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Bureau of Educational and Cultural Affairs

Introduction to the USA

An Orientation Workbook

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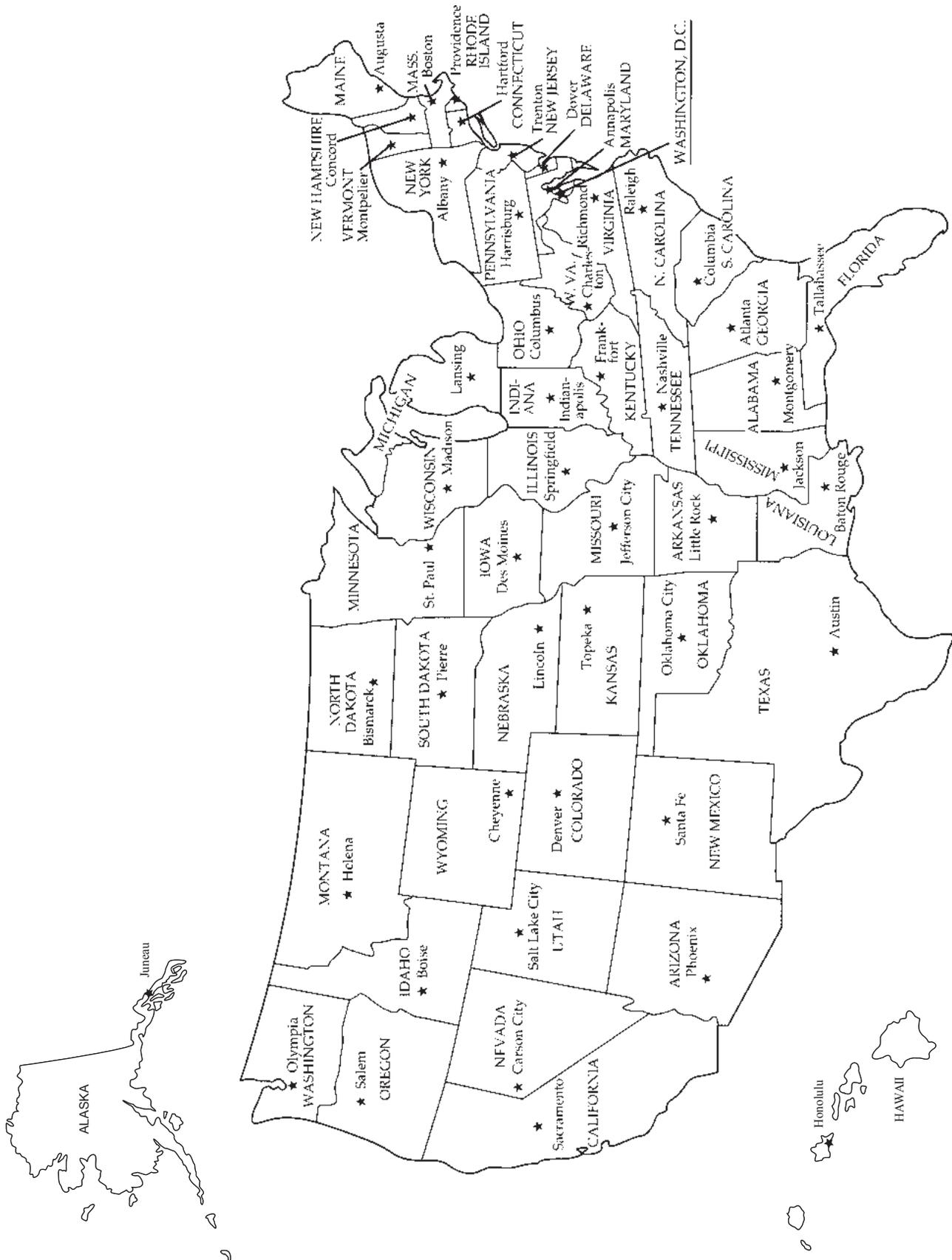
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The United States of America

A Map Showing the National and State Capitals



Introduction

Congratulations on being selected as a United States government scholarship exchange student! And good luck! As you read this introduction you are getting ready to live in the United States for an academic year. You may be experiencing both excitement and anxiety. And, undoubtedly, you have many questions about the United States: What will it really be like? Is it like the movies or TV shows that I see? How are families similar to or different from my own? Will attending school in the U.S. be just like attending my own school?

Your PDO

Your pre-departure orientation (PDO) is designed to help you prepare for your experience in the U.S. as an exchange student. In your orientation and in this book you will discuss and learn about aspects of American culture, high schools, religion, history, ethnic diversity, and American families.

You will also explore your own feelings and ideas about situations that other exchange students have experienced.

Using this Workbook

Throughout this workbook you may encounter some unfamiliar words. If you don't know what they mean, write them down. On page 165 some vocabulary has been listed. You can circle words

in this book and add other words that are new to you. Ask what they mean during orientation or learn them by reading this book. You will hear many of these words again and again throughout the PDO and during your time in the United States. As you read through the workbook, you may wish to circle words you do not know and add them to the vocabulary list.

You should take this workbook with you to your U.S. host community. There is useful information in the appendices that you may find helpful. You also may want to read it again as you try to understand what you see and experience in the U.S.

Even though this workbook contains a lot of information, it will not tell you everything about the U.S. It is not possible to generalize accurately about the United States, because of its size and diversity. This workbook contains a collection of many people's individual views and research on the U.S. You will not get a clear picture as to what your lifestyle in the United States will be. Rather, you will begin to understand Americans and their society and you will see some of the important historical and modern influences on them. And you can begin to reflect on some possible similarities and differences with your own country and its people. If you accomplish

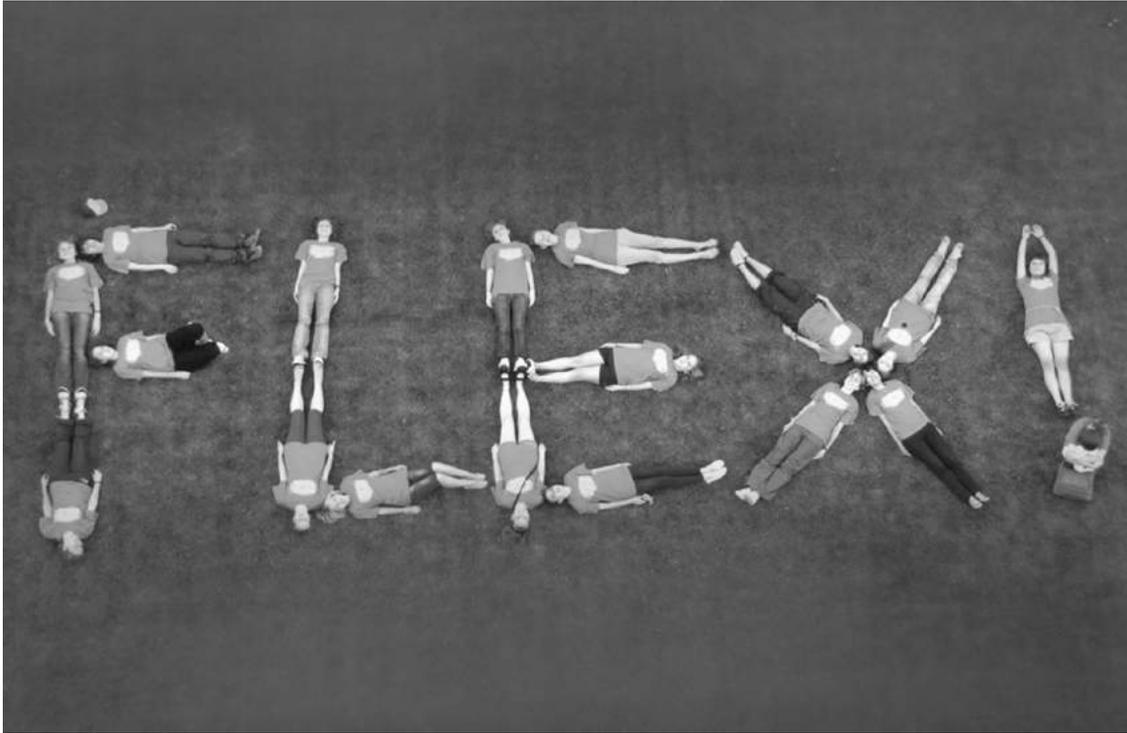
these two things, you will have made serious progress in your preparation for living in the U.S.

What is an American?

You will notice that the term "American" (and sometimes "North American") is used to mean the people of the United States. In the United States, we call ourselves Americans, from our full country name, United States of America. You can call us Americans, too. However, you may have opportunities when living in the U.S. to find out that many other people are called Americans, as well. Canadians and Mexicans are also Americans, because we share the same continent, North America. All of the citizens of Central America and South America are Americans, too! That might surprise you. However, there is no such English word as "United Statesians," so we have simply always called ourselves Americans.

Good luck as you begin your orientation program to learn more about the U.S. And, best wishes for an interesting and rewarding experience as an exchange student!

The FLEX and YES Teams



Keys to a Successful Exchange Experience

Support and Responsibility: While many people will support you during your exchange experience, it is important to understand that you are responsible for your actions. You will be viewed by members of your host family, school and community as a representative of your home country – you may be the first or only person they ever meet from your country. This is a big responsibility for you, and you should

take it seriously. There are two important skills or “tools” that you already possess that will help you to act responsibly and thus have a wonderful exchange year in the U.S.:

Flexibility: Life in the U.S. may not be what you expected, but if you are ready to make some changes to your routine and are willing to try new things, you will find it easier to adapt and enjoy yourself.

Communicative nature: If something is bothering you or you do not understand something, **speak up!** Many people will be available to support you, but you are responsible for taking the initiative and reaching out to them.

Much of the success of your experience depends on you. Will you take the initiative to create positive relationships and try new things? Will you work to solve any problems that arise?

You have the ability to make this a successful experience!

Red Flags: Over the years, some cultural differences have been more challenging for exchange students. We refer to these as “red flag issues” since they come up so frequently and present challenges to students and host families alike. What do you think are some of the most common challenges faced by exchange students?

Red Flag Issue #1: _____
What it means:

Red Flag Issue #4: _____
What it means:

Red Flag Issue #2: _____
What it means:

Red Flag Issue #5: _____
What it means:

Red Flag Issue #3: _____
What it means:

Red Flag Issue #6: _____
What it means:

Here is a review of the red flag issues. Remember, these are typical issues that exchange students face as they adjust to living in the U.S. They may or may not be issues for you, but the more you know about them, the more prepared you will be in case they do come up.

Red Flag Issue #1: Attitude/Gratitude

While you are in the United States, you should try to maintain a positive attitude. If you have a negative attitude, people around you may think that you are not enjoying your experience, or that you're not interested in meeting new people or trying new things. Having a negative attitude means constantly criticizing everything, complaining without looking for solutions and behaving as if you wish you were somewhere else. Your experience as an exchange student greatly depends on your attitude and on the way you look at things.

One way to show your positive attitude is by expressing gratitude when others do something for you. Gratitude means showing others you appreciate something they have done for you. You can express gratitude by saying thank you or by doing something nice. There is a list of polite phrases at the end of this workbook on page 169. These phrases will help you to show your gratitude to others in many different situations, in ways that are typical in the U.S. It's important to remember that Americans place great value on polite phrases, and use them very frequently with everyone, including family members and close friends. Americans notice when others don't use them. For example, many Americans may not realize they say "please pass the salt" at the dinner table, but if you were to forget the word "please," it would be noticed and considered rude or demanding behavior.

Red Flag Issue #2: Male/Female Roles

While you are in the United States, you may encounter different attitudes towards male and female roles than what you are familiar with in your country. Things which may be regarded as gentlemanly or polite in your country, such as men offering to carry things for women, may be viewed differently in the United States. Or your host family may ask you to do some chores (for example, asking a boy to cook or wash the dishes, or a girl to take out the trash) that you would not be asked to do in your home country. Roles in the United States are

generally more "gender-neutral" – meaning that men and women are treated equally and have equal rights and responsibilities. You may be surprised to find out that your host mother mows the lawn or that your host father is the cook of the family. Adult women and men in the family have equal authority in setting rules and enforcing them with the exchange student and other children in the family.

While you're in the United States, it's important to remember that Americans hold this belief and to think about how you are expected to act. Since men and women are treated equally, they share all types of responsibilities. When you go out with a group of people, you should expect to pay for yourself regardless of who you are with. Also remember that even if someone invites you to go somewhere with them, they may expect you to pay for yourself, since Americans see these types of activities as gender-neutral.

Red Flag Issue #3: Rules and Laws

The United States, like any other country, has rules and laws. Americans believe strongly in their rules and laws, and expect them to be followed by everyone without exception. It is important to remember that breaking a rule will have a consequence. Not knowing about a rule isn't an excuse for not following it. You are expected to take the initiative and ask your host family about their rules. You should read documents which explain different rules, such as your school handbook, Placement Organization rules, and the student handbook which you received at your notification meeting.

As an exchange student, you are a representative of your country, a scholarship student, and will be held to a higher standard. You will be expected to follow all rules, even if you notice that some of your American friends don't follow certain rules. When an American breaks a rule, they can get caught and punished – and so can you. If you are caught breaking laws while in the United States, you could face serious consequences such as being arrested, going to court or paying a fine. You can also be sent home.

Red Flag Issue #4: Food

In the United States you will encounter many differences in food. Your host family may expect you to prepare some meals for yourself – especially

breakfast and lunch. After meals, you will probably be responsible for cleaning up after yourself and you shouldn't expect others to do this for you. Another major difference in the United States is that your host family will not constantly offer to feed you. They will offer you something to eat, and if you refuse, they most likely will not ask you a second time. They will also probably show you where the food and dishes are, and encourage you to help yourself. Many American families plan their meals, and may tell you what meal they will prepare on a certain day.

In the United States, eating cold cereal or a "pop tart" for breakfast is very common and many teenagers do this before school. Also, many American teenagers pack their own lunch before going to school. Many families believe that packing a lunch is both more economical and healthier than buying lunch at school. Many packed lunches consist of a cold sandwich, a piece of fruit, vegetables, a drink, and maybe even a snack. Many American teenagers take their lunch to school in plain brown bags or in special lunch bags. Your host family is not responsible for giving you lunch money if they have food in the house for you to pack your lunch.

Since every host family is unique, dinner in your host family will also be unique. Some families believe that having dinner together as a family is important. In other families people go off to different rooms to eat dinner, and may not even eat at the same time. You will have to take the initiative to ask your host family what is normal in their home. You should remember to offer to help clean up after dinner as a good way to show your gratitude.

Some exchange students practice halal, Hindu, or other diets for religious or personal reasons such as allergies. If you have dietary requirements that you will follow while in the U.S., there are some things to consider. Your host family is required to provide you with three meals per day; however, they are not required to accommodate special diets or make special meals. It is also not the host family's responsibility to purchase halal meat or prepare vegetarian meals. **You are expected to eat what your host family provides.** If you intend to follow a special diet, you must speak with your host family about how and what you eat and what options are available to you. Your host parent(s) may be able to make small changes in the way they prepare

food in order to accommodate your diet. However, you cannot expect them to change the way they eat and the food they keep in their home only to accommodate your diet.

Keep in mind most foods available in the U.S. are halal—vegetables, fruits, dairy, pastas and rice dishes part of the halal regime. Halal meat can sometimes be found in stores, but it is generally more expensive than non-halal meat. The host family is not required to purchase halal items for you. If you want to use your own money to purchase halal items, you may do so. You can also consider purchasing Kosher items. Kosher requirements are quite strict so any Kosher product is guaranteed not to have any pork in it. If your meals require special accommodations, you should also offer to help prepare them and help clean up afterwards. This is a good opportunity to share how meals are prepared in your culture, and you can learn a thing or two from your hosts about cooking in the U.S.

The most important thing to remember is to have good communication with your host parent(s) about meals and food in the house. Everyone has their own likes and dislikes, so be open and share them. Be polite when talking about food you dislike or any dietary restrictions you have. Remember, it is best to address this issue directly with your host parents about this issue since they are the ones who can help you resolve it. Your local coordinator or other placement organization representative can also be helpful if you are having difficulty adjusting to food in the U.S. As always, good communication will go a long way to helping you have a healthy and tasty experience.

Red Flag Issue #5: Religion

For many families in the United States, religion is an important part of their daily lives. As an exchange student living with a host family, you will have the opportunity to experience life as a member of your host family. This means taking part in their regular activities like any member of the family. In the United States, many families believe that going to religious services weekly is an important activity which the entire family does together. As an exchange student, you are strongly encouraged to try attending religious services with your host parents. You should think of this as a learning opportunity since it's a great way to learn more about Americans in your community and experience

something which you most likely wouldn't have the chance to try in your home country.

Religious services in the United States are very different than in your home country. Many have activities that you probably don't have in religious centers in your country. Throughout the United States, religious centers (such as a church, mosque, synagogue, temple or other place of worship) are often cultural and social centers for the community where people gather for fun or other events. In addition, many have a "youth group" where the younger members of the congregation get together separately to discuss different topics and do activities such as sports, dances, community service, and trips to other cities. This can also be a great place for you to meet new friends. As you can see, religion in the United States is not only about praying, but about many other activities which can help you to better understand American life and culture.

Red Flag Issue #6: Computer/Internet Usage

Not all families in the United States have computers,

and you should not assume that your host family will have one. If your host family has a computer, they will have rules that you must follow. Remember that host family rules for computer use also apply to a laptop that you bring from home or buy in the United States.

One of the most common computer rules is limiting the amount of time that you may use the computer or the internet. Your host family is eager to learn about you and involve you in their activities. Spending too much time on the computer will interfere with this. Some exchange students spend too much time communicating with friends and family back home using programs like Skype and Facebook. Spending too much time with these activities can cause you to miss new opportunities in the United States, and might give your host family the impression that you're not interested in becoming a part of their family.

Remembering these important issues and using your flexibility and communicative nature to solve them will help you to have a successful exchange year. However, do not think that you are alone in doing this! Later, in chapter 3, you will learn all about the people who are here to support you.



About Your Exchange Program

Now that you understand some of the challenges of being an exchange student, let's discuss why it is so important to take your responsibility seriously. As you know, you are taking part in a scholarship exchange program funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs. Being selected and receiving this scholarship from the U.S. government means that you have shown that you have the potential to be a successful exchange student. Remember that with this honor comes a responsibility: in America you will be viewed as ambassadors of your country. You will be teaching people what the people of your country are like. Many Americans know little about your country and will form their opinion of your country based on you and your behavior. The U.S. government has specific goals for its scholarship exchange program participants:

1 GAIN AN UNDERSTANDING OF AMERICAN SOCIETY, PEOPLE, VALUES, CULTURE, DIVERSITY, AND RESPECT FOR OTHERS WITH DIFFERING VIEWS.

There are undoubtedly many differences between your culture and American culture. It is important for you to understand and respect these differences. Your willingness to accept the variations of American culture will lead to a more successful adjustment to an American host family and school life. We hope that your appreciation for American culture will stay with you throughout your lifetime.

2 INTERACT WITH AMERICANS AND GENERATE ENDURING TIES.

"Endure" means to last over time. The phrase "enduring ties" means that we hope the relationships you develop with your host family and friends in the United States and your host community will last a lifetime. Many exchange students feel that they have gained a "second family" in their U.S. host family. A lot of exchange students and their host families stay in touch and even visit with each other after the program ends.

3 TEACH AMERICANS ABOUT YOUR HOME COUNTRY AND CULTURE.

Participating in this program benefits you and the Americans you meet. As an exchange student, you teach Americans about your country and culture. Americans will learn about your country directly from the things you tell them, and also indirectly, from watching how you behave.

4 EXPLORE AND ACQUIRE AN UNDERSTANDING OF THE KEY ELEMENTS OF U.S. CIVIL SOCIETY.

American citizens can and do act on their own to deal with society's problems. You are expected to gain an understanding of these elements of American society. To do this, you need to participate actively in volunteer service.

5 SHARE AND APPLY EXPERIENCES AND KNOWLEDGE IN YOUR HOME COUNTRY AS ALUMNI.

These exchange programs do not end when you return home from the United States. FLEX and YES alumni in every country are actively working to improve their communities, using the leadership skills learned in the United States, and you should join them in their efforts and share what you learned with others. When you do, you ensure that the program has an impact not only on you, but on people who may never have the experience that you did.

Volunteerism

Look at goal number 4. Are there any volunteer activities that you do in your home town?

A simple definition of volunteerism is giving some of your free time to help others, not in order to get money or prizes, but to make a difference for the better in your community. Volunteerism is a very important part of American society.

As a FLEX or YES exchange student, you are required to do a certain number of community service hours in the U.S. Your placement organization will let you know how many hours are required. You should take the initiative to seek these out. For example, if you are interested in animals, you might volunteer at a local veterinary clinic for a few hours after school, once or twice a week. If you are considering a career in medicine, you could volunteer at a local hospital.

Other possibilities include:

- Work in a soup kitchen
- Assist adults with intellectual and developmental disabilities
- Work in a home for the elderly (nursing home)
- Teach kids how to swim at a sports club
- Tutor teens or younger children
- Help out at an after-school childcare center
- Lead children's activities in the park
- Volunteer at the library
- Work in a homeless shelter

Giving time and effort to something you believe in and helping those less fortunate is considered by most Americans to be a great way to improve your community. Volunteering also provides an opportunity to gain new skills and knowledge, to learn about careers, and to meet interesting people and make friends.

Volunteering has already affected your life directly. Every year program applications are reviewed by a group of over 260 Americans who volunteer thousands of hours of their time to help select you for this program. They received no payment in return, just the satisfaction of learning about

you and your home. They know they are contributing to the continued success of a great program. Your American host family also volunteered to take care of you for a year without any compensation, but simply to learn more about you and your country and to share that knowledge with their family and community.

What does this mean for you once you are in the U.S.? Your Placement Organization may arrange some community service activities for you to participate in, such as helping to build a house for a low-income family, preparing and serving meals to homeless people, spending time with elderly people or shelving books in a local library.

However, you will probably have to arrange most of your volunteer activities for yourself. If you don't know what kind of volunteer activities are available in your host community, use your communicative nature and ask your host family, Placement Organization, teachers, or classmates for suggestions. As you can see, there are many ways that we can contribute to the betterment of our communities. Your activities will give you ideas and inspiration for when you return to your home community. You can read what some program alumni have to say about their community service experiences on the next pages, and see photos of them hard at work.

Goals for the Program		
Program Goals	Your Objectives	Steps to Achieve Your Goal
To gain an understanding of American society, people, values, culture, diversity, and respect for others with differing views.		
To interact with Americans and generate enduring ties.		
To teach Americans about your home country and culture.		
To explore and acquire an understanding of the key elements of U.S. civil society.		
To share and apply experiences and knowledge in your home country as alumni.		
Personal Goal: [Example] Improve my English.	I want to be able to watch a movie in English and understand what is happening.	1. Discuss the movie with someone else who saw it. 2. Write down new words in a notebook and try to use them in context.
Personal Goal:		
Personal Goal:		
Personal Goal:		



“As a requirement from my Placement Organization, I had to complete 30 hours of volunteer work. At the beginning that sounded very hard, though after awhile I understood that...through this participation, you can learn something that you never expected to discover about American culture. I worked with my host dad on cleaning up the mountain trail in the Great Smokies National Park...with my friends from church, we organized soup kitchens for which we cooked ourselves.”

Elnura, Kyrgyzstan

“I had the intention to bring a change in the society but didn’t have the courage. Volunteering through YES gave me that courage and now I am ready to bring a positive change in the society. I see YES program as the mirror that showed me what I can do and how to do it!”

Ahnaf, Bangladesh

“As I reflect upon my volunteering experience in America I really think back to the time at the homeless shelter. Having a chance to see the homeless individually, look into their eyes and see the appreciation they had for me being there and feeding them was very gratifying... “

Vusala, Azerbaijan

“By volunteering, I know that I’m not only helping myself, but also many other people, which is great. A volunteer can change many people’s lives in a good way.”

Tanja, Montenegro

“My year in the U.S....made me realize that we actually CAN change life for the better! Upon my return from the U.S. I had a strong feeling of bringing some changes into the lives of other Kazakhstani people and youngsters particularly. My first alumni activity was a Christmas party for orphanage #2...I still remember how happy I was after the event because I felt I had brought something good and positive into the community.”

Aziz, Kazakhstan

“As most teenagers, spending my free time helping others didn’t strike me as that much fun, who knew how much fun this work would end up being? Knowing you helped somebody, who really needed it, I can’t think of a better feeling. Helping someone have a new beginning, or just get back on their feet, gives such an overwhelming feeling of joy that its absolutely overpowering. Not even a thank you is necessary, because sometime pride takes over the mouth, but just look in the person’s eyes is enough, it says more than words ever will.”

Srdjan, Serbia

“Why would a family decide to accept an exchange student and share everything they have? The answer was volunteerism. This family volunteered to support me in all of my needs to make my stay in America as beneficial as possible. I was amazed to discover how many people are involved in community projects, charities, and other service oriented organizations just within the region of North Carolina where I am.”

Nataliya, Ukraine

“Volunteering brought me out of my comfort zone and I stopped taking everything for granted.”

Osama, Pakistan

IEW

International Education Week

In addition to community service, all U.S. government sponsored scholarship exchange students are expected to participate in International Education Week (IEW), which is held every November. Every FLEX and YES student should do presentations about their home country in their host school and community. International Education Week is an opportunity to

celebrate the benefits of international education and exchange worldwide. IEW is a joint initiative of the U.S. Department of State and the U.S. Department of Education to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. You can also do country

presentations at other times of the year, too! Many exchange students are nervous about this, but afterwards are very proud and excited that they could share information about their culture with Americans. So start thinking about your presentation now! Here are some suggestions to get you started.

Following are some tips for preparing to give country presentations during IEW and throughout your program year:

Ask exchange alumni from your home country what their presentations were like. You want your presentations to be unique and creative, but the more ideas you have to start with, the better!

Begin gathering materials for your presentations.

Some suggestions include:

Music: Bring a recording of music from your home country. This can be pop music, traditional music, or a combination (even better!). If you play a traditional instrument, bring a recording of yourself playing the instrument. If you know traditional dances, consider performing one, and bring the music and costume with you. You can also bring video clips of traditional dances being performed on a CD.

Photographs: Bring photos that show what life in your country is like. Include photos of traditional life and modern life, food, people, buildings, clothing, holidays, toys, houses – anything you think a foreigner will find interesting.

