *Chrysanthemum* by Kevin Henkes
2. *13* edited by James Howe
3. *Each Kindness* by Jacqueline Woodson
4. *The Invisible Boy* by Tracy Ludwig
5. *Chicken Sunday* by Patricia Polacco

Essential Questions

1. How can we use cultural similarities and differences as assets?
2. How can I hold myself accountable to using the knowledge I have gained in this course?
3. What are my goals for continuing to expand my cultural intelligence in the future?
4. What does it look like to be inclusive?
5. How can I focus on the brilliance and beauty of myself, individuals, and cultures?

Activities

1. Investigation & presentations: Cultural Potluck
2. Post-assessment
3. End of Course Survey & Reflection

Possible Texts to Spark Inquiry

1. *Just Ask!* by Sonia Sotomayor
2. *First Crossings: Stories About Teen Immigrants* (excerpts) by Donald R. Gallo
3. *The Keeping Quilt* by Patricia Polacco
4. *The Undefeated* by Kwame Alexander & Kadir Nelson
5. *The Man Who Built a Library* by Carole Boston Weatherford
6. *When I Was Young in the Mountains* by Cynthia Rylant

Appendix A

Possible texts to spark inquiry. Not a finalized list.

1. [*Flying Lessons* \(excerpts\) edited by Ellen Oh](#)
2. ["Still I Rise" \(poem\) by Maya Angelou](#)
3. ["We Wear the Mask" \(poem\) by Paul Laurence Dunbar](#)
4. ["Where I'm From" \(excerpts\) by George Ella Lyon](#)
5. [*Alma and How She Got Her Name* by Juana Martinez-Neal](#)
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