

CULTURAL EXCHANGE PROGRAM - STUDENT PROJECT PROPOSAL

I. Background

Through information provided in the cultural exchange orientation sessions, students will be assuming academic responsibility for involvement in the cultural exchange program. The goals of cultural exchange will help students:

- Value, understand, and respect cultural differences and similarities through an in-depth experience in another culture.
- Examine global connections and the interactions of varied cultures; including issues and consequences that cross cultures.
- Acquire and demonstrate effective communication skills to successfully interact with people of other cultures.

II. Project

One of the major responsibilities of participating students in the cultural exchange program will be to design a culminating project which will be completed during the exchange. The key components of the project are:

- Identification of an area of emphasis and a theme for investigation.
- Development of a creative and informative presentation summarizing the results of the investigation.
- Participation in weekly meetings with the chaperoning teacher during the exchange in which progress for completion of the project will be discussed.
- Documentation of the process for project completion through maintaining a journal while participating in the cultural exchange.
- Presentation of the culminating project, including a summary of what students learned to audience(s) upon completion of the cultural exchange.

III. Proposal Format (Directions)

In order to begin the process of defining the culminating project, the participating students will need to complete the attached form prior to meeting with the chaperoning teachers. There will be several opportunities to meet and revise the project prior to and during the actual cultural exchange.

Student Name _____ Grade _____ Date _____

1. Select one of the following as an area of emphasis that will focus learning while participating in the cultural exchange. Explain why you are interested in investigating this specific area:

Political
 Social
 Economic
 Aesthetics (Art, Music, Theater, etc.)
 Cultural
 Other

2. Identify a theme for your area. For example:

<u>Area</u>	<u>Theme</u>
Social	The contrast of urban vs. rural life

3. Review the attached curriculum links regarding the Social Studies, World Languages, English/Language Arts programs. In the space provided, identify the goals, standards, and/or indicators that your culminating project is aligned to and will address.

4. Identify a creative method by which you will present your information. Some possible methods include:

- Oral Reports
- Oral Reports with Research
- Scrapbooks
- Slide Shows/Photo Essays
- Multimedia
- Web page
- Other

Explain why you have selected this presentation method as an effective means of communication.

5. Based on the purpose of your culminating project, identify some potential audience(s) for your presentation. Explain why you have identified each audience.

Curriculum Links

State Curriculum World Languages

- Standard 2.1: Demonstrate a knowledge and understanding of another people’s way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.
- Standard 2.2: Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.
- Standard 3.1: Reinforce and further knowledge of other disciplines through a language other than English.
- Standard 3.2: Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.
- Standard 4.1: Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Core Learning Goal Social Studies: Government: Peoples of the Nation and World

- Goal 2: Peoples of the Nation and World: The students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.
- Indicator 2.2.1: The student will analyze advantages and disadvantages of various types of governments throughout the world.
- Goal 3: Geography: The student will demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.
- Goal 4: Economics: The student will demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.
- Indicator 4.1.1: The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.

Core Learning Goal English: Composing in a Variety of Modes

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 2.2.1: The student will use a variety of prewriting strategies to generate and develop ideas.

Indicator 2.2.2: The student will select and organize ideas for specific audiences and purposes.

Indicator 2.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Indicator 2.2.5: The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Indicator 2.3.3: The student will use systematic process for recording and documenting information.