Food: Bring recipes (not actual food!) you can translate into English and share with others. If you want to make a traditional dish to share, practice it once at home. This works best if you are presenting to a smaller group. Check with your U.S. high school to make sure they allow home-cooked food at school. Bring pictures of traditional dishes, and let people know the different customs, rituals or holidays that are associated with that dish.

Clothing: If you have a traditional costume or item of clothing to wear, bring it and wear it to your presentations! Even just a hat or a traditional shirt can add a lot to your presentation. You can also include photos of traditional clothing.

Sports, games and toys: Consider doing a demonstration or lesson, or showing a video of a traditional game being played.

History: If you like history, choose a historical person to feature in your presentation and do a little research before you come to the U.S.

Remember, this is YOUR presentation. If it is a topic you find interesting, your enthusiasm will make it interesting for other people, too!

"When you stand in front of foreign people that you don't know, when you understand that you and your audience speak different language and live on different continents, you ask yourself: how are we supposed to find common language? Or mutual understanding? How can I, a teenager exchange student, get attention from Americans, intrigue them, and make them fall in love with Russia? It seems impossible, but challenge accepted and in the minute you start to speak, all of the sudden something happened to you: you are excited, you are obsessed with your motherland and you pass all your inspiration, emotions, memories through your listeners, and when you see that, they got it, in that minute you realize HOW AWESOME is to be an ambassador of your country, and what does it really mean: not only personally for you, but for your family, for your nation, for all future international world."

Alena, Russia

"I currently have made twenty IEW presentations, and have an additional ten presentations scheduled for the near future. Out of the twenty presentations, one presentation was surprisingly outstanding. You see, I scheduled a one-half hour presentation at Legacy Commons Assisted Living Center during "Coffee Talk" and ended up having so much fun and interaction with the residents, I didn't want to leave and they didn't want me to leave..."Coffee Talk" was supposed to be a time of coffee and cookies for the residents who attend the meeting. My one-half hour presentation turned into nearly a two-hour presentation with the coffee and cookies going untouched. I had their undivided attention."

Jelena, Serbia

"International Education Week makes me aware of my role as an exchange student, that I'm a representative of my country. Everything I do is being learned as "Indonesian Society." IEW makes me dig inside myself to find out how much I know about my country, and to find out what value is different from my host country. Through IEW, I also found out how much foreigners know about my country and how they see Indonesia as a country. This week, I see the power of enthusiasm, the spirit of youth that wants to learn more, the curiosity of people that want to see the world outside their own. IEW helps me bring this opportunity to them. I see bright ideas from people to create world with better understanding."

Nyimas, Indonesia



Once you are in the U.S., you can plan when and where you will do your presentations by taking the following steps:

1: Ask



Ask your LC, HF, and school for ideas about where you can do presentations. This might include elementary and high schools, nursing homes, community groups, churches, etc. You will need to find out what time and date will work, how much time you will have, whether other students will also be presenting at the same time, and how much time you will have to set up your presentation.

2: Decide



Decide what kind of presentation you will do. Will it be a poster to hang in your school hallway, a PowerPoint to share with your class, a speech you will give to a community group, an interactive activity, a table at a cultural fair, or a combination of these things? Talk to your LC or HF about what is practical and most effective.

3: Develop



Put your presentation together, and then practice it! Practice it at least once by yourself. Sometimes this feels silly, but it helps a lot! Check how long your presentation is and make sure it's not too long. If it's too long, people may lose interest. Then practice it for your friends or host family. This will give you a lot of confidence and make it easier to do it in front of other people on presentation day.

Some ideas for IEW presentations from previous students include:

- Ask your teachers to allow you five to ten minutes of their class time to present to their students about your country. Keep in mind you will have to get permission from your own teachers to miss class that day! For a short presentation like this, it's easiest to focus on one or two things about your country and go in depth, rather than trying to tell them the whole history.
- Prepare a simple dish from your home country and explain its significance.
- Demonstrate how to dance a traditional dance from your home country and give a lesson in the basic steps.
- Lead a group of small children in typical games or activities that children in your country play.
- People of all ages like seeing their name written in a foreign alphabet! You can write people's names in your language, or teach them some useful and fun phrases.

IEW can be a lot of fun, and it adds to Americans' understanding of the importance of international education and exchange – without this, there would be no exchange programs! Here are some pictures of what exchange students before you have done during IEW:



Besides these requirements, there are also some other new and interesting opportunities that await you on program, including competitions for special workshops and special monthly activities for students who live near Washington DC.



Workshop Opportunities

In September all FLEX and YES students will be invited to apply to several special workshops:

1. Civic Education Workshops (CEW)
2. English Language Teaching workshop
3. Global New Media Lab

CEWs are special one-week programs held in Washington, D.C. Approximately 100 FLEX and 100 YES students will be selected to participate in CEWs based on a competitive application process. All costs are paid by the program. The workshop provides an opportunity for participants to gain a better understanding of some of the key concepts and values that are an integral part of U.S. society and culture. During CEW, participants would have a chance to learn firsthand about civic education, leadership, conflict resolution, and tolerance through seminar discussions, briefings, and meetings.

The English Language Teaching workshop has approximately 30 slots and develops participants' ability to teach English (when they return home) to other youth to help them qualify for exchange opportunities and programs.

At the Global New Media Lab, which also has about 30 slots, selected students will develop leadership and training skills and an understanding of real world application in their communities, enabling them to transfer knowledge and skills in social/digital media and other information technologies to their home communities. All workshops are scheduled to take place in spring 2016.

Different Types of Rules

Besides understanding the goals of the program and the expectations placed upon you as a scholarship exchange student, there are also a number of rules that you need to know and follow while on program.

It is also important to understand the difference between a rule and a law. A rule is something that may apply to one group of people, but not another group. For example, your placement organization may have a rule that you may take a driver's

education class at your U.S. high school. Your friend, on the other hand, may have a different placement organization that has a rule against exchange students taking driver's education.

A law is something that has been legislated (enacted into law) and applies to everyone. While you are in the U.S., you are expected to follow all program rules and U.S. laws. What are some of these rules and laws?

WHOSE RULE?	RULE
Pre Departure Orientation	Example: No cell phones
	Other:
	Other:
Program	Example: No travel to other U.S. cities without permission
	Other:
	Other:
U.S. Law	Example: It is against the law to shoplift
	Other:
	Other:
Placement Organization	Example (different for each Placement Organization): No piercings or tattoos
	Other:
	Other:
Host Family	Example (Different for each HF): Curfew at 9:00pm
	Other:
	Other:
High School	Example: Follow the dress code
	Other:
	Other:

Rules

If you break a rule, your host family or placement organization will begin to take disciplinary steps.

For example, if you spend more time than you are supposed to using your host family's computer, your host family will probably take away all your computer privileges for a certain amount of time. This

usually lasts for one or two weeks. If you again break the computer use rule, your host family will contact your placement organization. Usually, your placement organization will give you a warning letter, or put you "on probation." Both a warning letter and probation notice will explain the problem and how your placement organization expects you to change your behavior. The letter will also give

dates for checking on your progress and reviewing the situation, and is shared with your natural parents. If you continue to disrespect your host family's rules, your placement organization might ask the Department of State for approval to send you home early.

Laws

If you break a U.S. law, you may be arrested

by the police, placed in jail, required to appear in court, and sent home early from the program. If you break program rules you also risk being sent home early. Following the rules is a responsibility that rests entirely on you. So, please be sure to read all the rules in the Parent/ Student Agreement (from your program application) and in the Student Handbook. Familiarize yourself with

the program rules and U.S. laws.

Unfortunately, every year a number of exchange students break U.S. laws, and face very serious consequences. For example, the law against shoplifting, the crime of stealing something from a store, and laws against fighting or threatening violence are very serious.

U.S. high schools have "zero tolerance" policies towards violence. This means that fighting, physical violence, or bullying (in-person or

online) will be punished by suspension (not letting you attend school for a number of days), expulsion (not allowing you to attend school anymore) and possibly arrest. Your school will give you a booklet describing their specific rules and policies. An example can be found in chapter 10 of this workbook. You should learn these and take them very seriously. Further, the exchange program will not tolerate any acts of physical violence, whether in

or out of school, and whether or not the police become involved; such behavior is a reason to be sent home early from the program.

To better show the consequences of acting irresponsibly, on this page is a letter written by a 17-year old female exchange student who shoplifted from a department store just three weeks before she was scheduled to return to her home country. She was caught by the police. This is one very real and possible

consequence you could face if you break any U.S. law. The Department of State, American Councils and your placement organization can do nothing to interfere or help you. The student who wrote the letter was very lucky that the judge let her go when the store agreed to drop the charges. However, the judge required that the student immediately return to her home country within 24 hours. She had no time to say goodbye to friends or buy souvenirs.

"I am a former exchange student from 2004-2005. I lived with a host family in Texas. You are about to experience one of the best years in your life. I know your feelings - you're a little bit scared, uncertain, excited. It will definitely be a great year for you if you make it so. Believe me, there are many ways to turn your dreams into a nightmare, it happened to me. Here is my story.

I am the kind of person who always appreciated moral values and was disgusted by the depravity of the modern world. I never thought that I would or could ever commit a crime. But it happened...something twisted in my mind and I made a huge mistake. It only took a moment, but then it was too late to go back.

Everything went so quickly - suddenly I was sitting in the back seat of a police car with handcuffs on. I'd seen this in the movies but it was impossible that it could ever happen to me. I couldn't understand what was happening, it all seemed like a terrible dream and I wished it would be over. Even after they put the bright orange prison jumpsuit on me, I still thought it wasn't anything serious.

I spent the night in jail. The worst thing was sitting there alone, waiting, and thinking about what I had done and how I had disappointed and hurt my host parents and my parents at home. At 5:00am I was taken to another jail where I had my fingerprints and pictures taken. I spent almost 15 hours there in a cell with three other prisoners, and it was a horrible thing. Most of the time I cried hysterically, then, when I didn't have any liquid in my body to produce tears, I just sat on the cold metal bench and stared at the wall in front of me. I was sure that one more minute and I would lose my mind.

I was briefly allowed to watch TV in the hall with twenty other mostly male prisoners. Some of them were cursing, some gave me dirty looks and made nasty gestures. That

evening I stayed in an isolation cell because there wasn't any room for me in a cell with other people. My cell was narrow and tiny, and only had a metal bed, toilet and sink.

They woke me at 6:30am and gave me a cold sandwich. Then I and other prisoners were sent to court to appear before the judge. All the judge did was call each prisoner by name, read the charges and decide if they could be released from jail until their court date, on the condition that they pay a set amount of money, or bail. The judge denied my bail, but I had no money and couldn't have paid it anyway. I didn't get to say anything during the court - that was it, back to jail.

As soon as I stepped into my new cell I could tell I was no longer an ordinary person - I was a prisoner who must obey all the jail rules. The officer who explained the rules was mean, she cursed and yelled and I couldn't understand her accent, which made her angry and she yelled louder.

I can tell you a long story about the day that I spent in that cell, but I won't - it's a kind of thing you don't want to hear the details about because they're very sad. I'll just tell you that by the end of the day I was sure that I'd be stuck in jail forever because of the judge's decision.

If you think that you would never do a bad thing while you are in the U.S., don't be so sure, I thought so about myself but it turned out that I actually did a very bad thing. Think about your parents, your host family, about your coordinator and your friends. You might not get a second chance and you could ruin your life. I learned a very good lesson from my suffering. I matured because of the misery I had brought on myself. Sometimes people choose the wrong and hard way to transform from a teenager to an adult. I don't want any of you to experience it. I wish you good luck with your future experiences and always remember that the choices you make will lead your life."

Rights and Privileges



Now that you have an idea about the program rules, you should know that you also have rights while on the exchange program. You may have heard from alumni about some of the things they enjoyed while in the U.S., but some of those things may be privileges, not rights. Rights are things that the

program must provide to you. Privileges are things that you may be lucky to have. Your host family, school and placement organization are not required to provide them.

Which of the following things do you think are rights, and which are privileges? Circle your choices:

Host family	Right?	Privilege?
Host school	Right?	Privilege?
Money to buy lunch at school	Right?	Privilege?
Three meals a day	Right?	Privilege?
Your own room	Right?	Privilege?
Your own bed	Right?	Privilege?
Use of mobile phone	Right?	Privilege?
Monthly stipend	Right?	Privilege?
Decision to accept double placement with another exchange student	Right?	Privilege?
Using host family or school computer	Right?	Privilege?
Medical insurance	Right?	Privilege?
Placement in grade (10, 11, or 12) level of student's choice	Right?	Privilege?
Diploma	Right?	Privilege?
Driver's education	Right?	Privilege?
Round trip travel from home to the United States	Right?	Privilege?
Taking trips with host family	Right?	Privilege?

The correct answers can be found in Appendix 2 at the end of this book. There you will also find a list of the basic provisions the program provides to you. We have spent a lot of time discussing red flags, rules, laws, rights and privileges. These rules are in place to ensure that you have a safe and successful exchange year in the U.S. It is important that you know the rules and laws contained in this workbook, the Student Handbook, and the Parent/Student Agreement from your application (see Appendix 5 at the end of this book). The more you know before you travel to the U.S., the better prepared you will be for your time on program.

What the Program Provides

In addition to these rights and privileges, it is important that you are aware of what the FLEX and YES programs do and don't provide to participants. The scholarship covers most of the costs of participating in the exchange program. However, there are some costs to you. Below is a list of what is paid by the exchange program and what is not.

THE PROGRAM PROVIDES:	THE PROGRAM DOES NOT PROVIDE:
Shipment of applications to Washington, D.C. for selection	Sending your application to your program office by the due date
U.S. visa, including travel to U.S. Consulate for your visa interview	An international passport
Program orientation activities, including pre-program preparation in your home country and re-entry preparation in the U.S.	
Round-trip domestic and international travel between your home town and your host town in the U.S., including limited checked baggage as confirmed by your program office	Excess or overweight baggage costs
Placement with a screened volunteer U.S. host family	Telephone calls and emails to your host family or natural family
Medical insurance, except for pre-existing conditions, treatment for chronic or recurring illness, and dental care	Coverage for pre-existing conditions, treatment for chronic or recurring illness, and dental care
Monthly allowance of \$125 to help you participate in social activities and buy calling cards, school supplies, toiletries and other similar items	Medical examinations required when you apply for the program
Program activities arranged in local U.S. communities	Travel with U.S. host family and/or U.S. friends
One-time incidentals allowance of \$300, to be spent in consultation with your U.S. host family and your Placement Organization	
Enrollment in a U.S. secondary school	

Placement Organizations, Problem Solving and the Chain of communication

Once you arrive in the United States, your primary point of contact will be with your Placement Organization. This is the organization that recruits and screens families and schools that will host you. Your placement organization has many staff, some of whom are volunteers, in place to support you and help you have a successful exchange experience. Some of those people are:

LOCAL REPRESENTATIVE, LOCAL COORDINATOR, OR AREA REPRESENTATIVE

Your "local rep" or "LC" will be your main contact while you are in the U.S. and will live within 120 miles of your host family. This person may have been responsible for recruiting and screening your host family. Your local rep probably made presentations about your exchange program in the community, and spread news of the program by telling people she or he knows. When someone asks your local rep to host a student, your local rep begins a long process of learning about the family before deciding if they can host. Once a family "passes" screening, your local rep reviewed the applications sent to the Placement Organization to find which student would be the

best fit for each family, based on the interests and activities you described in your application. Host families also apply to host.

Because most local reps are volunteers, they recruit host families mainly by talking to their friends and people they know. Sometimes it seems like your local rep and your host family know each other well or are friends. They often are.

Your local rep may live very near you and you may see him or her often. Or, you may mostly talk on the phone. Often, other exchange students (whether other government-funded, or pay-program students) are placed in the same area as you, and your local rep is also their local rep. You may all do group or "enhancement" activities together from time to time. Soon after you arrive, your local rep will bring students together for an arrival orientation. You will learn about your Placement Organization's rules, community service requirements and other rules in more detail than at your pre-departure orientation. You can always contact your local rep if you have any questions about your host family, new friends, or school. Similarly, your host family and school may contact your local rep if they have problems

or questions about you. If you feel that you have any problem that you need to discuss with your placement organization, you should contact your local representative first. At your arrival orientation, you will be given other numbers at your placement organization that you can contact if you cannot reach your local rep and need to speak to someone. You will also receive a card with this information.

REGIONAL REPRESENTATIVE

Your local rep reports to the regional rep of the Placement Organization. The regional rep may be located in the same state or several states away from you. The regional rep receives information about you from the local rep, such as how you are doing in school and in your host family. Generally, you will not talk with your regional rep, but sometimes the regional rep may call you to discuss issues. You and your host family will receive information on how to contact your regional rep. You should call the regional rep if you are having difficulty communicating with your local rep.

PLACEMENT ORGANIZATION NATIONAL OFFICE:

The national office of the placement organization will probably be in a different state than you are. However, the national office makes many decisions about you. They assign you to a local rep and regional rep and make your program rules. Your local rep may contact the national office if there is an issue that they would like American Councils to share with your natural family back home or if they have questions about cultural issues.

HOW YOU CAN PREVENT AND RESOLVE PROBLEMS

It is natural that problems, some small and some larger, will arise

during your year in the U.S. Taking the initiative and trying to solve problems through communication is critical to your success as an exchange student. Ignoring problems or making demands often makes them worse. Adjustment problems will not go away or get better without discussion. It won't help if you wish your problems would just go away, or think that a new host family or new school would fix everything. Talking about problems is not always simple or easy, but it is the quickest way to resolve them. You will feel much better afterwards. You have to be the first person to try and solve your problems, but also remember that you are not alone. Through communication, problems are easier to solve.

So, what should you do when you are having problems that you don't think you can solve by

yourself? Here are some choices. Circle the ones that you think will help you most quickly and effectively resolve the issue.

- Talk to your host family
- Stay in your room
- Read this book
- Ignore the problem
- Talk to your local rep
- Complain to other students or friends
- Talk to a teacher
- Call your mom and dad

Now let's look at some common problems that exchange students encounter in the United States, and that can often be solved in the host community. What would you do in the following situations?

ISSUE	What Can I Do?
Not understanding assignments in school	
Feeling alone in a small, rural community	
Disagreeing with your host family about chores in the house	
Having problems making friends	
Having problems with host family food	
Not feeling you are getting enough attention from your host family	
Not wanting to attend religious services with your host family	
Wanting to spend more time on the computer than your host parents allow	

As you can see, many of these problems can be solved by you working together with people who are there to support you – your host family, your teachers, and your local rep.

The Chain of Communication

Sometimes, however, other problems may arise that cannot be solved between you, your host family and your local coordinator. These problems may need the involvement of American Councils staff in Washington and your home country as well as your natural parents. These problems are communicated through the “chain of communication”, which you can see on this page. While it looks long, it works very quickly and ensures that everyone who wants to support you is aware of the issues and can help you. This is a very structured communication and support network that ensures you will have a safe and successful experience in the United States. It can help you with problems that may come up. However, that network can only work if you use it! It is very important to discuss your problems with your host family and local rep. Of course, once in a while you will want to speak with your parents. That’s natural! But, your family will often find it very difficult to help you. They are not physically near you and because of cultural differences, sometimes it will be difficult for them to give you advice.



The chain of communication has been designed for your benefit to help you and your parents work out problems with the support of your placement organization and American Councils.

You can see that the arrows on the chain of communication go both ways – this means that your natural parents can also use the chain of communication if they have a concern

about you. Your natural parents might call the American Councils hub office nearest to them if they are concerned that they have not heard from you in a long time or if they have heard from you, and think you are sad or having a problem. Even though problems will be resolved faster if you take the initiative to talk about them, it sometimes happens that natural parents are the first to mention a

problem. This is okay, too – our main priority is that you have a safe and nurturing exchange experience. If you ever feel that you are having a problem that you truly cannot discuss using the chain of communication, you will have access to other people who can help you. This will include your placement organization’s national office, as well as the American Councils Washington, DC office (1-800-621-9559)

and the Department of State Exchange Visitor Helpline (1-888-283-9090). Both of these numbers will give you direct and immediate contact to representatives of American Councils and DOS who staff these phones 24 hours a day, 7 days a week. You can also send an email to the Department of State at jvisas@state.gov. This will be discussed in more detail later in your orientation.

American Families and Their Values

Determining a Definition of "Culture"

Suppose you wanted to tell someone about your country and you could use only eight photographs or drawings. Which ones would you choose? Why? Think about it for a few minutes, imagine the pictures you would choose, and then fill in the blanks below:



This is a picture of _____

I chose it because _____



This is a picture of _____

I chose it because _____



This is a picture of _____

I chose it because _____



This is a picture of _____

I chose it because _____

This is a picture of _____

I chose it because _____

This is a picture of _____

I chose it because _____



This is a picture of _____

I chose it because _____

This is a picture of _____

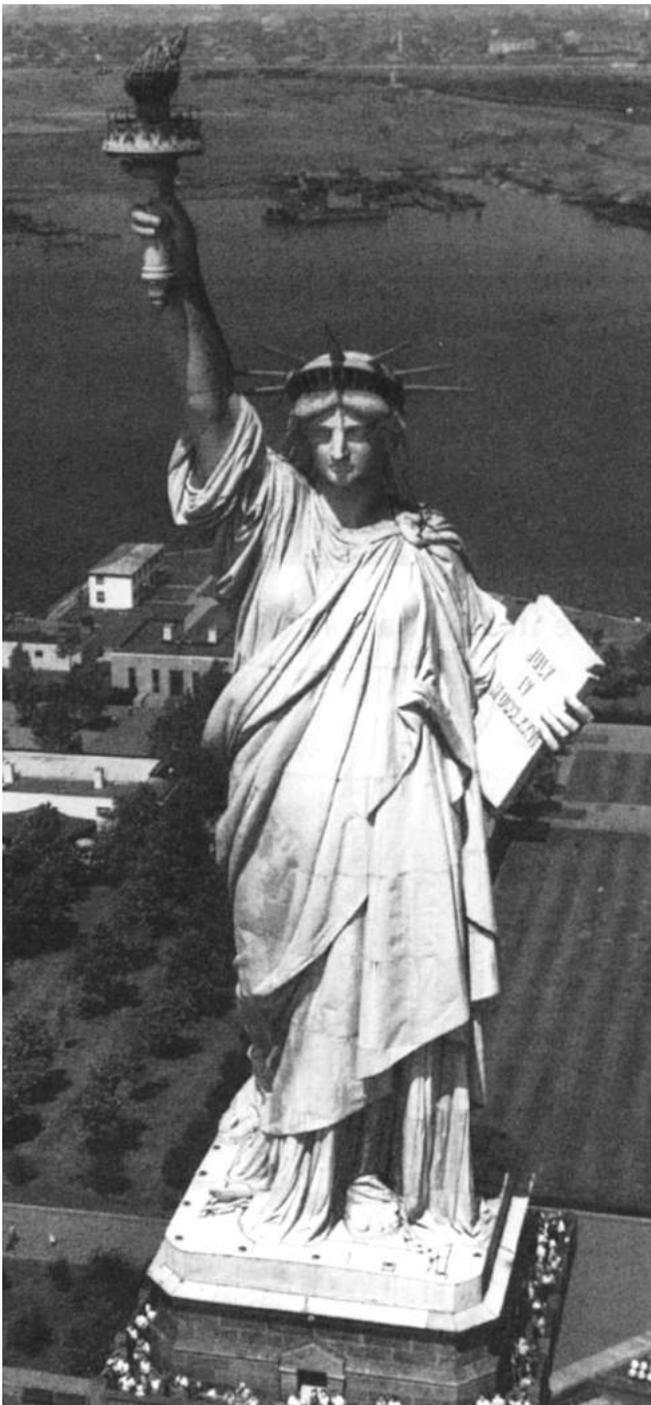
I chose it because _____

1. Looking back at these pictures, do you feel that you have explained very much about your country?
Why or why not?

2. What more would you like to share about your country?

3. How could you do it?

Here are some photos and descriptions of the U.S. Look at them and read about them.



1



2



3



4

1. The Statue of Liberty is a famous U.S. monument in the harbor of New York City.
2. Americans immigrated from many different countries.
3. Our capital city is Washington, D.C. It has beautiful monuments as well as government buildings.
4. The U.S. has beautiful mountain areas throughout the country. Many Americans like to travel, sightsee, camp, or hike.

1. What do the photographs and captions tell you about the U.S.?
2. What else would you like to know?
3. How could you find out?



1

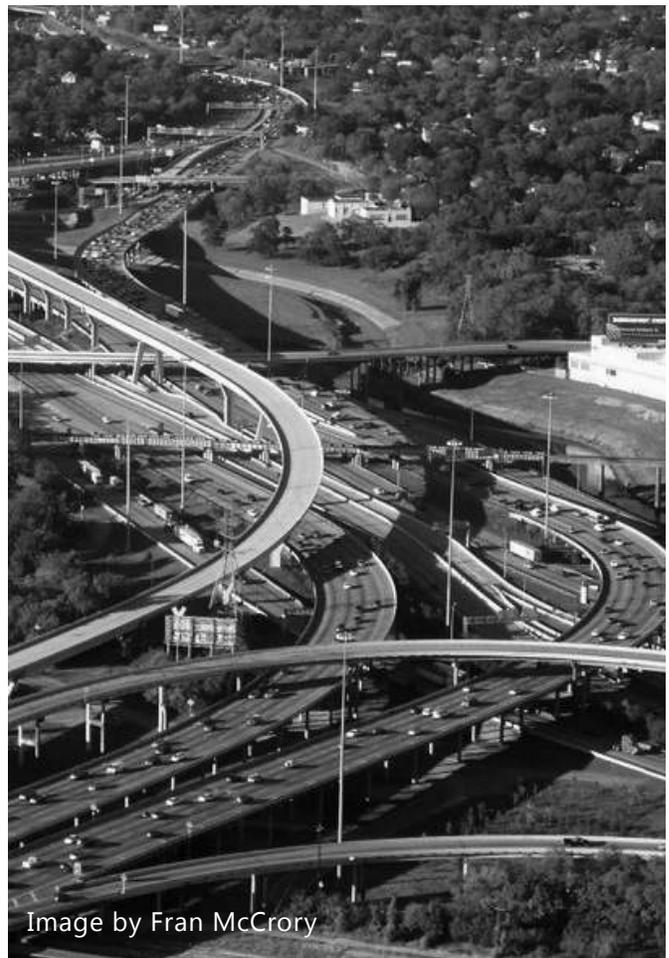


Image by Fran McCrory

3



2



4

1. Americans like sports, even if only to watch. American football is especially popular.
2. Some Americans live in rural areas.
3. Americans drive a lot. The U.S. has a large number of major freeways.
4. Many Americans live in suburbs, outside of central cities.

One thing you probably want to share and to know is the culture of your country and the USA. Have you been able to do that with your photographs? Let's see.

Make a list here of all things that you think culture is: (you should be able to list at least 10!)

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Look back at your list and draw a circle around everything that you can photograph.

What things are left? They should be more abstract words that describe *why* people do things. We can make a simple definition of culture if we use only those "why" words: **Culture is the attitudes, values, beliefs, and ideas that a group of people hold in common.**

This definition of culture is different than the one we more often use which refers to music, art, and literature (sometimes called the "fine arts"). This new definition will be useful to us, however, as we try to discover what it is that makes Americans "American," and you like others of your nationality.

With this definition, culture is not a physical thing. The photographs we chose did not show our culture; rather they *reflected* some of our values or attitudes. For example, the Statue of Liberty is important because of what it represents — that a value of Americans is the importance of giving less fortunate, poorer, or oppressed people a chance to make better lives for themselves in a new land.

Look back at the photos you chose. What aspects of your culture do they reflect? You may have never wondered why you live like you do — or ever imagined that other people may live and think very differently. In the next section we will begin to look at what American culture is.

Looking for Cultural Roots

All societies must provide for the basic human needs of their members. These include food, clothing, shelter, family organization, social organization, government, security, belief systems or religion, and education. How a society provides for these needs depends on the geography (climate), resources, and history of the society. Different cultural values develop in different societies because of the variations in these factors and how the people view them.

In order to understand why people behave as they do, it is necessary to look at their geographic location and the historical events that have shaped them as a group. Because

the history of the United States is so short (relative to most of the world), some of these influences are fairly easy to understand.

However, American life is also full of paradoxes. Its people and culture, values and beliefs are often seen as contradictory and at times even strange. But like all first impressions of a nation or people, popular perceptions do not always match the day-to-day reality. Trying to determine what constitutes American culture will not always be an easy task for you. Here are some of the paradoxes that you will surely encounter.

Americans are fiercely individualistic. It may seem that everyone has an opinion, whether

they are knowledgeable about a subject or not. The "every man for himself" attitude is much a part of the American mentality. Americans place great value on the individual. They believe that individuals are solely responsible for their successes and failures in life and that they should "earn their own way." Due to this belief, you may see that individual achievements are often measured by one's ability to accumulate material things, rather than the quality or strength of one's character.

You will also hear arguments in support of individual rights over the community good. And, even though Americans tend to be very generous in some situations, many Americans are

not supportive of national social programs where they think that healthy, able-bodied people might not have to work for their benefits.

Americans are extremely patriotic. They have taken great pride in their nation's accomplishments and in being seen as "the best" or "the first," whether it be in national wealth, discoveries or inventions, technological feats, or sports. National symbols such as the raising of the flag, the pledge of allegiance and singing the country's national anthem are rituals routinely made part of public life. Patriotism for Americans is, even at a sporting event, an extremely emotional experience.

However, despite their fervent nationalism and love of country, only slightly more than half of Americans vote in political elections. In the 2008 and 2012 presidential elections that elected Barack Obama, only around 60% of eligible Americans voted. Many Americans don't see voting as a duty of citizenship, but do consider it a right. Political party affiliation or concern for social issues is not always reason enough to vote. While immensely patriotic, some Americans are suspicious of government, distrust politicians

and don't see voting as doing much to significantly impact their everyday lives.

Having spent their short history exploring, conquering, and developing their own country, Americans know little about the world outside their borders. In addition, being so focused on their own particular work and activities, many Americans have limited knowledge of their own country's history in detail.

While Americans' belief in the equality of opportunity is admirable, prosperity is not realized in all areas, including much of urban America. In cities where new immigrants tend to settle, lack of economic opportunity and vast disparity in wealth have created social ills. A heritage from colonial Puritan religion is the now secular work ethic. Americans work a lot, and most consider working a good thing, not just a necessary evil. It is not uncommon for high school and college students to maintain a part- or full-time job while holding down a full schedule of classes. In addition to work-related social activities, Americans tend to socialize outside of professional circles and are generally curious about what others do for a living. Because of their industrious nature, they

place a great deal of importance on measurable achievements.

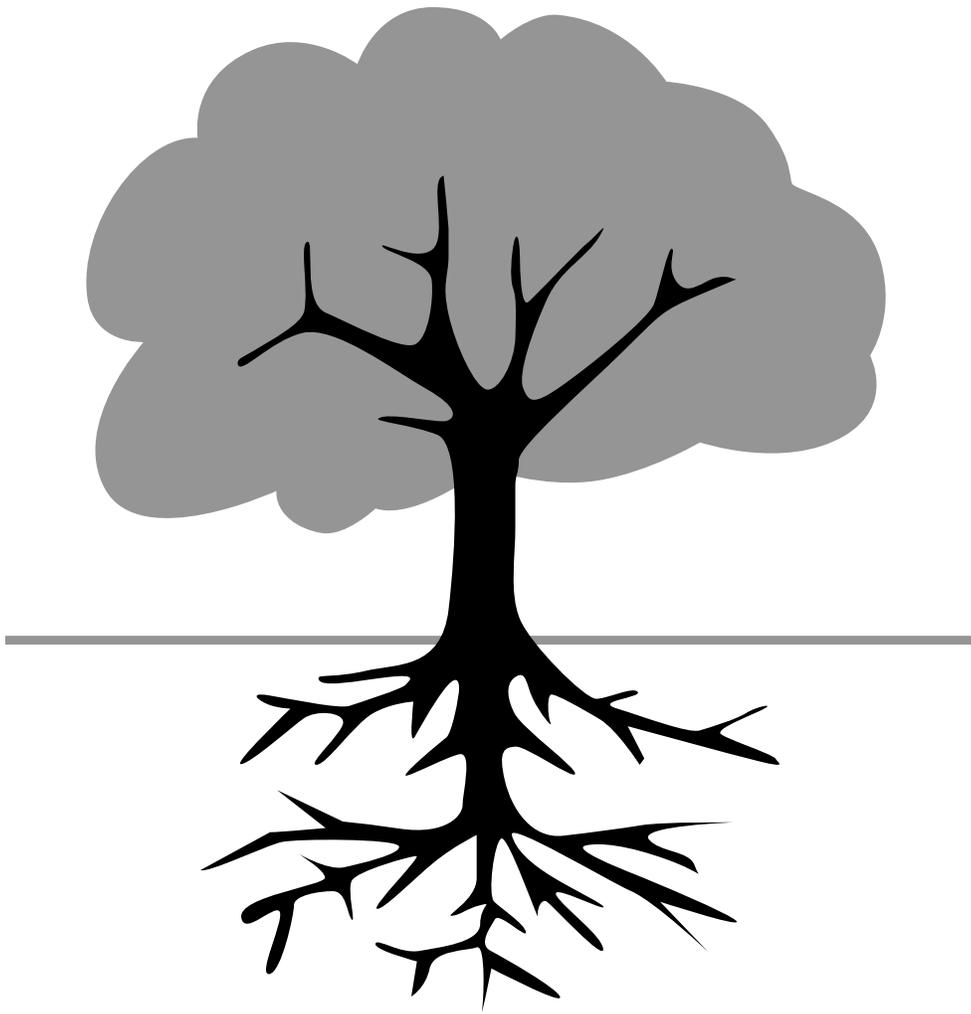
Many Americans place great faith in the professional expert and the statistics they produce. As you will see on television news programs, to better understand and digest growing domestic and international problems, the expert assists the busy Americans by providing them with data. While to some this may seem to be a rather lazy way to understand the complexity or ramifications of a specific issue, the ease with which many Americans are able to recall statistics is truly remarkable.

Some Americans have an extremely organized approach to recreation and leisure activities. Their weekends and vacations may be prepared and managed like any other work day while shopping and watching television consume much of their leisure time.

Americans' love affair with television is well known. A recent survey shows they spend approximately half of all leisure time watching television.

In a nation where shopping is considered a leisure activity, Americans are quite proud of their purchasing power. The popular slogan "shop until you drop" reflects the pattern of

Culture as a Tree



Americans going to shopping malls filled with every imaginable consumer good and looking for the best deal. The variety of goods and services available to the average American consumer is staggering. Although extremely price- and value-conscious, probably the most important decision a consumer will have to make is which brand of a product to buy. Anyone who passes down the aisle of breakfast cereals in an American supermarket will be amazed by the dozens of brands available for purchase.

If one didn't know better, one would think that all Americans are rich and can purchase anything

that pleases them. But this is hardly the case. The price and quality range of goods does permit buying power for more than the wealthy, but the number of Americans living in poverty is about 13%, while over one quarter of African Americans live in poverty. While Americans are known for donating volunteer time and money to many not-for-profit organizations, such as those that fight disease, promote international education programs and assist the less fortunate, Americans are also overwhelmed by the many individuals and organizations that need money. The growing inequities, lack of resources to do everything, and Americans' and

their government's disagreement on how to solve numerous social problems is very frustrating.

Despite the many serious problems they face, most Americans are optimistic people. They have great faith in the future and believe that the future will always be brighter. Although they are often a self-critical people, their criticism is seen as a method by which they continue to create a better future for themselves. They have traditionally thought that things can be "fixed" and will always get better for future generations. They place great faith in technology and its ability to improve the lives of people.

According to this section:

1. What are some of the characteristics of Americans?

a.

b.

c.

d.

e.



2. How do the American attitudes described in this section compare with typical attitudes in your country?

3. Are there any American values described that you personally share? List them.

4. What "typical" American values do you disagree with? How might you handle some of the differences in values when you live in America?

You and Your Host Family

Now that we have discussed some general information about American families and their values, we can begin to explore the host family experience. The host family is a very important part of your program, since they will teach you about American life, culture, and values while you're in the United States.

Reflection on Your Own Family and Yourself

Your Own Family

Before finding out more about living in an American family, let's concentrate on your own family. This will help you think about how you function as a part of the family you've always had and anticipate some of the changes you may find when you join a new family – your host family.

List all the people you live with, noting their ages and occupations or year in school.

Do you have other family members that no longer live at home? If so, list them here. How often do you see each of them?

Now think about each of these questions carefully:

1. What is a normal weekday like at home? (Who gets up when? Who cooks breakfast? Who eats breakfast? With whom? When do you leave? Is anyone still at home? When do you return home? Who is there? What do you do? Who fixes dinner? When? Who is home for dinner? What do you do after dinner? With whom?)

2. What would happen in your home on a normal Saturday? Sunday?

3. Who in your family are you closest to? That is, who do you most like to talk to? Who do you do things with? What do you do together?

4. If you need advice about what to do, who do you ask?

5. If you want money for something, who do you ask?

6. If you have done something unacceptable, who disciplines you? What things are unacceptable in your home? What is the punishment for each?

7. What are various family members expected to do? (For example, who cooks, cleans up after meals, cleans the house, washes and irons the clothes, buys food, takes care of younger children, pays the bills?) Are there any tasks that men or boys don't do? That women or girls don't do? That adults don't do? That teenagers or children don't do?

8. Think of the families of some of your close friends. Do you think they function about the same as your family? If not, what are the differences? Can you explain why there are these differences?



Now let's imagine how it might be if some aspects of your family life changed. Think how each of these situations would change your lifestyle and how you might feel if:

1. You have only younger brothers and sisters.
2. You have one teenage brother or sister your age.
3. You have no brothers and sisters.
4. Your mom works and doesn't get home until 6:00 p.m. each night. You come home to an empty house after school.
5. The person you are closest to (question #3 in the previous page) is not a part of your family.
6. A different parent disciplines you.
7. You are asked to do a chore that you would never be asked to do by your natural family.
8. You cannot do what you always used to do after dinner (see #1 on the previous page).

Although each American family is unique, they also have many things in common, such as:

- most American host families live in small towns, or suburbs outside big cities;
- most American host families live in private homes, not in apartments;
- utility bills (electricity, gas, water) can be quite expensive, so most American families use them sparingly to keep the cost down and conserve energy (shower limits, lower thermostat, etc);
- your school, stores and other places most likely will not be within walking distance, so you may have to rely on a school bus, public transportation, or your host family for transportation. This means you may have to make compromises to accommodate your schedule and your host family's schedule; American host families will not treat you as a guest, but rather as a family member, which means that you will not be the center of attention and will not receive special 'guest' treatment. You will be expected to adhere to the same rules everyone else does regarding chores, telephones, computers, etc.

Remember too that despite how Americans are often portrayed in movies and TV shows, not all American families are wealthy, and most families have a strict budget to adhere to and will spend money sparingly.

It is difficult to anticipate living with a new family. Many of the family routines you thought about above may be different. It is important to remember that the family is the transmitter of our culture. It is through our families, primarily, that we learn what is right and wrong and what we value. Since cultures differ, and values differ, we know that family life also will differ. That difference is not right or wrong, it is just a different way of living.

As you learn more and more about your host culture, try to imagine some of the changes you may experience. When you find out about your host family, think about the family members, their interests and hobbies, what they value. How will that change your lifestyle?

What You Personally Value

You have just considered how you fit within your own family. Now let's look at what you, personally, like. To the right is a list of activities, behaviors, and objects. Read through the list. Then rank order the items according to how important each item is to you. (That means placing a #1 next to the item most important, #2 next to the item second most important, and so on. Whatever is #20 should be the least important to you.)

- Best friends
- Calling or texting friends

- Clubs/extra-curricular activities
- Creative writing
- Cultural offerings of a city
- Dating boy/girl
- Driving around town
- Grandparents
- Homework
- Music
- Online activity
- Political discussions
- Prayer
- Reading
- Shopping for things I like or want
- Spending time with family
- Sports activities
- Calling or texting friends
- Television
- Volunteer work
- Walking around town
- Weekends, holidays, and summer vacation
- Working at a part-time job

Thinking about your value choices above:

1. How would giving something up (such as things that you valued as #1 or #2) affect you?
2. How do you behave when you have to give something up or do something you really don't like to do?
3. What types of things will compensate for having to give up some of these items?
4. Which items gave you the most difficulty in assigning a value? Why?
5. From what you have read or heard, which of these items are likely to be affected by your living with a host family in the United States?

Family Life in the United States

A Quick Look at the U.S.

Population

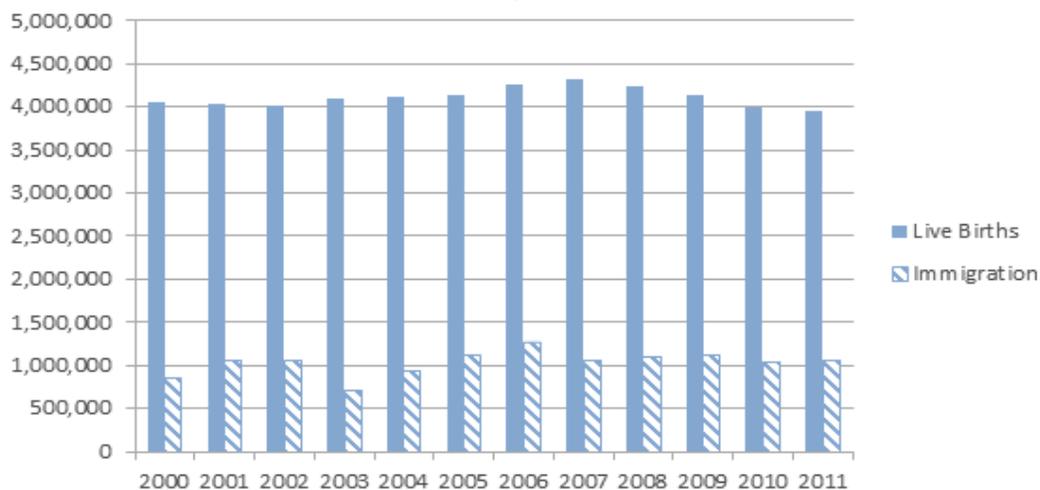
The population of the U.S. is both immense and diverse. In early 2013 about 315 million people live in the United States, making it the third largest nation in the world after China and India. The majority of people in the United States have descended from immigrants who arrived in North

America within the last 400 years. The highly varied population has cultural, social, and economic origins that stem from nearly all of the world's countries, nationalities, and races.

Both the birth rate and the death rate in the U.S. are very low, and the birth rate is slowly and consistently decreasing.

You can see from the chart that the number of live births in 2011 was about 4 million and that approximately 1 million immigrants added to the U.S.'s population that same year. This growth rate is comparable to that of other industrialized countries, including Canada, the Netherlands, Australia and Israel.

Table 5.1: Live Births and Immigration into the U.S., 2000-2011



The population figure of approximately 315 million includes the resident population of the 50 states and the District of Columbia. It does not include U.S. citizens who reside outside the U.S., or the people living in areas connected to the U.S., such as Puerto Rico, the U.S. Territories (American Samoa, Marianas, the U.S. Virgin Islands and

Guam) and the Trust Territory of the Pacific Islands.

The states with the largest populations are California (38 million), Texas (26 million), New York (19.6 million), Florida (19.3 million) and Illinois (12.9 million). The smallest states in terms of population are Wyoming, Vermont

and North Dakota, which have a total combined population of only 1.9 million – about the size of Houston, Texas.

A century ago, the major proportion of the U.S. population lived in rural areas. In 2010, only about 19% of Americans lived in rural and farm areas.

Urban:	Areas with a population density of at least 1,000 people per square mile and surrounding environs that have an overall density of at least 500 people per square mile.
Suburban:	A residential area existing as a separate residential community within commuting distance of a city.
Rural:	A geographic area that is located outside of cities or towns.

Urbanization has been a clear trend for most of the last century. However, during the last few years, the number of people in rural areas and small towns increased slightly more in percentage than in large urban areas. Even so, about 81% of the U.S. population lives in urban and suburban areas, including large cities such as New York, New York (8.2 million); Los Angeles, California (3.8 million); Chicago, Illinois (2.7 million); and Houston, Texas (2.1 million). An even more remarkable trend is the population shift to the suburbs. For example, there are 8.2 million residents of New York City; however, there are 19 million residents of the New York City suburban and urban area, which includes parts of New Jersey and

Pennsylvania as well.

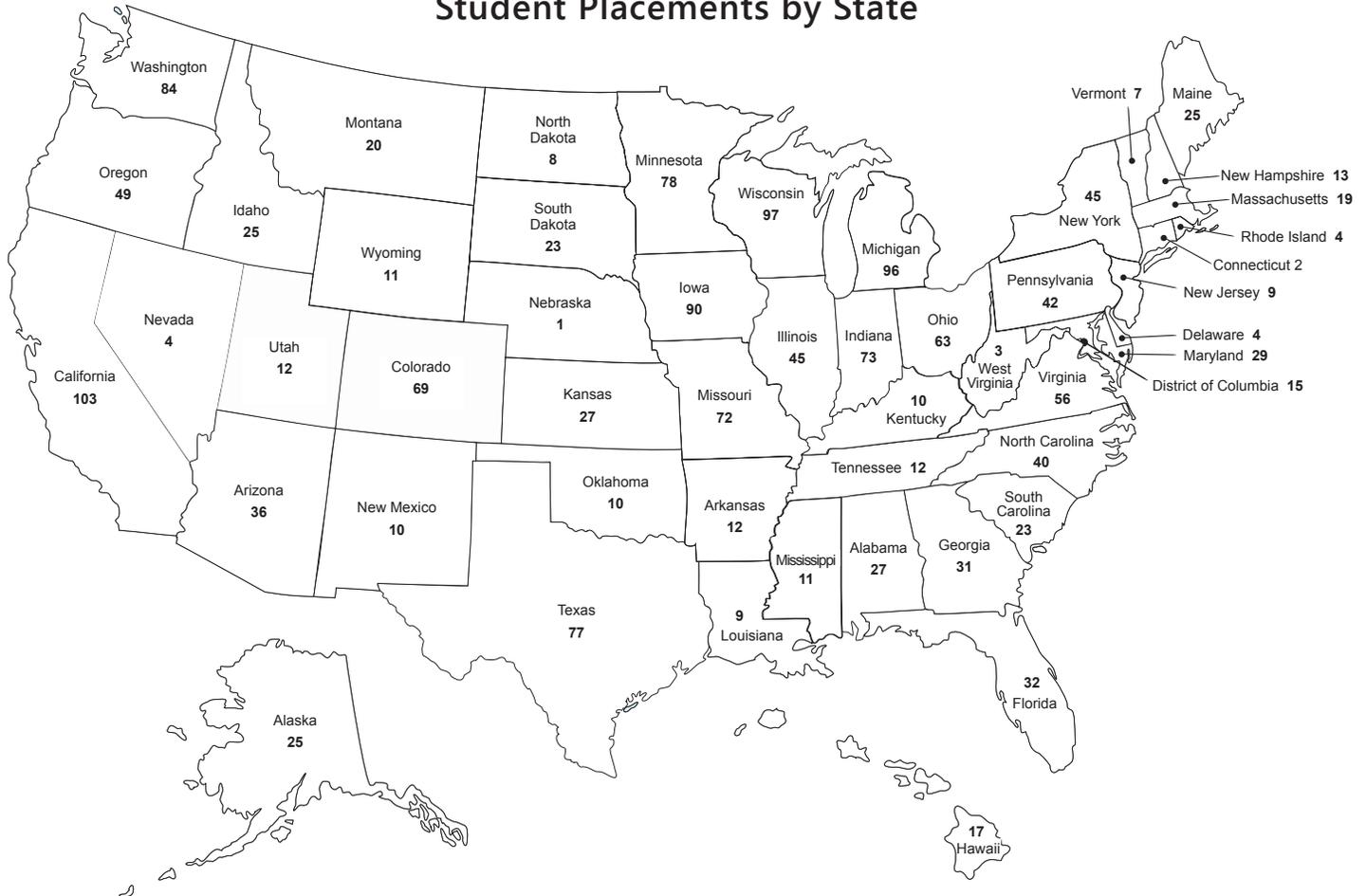
Most families who host exchange students live in rural or suburban settings – not in large or capital cities. You can see on the placement map where exchange students lived during a past program year, but remember that within those states most placements were in rural or suburban areas. Only 9% of students lived in a state’s largest or capital city. One recent exchange student who spent his academic year in Klamath Falls, Oregon (population 20,000), said:

“I actually imagined a big city like New York with skyscrapers, wide streets, traffic, and shopping malls everywhere. But in reality, my town

is just a regular town with 20,000 people. People here are really nice, my family and my school are great. I’ve met a lot of people and learned a lot about American culture and the way Americans live.”

There are lots of reasons for this. Large cities typically offer greater cultural diversity, whereas people living in smaller, more remote cities and towns have fewer opportunities to learn firsthand about other cultures and countries. Therefore they are interested in hosting an exchange student. The cost of living in large cities is significantly higher, and homes are smaller. These are important considerations when deciding to host an exchange student for a year.

Table 5.2: FLEX and YES Sample Student Placements by State





Education

The U.S. educational system consists of approximately 132,000 public and private elementary (typically kindergarten through 6th grade) and secondary schools (7th to 12th grades). Public schools are free; private schools can cost from \$10,000 - \$40,000 per year. The total number of secondary schools is about 27,600, of which 10% are private. For U.S. higher education, private colleges and universities outnumber those that are public. Public universities are generally larger than private ones, and more students attend public universities. In 2010, approximately 7.8% of the U.S. GDP (Gross Domestic Product, or the value of everything produced within a country), which was just over \$14.5 million, was spent on education.

In the U.S. children start going to school at age 5 or 6. There are 12 years, or "grades" of primary and secondary education. High schools in the U.S. can be very small or very large, from 200 students up to 2,500. School generally consists of:

- Elementary School: Kindergarten through 6th grade
- Middle School: 7th and 8th grade
- High School: 9th-12th grades

Students are typically 18 years old when they graduate from high school, and many go on to college, although it has become increasingly popular to take a year off between high school graduation and college (a "gap year"). While gap years have long been a common practice in England and other countries, they have only recently gained popularity in the United States. Gap years are an opportunity to travel, explore, and gain experience and maturity before beginning college.

In 2011 among Americans 25 years

and older most completed 16 years of school. Approximately 89% of U.S. citizens over the age of 25 held a high school diploma in 2010 and approximately 32% has at least a bachelor's degree. Less than 13% of U.S. citizens of this group had not graduated from high school.

As exchange students who study English, you might wonder what languages your peers in the U.S. study and speak. Most elementary schools in the U.S. do not offer the opportunity to study a foreign language. However, most middle schools and almost all high schools offer one or more foreign languages. For the 2007-08 academic year (the most

Table 5.3: Percent of U.S. Schools Offering a Foreign Language

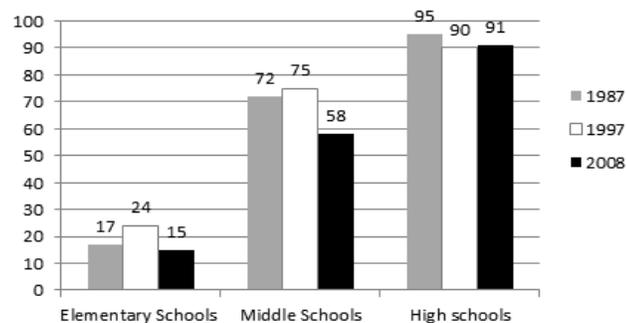
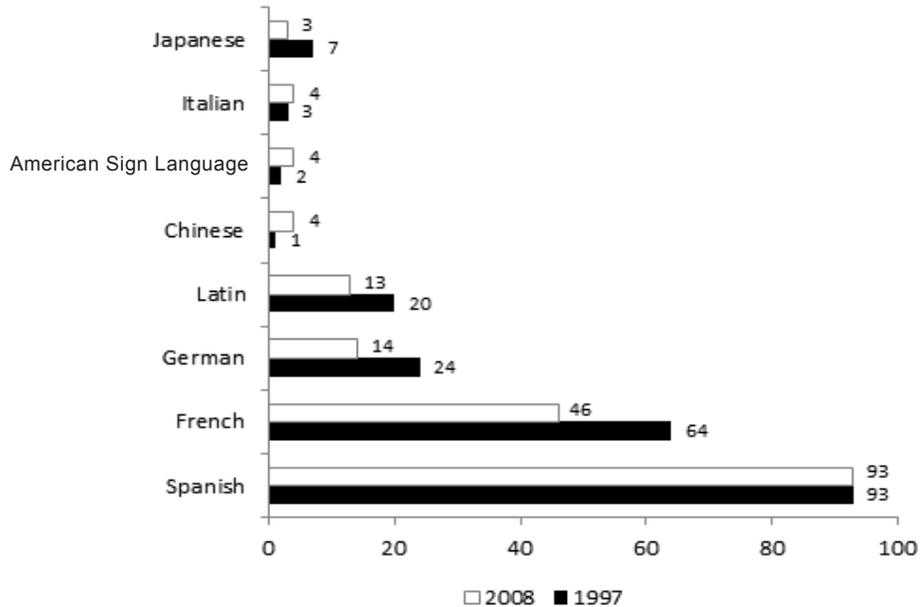


Table 5.4: Languages Offered by High Schools with Foreign Language Programs



recent data available), about 30 percent of students in secondary school (middle school or high school) studied a foreign language. French and Spanish are traditionally the only foreign languages offered in high school. While most students are still taking one of those two, languages like Mandarin Chinese, Japanese, and Arabic are increasingly being offered in high schools.

More than 70% of all public school students who studied a foreign language took Spanish, and another 15% took French. Enrollment in Chinese nearly tripled between the 2004-05 school year and the 2007-08 school year, from 20,292 to 59,860.

Although the percentage of Americans who speak at least one foreign language is not readily known, some limited data on languages spoken at home is available. The vast majority of Americans speak only English at home (80%). The remaining 20% speak a language other than

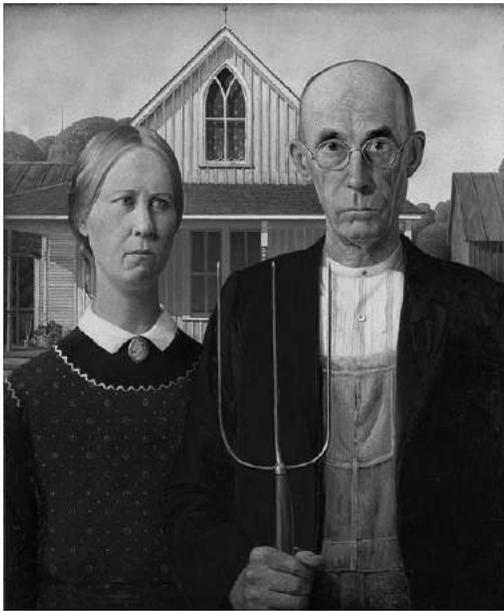
English at home. For the majority of that group, that language is Spanish.

Consumerism

America was founded on the Puritan work ethic: “a belief in and devotion to hard work, duty, thrift, self-discipline, and responsibility.” This motto embraces frugality, conservation and self-control – values that serve as America’s cultural roots, and still strongly influence contemporary life in the U.S. Many senior citizens in America can recollect how these values and work ethic helped them to survive the Great Depression of the 1930s. But historical, social and economic forces in the second half of the 20th century in the United States changed everything and brought America unprecedented prosperity, material wealth, and influence in the global marketplace and greatly changed household consumer habits, leading to a national rise in consumerism. Consumerism is “the theory that

an increasing consumption of goods is economically desirable,” and “a preoccupation with...buying of consumer goods.” Citizens “want” more and have come to expect much more than the basic “necessities” of life. The United States is a country with only 4.5% of the world’s population, but that makes, buys, and uses more than one third of the world’s goods and services. There are a few explanations for this phenomenon and how it came to be.

Starting from the late 1940s and into the 1970s, many Americans shared a vision of what they wanted for their lives, their families, and their country. According to researcher Daniel Yankelovich, “The growth of the machine accomplished something the world has never seen before: the combination of human striving, technology, organization, and cheap energy moved a mass population from want and scarcity to middle-class status.” For three decades, the U.S. economy was



The painting above is called "American Gothic." It is by Grant Wood and symbolizes the austerity of colonial America.



McDonald's, and restaurants like it, make buying food fast, easy, and inexpensive. This appeals to many consumers and shows how American values and lifestyles have changed over time.

marked by dynamism, rapid growth, and expanding opportunities. The economy encouraged upward mobility: people began to expect ever-increasing levels of material well-being. Between 1953 and 1973, the median family income increased by approximately 75%, moving masses of Americans from relative poverty to modest material comfort.

Almost three decades later, median family income was approximately twice the income of a family in 1953 (adjusted for inflation), and maintains this level today in spite of the 2007-2009 recession, commonly referred to as the "Great Recession." This sustained economic growth continued as a result of technological innovation, increased international trade and a greater role for America in the global economy, through trade agreements such as NAFTA (North American Free Trade Act, 1992), CAFTA (Central American Free Trade Agreement, 2005) and membership in the World Trade Organization (WTO).

Other influences on U.S. consumerism include the extravagantly calculated advertising campaigns that target consumers with compelling reasons to buy the latest, newest, and best product, even if the old model functions well. Why? Americans, like people in many countries, have a strong desire for labor-saving devices for home, kitchen, workshop, and yard. The family shares the work around the home and technology makes chores go faster, thus making time for enjoyable activities. Finally, Americans like "do-it-yourself" projects and the sense of personal satisfaction that they bring.

Americans may appear materialistic, but they are also idealistic. They believe in the significance of work beyond the earning of a salary. Americans are also very generous, especially to the underprivileged, the less fortunate and those whom disaster strikes. Charitable giving by Americans hit a record \$309.7 billion in 2007, then dropped to \$290.9 billion in 2008 and \$278.6

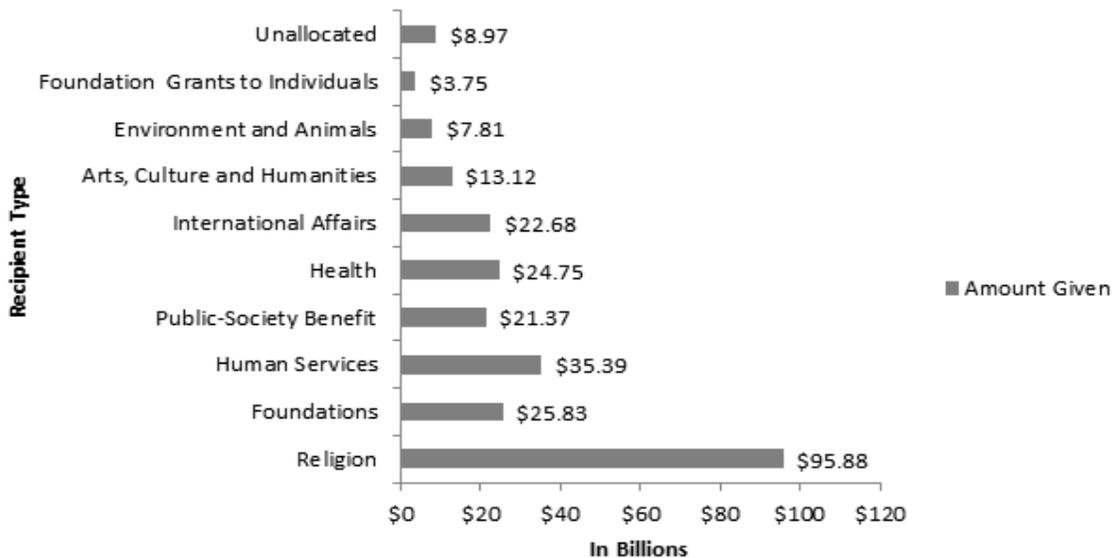
billion in 2009 during the recession. In 2011, Americans donated \$298 billion to their favorite causes. Individuals gave 217 billion (the rest was from corporations and other organizations) as shown on page 42.

Today, families identify the high cost of living as one of their most difficult problems. During the 1940s through 1960s, Americans grew accustomed to a fast-growing economy, but today's economic realities are different. Reckless or excessive spending can lead to high debt for individuals and families. The U.S. housing crisis was partly caused by banks giving loans to people who were not able to pay off what they were spending; the financial crisis resulted from excessive levels of consumption.

In recent years, many voices in American society question the costs associated with heavy levels of consumption: financial debt, time and stress associated with working to support high consumption, and harm to the environment. Many environmentally



Table 5.5: 2011 Charitable Giving in the U.S. by Type of Recipient



friendly movements have developed in reaction to what is viewed as excessive consumption; these movements encourage many Americans to think about conservation and their environment as they make everyday decisions. Farmers' markets, farmed goods sold through the community cooperatives (or 'co-ops'), urban gardens, and even school programs in community agriculture have become increasingly popular. The community-based movements allow people to buy local products. Environmental protection and ecological groups have popularized the slogan "think globally, act locally," which urges people to consider the health of the entire planet and to take action in their own communities and cities. Thanks to these movements, the recycling of glass, aluminum and plastics and the use of 'eco-friendly' (low harm to the environment) electrical products and technologies are common across the United States.



Family Life and Roles

Families today look quite different from the way they looked at the beginning of the 19th century. At that time American families were large and unplanned. Women gave birth to about seven children on average, although high mortality rates resulted in a smaller number of surviving children. As the U.S. modernized and mortality levels dropped, women began to have fewer children. In fact, fertility rates have decreased steadily from the year 1800 until the present, with the exception of a "baby boom" after World War II from about 1947 to

1965. Studies show that birth rates tend to drop during recessions, and as an apparent result of the most recent recession in 2007-2009, the birth rate dropped in 2011 to its lowest level ever.

Marriage and Divorce

Family structure in the U.S. changed radically in the relatively short period of time between 1970 and 2010. In 1970, 70% of all households consisted of married couples. By 2010, 48% of all households consisted of married couples. Married couples make up less than 50% of households, a

Table 5.6: Trends in U.S. Birth Rates, 1920-2008

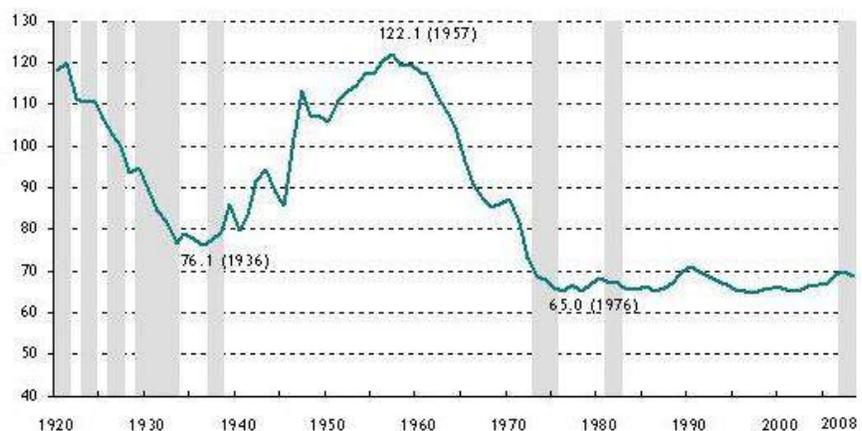


Table 5.7: Households with Children

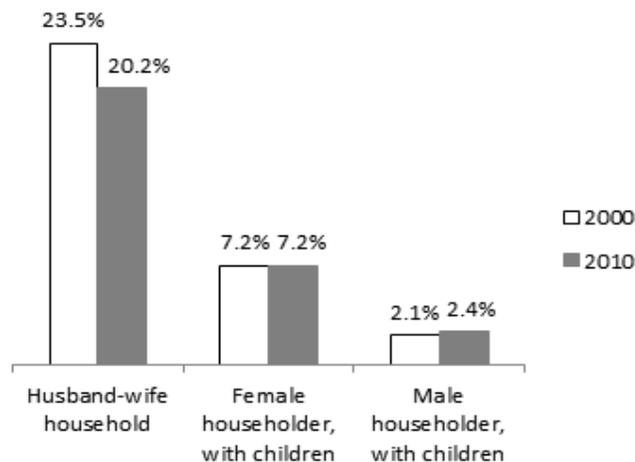
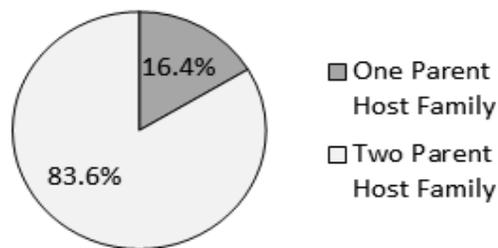


Table 5.8: Exchange Student Host Family Composition (On Average)



first for American family life. The percentage of married couple households with children under 18 declined to 20% in 2010, down from 24% in 2000. Of the 34.7 million American families with children, close to 11 million (26%) consist of a single parent, typically the mother, although 25% of single-parent households are headed by fathers, up 25% from just ten years ago. The number of households with unmarried couples has increased by 41%.

Although fewer people are getting married in general, interracial marriages have increased from .7% of all marriages in 1970 to 3.9% in 2010. A record number, 14.6%, of all new marriages in the U.S. in 2008 were between people of different races or ethnicities.

In the early 1990s, the U.S. had the world's highest divorce rate, with nearly 5 divorces per 1,000 people, but since 2000, the divorce rate has steadily declined. By 2010,

the U.S. had dropped to the sixth ranking nation for divorce rate, with approximately 3.4 of every 1,000 people divorcing. A possible factor in this trend is that young Americans are waiting longer before marrying for the first time, and focusing first on their education and career. Since 1970, the median age at first marriage increased from 22.5 years to 28.4 for men, and from 20.6 years to 26.5 for women. The percentage of recently married women who have at least a bachelor's degree increased from 21% in 1996 to 31% in 2009. It's also important to remember that fewer Americans got married during the last two decades.

In spite of the trend of fewer marriages overall, most family scholars believe that divorce stems from dissatisfaction with a specific spouse and does not represent skepticism about marriage as an institution. Many divorced people remarry, and many of these remarriages occur fairly soon after

divorce. Men are consistently more likely to remarry after a divorce than women are.

The "blended families" created by divorce and remarriage can be a source of additional support and family interaction. But they add family responsibilities as well, and can bring new conflicts and tensions, particularly for children, who are the chief links between former spouses and their current families.

Family Compositions

The United States has more households made up of only one person than any other country. Over 25% of all households in 2010 were single person households. Between 2000 and 2010, single person households increased by 4 million. A considerable percentage of the U.S. population is now over 65 years old and this group comprises the largest number of people living alone. At the same time, there



Table 5.9: U.S. HOUSEHOLDS BY TYPE	1990	2000	2010
Husband-wife household	55.2%	51.7%	48.4%
Husband-wife household with own children	26.3%	23.5%	20.2%
Single mothers	7.1%	7.2%	7.2%
Single fathers	1.2%	2.1%	2.4%
Two or more people, not related (such as a housemate)	5.2%	6.1%	6.8%
One person household	24.6%	25.8%	26.7%



has also been an increase in the number of young people who live at home with their parents as a cost-saving measure while they finish their education or get started on their careers. This generation of young adults has sometimes been labeled the “boomerang generation” because they move out of the family home for a time and then boomerang right back. The Great Recession seems to have accelerated this tendency. The Pew Research survey found that among all adults ages 18 to 34, 24% moved back home with their parents in recent years after living on their own because of economic conditions.

The number of households that have taken in an elderly family member, such as a grandparent who can no longer care for themselves and live independently, have also increased. In 2010, a record 14% of the population lived in a household with at least one parent and one grandparent. The life expectancy for Americans is now over 75.7 years for men, and 80.6 years for women, and there are now more Americans over the age of 65 (often referred to as “senior citizens”) than at any point in U.S. history. Senior citizens account for 13% of the population. It is estimated that senior citizens will be 20% of the population by the year 2030.

Some exchange students are surprised to learn that their host family consists of single parent, but in fact such families are common in the United States today, and are very excited to be hosts. Exchange students may also live with “traditional” host families, in “multi-generational” host families, or in interracial families. Families of all kinds are interested in opening their homes and hosting an exchange student to learn more about other people and the world.

Gender Roles

The industrialization of America in the late 1800s and early 1900s shifted employment from the household to the marketplace, reducing women’s option to combine employment with care of the home. At the same time, the increase in income made it possible for most women to devote their time solely to housekeeping. In 1940, only about 25% of all women aged 16 and over and about 15% of married women worked outside of the home.

Then starting in the 1940s and going through the 1960s, dramatic social change and economic growth in America caused many changes for family life. Women moved into the workforce as part of the war effort in the 1940s when it was vital that manufacturing jobs (traditionally held by men now serving in the military) continue. After the war, most women left their jobs and returned home. However, there were lasting effects. Women had proven that they could do the job, and within a few decades women in the workforce became a common sight. These women had saved much of their wages since there was little to buy during war time. This money helped families



The iconic “Rosie the Riveter” posters were used to promote American patriotism and the contribution women could make to the war effort.

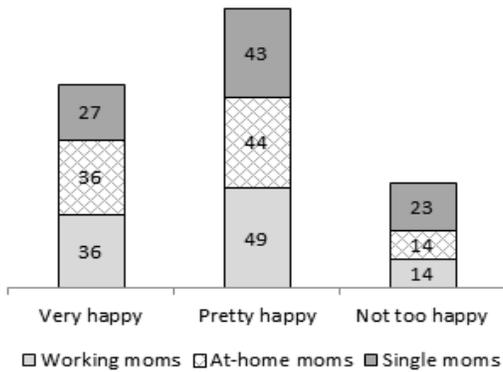
purchase new homes and launched the prosperity of 1950s America. In the 1970s, a “women’s liberation” movement advocated for equal rights and equal pay for women. Some people tried, mostly without success, to get laws passed to guarantee these rights. In any case, women flooded into the job market as a rejection of the assumption that their only path in life was to be stay-at home mothers.

The “feminization” of the workforce has been driven by a number of diverse forces:

- The rise of the “service sector,” that is, jobs that produce services instead of physical products, and the equally steady decline of manufacturing jobs that men used to dominate owing to the physically demanding nature of the work. Service sector jobs include health care, social assistance, financial advice, and administrative and support services.
- Time-saving cooking and cleaning (formerly considered to be traditional female roles) technology. Vacuums can drive themselves around a room and machines can wash dishes, wash clothes and make bread.
- The introduction of the contraceptive pill in 1960. This enabled women to engage in “family planning” – determining when to have children and how many to have. Women got the freedom to choose whether to make the time commitment necessary to obtaining an educational degree without worrying they may have to drop out of college to “unexpectedly” raise a child.

American women currently receive more bachelor’s degrees than men. Today, 35% of women aged 25-29 have bachelor’s degrees, compared to 27% of men. In 1966, 40% of American women who received a Bachelor’s degree specialized in

Table 5.9: 2008 Parent Happiness Survey



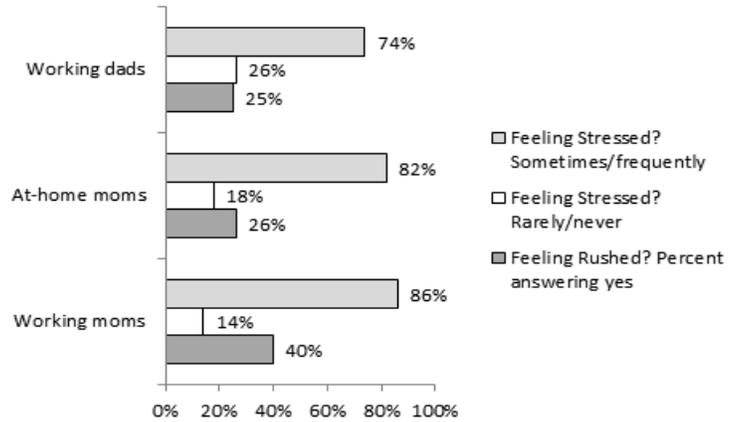
education and 2% specialized in business and management; the figures as of 2009 were 12% and 50%, respectively. Also, in 1972 only 10% of law school enrollment consisted of women, but in 2010 that percentage had risen to 47.2%. Still, the percentage of female law partners, although steadily increasing, is even now only about 20%.

In 2010, more than half of all women aged 16 and over (59%) were in the labor force, compared with 70% of men. Women comprised 54% of management, professional, and related positions in the U.S. And, in the November 2012 U.S. general election, a record 20 women were elected to Senate seats.



16 of the record 20 women elected to Senate in 2012.

Table 5.10: Parent Surveys, 2005 and 2008



A 2009 report indicated that women make up almost half of American workers, although women's average pay is only 81% of men's. This means that if a man and a woman have exactly the same experience and exactly the same job, for every \$1 the man earns, the woman on average only earns \$0.81. Women do run some of the world's top companies including PepsiCo, Yahoo!, Xerox, Hewlett-Packard, General Dynamics, Lockheed Martin, IBM, DuPont, Kraft Foods, and Archer Daniels Midland. On the other hand, less than 4% of the bosses of Fortune 500 companies are women, and the upper ranks of management consultancies and banks are dominated by men.

As of 2009, 66% of women with

children were working outside the home. About 75% were working full time jobs. This is driven primarily by economic necessity, rather than equal rights, in order to keep pace with the high cost of living and to maintain living standards. In families with two parents, most of the time both parents work (outside of the home) due again to these factors. Although both women and men find satisfaction and fulfillment in having a job, everyone struggles to balance work and home responsibilities. In the last 20 years, men have taken on an increased role in childrearing, a relatively new development that has changed what American families look like and how they function. Some fathers even stay home to raise their children while their wives work. Sample surveys showed that many working families reported feeling rushed and stressed, but overall were happy (including 38% of working dads who responded that they were "very happy").

Religion in the Family

Religion is often an important part American family life. In the United States, six in ten people say religion is "very important," while only two in ten say that religion is "not important." The following are some current figures that may help give you an idea about the role religion has in American family life today:

- 82-92% of Americans say they believe in God or a universal spirit (percentages vary by study), while 70% believe in a personal God;
- 58% say that they pray at least once a day;
- 56% say that religion is very important in their lives;
- 79% say they are affiliated with a particular religion;
- 37-41% say they attend religious services at least once a week (percentages vary by study);
- 76% of Americans consider themselves Christian.
- 60% say they believe their "Holy book" (whether the Bible, Holy Scripture, Torah, or Koran) is the word of God, and just over half of this group believes it should be taken literally, word for word.

You will read more about religion in the United States in the next chapter, so you might want to mark this page or keep these statistics in mind as you continue reading.

Teenagers: The Millennial Generation

Although analysts disagree on the exact range of years that should be used to define it, Americans born roughly between 1981 and 2000 are considered to be one generation, known as the Millennials - the first generation to come of age in the new millennium. Depending on the defining parameters used, there are approximately 75-80 million people in this group, about 25% of the entire U.S. population. Like other generations, Millennials are influenced by the events, leaders, developments, and trends of their time. Throughout their entire lives, the Millennials have been immersed in digital technology. In the U.S., the Millennials are more ethnically and racially diverse than older adults. They're less religious, less likely to have served in the

military, and they will likely become the most educated generation in American history. This does not mean that they have better chances at getting good jobs, however. Their entry into careers and first jobs has been difficult because of the Great Recession, but they are more upbeat than their elders about their own futures as well as about the overall state of the nation. Self-expression is widely embraced, and 75% have created a profile on a social networking site.

Maybe because of protective parents, the age of terrorism, or a media culture that focuses on dangers, 2/3 of Millennials say "you can't be too careful" when dealing with people. Yet, they are less skeptical than their elders of government and many believe that government should do more to solve problems. A full 25%, of this generation (more than any other) say that their religious affiliation is atheist, agnostic or "nothing in particular." This does not necessarily mean they do not believe. Millennials pray almost as often as

their elders did in their own youth.

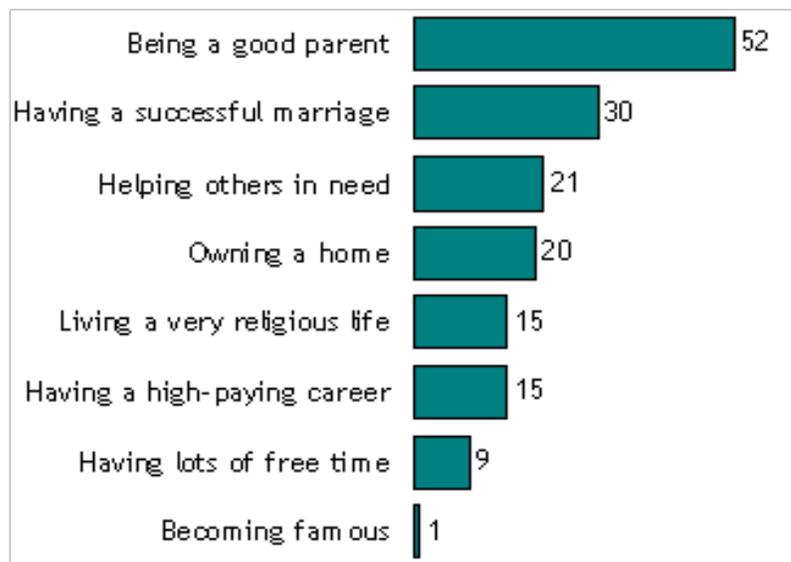
The remaining 75% identified mostly as Christians or Protestants. According to the data, Millennials are the least overtly religious American generation in modern times.

Only 60% of Millennials were raised by both parents — fewer than in older generations. In two-parent homes, both parents often work outside the home, which is also different from their parents' or grandparents' experience. This generation is generally more peer-oriented than previous generations, perhaps as a result of spending more time with friends than family when growing up, and being able to connect with people outside the home via internet and texting.

It is also very common for U.S. teenagers to work. They are eager to save up money for college or a big purchase such as a car or computer, or simply earn "spending money" for more every-day things. Of the 16- to 18- year-olds surveyed in 2011, 67% had some form of job.

Table 5.11: Millennials' Priorities

% saying ... is one of the most important things in their lives



Note: Based on adults ages 18-29.

PewResearchCenter

Research reveals that most of their money is spent on entertainment (movies, concerts, sports events), clothing, and technology such as smart phones, tablets and media players. Girls tend to spend their money on smaller purchases, such as music or clothing, while boys spend more than girls on bigger purchases, such as computers or other technology. A 2011 study showed some consumer trends of American teenagers.

Although exchange students can't join the "teenage workforce," they can make some spending money by doing small or "odd" jobs, such as yard work (raking leaves, shoveling snow, mowing lawns) or babysitting.

Many American teenagers are also involved in a variety of extracurricular activities, such as sports, theater, and community service or some form of volunteering.

Many exchange students are surprised to see how important the automobile is in U.S. teenage social/cultural life. Despite this, FLEX and YES exchange students are not permitted to drive in the U.S., under any circumstance.

In most of the U.S., teenagers can get their driver's license while still in high school. They may take driver

education in school or to be taught to drive by a licensed driver at age 15 or 16, depending on the laws in their state. Most teens learn to drive as soon as they are old enough, and they are often allowed to drive their family's car once they have their license. Because teen drivers have more accidents than older drivers, states have strict laws about teen driving. Laws may prohibit teens from driving with friends in the car, and require driving classes before a teen can get a driver's license. Some teens are very eager to own a car and are willing to work to earn money not only to buy a car, but to pay the very high insurance rates for teenagers. Some teens drive their own cars to high school.

Why should Americans drive at such a young age? The need probably first started when many people lived in rural areas where there was no public transportation. Today, public transportation is not adequate in most of the suburban areas where Americans live. While school buses transport students to and from school, most Americans drive to work, to buy groceries and do other shopping, to go to lessons and sports practices, and to go to movies and other social / cultural activities.

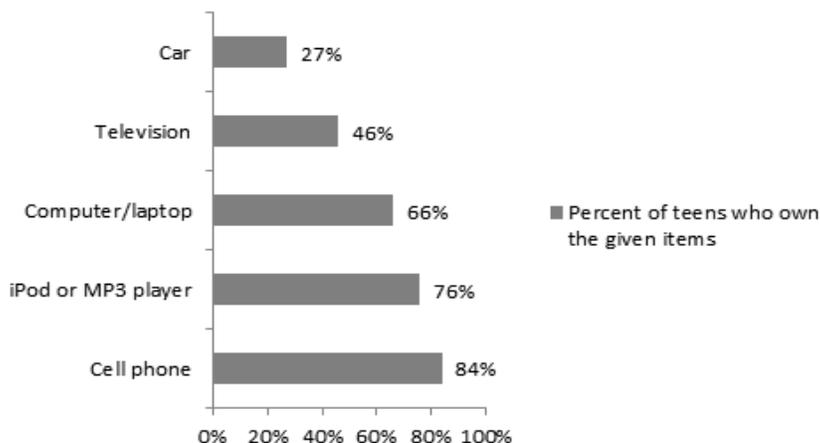
Even though it is helpful for the family to have teenage drivers,

especially in an active American family, the number of traffic accidents and deaths among teenage drivers is very high. This is the reason car insurance for young drivers is extremely expensive, and this is one reason why Placement Organizations do NOT permit their exchange students to drive.

In Conclusion

As you've learned at your orientation and in this chapter, America is a varied country and American families come in all sizes and shapes. Immigration has a significant impact on America's population growth and creates a rich cultural tapestry but it also inspires a lot of debate and disagreement. The roles of men and women in the U.S. have changed dramatically over the decades and may be different from in your home country. Some of these characteristics may be familiar to you, and some might not be. It's also likely that some of this won't make a lot of sense to you until you arrive to the U.S. and start experiencing it for yourself. Think about the similarities and differences and the tools you have that can help you adapt and appreciate things from a different point of view. Remember: not better, not worse – just different.

Table 5.12: 2011 Teenage Consumers



Relate this reading to yourself, your family, and your culture:

1. Based on what you know about your own country, how do these current trends in the U.S. compare or contrast?
 - a. births going down during times of economic decline
 - b. immigration as a factor in population growth
 - c. where people live (rural/urban)
 - d. average number of school years completed
 - e. number of students studying a foreign language
 - f. consumption, environmental concerns, and giving financially to social causes
 - g. one- and two-parent families
 - h. multi-generational households
 - i. gender roles
 - j. importance of religion in family
 - k. teenagers' priorities and spending habits
2. What questions do you have about Americans and American families?



Former exchange students offer advice on adjusting to host family and school:

"The advice that I'll give to future exchange students is that each of them will have a different experience in the U.S., and they shouldn't think of their experience as the same one that somebody had in the U.S. before."

Dila

"I'd advise the students to share their everyday life's problems or achievements with their host families. That will help them to become more close with the family members. Participating in house chores will by all means help them too."

Sanda

"Before going to the U.S., I was expecting my future host family to live in a city, have 3 children of my age, pets & a lot of cars. Imagine my surprise when I finally met my host family, who live on a farm, have cows instead of pets, 6 children (ages 26 to 14), and only 2 cars. However, my host family was great and they became very dear to me."

Murad

"If anyone tells you that there is no homework in the U.S. high schools, don't believe it. There's homework and in fact a lot of it (and undoubtedly it has to be done!) The U.S. Education System is very different from that of the former Soviet Union's. I think it is better, some say it is worse. But one of the most definite pluses of that system is that the teachers are always ready to stay after classes to help you if you need it. You just need to tell them about it."

Kesi

"If you want to be successful with your host family, you should take part in as many of their activities as you can. Then you'll become an important part of their life and you'll be loved. But if you'll have any problems with your host family, you better talk to them as soon as possible. And if it won't help, you should talk to your area coordinator. Don't try to solve problems on your own, always ask for help."

Yegor

"I guess the only expectation was that I would live in a city. I was surprised to find out that our town has a population of 1000 people and it was hard for me to adapt to the rural environment at first. My advice to the future exchange students would be: "Be flexible, and try to adapt to others, not adapt others to you" and it will make your exchange experience a lot more exciting and rewarding."

Reem

"I was stunned when I realized that no one was rushing towards me to get acquainted. Instead everybody was rushing to their new classes and almost ignored me. I was disappointed to find out that in order to make friends, it wasn't enough to be an exchange student. It's better to be active and take the initiative and not get upset if the first few weeks you feel kind of isolated and lonely. Again, it just takes time."

Natalya



Ask your host family ...

The following is a suggested list of questions you should ask your host family in order to learn about their routines, rules and customs. These questions will help you learn about your new lifestyle in the U.S. and to learn something about your host culture's beliefs and values.

EMERGENCIES

- Where do you keep emergency numbers?
- Who should I call in an emergency?
- What should I do if I get locked out of the house?

PHONE/INTERNET/COMPUTER

- Are there any rules for talking on the phone?
- Are there any rules for using the computer?
- Are there any rules for using my own mobile phone?
- Are there any rules for my own laptop computer?

SCHOOL AND TRANSPORTATION

- What is considered appropriate dress for school?
- Do I need to call you if I stay late at school?
- What means of transportation are available to me?

FOOD AND MEALS

- What is your usual time for dinner?
- Does the family eat meals together?
- Can I prepare my own meals? Snacks?

HOUSE RULES

- Do you have a list of "family rules"?
 - Are there family chores I can help with?
 - What are the rules for keeping my room clean?
 - Should I make my bed each morning?
 - Who takes a shower first?
 - Is there a limit to the amount of time I can spend in the shower?
 - Where do I put my dirty clothes?
 - Should I do my own laundry?
 - Do I have a "bedtime?" A time I need to be in my room?
 - Are there any rules about playing or listening to music?
 - Are there any rules about watching TV?
 - What does it mean in your family to be on time?
 - What is a reasonable time to come home ("curfew") during the week and on weekends?
 - How does the family plan weekend time?
 - May I make my own plans with friends?
 - Do you have any other rules that I should be aware of?
- a. "What is one thing I will do to get to know my host family?"
 - b. "What is one thing I should do to become a part of my host family?"
 - c. "What is one thing I will do if a problem arises in my host family?"

Immigration and the Multi-Ethnic American Society: One Cause of Cultural Diversity

Now that we have discussed different facts and general trends about families and life in the United States, let's look at some facts about the people who immigrated to the United States.

The United States, in relative terms, is a very young nation. Its development as a nation is tied to the first European immigrations in the 17th century. Immigration contributed to the expansion of the new nation and was an opportunity to people who were suffering political, economic, or religious oppression in other countries. Immigrants have helped build railroads, cities, and industries. They have made a lasting impact on the arts, sciences, religion, and political

life of the U.S.

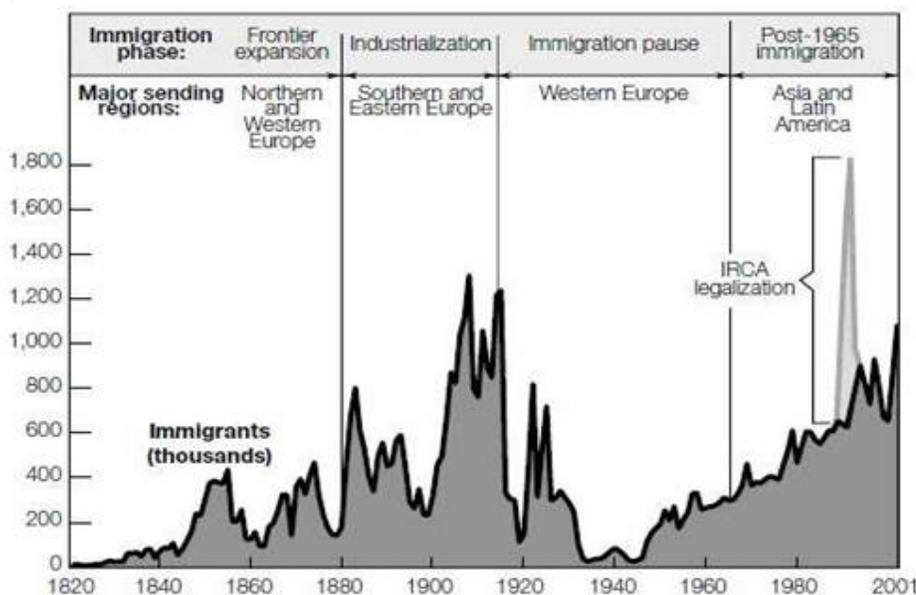
Statistics about immigration were not gathered until 1820. People entering and leaving the U.S. were counted in different ways, so the data are not always precise. Emigrants (those who leave the U.S. to settle elsewhere) are not counted. Nevertheless, it is possible to see some important trends.

American immigration history can be divided into three phases. The first phase was pre-1870s when the U.S. government permitted an unlimited number of people to enter the country. The second phase began in the 1870s, when the U.S. imposed restrictions against certain categories

of people, such as criminals, and even people from certain counties, such as China. The third phase began in 1921, when restrictions were first placed on the number of people admitted to the U.S. and annual quotas were established.

Throughout the 19th century, the largest numbers of immigrants were from Northern and Western Europe. In the late 1860s, large numbers of Chinese entered the U.S. to help build the railroads and work in mines. Americans were afraid that the Chinese would take jobs from U.S. citizens. In 1882, a law was passed that prohibited the immigration of Chinese workers. This also made it more difficult for most other Chinese to immigrate to or remain in the U.S. This law was later revoked.

Table 6.1: Immigrations to the United States, 1920 to 2001



Note: IRCA refers to the amnesty provisions of the Immigration Reform and Control Act of 1986, under which 2.7 million unauthorized foreign residents obtained legal immigrant status.

The heavy immigration between 1880 and 1920, primarily from Southern and Eastern Europe (approximately one million people per year for six years), led to additional restrictive laws. Subsequent amendments to immigration laws were made as situations dictated.

The effects of these laws can be seen in the changes in immigration by geographic region in chart 6.1. From 1861 to 1900, 90% of all immigrants were European while only 1% were from Central or South America or the Caribbean, and only 2% were



Asian. However, between 2008 and 2010, only 9% of immigrants were Europeans, while Central and South Americans and people from the Caribbean made up 41% and Asians 40%.

The current trend of large influxes of people from Asia and Latin America is expected to continue, and recently, the rate of Asian immigration started to surpass the rate of immigration of people of Hispanic ethnicity (chart 6.2). You will notice that the chart distinguishes Asian as a race but designates Hispanic as an "origin." The U.S. census collects data on five races:

- **White:** those having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American:** those having origins in any of the Black racial groups of Africa.
- **American Indian or Alaska Native, also called Native Americans:** those having origins in any of the original peoples of North, Central and South America, and who maintain tribal affiliation or community attachment.
- **Asian, also called Asian American:** those having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent; frequently specified as Chinese American, Korean American, Indian American, Filipino American, Vietnamese American, Japanese American, etc.
- **Native Hawaiians or Other Pacific Islander:** those having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

"Hispanic or Latino origin" is a term used by the United States government to refer to Americans with roots in Spanish-speaking countries (such as Mexico, Puerto Rico, Cuba, Salvador, Guatemala, etcetera). A small percentage trace their roots to Spain, but tens of thousands (0.4%) of Hispanic and Latino Americans were born in Asia, for example. Most of these people (51%), however, say they prefer not to use these terms. They prefer instead to identify themselves by their or their family's country of origin. In 2010, 50 million Americans identified as Hispanic or Latino, simply because these terms are widely used in surveys and paperwork. People who identify as Hispanic are different in a number of ways, **including race and ancestry.**

Despite legal limitations, nearly 14 million people immigrated to the U.S. between 2000 and 2010. The

Table 6.2: Population by Race, 2012

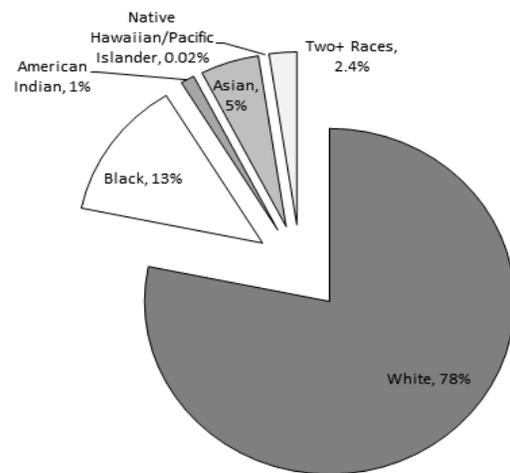
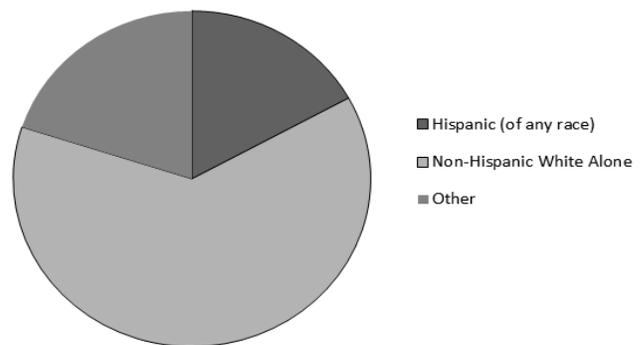


Table 6.3: Population by Hispanic Origin, 2012



current immigrant population in the US has reached 40 million. This is the highest in American history. A recent report from the Center for Immigration Studies points out: "The nation's immigrant population has doubled since 1990, nearly tripled since 1980, and quadrupled since 1970, when it stood at 9.7 million. Roughly three-fourths of immigrants in the country are here legally." Therefore, a little over ten million people accounted for the unauthorized immigrant population as of 2010.

Another category of immigrants includes people who enter the U.S. as refugees. Refugees are defined under U.S. law as people outside of their country who are unwilling or unable to return to their country because of persecution or a well-founded fear of being persecuted because of their race, religion, nationality, or political views.

There are special laws that allow certain groups of people seeking refuge to enter the U.S. These are called immigration quotas. From 2008 to 2011, the U.S. allowed up to 80,000 refugees to enter the United States. In 2012 this number was decreased to 76,000, and in 2013 it was further decreased to 70,000.

In 1990, the U.S. Congress passed a new immigration law. It increased to 700,000 the number of persons allowed to enter the U.S. annually. It also increased the number of visas that can be given to people with certain job skills that are needed. The law also reduced waiting periods for the relatives of U.S. citizens and permanent residents, making it easier for families to be reunited in the U.S.

During the 1990s 9.8 million immigrants entered the United States. The following decade exceeded even that when 10.5 million immigrants entered the U.S. In 2010, 13% of the total U.S. population was born in another country. Over half of all immigrants resided in four states: California, New York, Texas, and Florida. Over 25% of the total foreign-born population lived in California.

Many U.S. citizens today have mixed feelings about how many immigrants and refugees should be allowed to enter the U.S. The current debate is over how much immigration the U.S. can support, and which regions of the world should be given

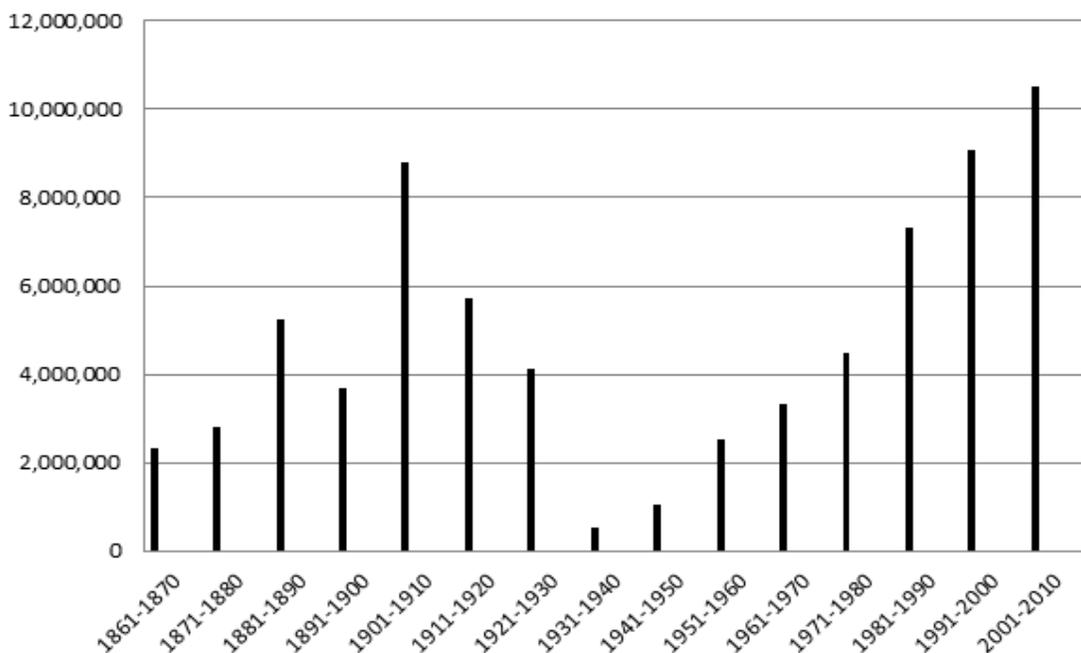
preference. The human value of providing less fortunate persons with refuge, and opportunities for social and economic advancement, is balanced against concern about unemployment, the economy, and the environment. Although U.S. society recognizes the contribution of immigrants to productivity and culture, there are also difficult questions about economic impact, population growth, population distribution, and social concerns. These are issues U.S. citizens must currently face.

Despite this debate, it remains clear that immigrants continue to offer the United States youth, vitality, cultural variety, and a drive towards upward mobility. These qualities are important as the country's overall population ages and as a productive labor force is required to provide goods and services for the country's marketplace.

A Nation of Immigrants

Regardless of current immigration issues, the U.S. remains a nation of immigrants. The U.S. today has the largest foreign-born population in its history - 40 million people (13% of the total population). In addition, even most native-born U.S. citizens can trace their ancestry back to one or more immigrant or ethnic groups. "Ancestry" refers to a person's ethnic origin, descent, or heritage or the place of birth of one's parents or ancestors. The last time

Table 6.4: Immigration into the United States



comprehensive census data was collected in the U.S. about ancestral origins, respondents included references to 215 backgrounds. The following were the largest ancestry groups claimed by Americans in 2010:

Table 6.6: Ancestry

Ancestry	Millions of people	Percent of U.S Population
German	47.9	15.4%
Irish	34.6	11.1%
Mexican	33.5	10.8%
English	25.9	8.3%
Italian	17.2	5.5%
Polish	9.5	3.1%
French	8.7	2.8%
Scottish	5.4	1.8%
Dutch	4.6	1.5%
Norwegian	4.4	1.4%
Swedish	4.0	1.3%

You can see that the U.S. is made up of many different people with very different backgrounds, cultures, values and beliefs. It is not always easy to adapt or “fit in” when you move some place new. It can be challenging to find a balance between maintaining your customs and beliefs while at the same time being accepted in your new community and job or school. You will most likely have the chance to see some blending of cultures in your U.S. host community, school and possibly your own host family.

Looking at this information, do you think of the U.S. as a “melting pot” where all nationalities and races blend together to form something new (Americans)? If this is desirable, must it be done by force and law (for example, by requiring schooling only in English), or should society have patience and let time take care of



it? For example, some people say only third-generation members of any immigrant family are “really Americans.”

Or, on the other hand, does the U.S. look like a “salad bowl” into which many nationalities are tossed, forming a whole but retaining their own cultural and ethnic identities? Is American society seeking and sustaining cultural pluralism? Should it be? These are issues with which the U.S., a nation of immigrants, continues to wrestle.

The important point for you to remember is that the people of the U.S. have many different cultures and come from many countries. Many families preserve cultural traditions, even if their families moved to the U.S. long ago. There are ethnic and linguistic differences as well as regional and class differences within groups. Families come in various sizes, in various colors, and with various lifestyles. This diversity of backgrounds and ethnic heritage is a tremendous source of energy and strength to the American identity. Generalizations are very difficult to make. Your appreciation of and attempt to truly understand diversity in the United States will contribute to a successful exchange experience.

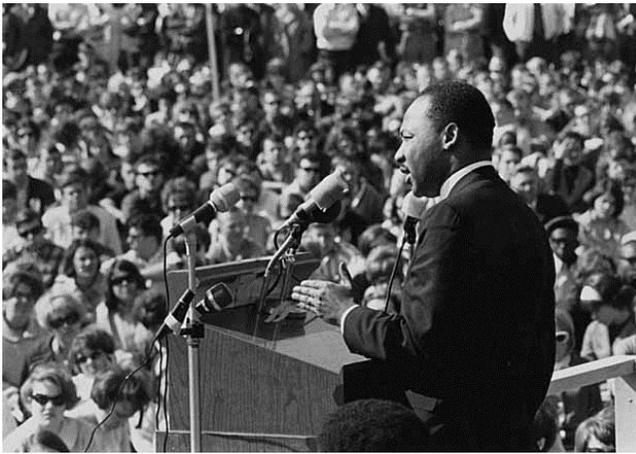
Civil Rights

During your stay here in the United States, you might hear people talk about “celebrating diversity.” Today many citizens of the U.S. pride themselves on their openness to people of varying backgrounds, religions, abilities, and preferences. This has not always been the case, however, and it is important to recognize the efforts that have been made and are still being made to ensure equal rights for all U.S. citizens.

The struggle to obtain equal rights for all people has been present in the United States from its very beginning. Throughout the many waves of immigration and political and cultural change, certain groups of people have been marginalized and have experienced discrimination – some for short periods of time, and others for hundreds of years. Although it was written in the U.S. Declaration of Independence of 1776 that “all men are created equal,” in practice this did not mean that all people were judged equally before the law or were granted the same social rights. Some of the groups that have suffered diminished rights during the last four hundred years include: people of Hispanic, African, Asian, and Native American descent, women of all races, people with disabilities, and others. You have already learned about the progress that has been made on behalf of some of these groups, and now we will learn about a few more

The Civil Rights Movement

During the 1950s and 1960s, African Americans began what is probably the most famous civil rights movement in U.S. history, led by the famous Nobel Peace



Prize recipient, Martin Luther King, Jr. This movement led to “the most comprehensive civil rights legislation in U.S. history:” the Civil Rights Act of 1964, which benefited many groups (including women) in addition to the African American population. This legislation brought momentous change to the legal system of the United States by providing legal mandates for equal employment, public accommodations, voting, and equal education for all people, regardless of “race, color, religion, or national origin.” While many people fought long and hard for the passage of this law, not everyone agreed with it at the time. Even after approximately 40 years, some people today still do not embrace the principle of equality in social justice and social benefits.

As a significant part of the U.S. population (13.6% in 2010), and the leaders of this famous movement, it is important to understand more about the African American population and the challenges they have faced in this country. The terms that have been used to refer to African Americans have changed over the history of the U.S. Although the terms “Negro” (from the Spanish and Portuguese language

meaning “black”) and “colored” were used at different times, they are not accepted today. The terms “black” and “African-American” have been used since the 1960s, and more recently the term “people of color” has been introduced. Different generations tend to use the term of their time, but “black” and “African American” are the most acceptable, currently.

The first permanent settlement of black people in North America was a year before the Mayflower landed in 1619. These people came, not as slaves, but as indentured servants in Jamestown, Virginia. (Indentured servants received free passage to America in exchange for a period of work, usually several years.) Gradually, however, the concept of slavery was accepted in the North American colonies, and large numbers of Africans were brought to the U.S. as slaves. In 1770, 697,624 slaves were living in the United States. By 1860, on the eve of President Abraham Lincoln’s announcement of emancipation (freedom) for slaves, a census showed about four million living in the country.

Under slavery, African Americans were considered property, not

human beings. They had no legal right to acquire property, to make wills, or to testify in court. Their marriages were not considered legally binding. Even free blacks were restricted from leaving the U.S., carrying firearms, buying liquor, and testifying in court except against each other.

Amidst four years of Civil War between the people of the North and South in the United States, slavery was abolished in 1863 by Lincoln’s Emancipation Proclamation. Following the war, the new law was enforced in Southern states against many southern people’s wishes, at a time when slavery was still economically profitable. There followed a time of great bitterness among Southern whites over their losses endured because of the war, and much resentment was directed at the newly freed blacks. Another century of institutionalized oppression followed. Legal repression against blacks in the southern states took such forms as state and local laws preventing them from voting, and “Jim Crow” laws requiring separation of the races on public transportation and in segregated public schools. (Jim Crow, the title of a minstrel song, was the name frequently used by the

press to describe recently-freed black men.) It was not until the 1950s and 1960s that such laws were seriously challenged and eliminated due to the organized efforts of the Civil Rights Movement. Because of this kind of persecution, assimilation of blacks into the mainstream of American life has been a slow process.

Until the end of World War I, most African Americans (about 90%) lived in the South. After that time, industrial labor shortages and other urban labor shortages caused the migration of many African Americans to the North. By 2010, the percentage of African Americans living in the South was at 56.5%. African Americans have also moved from rural areas, primarily in the South, to cities and their suburbs. In 1910, 73% of African Americans lived in rural areas. By 2010, that number had decreased to 13%. The remaining percentage was divided nearly equally between urban and suburban residences. In the last 25 years, African Americans have gained significant economic and political power in mainstream U.S. society. This progress was prompted by steady gains in education and changes in law, such as the Civil Rights Act, that promoted equal opportunity. The percentage of African Americans over the age of 25 who graduated from high school rose to 91% (compared to 85% for the U.S. population as a whole) in 2009. The proportion of African Americans who had completed four or more years of college quadrupled from 6% in 1970 to 24% in 2009. In addition, the number of African American elected officials in the U.S. has increased from about 100 in 1960 to more than 8,000 in 2008, including 43 members of the U.S.



Congress. And in 2008, the United States elected its first African American president, Barack Obama, who was also reelected for a second term in 2012.

However, these great strides are not evident in every aspect of life, as the median household income for African Americans in 2010 was only about 65% of the median household income of the United States' population as a whole.

People with Disabilities

As of 2010, it was estimated that approximately 57 million Americans, or about 19% of the total population, had a disability. A disability is defined as an impairment, restriction or limitation that a person may have, compared to an average person. Seventy percent of disabilities occur after birth. You can see what this looks like by age and type in the tables at the bottom of this page.

Cognitive, mental or emotional impairment are illnesses that interfere with daily activities, including Alzheimer's disease and intellectual disabilities as well as people who are depressed

or anxious, have trouble getting along with others, have trouble concentrating, or have trouble coping with stress.

There is a great emphasis in America on equality and equal rights, and people with disabilities felt they were being "marginalized" and excluded from participation in society. They actively lobbied for their rights and succeeded in moving the government to enact the Americans with Disabilities Act (ADA), which was signed into law in 1990. The ADA prohibits discrimination against people with disabilities. The Act requires businesses, schools, and public transportation to accommodate people with limited sight, hearing, and mobility.

Since the ADA has been instituted, public spaces have been renovated to accommodate people with disabilities. Some examples include special parking spaces for people with disabilities, ramps for wheelchairs, elevators, and automatic door opening devices. Other accommodations are also provided, such as accessible restrooms, closed-

captioning of television programs, beeping crosswalk signals, and allowing seeing-eye or service ("helper") dogs into places that normally do not allow animals. A service dog is a dog specifically trained to help people with disabilities. Some dogs are trained to help with medical conditions such as seizures or diabetes, and some are trained to carry life support equipment such as oxygen tanks.

About 40% of people aged 21 to 64 who have some type of disability are employed. This rate ranged from 71% of those with a non-severe disability, to 28% with a severe disability. The rate of unemployment for the general population, which accounts for those who are actively seeking employment, is 8%. The unemployment rate for people with disabilities is twice this percentage, about 16%.

It is not unusual to see people with a variety of disabilities participating fully in daily work, social life, and attending school. FLEX and YES students may notice students with disabilities integrated into their campus or

Table 6.6: Disability by Age

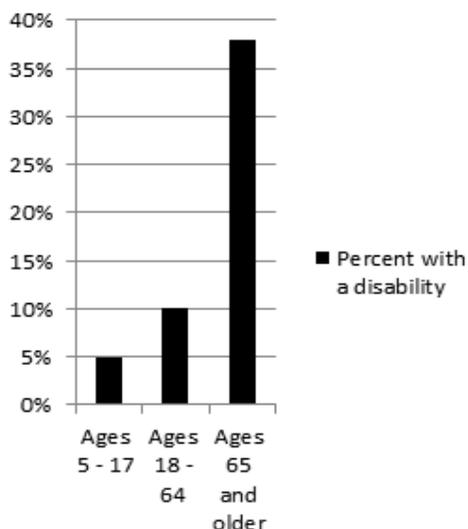
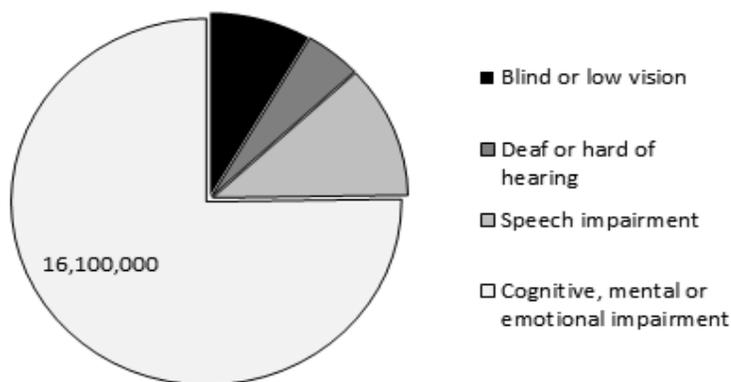


Table 6.7: Disability by Type (ages 15 and older)





classroom. In 1975, a bill called the Individuals with Disabilities Education Act (IDEA) was passed. It stated that Americans with disabilities between the ages of 3 and 21 are allowed a free education in public schools. This bill marked the beginning of "mainstreaming," or admitting students with disabilities into schools with other children. Schools often have special teachers that specialize in working with students with learning and communication challenges, behavioral disorders, or developmental disabilities. About 13% of all students in the U.S. educational system have disabilities and are part of the special education programs in schools. There are also specialized public and private schools that exclusively serve youth with hearing or vision impairments.

The benefits of mainstreaming students in public and ordinary schools are that it provides more course options and extracurricular opportunities than specialized schools. On the other hand, specialized schools offer specific technologies that better serve someone with a disability, and hire experts on disabilities as well as teachers with disabilities.

Each year, approximately 30 FLEX and YES exchange students with disabilities come to the U.S. Most are mainstreamed but some attend specialized schools. The experience of being a person with a disability in the U.S. is often

very different. U.S. schools are required to provide or assistance (also called accommodations) for students with disabilities. This can include a Frequency Modulation (FM) Listening System in the classroom (enabling deaf students to hear what the teacher is saying), note-takers (trained assistants who take notes for blind or deaf students) or even simply allowing students with disabilities use of the elevator or to leave class early in order to reach the next class in time.

Sexual Harassment

Sexual harassment is unwanted attention of a sexual nature - whether in person, online, or via cell phone. It may include threats or promises for rewards for sexual favors. This is considered inappropriate in the United States and illegal when the victim is under age 18. Harassment can include unwelcome touching, requests for sexual favors, showing others inappropriate photographs or videos, and other verbal or physical harassment of a sexual nature.

The first time a U.S. legal court first recognized sexual harassment as a legal case was in 1977, when a federal court ruled in favor of a woman fired for refusing her boss's unwanted sexual advances. It is also illegal for grades, awards, or employment promotions to be based on a person's agreement to date (to spend time together based on romantic attraction)

or provide sexual favors to a person in authority. It is also unacceptable for boys or men to make schools or workplaces unpleasant for girls or women who reject unwanted sexual comments or advances. Girls and women in the U.S. are taught to not tolerate such behavior.

In the U.S., sexual harassment is not allowed, including in schools. Students who harass other students face consequences and may be suspended or expelled. Parents may sue (bring a court case against) the school if their child is sexually harassed by another student or a teacher. Schools take allegations of harassment very seriously. Sometimes students say things they do not mean, or "as a joke," and can be unpleasantly surprised when the person they spoke to interprets the comments as harassment and the consequences are serious.

All FLEX and YES students will receive written information and attend a session about sexual harassment during their program orientation. Trained American Councils staff will explain what harassment means and how to get help if you think you are being harassed. **THE MOST IMPORTANT THING FOR YOU TO UNDERSTAND IS THAT SEXUAL HARASSMENT IS WRONG**, and exchange students should ask for help in dealing with these situations if they happen.



Check your understanding of the previous sections:

1. Why do you think the U.S. continues to accept immigrants? What are some reasons for and against accepting more immigrants, now and historically?
2. What is the attitude of people in your country towards people of different ethnic groups?
3. What questions do you have about ethnic groups in the U.S.? Who can help you find the answers?
4. As you anticipate living in an ethnically diverse country, what are you feeling? How do you think you will adjust to going to school with, and perhaps living with, people who are of different ethnicities?
5. What are some of the similarities and differences you notice in the protections of civil rights in the U.S. in contrast to your own country?
6. When you consider the diversity of the U.S., why is it so important to watch your words while you are on program?
7. Why does the U.S. have special laws that protect the rights of people with disabilities?
8. Why is it important to protect people from sexual harassment?
9. What should you do if you think someone is harassing you?

Religion in America: Diversity with Strong Common Threads

It is difficult to understand American values and beliefs without knowing something about the influence that religion has had on Americans. Many of the American values described in this book have religious roots, such as:

1. The right to believe in any religion and the absence of government involvement in religion.
2. Improving one's life through individual initiative and hard work.
3. The value and responsibility of having material wealth.
4. The responsibility to help others.

In 2011, there were 227 established U.S. religious bodies, and 25 of these had one million or more members. The majority of these are Christian denominations, as three quarters of Americans describe themselves as "Christian." However, this number also includes bodies from other religions, such as Islam, Judaism, Buddhism, and Hinduism.

Table 6.8 gives the most comprehensive information available for religious affiliation of the U.S. adult population; however, a more general 2012 study shows that affiliation with religions other than Christianity has grown to 6%, and now approximately 20% of adults are

not affiliated with any religion. Among the Millennial generation, this figure rose to approximately one third of adults, even though about 75% of this group was raised with some religious affiliation. Also, two-thirds of Americans believe that "religion as a whole is losing its influence on American life," and seven out of ten adults say that many religions can lead to eternal life. However, the role of prayer appears unchanged over 25 years.

Think for a moment about what religion is like in your home country. If you worship, what is that experience like? When you think of your house of worship, what images come to mind? When you think of the U.S., how



Table 6.8: RELIGIOUS AFFILIATION OF THE U.S. ADULT POPULATION <i>(See definitions in Appendix 11)</i>	1990	2001	2008
Christianity	86.2%	76.7%	76%
<i>Protestant</i>	58.6%	51%	49.5%
<i>Catholic</i>	26.2%	24.5%	25.1%
<i>Mormons (Latter-day Saints)</i>	1.4%	1.3%	1.4%
Judaism	1.8%	1.4%	1.2%
Islam	0.3%	0.5%	0.6%
Eastern Religions (e.g. Buddhism, Hinduism)	0.4%	1.0%	0.9%
Other Religions	0.8%	0.9%	1.2%
No Religion	8.2%	14.1%	15.0%
Didn't Know/Declined to give opinion	2.3%	5.45%	5.2%

do you think people practice religion, what do you think houses of worship are like there?

One thing about religious life in the United States that almost always surprises FLEX and YES students is the role that churches, mosques, temples and other houses of worship play in daily American life. Church is a very social, very community-oriented experience. For example, as you will see on the sample bulletins on the next few pages, places of worship provide their members (“congregations”) with many cultural, social, and youth-centered activities and services. Places of worship can be part of people’s everyday life in ways beyond praying or worshipping. These activities reflect the religion’s core values as listed above. Typically this means helping members of the congregation, helping

others (whether members of the congregation or not) who are less fortunate, and giving young people worthwhile and enjoyable activities to do. Taking part in these activities will give you a better understanding of what life is really like in the U.S., without requiring you to give up your own beliefs and values. Your placement organization and program organizers can help you if these issues become difficult. Changing your religious beliefs is a serious matter and must only be considered with your parents. It may be surprising to you to read this, and hard to imagine, but if you keep an open mind you will very likely get a chance to understand and experience this for yourself, and form your own conclusions.

As you read in Chapter 5, you learned that religion plays a large role in many Americans’

lives, possibly including your own host family. As U.S. government scholarship students, you are not required to attend services with your host family. You are encouraged to have an open mind to trying it, if your host family practices, and if it does not contradict your own religious beliefs. Worship in the U.S. is almost always a family affair. This means all members of the family go together – parents do not go by themselves while children sleep in. If you are unable to worship with your host family, you will certainly be able to do something else sectarian, such as babysit or volunteer work (setting up the coffee, mailings, etc.) while others worship, instead. It is important that you understand that sleeping in while everyone else goes to services is generally not acceptable.

On the next several pages you will see sample “bulletins” from different house of worship, showing how involved many are in people’s daily lives. After you look at the bulletins, try to answer the following questions:

1. How do these activities compare to religious activities in your country? What are the differences? Is there anything you would be curious to try?
2. If your host family is actively involved in a religion, what activities might they do in addition to attending religious services? How often might they participate in religious activities? How about their children?





Our Mission
Glorify God by:
KNOWING Christ
GROWING in Him
GOING in service to Him

3655 E. Patterson Road
Beavercreek OH 45430
937.427.0130

January 13, 2013

IF THIS IS YOUR FIRST TIME AT PATTERSON PARK CHURCH, WELCOME!
Immediately following both services is a "Meet & Greet."
There will be someone from our leadership team for you to meet and give you more information about our church. Please join us in Central Park.

*Dates
to
Remember*

JANUARY 19 Family Bowling
JANUARY 20 Dedication of Homes
Sanctity of Life Sunday
JANUARY 26 Prayer Workshop
JANUARY 27 Quarterly Family Gathering

Current Activities - pattersonpark.org

LOST AND FOUND

Check the south landing outside the maintenance office for lost items. They will be donated to Goodwill after today.

ADULT STUDY - How People Change Tonight 6 p.m.

This course of study will challenge and equip you to live out the gospel in your everyday life. 5 p.m. session #1 make up. We will meet in the choir room.

WOMEN'S BIBLE STUDY

Studies starting this week on Tuesday, Thursday & Friday.

FAMILY BOWLING NIGHT

Saturday, January 19 5:30 p.m.
Beaver-Vu. \$10 per person includes bowling, shoes, pizza and drinks. Sign up and pay to reserve your lane at the *Get Connected Table* or online at tinyurl.com/familybowling by Thursday.

CHURCH BUS DRIVING CLASS

Saturday, January 19 9 a.m.
If anyone would like to drive the bus it is mandatory to take this class. Call the church office by Friday to sign up.

DEDICATION OF HOMES

Sunday, January 20 Both Services
If you would like to have your child dedicated pick up a form at the children's check in desk or nursery. Return to Pastor Boo or a children's coordinator before Wednesday, January 16.

SANCTITY OF LIFE SUNDAY

Sunday, January 20
Stop by the Miami Valley Women's Center table in the overflow area. They will be collecting diapers, formula and clothing sizes 24 months to 5T.

PRAYER WORKSHOP

Saturday, January 26 8 a.m.
\$5 per person includes lunch. Choice of three workshop sessions. Childcare by pre-reservation only. Sign up in the overflow area or at the church website before Monday, January 21.

QUARTERLY FAMILY GATHERING

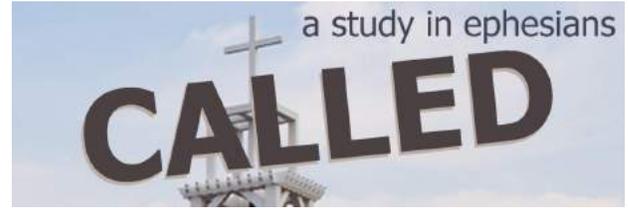
Sunday, January 27 6 p.m.
Communion, financial report, receive new members and refreshments. No childcare.

FAMILY BAPTISM CLASS

Sunday, January 27 Second Service
This class is for middle school & high school students who desire to be baptized. It is a huge step in the life of a follower of Christ, and we encourage parents to attend and be a part of this process. We will meet in the choir room. Sign up at jhoward@pattersonpark.org

RUSH WINTER RETREATS

February 1 - 3 ~ Middle School at Skyview Ranch.
February 15 - 17 ~ High School at Scioto Hills.
Sign up online or contact Josh at jhoward@pattersonpark.org



A Prayer for Spiritual Growth
Ephesians 3:14-21

Paul's prayer is that powerful things, Spirit-initiated and Spirit-driven things, would take place in our lives so that Christ would be at the center of our lives.

TODAY

WORSHIP SERVICES - 9 & 10:30 a.m.
SUNDAY SCHOOL for all ages - 9 & 10:30 a.m.

TONIGHT @ 6 p.m.

RUSH ~ FLC

KidzPraise ~ Room 200 & Preschool Praise ~ Room 116
Adult Study - *How People Change* ~ Choir Room
Make up for session #1 at 5 p.m.

THIS WEEK

TUESDAY, JANUARY 15

9:00 a.m. Women's Bible Studies
7:00 p.m. Women's Bible Study
6:30 p.m. Women's Volleyball - FLC

WEDNESDAY, JANUARY 16

6:30 p.m. AWANA
6:30 p.m. Choir & Orchestra Rehearsal - Worship Center
6:45 p.m. Prayer Meeting - Room 210

THURSDAY, JANUARY 17

9:00 a.m. Women's Bible Study

FRIDAY, JANUARY 18

1:00 p.m. Women's Bible Study
6:30 p.m. Celebrate Recovery

SATURDAY, JANUARY 19

5:30 p.m. Family Bowling Night - Beaver-Vu Bowl

*Small Groups & Bible Studies meet throughout the week.
Check the website for more information.*

General Ministry Giving

		<u>WEEKLY</u>		<u>YEAR TO DATE</u>	
Need		\$34,615		Need	\$649,750
1/06/13		\$32,079		Actual	\$617,837
Online Giving Available: pattersonpark.org					

PRAYER REQUEST

Please place in offering plate or white box in the lobby.

JANUARY 13, 2013

New to Patterson Park? _____
NAME

ADDRESS _____

PHONE _____ E-MAIL _____

- First time visitor Updated info
- Would like pastor to contact me
- Would like information about
- Children's Ministry Student Ministry
- Celebrate Recovery Women's Ministry
- Harbor Groups Worship & Music
- Membership Class
- How did you hear about PPC? _____

ST. FRANCIS BY THE SEA

A Parish of the Roman Catholic Diocese of Charleston, SC



45 Beach City Road • Hilton Head Island, SC 29926
Office 843 / 681-6350 • Fax 843 / 689-5502
www.stfrancishhi.org

est. 1984

WEEKEND EUCHARISTIC CELEBRATION

PASTOR

Vicils: English

5:30PM

Reverend Mr.
843 / 681-

Web address: <http://www.stfrancishhi.org>

The Baptism of the Lord

PAROC
Rev. Phil
843 / 681-

Parish e-mail: office@stfrancishhi.org

PASTOR
Sr. Kathleen
843 / 681-

DE
Deacon J
Deacon P

Director of
Di
843 / 681-

Parish
Chel
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Religion
& Safe Environ
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Director of
Jonat
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Youth
Leanne
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Hispan
Maria E
843 / 681-

The Cour
Dr. Edward
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CHURCH
Mond
7:30AM

Diocesan
Protect
843 / 853-

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800 /

Immigration &
Mil
843 /

The St. Francis Catholic School Gala dinner dance and silent auction is scheduled for Saturday April 27th. Our Family School Association is coordinating this wonderful event at the Sonesta Resort with the Headliners for live entertainment. If you are a business owner and are interested in being a sponsor or would like to donate an auction item then please contact Jackie Brino, FSA President at (843)342-7994.



Thank you to the Thrift Shop Volunteers who came and helped our students shop for the holidays. The Annual Thrift Shop Holiday Shop at the school is a much anticipated event for the students who can purchase items for their parents, grandparents, siblings and other family members and friends without the help of their parents. All proceeds go back to the Thrift Shop which is a major benefactor of the school.

CALENDAR OF EVENTS:

- 1/15 – 3rd grade field trip to Honey Horn Plantation
- 1/15 – Basketball Games (Home vs. St. Gregory; 4pm Girls, 5pm Boys)
- 1/16 – School Mass at 10am
- 1/16 – Bank in School Day
- 1/17 – SCISA Regional Spelling Bee
- 1/17 – Basketball Games (Away vs. St. Peter's 4:30pm Girls, 5:30pm Boys)
- 1/17 – Chick-Fil-A Spirit Night 5:30-8pm
- 1/19 – Basketball Games (Away vs. HH Christian Academy 9am Girls, 10am Boys)

St. Francis is currently working on expanding our extracurricular as well as enrichment opportunities for our students. If you are interested in facilitating one of our existing programs or would like to introduce one then please contact Mr. Pope in the school office at 681-6350. Meetings and events can be scheduled weekly, bi-weekly, and/or monthly based upon availability.



RCIA or Rite of Christian Initiation of Adults sessions are held Tuesday evenings at 6:00 to 7:00 PM in the Family Center. For further information phone 681 6350 ext 266. The next session is Tuesday, January 15.



CHARISMATIC PRAYER GROUP meets on Tuesdays at 7:15pm. Call Lois Scarpello at 342-2251 or Katie Strub at 689-2760 for more information.



EXTRAORDINARY MINISTERS OF HOLY COMMUNION, ALTAR SERVERS, CANTORS, AND SACRISTANS:

It is time to do our February, March, and April schedule for 2013. If you are planning being away for during any of these months, please edit your profile on Minister Scheduler Pro, e-mail Colleen at cdoffice@stfrancishhi.org, or you may call her at 681-6350 x 249. The deadline will be Monday, January 21 for all vacation exceptions. Schedules will be ready for pick up beginning on the weekend of January 26 in the Narthex or you may access it online. Thank you!

CENTERING PRAYER. Next meeting is Monday, January 14 from 11:00 AM to Noon in the School Library. Please park in the church lot and use the school entrance. Newcomers and visitors are always welcome. For further information please contact Janet Dobbs at 342-6936.

SEMINARIANS' JANUARY BIRTHDAY

Please pray for him and send a card or a gift



January 18
Chris Crabb
St. Mary's Seminary
9845 Memorial Drive
Houston TX 77024-3498



THE STEWARDSHIP MINISTRY is setting up the Fellowship Sunday schedule for 2013. If your ministry would like to serve as the "host ministry" for Fellowship Sunday, held the first Sunday of each month, please contact Leigh Bullen (843-681-8405) or lbullen@roadrunner.com. Please indicate the month your organization would like to serve as the host ministry.

Masjid Muhammad



29, Safar 1434 A. H.
January 11, 2013 C.E.

As Salaamu 'Alaikum

Welcome

Jumah Prayer, Friday 12:

Kateeb: Muhammad AbdurR

"Inherent Necessity of Connective

Sunday, January 13, 2013

Public Address

Farah Shakour -

"Highlighting History and Public Engag

Assalamu alaikum! Dearest Believers

Two short weeks until
for our next **Community Meeting and Breakfast**
January 27, 2013, 9:00 AM

Be present as,
Imam Talib Shareef will have
pertinent information to share
with ALL stakeholders in our
future! - On our building
expansion, community service
projects and the numerous
ways we can continue to build
and grown our community!!
Let's break bread together!



PLACE YOUR AD IN THE 75TH SOUVENIR JOURNAL TODAY
(while space is available!)

For detailed information visit the 75h/N.A.S.I.M. table (Social Hall)

You may, also, visit our website - WWW.MMDCV.COM

or email us at: masjidmuhammaddc@gmail.com

for more information

SPONSORS AND DONORS will be listed

Presidential Inaugural Committee (PIC)

NATIONAL DAY OF SERVICE IS 1-19-13

Bring your NON-perishable good to Masjid Muhammad
(see donation bin in Social Hall) THANK YOU KINDLY !

You can PAY ZAKAT

ONLINE anytime!@ mmdcv.com

Advertise your business!!

Click "contact us" from website!



Our Next **SHARE** food distribution is

SATURDAY, January 26, 2013 7am - 8am

Value Food Packages --Only \$20 . . . alvapeace@aol.com



Masjid Muhammad, Inc

1519 Islamic Way (4th St) NW WDC 20001

202.483.8832 FAX: 202.265.3562 Masjidmuhammaddc@gmail.com

www.masjidmuhammad.com or www.mmdev.com

Talib Shareef, Resident Imam



Congregation Beth Shalom
BULLETIN



January 2015 / Tevet-Adar 5775

1705 Sherwood Ave., Modesto, CA 95350-4224 • Website: www.cbsmodesto.org
Phone: 209.571.6060 • Fax: 209.522.4137 • eMail: cbsmodesto@sbcglobal.net

LUNCH BUNCH



Tuesday, Jan. 15, noon.
(Call the Office to let us know if you
plan to attend.)

Pre-school Class

**What's Jewish About...
Trees?**

January 27, 9:30-11:00 am

Members \$8, Non-Members \$10
Children ages 2-5

Contact Laura Skolnick to sign up:
cbslauras@cbsmodesto.com or
571-6070



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Yahrzeits, Donations.....	6

Sunday Afternoons at CBS

Fog Valley Drifters

Local Bluegrass Favorites

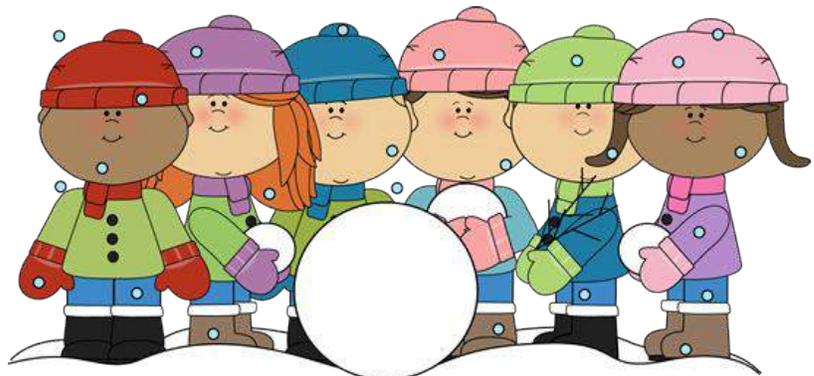
Sunday, January 13, 3:00 pm

The *Fog Valley Drifters Bluegrass Band* features pioneer band member Al Tsacle (fiddle) and CBS Modesto's own Ross



Redding (guitar, vocals), plus Monterey area members Chuck Hurd (banjo, bass), Cory Welch (bass, resophonic guitar, vocals, guitar), and Rachel Bennett (mandolin, vocals, guitar). Over the past 10 years they have been crowd-pleasing favorites at countless social and

public gatherings on the Monterey coast and the Foothills, and at CBS's *Cafe Shalom* and *Latkes & Vodkas*. Join us for this rousing start to the second half of our concert season.





AFFILIATED WITH THE UNITED SYNAGOGUE OF CONSERVATIVE JUDAISM

WSTHZ

Bulletin

September, 2012
Elul 5572/Tishrei 5573

wsthz.org

West Suburban Temple Har Zion

1040 North Harlem Ave.
River Forest, IL 60305

708.366.9000 PHONE
708.366.9006 FAX

http://www.wsthz.org
E-mail: office@wsthz.org

RABBI

Robin Damsky

RABBI EMERITUS

Dr. Victor A. Mirelman

CANTOR

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EXECUTIVE DIRECTOR

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Barbara Yong

VICE PRESIDENT OF PROGRAMMING & MEMBERSHIP

Ed Schmitt

TREASURER

Dan Evans

SECRETARY

Cindy Barnard

Worship Services

Friday	6:30 PM
Saturday	10:00 AM
Sunday	Sept 2 and 9: 9:00 AM
	Beginning Sept 16: 9:30 AM
Weekdays: Monday & Thursday	7:30 AM
Tuesday, Wednesday & Friday	7:45 AM

Children's Services

Sept 17, Rosh Hashanah I	
Tot Service	10:30 AM
Junior Congregation	10:30 AM
Sept 18, Rosh Hashanah II	
All Ages Youth Service	10:30 AM
Sept 26, Yom Kippur	
Tot Service	10:30 AM
Junior Congregation	10:30 AM

Candle Lighting Times

September 7	6:56 PM
September 14	6:44 PM
September 16	6:40 PM
September 21	6:31 PM
September 25	6:24 PM
September 28	6:19 PM
September 30	6:16 PM

High Holidays 5573 and Other Events

Rosh Hashanah, September 16-18

Sunday	Evening Service	6:00 PM
Monday	Morning Service	8:45 AM
	Tot Service	10:30 AM
	Junior Congregation	10:30 AM
	Tashlich	1:45 PM
	Evening Service	6:00 PM
Tuesday	Morning Service	8:45 AM
	All Ages Youth Service	10:30 AM

Yom Kippur, September 25-26

Tuesday	Kol Nidre	7:00 PM
Wednesday	Morning Service (Yizkor)	8:45 AM
	Tot Service	10:30 AM
	Junior Congregation	10:30 AM
	Minhah/Neilah Service	4:15 PM

Sukkot, September 30-October 2

Sunday	Sukkot Service	6:00 PM
Monday	Morning Service	10:00 AM
	Sukkot Service	6:00 PM
Tuesday	Morning Service	10:00 AM

Shmini Atzeret, October 8

Monday	Morning Service (Yizkor)	10:00 AM
--------	--------------------------	----------

Simchat Torah, October 8-9

Monday	Service & Klezmer Band	6:30 PM
Tuesday	Morning Service	10:00 AM

Selichot

Saturday, September 8, 8:00 PM, Gottlieb Community Hall
Please join us for our annual Selichot Dessert Reception and Service on Motzaie Shabbat. Carol Steinfeld will be honored for her many contributions to our community. We will view a brief film, *Choose Life: Holy Day Conversations*, followed by an opportunity for reflection. The Phyllis Baren Gift Shop will be open from 8:15 until 9:15 PM.

Early Childhood and Koven Religious School Starts

Koven Religious School: Sunday, September 9
Early Childhood: Monday, September 10
Hebrew High School, 9th Grade: September 9
Hebrew High School, 10th-12th Grades: September 16
See pages 4 and 5, respectively, for more information, including details of the new Hebrew High program.

Moat Chitim Food Delivery

Sunday, September 9
Please volunteer for this important mitzvah of Rosh Hashanah food deliveries to needy Jewish families. See page 8 for details.

Chicago a cappella at WSTHZ

Sunday, October 14, 4:00 PM
A concert honoring the 100th birthday of Chicago's renowned composer of Jewish music, *Genius in the Synagogue: A Musical Portrait of Max Janowski*. See page 8 for details.

Haftarot Readers

Saturday, September 1	<i>Parashat Ki Teitzei</i>	Chanting the Haftarah: Alan Peres
Saturday, September 8	<i>Parashat Ki Tavo</i>	Chanting the Haftarah: Carol Flank
Saturday, September 15	<i>Parashat Nitzavim</i>	Chanting the Haftarah: Henry Guralnick; Kiddush in honor of Jack Seligman, sponsored by his Temple Friends
Monday, September 17	<i>Rosh Hashanah I</i>	Chanting the Haftarah: Marc Stopeck, Dale Guralnick, Lisa Browdy, George Srajer
Tuesday, September 18	<i>Rosh Hashanah II</i>	Chanting the Haftarah: Barb Yong, Jim Zucker
Saturday, September 22	<i>Parashat Vayeilech</i>	Chanting the Haftarah: Ed Sachs
Wednesday, September 26	<i>Yom Kippur/Yizkor</i>	Chanting in the morning: Hai Solomon In the afternoon: Post B'nai Mitzvah Students
Saturday, September 29	<i>Parashat Vayeilech</i>	Chanting the Haftarah: Paul Wolfman



The vision of McLean Bible Church is to make an impact on secular Washington, DC with the message of Jesus Christ

DR. JOE HENRIQUES, Campus Pastor
mbctysonsblog.com

JANUARY 12-13, 2013

*GENESIS, PART 38
Is Anything Too Hard for the Lord?
(Genesis 18:1-22)*

LON SOLOMON, Senior Pastor

Weekends at MBC Tysons...

WORSHIP SERVICES

Blended styles of music in Main Auditorium
Saturdays at 6:30 pm
Sundays at 9 am, 10:45 am & 12:30 pm

THE EDGE COMMUNITY

Contemporary band-led music in the Smith Center
Sundays at 10:45 am

LANGUAGE INTERPRETATION

MANDARIN Sundays at 9 am
KOREAN Sundays at 10:45 am
SPANISH Sundays at 12:30 pm

ADULT COMMUNITY GROUPS

Groups & locations available at lobby Welcome Centers
Sundays at 9 am, 10:45 am & 12:30 pm

DISABILITY COMMUNITY

Visit the Access check-in desk

HIGH SCHOOL

Sundays at 10:45 am in Community Room C

JUNIOR HIGH

Sundays at 9 & 10:45 am in The Rock

CHILDREN (Infants-5th grade)

Visit the Kid's Quest Welcome Center

Other Campuses...

MBC LOUDOUN

Saturdays at 6:30 pm
Sundays at 9 & 10:45 am
mbcloudoun.org

MBC PRINCE WILLIAM

Sundays at 9 & 10:45 am
mbcprincewilliam.org

MBC BETHESDA

Sundays at 9 & 10:45 am
mbcbethesda.org

THE GATHERING – College Students

gatheringonline.org

INTERNET CAMPUS – LIVE WEBCAST

Sundays at 9 am, 10:45 am & 12:30 pm
mbclive.org

Sundays at 5:30 pm
frontlinelive.com

FRONTLINE – Young Adults (20s and 30s)

TYSONS CAMPUS: Sundays at 5:30 pm
PRINCE WILLIAM CAMPUS: Sundays at 6 pm
SILVER SPRING CAMPUS: Sundays at 6:30 pm
ARLINGTON CAMPUS: Mondays at 7:30 pm
frontlinedc.com



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Lon Solomon, Senior Pastor
Physical Address: 8925 Leesburg Pike, Vienna VA 22182
Mailing Address: PO Box 9300, McLean VA 22102
Main: 703-639-2000 TTY: 703-770-2939
mbctysonsblog.com

ADULTS

GET CONNECTED AT MBC TYSONS – People need to be connected to a caring community. Stop by the Connect Room (first floor by Journey's Coffee Shop) after any service today to find out more about how to get connected.

INFO: Jody Hughes, jody.hughes@mcleanbible.org or 703-639-2000 x3359

CABIN FEVER ESCAPE! Mainly Music presents a night out for moms with speaker, Bettina Dowell, Friday, **Feb. 1** from 7:30–9 pm in Community Room A. Details and registration online.

INFO: Jill Whitehurst, mainlymusic@mcleanbible.org or mbctysonsblog.com/mainlymusic

SATURDAY MEN'S HUDDLE & BREAKFAST – Huddle up for a steak and egg breakfast and a challenging message on Friday, **Feb. 9**. Breakfast at 8 am in the MBC Café, main session at 9 am in the Smith Center.

INFO/REGISTER: Rebecca Peak, mbctysonsblog.com/menshuddle or 703-770-2973

GRIEF SHARE – If you are grieving the death of a loved one, we invite you to join this support group starting Wednesday, **Jan. 16** at 7 pm in Room 1208.

INFO: Fayette Bryan-Schanamann, 703-639-2000, x1028 or griefsupport@mcleanbible.org

HOPE FOR THE SEPARATED – Receive encouragement and guidance through this 11-week course for individuals separated from their spouse, either legally or emotionally. Meets Wednesdays from 7–9 pm. Classes start **Jan. 23**. \$30 for materials. Childcare available through pre-registration.

INFO/REGISTER: Bob & Rita McClelland, mbctysonsblog.com/hopefortheseperated or hopefortheseperated@mcleanbible.org

HOW DO I SHARE THE MESSAGE OF JESUS CHRIST? Learn how to share your faith with others in a McLean University class (Christianity 301) starting Sunday-Monday, **Jan. 20–21**. Register at Ticket Central or online.

INFO/REGISTER: Celia Spurzem, mbctysonsblog.com/mu or 703-770-2977

MARRIAGE MENTORING – Inquire today about how you and your spouse can be paired with a mentor couple to walk beside you in your marriage. Mentor couples will help you learn both biblical principles and practical skills. Apply online.

INFO: Chimene Dupler, mbctysonsblog.com/marriagementoring or marriagementoring@mcleanbible.org

SPANISH-ENGLISH FELLOWSHIP – Come and join us in a small Spanish-English Bible study group focusing on outreach and discipleship. Meets the second and fourth Saturday of every month at 7:30 pm in Room 3201 South on the third floor.

INFO: Stephanie Tileston, stephanie.tileston@mcleanbible.org or 703-770-2969

DEALING WITH STRESS AND CRISIS – TeamMates, a community group for couples, invites you to a series designed to help you deal with stress and crisis. Began Sunday, **Jan. 6** from 10:45 am–noon in Community Room A.

INFO: Steve & Dana Franklin, teammates@mcleanbible.org

PRIMETIME FOR SENIOR ADULTS – If you're looking to meet friends and learn from Bible study, visit PrimeTime Community Group on Sundays, from 10:45 am–noon in Room 3400 on the third floor.

INFO: Ed Few, 703-770-4381 or ed.few@mcleanbible.org

SINGLES 40+ Focus Community Group invites all singles 40+ to participate in a four-week series, "Four Keys for a Great Year (from Philipians)" featuring Rich Hurst. Begins Sunday, **Jan. 13** at 10:45 am in Community Room B. No registration required.

INFO: Jerry Purciarello or Yvonne Bertram, focus@mcleanbible.org or mbctysonsblog.com

ADULTS

HE SPEAKS TO ME: PREPARING TO HEAR FROM GOD – Join a multigenerational community of women for a seven-week Priscilla Shirer study based on the life of Samuel. Wednesdays, **Jan. 16–Feb. 27** from 7–9 pm in Community Room B.
INFO/REGISTER: Terri Edwards, mbctysonsonline.org/womensbiblestudies or terri.edwards@mcleanbible.org

LIVING BEYOND YOURSELF – An in-depth study of the fruit of the spirit by Beth Moore. Join other women for this 11-week study on Wednesday mornings, 10 am–noon in Room 2400.
INFO/REGISTER: Terri Edwards, terri.edwards@mcleanbible.org or mbctysonsonline.org/womensbiblestudies

THE PRESIDENTIAL INAUGURATION 2013 OUTREACH – You are invited to join Jews for Jesus in making the Messiahship of Jesus an unavoidable issue to the people who will be observing the inauguration from the National Mall on Sunday–Monday, **Jan. 20–21**.
INFO: Larry Dubin, larry.dubin@jewsforsjesus.org or 301-770-4000

MAKING PEACE WITH YOUR PAST – A 12 week co-ed therapy group will start on Saturday mornings in February. Prescreening is required for acceptance, the cost is \$30 per weekly group session. The group is limited to eight people.
INFO: Lauren Brogdon, 703-770-8670 or lauren.brogdon@mcleanbible.org

MBC COUNSELING CENTER – Christian professional clinicians provide help with emotional, behavioral or spiritual problems facing individuals, couples or families. Information on our fee-based counseling is on the information wall or online.
INFO: Lauren Brogdon, 703-770-8670 or mcleanbible.org/counseling

ACCESS DISABILITY COMMUNITY

ACCESS COMMUNITY LECTURE SERIES – On Monday, **Jan. 14** from 7:30–9 pm, Savina Avila, The Arc of Northern Virginia, will discuss "Nuts & Bolts of Virginia Medicaid Waivers". All are welcome, so please invite others! RSVP preferred but not required.
INFO: Erin Roundtree, 703-770-2938 or mbctysonsonline.org/acts

COFFEE & CARING – Find encouragement with fellow mothers of children with special needs over coffee and treats at the monthly Coffee & Connect event on Saturday, **Jan. 26** from 10 am–noon in Ashburn. Details online.
INFO: Isabelle Brugere, Isabelle.brugere@mcleanbible.org or mbctysonsonline.org/coffeeandconnect

ADULTS WITH DISABILITIES DAY PROGRAM VOLUNTEERS – Do you have a few hours Monday–Friday, 10 am–3 pm, to serve in our newest young adult day program? Then join us! Details online.
INFO: Sheena Austria, sheena.austria@mcleanbible.org or mbctysonsonline.org/addp

BREAKAWAY VOLUNTEERS NEEDED – Get your serve on and stay warm from the cold. Help all day or just at the morning or afternoon shift.
INFO: Mary Hasson, 703-770-8654 or mary.hasson@mcleanbible.org

ROCK STUDENT MINISTRIES

SENIOR HIGH WINTER CAMP – Join The Rock Friday–Sunday, **Feb. 1–3** at NorthBay Camp, MD. Open to grades 9–12. For more information and to register, visit us online.
INFO: Kelsey Herrera, kelsey.herrera@mcleanbible.org or mbctysonsonline.org/northbaywinter

HELP TEENS GROW – We're looking for men and women who have a passion for Christ and a heart for students. If this is you, we'd love to have you join our team.
INFO: Alirio Arreaza, Alirio.Arreaza@mcleanbible.org or 703-770-3851

KID'S QUEST

FEED HUNGRY FAMILIES – This month our missions project is collecting rice and beans on behalf of Shepherd's Food Pantry to meet a practical need of families in our community. Collection bins are at Kid's Quest check-in stations.
INFO: Jeana Pe, mbctysonsonline.org/kqmissions, or jeana.pe@mcleanbible.org

BE THERE – Serving at Children's Baptism is a truly memorable experience as we work to make this milestone moment in kids' lives special. Many helpers needed, especially decorating and set up, on Saturday, **Feb. 9**. See website for complete details.
INFO: Romney Short, mbctysonsonline.org/kqbaptism or romney.short@mcleanbible.org

FRIENDLY FACES WANTED – Looking for greeters to run Kid's Quest's computerized check-in before the Saturday services. It's easy to learn and a fun way to meet people! You can serve and not miss the message in the worship service.

INFO: Alessandra Prosper, mbctysonsonline.org/kqvolunteer or 703-770-2902



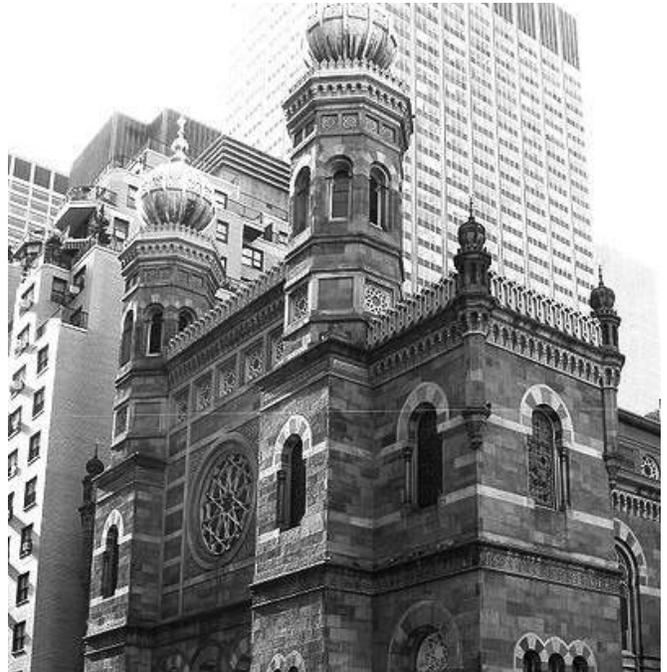
KID STUFF
Sunday, Feb. 3 • 12:30 pm • Smith Center
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Produced by Kid's Quest:
mbctysonsonline.org/kidstuff or
kidstuff@mcleanbible.org



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For those of you who are interested in learning more about the history of religion in the U.S., the following section describes this in greater detail.

A History of Religion in the United States

Religion is and always has been important in the United States. The very first immigrants to America (and many others) included people who were unhappy that they could only practice religion according to the laws of their home countries. Many of these people held beliefs that were different from their government, and this made their life very difficult. Since that time, perhaps no other nation has experienced the development of so many new religious groups or had so many practicing religious denominations. Still, amidst all of this diversity we can trace some of the most prevalent shared values in America to these deep religious roots.

Even though America has never had a state religion, it has often been called a "Christian" nation. This is partially because the majority of Americans have and continue to identify themselves as Christian. Another reason, related to the first, is because the foundation of American religion was rooted in a movement within Christianity called the **Reformation**, which took place in Europe in the 1500s. The "dissent" that characterized this movement paved the way for the formation of many new beliefs and other dissenting religious groups (mostly Christian) that eventually arrived in America, which offered them the opportunity to practice their religion as they wished. Groups like these, composed

of people who share the same beliefs and practices within a religion, are often called "denominations."

After reading this section, you may have a better idea about whether or not you think America should be given any sort of religious label at all.

As the information in the charts show, although religion is still important to most Americans, today it does not have the same impact that it did in the past. For many Americans who still identify with a religious group, the importance of religion, including being a member of a congregation, is largely social and communal. Also, the increase of people who are unaffiliated with any religion, and even of Christians who choose not to be affiliated with a particular denomination within Christianity, reflects a cultural shift away from organized religion as a whole. Many sources agree that there has been a trend towards "spirituality" and community while there has simultaneously been an increase in non-affiliation, atheists, and agnostics. There are countless self-help books, television programs, and groups seeking answers to life's questions and problems,



What was the Reformation?

A German monk named Martin Luther opposed the Catholic Church by saying that salvation was a gift of God, received by faith in Jesus Christ alone rather than through doing good works and following special traditions. He emphasized the authority of the Bible alone and the ability for any individual to read and understand it – not just priests. The Christian denominations that developed from these principles are typically described as Protestant (from the word "protest").

and many of the adults who are not affiliated with any religion consider themselves "spiritual, but not religious."

Still, certain religious groups in the U.S. have grown in the last several decades. This growth has not matched the growth in population, however, which is why the proportion of religious adults has decreased. Some people have joined sects of Christianity and Islam, while others were inspired by Eastern influences and mysticism. Those new movements gained much of their following among young people who were disillusioned and disturbed by political events, such as the controversial Vietnam War (1960s and 1970s), and were looking for new moral certainties. Immigrants have also contributed to growth in religious groups.

44% of American adults say they have changed their religious affiliation (or non-affiliation) from that in which they were raised. This reflects changes in individual beliefs or, often, a desire to share the same religion with one's husband or wife. This religious shifting is relatively easy in the U.S. because there is no state religion, and religion is a personal choice. Let's take a look at some of the trends, movements, and events over the last few hundred years that have influenced the status of religion in America as we find it today.

Religious Freedom

Just as religion has always played an important role in the United States, so has the principle of religious freedom, which was sought and found in America by the **Puritans** in the 1600s. Freedom of religion is guaranteed in the First Amendment to the



U.S. Constitution (adopted in 1791), which begins, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This has enabled Americans to practice their personal religious beliefs, while requiring them to work and live alongside people of all religions and denominations.

There were several conditions unique to America that contributed to this religious freedom. After the foundation was built by the first immigrants, the large number of religious groups in America has been, perhaps, the most important factor in sustaining such

freedom. In countries with state religions, to publicly disagree with the established church made one appear to dissent from the established social and political order as well, and therefore dissent was a threat to stability.

The wide diversity of denominations found in the American colonies was partially due to the many types of dissents in Europe; the members of many of these religious groups were refugees from persecution in their homelands. Also, religious movements within the U.S., such as the "**Great Awakening**," only increased the number of practicing denominations. The largest groups in the colonies

before the American Revolution were the Congregationalists (descendants of the Puritans), Presbyterians (from the Scotch-Irish immigration of the late 17th century), Baptists, Anglicans, and Quakers. Other well-known groups included the Catholics (mostly from England), and the middle European denominations such as the Mennonites and Lutherans. Today the largest Christian denominations are the Catholics (25% of adults), Baptists (16%), Methodists (5%), and Lutherans (4%). Other well-known groups include the Mormons (Latter Day Saints or LDS), Jehovah's Witness, and Orthodox Christians. Protestants are a larger group that includes several of these denominations, as indicated in the chart in Appendix 10.



Who were the Puritans?

The Puritans, originally from England, were some of the first immigrants to America. They created a movement within the Church of England to "purify" it of all "Catholic" characteristics. Although they did not all agree as to exactly what needed to be "purified," some of their reforms included plainer clothes for the clergy, a greater emphasis on the sermon, and less emphasis on the sacraments (communion and baptism, for example). They also believed in the complete correctness of the Bible, and that it contained guidance in plain language for people to live their lives. Eliminating the need for an intermediary (like a priest or clergy) between people and God made individuals more responsible for interpreting the Bible themselves, and determining their own relationship with God. You read about the "Puritan work ethic" in chapter five.

Missionary Activity and Social Activism

During the last 200 years, religious missions have held an important place in American culture. In 2010, almost one third of the total 400,000 **missionaries**



What was the Great Awakening?

One of the important movements prior to the American Revolution was the Great Awakening of the 1740s. It was named for the spiritual "awakening" many people experienced. Church "revival meetings" and passionate preaching by traveling evangelists were used to counteract complacency that had settled into religious practices. The Awakening affected all of the American colonies and had several long-term results:

- 1) Growth in various denominations through new converts;
- 2) Strengthened national consciousness by providing all Americans with a common experience;
- 3) Greater commitment to personal beliefs and individual salvation, with recognition of differences between beliefs as new denominations were started;
- 4) Emphasis on social equality with the belief that the word of God might come from the mouth of anyone and therefore everyone's ideas should be listened to.



who went abroad came from the United States. Also, the U.S. typically receives the most missionaries, gaining 32,400 in the same year. The first American missionaries left for Burma (Myanmar) in 1812, beginning a wave of missionary activity that started amidst another religious movement called the **Second Great Awakening**. The interest in missions brought a cooperative spirit as denominations worked together to serve a common goal.

Accompanying a growing interest

in missions was a humanitarian movement to address social issues within America, including slavery. After the Civil War, when slavery was abolished, the Northern churches did a great deal of missionary work among the freed slaves. Most of this work was educational; schools were set up to teach reading, writing, vocational skills, and the Bible.

The rapid settlement of the West during the second half of the 19th century also gave new opportunities for missions and

"church extensions." There also was missionary work among the Native Americans that established schools for religious and vocational training and medical treatment.

Immigration

Immigration continued to influence religion in America, just as it helped form its roots. For example, a great influx of immigrants to the U.S. after the American Civil War (1861-1865) brought many changes



Who are Missionaries?

A missionary is someone who goes to another place, typically to a foreign country, to do religious work (such as to convince people to join a religion or to help people who are sick, poor, etc.). In the 1800s churches often sent missionaries abroad, but today certain non-profit missionary organizations also send missionaries, and many others work abroad without affiliation to any organization or single church. Also, many missionaries today focus on humanitarian aid more than on starting churches.



What was the Second Great Awakening?

The second Great Awakening began around the year 1800 and lasted for the next two generations. This religious "awakening," also called a revival, included widespread evangelism (preaching of the gospel, or the central truths of Christianity), a focus on the human ability to turn away from sin and to embrace moral action, and a commitment to humanitarian concerns and social reforms. Various churches sent missionaries to the frontier (parts of America that were not yet states) to gain converts. Churches were established and hundreds of denomination-sponsored universities were set up for the training of ministers. Many of these universities are still in existence today, along with other legacies of this revival. The longer-term cultural effects of the Second Great Awakening included a growing interest in missionary activity and also a focus on social activism. While the second Great Awakening did much to strengthen the existing denominations, it also led to the formation of other sects that were made up of those who had been touched by religious revival but who did not fit in the institutional churches. One of the most notable groups to appear at this time was the Mormons, later called the Church of Jesus Christ of Latter-day Saints.

that affected American religious groups. Large numbers of Irish, Italians, Germans, and Eastern Europeans increased the Catholic population. Arriving Germans also increased the numbers of Lutherans and other smaller German religious denominations. Greeks, Russians, and Eastern Europeans contributed to the growth of the Orthodox churches, and large numbers of German and, later, Eastern European Jews arrived to form a more significant Jewish population.

The expanding cities provided another area for new missionary activity. The arrival of workers from rural areas and also of large numbers of immigrants brought many problems to the people. Movement into the cities meant a loss of traditional roots in community, family, church, and friendships among the newcomers. The churches and evangelical societies moved to confront these problems. The Young Men's Christian Association (YMCA) was begun in the cities to look after the newcomers, collect money for the destitute, preach on street corners, care for the sick, and provide recreational opportunities.

This influx of immigrants caused concern among the mostly Protestant American population. The large numbers of Catholics brought about some Protestant-Catholic tensions. Many of the new arrivals were poor, lived in

slums, suffered from poor health and committed crimes out of desperation. Several churches responded to these social conditions and also tried to provide religious services in the native languages of the immigrants.

Changing Ideology

As the theory of "social Darwinism" spread during the mid to late 1800s, the gospel of wealth began to be preached. Men were encouraged to work hard in order to make lots of money – often with the goal of using that wealth to benefit others. Therefore, materialism in terms of wealth was the great provider of funds for humanitarian efforts. Missions, both domestic and foreign, were at their height. The industrialists and bankers gave parts of their fortunes to philanthropic causes; many voluntary societies were formed for humanitarian purposes .

The changing social and intellectual atmosphere also produced several variant religious groups made up of people who were uncomfortable with the situation. Many of these groups were based on or were actual adherents to Eastern religions, such as the Baha'is. Others, such as the Christian Scientists, were formed as a reaction to the scientific climate, looking to the scriptures as a source of healing. The proliferation of new religious groups continued into the beginning of the 20th century. The Pentecostals and Jehovah's Witnesses are two such new groups.

Religious Trends of the Last 100 Years

Decline of Protestantism

In the years following U.S. involvement in World War I (1917-1919), the leading Protestant denominations began to show signs of decline . This deterioration was due to changing attitudes toward authority, societal changes, and conflicting ideas within some Protestant groups.

The political climate also had an effect. A decline in giving through missions can be traced to the isolationist feelings of most Americans following the war. The weakening of Protestantism could be blamed on its role in American culture; it no longer played the role of the guiding hand but was content to let itself be led by the prevailing social climate. New mobility in American society destroyed old family roots and seemed to take Americans away from religion.

Revival and Activism

The 1950s brought another revival of religion. This, too, came as a reaction to war, but was clearly the opposite of that of the 1920s. Religion brought a sense of security to the anxieties of the Cold War. The devoutness of America was seen as a weapon against Communist atheism. Fundamentalism was strengthened through the formation and growth of national Christian youth organizations, such as Youth for Christ, and the rise of new evangelists like Billy Graham. Religion was an integral part of politics and government, expressed by prayer breakfasts and meetings attended by national leaders. "In God We Trust," first printed on U.S. coins just after the Civil War, was then adopted as the nation's official



What is social Darwinism?

Social Darwinism is the theory that "individuals or groups achieve advantage over others as the result of genetic or biological superiority," specifically in regard to wealth in this context.



motto. The years after the Second World War also became years of religious cooperation with the formation of the National Council of Churches and other interdenominational groups.

Religion played an important role in the civil rights movement, which sought equality and fair treatment for blacks. The leaders of the civil rights movement were themselves black religious leaders, the most well-known being Dr. Martin Luther King, Jr. Many ministers and religious organizations, both black and white, participated in the movement. Civil and religious organizations were formed to promote racial harmony as issues moved beyond segregation to discrimination in employment, housing, and education.

Religious leaders began to speak out about other social issues in the 1960s, including the Vietnam War and other social concerns. Many church members were uncomfortable with the secular emphasis, or disagreed with the position of their church on specific issues. These people moved away from established religious orders and began seeking out groups that had more spiritual emphases.

Catholics were among those divided by national and individual issues as the Second Vatican Council brought about reforms in the Roman Catholic Church. From a church of simple, poorly educated immigrants, the American Catholic Church was quickly becoming a church with many highly educated professionals who were asking themselves many of the questions that some European Catholics had asked generations earlier.

In the 1970s, the turmoil of the sixties was replaced by disillusionment, cynicism, and a search for direction. These trends also were reflected in society and religion. Some of the social activism died down after the Vietnam War and the resignation of President Richard Nixon. There was much pessimism among members of the major religions. Many Protestant churches were losing members. Membership in evangelical sects was growing and, at the same time, various new religious movements continued to enjoy popularity.

Religious Diversity

In spite of the fact that the vast majority of Americans are affiliated with the Christian

religion, a significant number of Americans belong to non-Christian religions. The two largest of these faiths are Judaism and Islam. There are nearly 6.6 million Jews in the United States.

The largest community is found in New York City. In 2002 there were more than 3,700 synagogues throughout the U.S. Although around only two percent of the total U.S. population (remember that the chart at the beginning of this section counted only Jewish adults), Jewish Americans play an active role in domestic and international politics.

In addition, the number of Muslims living in the U.S. has increased in the last twenty years from 1.5 million to 2.6 million, now .8% of the U.S. population. Likewise, the number of mosques and Islamic centers has risen from 1,209 in 2000 to 2,106 in 2011. A large number of the Muslim population reside in large cities such as New York City; Los Angeles, California; Houston, Texas; Chicago, Illinois; Miami, Florida; and Washington, D.C. The Muslim population is expected to increasingly have a greater presence in American society since it is growing more rapidly than the population as a whole.

Understanding Your Cultural Perspective

In previous chapters, you have learned a lot about American families and their values. Taking part in the FLEX and YES programs is a wonderful opportunity to learn about the culture from within - to experience family activities and

life first-hand. However, it is important for you to keep in mind that challenges and difficulties will occur, and that this is natural. Think about your own family, and how from time to time problems occur and are solved.

This is a natural part of living in any family, and certainly even more so when two cultures are sharing a home. Keep in mind that cultural differences can be worked out, too, just like in your own family. It will help a lot if you keep an open mind, use your

communicative nature and remember to always treat your host family with respect, even if you have different opinions about things. You should keep this in mind, and remember that the important thing is to focus on the solution.

Culture is Invisible

In order to understand culture a little better, read this text and answer the questions below:

Imagine, if you will, that in your own country, from the time of the first people, today, and far into the future, everyone that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses in the sunglasses is yellow. No one has ever thought it strange that the sunglasses were there, because they've always been there and they are part of the human body. Everyone has them.

Take the yellow sunglasses off and look at them. What makes them yellow are the values, attitudes, ideas, beliefs, and assumptions that all people in your country have in common. Everything that they have seen, learned, or will experience (past, present, and future) has or will be entered into the brain through the yellow lenses. Everything has been filtered and interpreted through all these values and

ideas that have made the lenses yellow. The yellow lenses represent your attitudes, beliefs, values, and cultural background.

Thousands of miles away in another country, from the time of the first people, today, and far into the future, everyone that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth, and a pair of sunglasses. The color of the lenses in their sunglasses is blue. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them. Everything that the people see, learn, and experience is filtered through their blue lenses.

A traveler who wants to go to that far-away land may have enough sense to realize that to learn about the country and the people more thoroughly, he will have to acquire some blue sunglasses so that he can "see." When the traveler arrives, he wears the blue sunglasses. He stays for two months. He feels he really is learning about the values, attitudes,

and beliefs of the people. He actually “sees” wearing their sunglasses. He comes home to his own country and declares that he is now an “expert” on that country and that the culture is green!

1. Why did the traveler see green?
2. What does it mean that he saw green?
3. What could/should a person do to avoid that mistake?
4. What could you say is the moral (lesson) of this fable?

It has been said that we are **all prisoners of our own culture**. The sunglasses fable shows how this is true: we grow up thinking everything we do is the correct or only way to do something. That is natural as it is our society’s duty to pass on our own culture—the values, beliefs, and ideas we are expected to accept — to get along with our neighbors and countrymen. A part of the process of being educated into our own culture is being taught what is right and what is wrong. It should not surprise us then, when we view another society acting differently, that we say they are wrong! Thinking that your own way of behaving is the best way is called ethnocentrism.

When you applied to be an exchange student you decided to go to a new country to live for a year. You will try to learn to not be ethnocentric. You are going to try and understand another culture so that you can say “they do it differently than we do,” not “they are wrong.” That is not always going to be easy. Can you state some of your values? Most of the time we don’t even know our values. We haven’t really thought about what they are. It’s when we see something or experience something that doesn’t feel “right” that we can begin to discover **why** it doesn’t seem right. The **why** explains the value, attitude, or belief that is our cultural heritage. Even though it is difficult, try to think of some of your values or beliefs. If you can’t think of any, look back at the ideas about American values and beliefs on pages 28-30. Do you feel the same about the things described? If not, try to identify why not – you may find a belief or value you’ve never stated before.

When Values are Different

Below are some composites of letters Placement Organizations have received from students living in the U.S. Each student is finding some customs, attitudes, beliefs, or behaviors hard to understand. In most cases, the student has forgotten about the sunglasses, and is seeing "green." Read each letter and answer the questions that follow in order to analyze the situation and consider what you might do under similar circumstances.



Dear Placement Organization,

Every morning before school I see my host mother getting ready for work. We usually talk a little bit before she leaves for work, but we never have breakfast together. Once I asked her about this and she told me not to be shy – that I should look in the refrigerator and kitchen cabinets for cereal and other breakfast foods and that I can make myself breakfast. She also told me that I should take some things from the refrigerator to make a lunch to take to school even though the cafeteria at my school has some good, hot food that I can buy. I asked my host mom about this, but she told me that if I wanted to have a hot lunch at school that I would have to pay for it myself. I thought my host family was supposed to give me three meals a day? This isn't fair!

Sincerely,

Jordana

1. Explain Jordana's situation.
2. Why does Jordana think the host family doesn't treat her fairly?
3. If you were Jordana, what would you do?

Dear Placement Organization,

After arriving in the US and spending a couple of weeks with my new host family, I was feeling rather sad. I started calling and Skyping with my natural parents every other day and sharing my feelings and emotions with them. I did not keep track of the time I spent on the phone and computer. Talking to my family was great. I felt like I was at home. My host family reminded me that I should not spend that much time on the phone and that I and each of my host siblings were only allowed to be on the computer for 30 minutes a day, but I did not listen and often used Skype late at night after everyone went to bed. Sometimes I missed dinner or other activities with my host family because I was talking to my mom or my sister, and I was tired at school from being on the computer all night. Then at the end of the month, I got my school grades and they were really low! The local coordinator gave me a warning letter and told me I can only call my family once a month now. Everyone's mad at me, but I was only calling my family because I was homesick! What else was I supposed to do?

Sincerely,

Aziza

1. What are the problems Aziza is facing right now?
2. Why are Aziza's host parents disappointed with her?
3. What would you do in this situation?
4. How would you manage your future communication with your parents back home?

Dear Placement Organization,

Before I left for the US I was in touch with my host parents by email, so I knew they had a computer and internet in their house. I agreed with my teachers in Kazakhstan that I would keep in touch and complete some assignments while I was in the US so I could pass my exams after the exchange year. However, as soon as I arrived, my host parents told me that I could only use the computer at certain times, and that I couldn't use it for more than 30 minutes at a time! They don't let me visit websites which aren't in English, so I can't post pictures or send messages to my friends back in Kazakhstan. Also, they told me that I can't download any files to their computer, so how am I going to complete my school assignments? And once I saw my host mom checking to see what websites I had visited on the Internet. What I do on the computer is private and does not concern my host family! Please help me convince them that their rules and restrictions are unfair.

Sincerely,

Daulet

1. What expectations did Daulet have about computers? Do you think these are realistic expectations?

2. Why is Daulet upset?

3. What reasons might Daulet's host family have for their computer rules and for checking which websites he visits?

4. What advice would you give Daulet?

Dear Placement Organization,

I have a serious problem. I am having a hard time making friends at school. I have been trying hard to be communicative and share information about myself and my country, but something's just not right. For example, I met this guy named Jeff last week and we talked for hours about everything! He even introduced me to his parents and other friends. The other day after history class we were talking in the hall and I put my arm on his shoulder while we were discussing something and he gave me a really strange look and stopped talking to me. And yesterday we all got together at Mike's house to watch a movie. We were sitting on the couch and I sat down close to the other guys and our legs were touching. They moved away and looked at me strangely. I don't understand – back home my friends and I always get close together. It shows that we're good friends. Does this mean that they don't really like me?

Sincerely,

Ali

1. Describe Ali's problem.

2. What do you think his friends thought when he sat close enough to be touching?

3. Explain what you know about different ways of communicating. What does the distance between people have to do with communicating?

4. What should Ali do?

Dear Placement Organization,

I was having a great time in my new school and host family until someone showed my placement organization (PO) some things I had written on my Facebook and vkontakte page. These are my own personal pages and it's not fair that my PO can see them! All I wrote were my opinions about another student from a different country and about some of the cool plans I have for when I am older – I was just kidding around, but my PO says what I wrote is disrespectful and inappropriate especially for an exchange student, and now I am on probation and have to do 10 extra hours of community service, plus write an apology to the other student. It's not fair – why is my personal information my PO's business?

Sincerely,

Rita

1. Why is Rita upset?
2. Why did the PO get upset about what she wrote?
3. What can you learn from Rita's situation? Can you think of anything which could potentially cause problems if you were to post it on your personal page?
4. How can Rita use her toolbox to improve this situation?

Dear Placement Organization,

My American family doesn't treat me equally. I was shocked when they showed me my bedroom. It was in the basement. I told them that I don't want to live underground. I was surprised that in such a nice house, they would want me to live in the basement! Everyone else has his or her own bedroom. It's not fair.

Then, last Sunday night my host mother and host sisters were watching a movie. I said the movie looked interesting so I wanted to watch it too. They said fine, but then they threw a pillow on the floor and asked me to sit on the ground to watch the movie. They could've made room for me to sit on the couch, but they didn't. I want to live with a family that treats me like a member.

Sincerely,

Gabriela

1. Why does Gabriela feel mistreated?
2. If you were Gabriela, would you feel the same way? Why or why not?
3. How do you think Gabriela's host family viewed the situation? Does it really mean they don't view Gabriela equally?
4. What should Gabriela do?

Dear Placement Organization,

I've been living with my host family for four weeks, and I don't think I can do it anymore. They seem really nice at heart, and they include me in everything they do as a family, but they are so different from my family that I cannot adjust to them. My family at home is very quiet and polite, and no one speaks if someone else is speaking. My host family includes a mom, a dad and three host brothers, and is just the opposite - really loud, they yell and talk over each other and I can't understand what the conversation is about, and they make a joke out of everything, including sometimes my English. I am not a loud person so I can't really fit into this family. I need to change host families. My friend who was an exchange student says this is easy to do, so I am writing to ask you for help.

Sincerely,

Boban

1. What is bothering Boban?
2. Boban is concerned that he can't adjust to this host family. Is this true?
3. Boban is asking for a host family change. Do you think Boban should be given a new host family? Why or why not?
4. If you were Boban, what would you do? How can his toolbox help improve this situation?

Dear Placement Organization,

I'm not sure how much longer I can survive in this house – it's freezing! My host parents are always wearing sweaters inside the house, so they must be cold too. One day I was very cold and saw the switch to turn the heat on in the house. I turned the heat up and it felt really good. However, my host father was very surprised and asked me not to do this again without his permission. Later in the week, my host mother told me that I use too much water and that I should spend less time in the shower. These seem like very small issues, so why are these things so serious for my host parents?

Sincerely,

Nino

1. What behaviors are different in Nino's host family from what she's used to?
2. Why do you think Nino's host family is concerned with these things?
3. What should Nino do?

Dear Placement Organization,

Last week I was supposed to turn in a paper about the Civil War for my U.S. history class. I've been busy with cheerleading and doing my volunteer service and did not have time to prepare the paper. Plus the textbook is really hard to read and I don't need to know so much about American history. So I found some information on the Internet about the Civil War, and put that in my report, plus some of the things I already knew about it. My teacher stopped me after class today and asked me if I wrote the paper. I told her I found some of the information online and she started telling me that what I did was "plagiarism" and not allowed in school, and that I could get detention or suspension for this, and that she has to call the principal and my host mom about it. I am really upset – what is the big deal if I borrow some things from the internet but still include my own thoughts?

Sincerely,

Olga

1. What did Olga do that made her teacher unhappy?
2. In Olga's mind, why did she think this was ok?
3. Why do you think Olga's teacher reacted this way? What do you think will happen to Olga?
4. What should Olga do now? How can she use her toolbox to improve the situation?

Dear Placement Organization,

When I first got to my American school I was shocked – everyone seemed to be wearing such messy clothes. The clothes they wore weren't nice, none of the kids ironed their clothes, and their shoes seemed very old and had dirt on them. I didn't say anything for a few weeks, but I couldn't keep it in any longer and told my host mom about it. And can you believe it – she told me that MY clothes were dirty. She said she noticed that I wore my clothes more than once before washing them, and said that I should wash my clothes after each time I wore them. I'm worried that if I wash my clothes more often that they will be ruined! What should I do?

Sincerely,

Aida

1. How are Aida's ideas of cleanliness different from the ideas of her host family and friends?
2. What American values and behaviors seem strange to Aida?
3. What should Aida do?

Dear Placement Organization,

My host family lives about 20 minutes from my school. I am allowed to stay after school while my host sister practices with her soccer team or I can hang out with my friends at the coffee shop. The problem is that my host mom wants me to call her each day after school by 3:30pm to tell her where I will be so that she can plan her schedule to pick both of us up. Once when I didn't call she thought I was already home, so she had to make a second trip to school to pick me up. Another time she thought I was at the coffee shop, so she drove to the coffee shop after picking up my host sister at school. She only waited there 10 minutes at the coffee shop before she drove back to school to get me. Is that really that big a problem?

Sincerely,

Farid

1. What is Farid forgetting to do? How might this be viewed by his host family?
2. Why do you think Farid's host mom was upset when she had to go back to the school to pick him up?
3. Do you think the host family is treating Farid fairly?
4. How can Farid use his toolbox to fix this situation?

Dear Placement Organization,

I am having a lot of difficulty adjusting to food in the U.S. In my home country, everywhere we go the food is halal and I don't have to worry about it. Here, I have to always ask my hosts if there is pork or alcohol in the food to make sure I am keeping with my religion. Sometimes I just eat rice or yogurt and I am not satisfied. I know my host parents are not required to buy halal meat for me. I rarely see it in the grocery store, and when I do, I see that it is very expensive. My parents at home are very worried that I am not eating enough food. I think my host parents are also worried about my diet, but they seem very busy and I don't want to bother them with my problem. How can I resolve this?

Sincerely,

Amina

1. What issues is Amina facing right now?
2. Who should Amina talk to about this?
3. What advice would you give Amina if you were in her place?

Dear Placement Organization,

I have been in the United States for seven months and so much has changed in my home country since I left. The political system has totally changed and from the news I see online and on TV it looks like there is a lot of conflict. I worry about my family and friends all the time. On my Facebook page, I tell my family how scared I am for them and how much I want to be there. My friends from home often post photos and videos and they tag me in them so I can stay updated with what is going on. My local coordinator told me that my Facebook posts are making my host family and friends uncomfortable. Why can't they understand what I am going through?

Sincerely,

Waqas

1. What are the issues Waqas is facing right now?

2. Why might Waqas' family and friends be concerned about his Facebook posts and the posts he is tagged in?

3. What are some positive ways Waqas can handle this situation?

Thinking back over all the letters, summarize the lessons by answering these four questions:

1. What generally caused the problems or confusion between students and their families or friends?
2. What are important steps in resolving such problems?
3. Of the situations described in the letters, which are problems you might confront because of your cultural or personal background?
4. The title of this section is "understanding your cultural perspective." What do you think your cultural perspective is?



Adjusting to Living in Another Culture

As you have learned, it is important to remember that there will be challenges and differences which you will face during your time in the U.S., but you can solve these and have a successful exchange year. In this section, we are going to discuss one of the most common challenges, homesickness, faced

by anyone who lives abroad. But more importantly, you will learn multiple skills to cope with this challenge.

You are a very special person and by receiving the program scholarship you have made a commitment to leave your family, friends, school, and community

for many months. You have decided to step into a new "world" of people whose values, attitudes, and customs make them different from you. You have agreed to live with a new family, attend a different type of school, and speak a new language – to experience a different way of living.

Why have you made that decision?

What do you hope to accomplish?

Think about these two questions carefully. What are your reasons for going to the U.S.? Why are you willing to leave the life you know so well to try something new? Once in the U.S., what do you hope to do? What are your goals for your exchange experience?

In the space below on the page, please write honestly about these two questions. This composition is for YOU, not for anyone else. You may write it in your native language rather than English, if you like. In writing about your motivations and goals, we hope you will better understand your own feelings about the upcoming experience in the U.S. During your exchange experience, you may wish to reread this composition. At those times when you are homesick or wondering why you ever made that decision, this paper may help you remember why you took the big step into another culture.

After you finish your exchange experience, you may want to read your composition again to see if you accomplished the goals you set for yourself.

Date

What might I expect?

What do you think it will be like to live in a different country with a new family? Always fun? Always exciting? Let's explore this idea by doing a short exercise.

Think about something you really wanted—perhaps a possession, or to go on a trip, or to have a younger brother or sister. Take a minute and think very hard about this. It must be something special that you wanted very much.

When you decide, write here what it was:

Now, think back to how you felt about getting it. Try to imagine yourself at the moment this special event happened or when you received the thing you wanted. How did you feel?

Write your feelings here:

1 |

Now try to remember your feelings a little later on—say a month or two later—after the newness and excitement may have gone away.

Write some words about your feelings here:

2 |

Did you ever feel really unhappy or disappointed with this special thing you had wanted so much? Think back. If so, what happened? Why did you feel differently?

Write your feelings here:

3 |

Over a period of time, did you again feel OK about this thing? Did anything happen to make you feel differently? If so, describe your feelings:

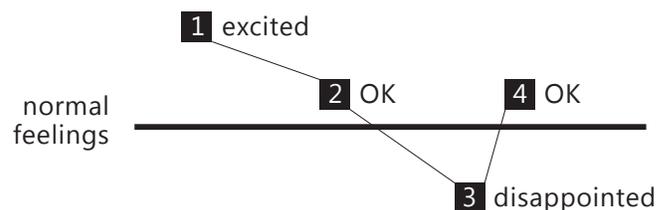
4 |

If you completed this exercise, you may find that your feelings followed a pattern. The pattern may have looked like this:

- (1) Excited, happy, enjoyed doing it/using it/wearing it
- (2) OK—it's no longer so special
- (3) Disappointments or problems – broken or worn out, difficult or expensive to keep, others wanting to borrow it, not as exciting an experience as you might had hoped
- (4) OK—neither a problem nor anything much to think about.

Did you see this sequence of feelings with the thing you chose? Look back at your answers.

If we put this pattern on a graph where "normal feelings" are the main line, it would look like this:



What does this have to do with living in a foreign country? You may be surprised to find out that it is very similar to the kinds of feelings many people experience when they live in a new place. Let's explore this idea.

How do you feel right now about going to live in a foreign country? It is probably a mixture of feelings – both excited and scared, perhaps. And these feelings may continue and intensify as you get ready to leave and actually arrive in the U.S. The excitement and newness of new people, a different time schedule, etc., may continue for a while after you are in the U.S.

Then what? Most students say their lives become more routine. They know what time they will get up and how the family prepares to leave in the morning. They know how to get to school, what to say when they meet people, and so on. Life becomes predictable.

Most students also find that they don't continue to feel OK for the whole time they

are living away from home. There are times of sadness, homesickness, or disappointment.

There may be a period when everything seems wrong or difficult—not knowing enough English, tired of having to live with so many different customs, feelings of disliking the values of the people with whom they are living.

This period usually passes when students

become more involved in activities and try to adjust to the difference. The student then feels OK again.

Do you see the similarities with the graph we drew before? That graph also represents the "common curve of adjustment" to a foreign culture. It is so common that it is important you know about it. Why? Because if not, you might become

very worried at point 3. Maybe you would think you should go home, or that you would not ever be happy again. But, as you have read, that usually is not the case.

Since it is important to know about possibly feeling very unhappy for a time, let's see how those feelings might be expressed.

Read the email from Omar below:

Dear Placement Organization,

This is difficult to write because I HATE the English language. Well, all the time I want to stay in my room and either watch music videos from back home or sleep. So I sleep all the time. But actually I think this room is dirty and it will make me sick. I am not sick now, except for stomachaches every morning. But I will be sick soon—especially if I eat this American food my mother cooks. Speaking of my American mother, I have to send this email before she comes home so she doesn't read it.

Is anything the matter with me? I never felt this way at home.

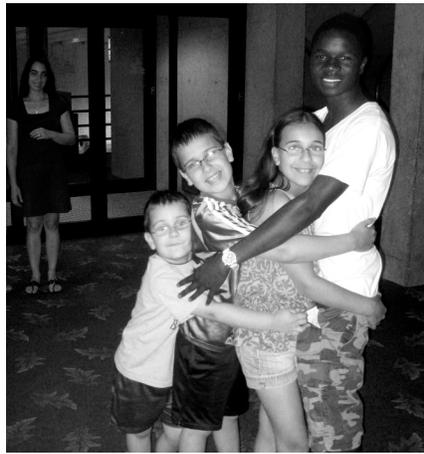
*Sincerely,
Omar*

8

List here the things Omar says he doesn't like, what he is worried about, and what he is doing:

1	
2	
3	
4	
5	
6	
7	

Omar has some common feelings and worries while going through his adjustment to a foreign country. He is rejecting everything in America and thinking very positively about his own country. He stays away from everyone and does extreme things – like sleeping all the time. He is worried about his health and suspicious that people will be dishonest with him, like reading his private email. These are common indicators of "culture shock," which is what we call point 3 on the graph.



Remember the list below? You read this list in your Student Handbook.

How will you know if you have "culture shock"?

Some of the common physical indications:

- I am eating more or less than I usually do.
- I am sleeping too much or too little.
- I have to go to the bathroom more than usual.
- I have stomachaches or headaches that I usually do not have.

Some other indicators:

- I feel helpless and think I need help from people of my own country.
- I get angry more often and at things that are not very important.
- I don't want to learn any more English or even speak the English I know.
- I am always thinking I will be

cheated, robbed, or injured.

- I am afraid to go to new places and do new things.
- I am very homesick—I wish I were back home.

What if you experience some of the signs of culture shock? What should you do?

Culture shock happens to most people. If you experience culture shock, you should not think that you have failed and cannot be a good exchange student. But you do need to talk about it or write down how you feel. Your host family and placement organization representative know about culture shock and may be able to help you understand your feelings. If you write down in a journal what is bothering you, you can help yourself, too.

Practicing your English so you'll be more confident will help. Find enjoyable ways to spend time with your friends and family. Eat and sleep regularly—not too much or too little. Look for the positive. Try not to think about what you don't like. If you get

busy, you'll soon be OK again.

We learn the most from periods of difficulty. In many ways, your struggle to understand American ways that are difficult for you will make you reflect on what you believe. In these periods of adjustment you will learn more, perhaps, about yourself than will students who do not struggle so much to understand what is happening around them. Most exchange students find the challenges of adjustment to be very meaningful in their personal growth.

Here are some letters of advice from former exchange students. All of them had some symptoms of culture shock.



Dear Future Exchange Student:

Hi! You know, I'd like to share with you my ideas of what I could have done better this year to make this past year even more fun.

First of all, you should know from the very beginning that sometimes it's going to be tough without your family and friends. You might feel that you're all alone and nobody cares about you, but that's not really the way it is. Try to be more optimistic: if it feels bad, it's going to change and be better pretty soon.

If it seems to you that your friends, or whoever, don't like you, don't care about you, just let it go easy—that is just a hard time of missing home and it'll go away.

Try to have as much fun as you can: participate and be active, because it'll keep you busy and you won't have time for being homesick.

Try to take every single opportunity to get busy. Time will pass by really fast.

*So, don't waste your time. Have fun!
Good luck.*

*Sincerely,
Sahar*

P.S. It's great that you have such a chance.

Dear Future Exchange Student:

I want to tell you that being an exchange student is a lot of fun, despite all of the difficulties and, maybe, even disappointments.

During the first weeks, you'll feel very excited. It's understandable: everything is new for you, each minute you learn and learn quite different things in comparison to our country.

But then, after two or three months, the exciting moments will reduce and reduce. And the moment will come when you feel that everything is very usual for you, you don't have great

interest any more, and you just want to go home.

You'll ask yourself questions: "Why am I here?" "What for?" "What am I doing here?" I think that's an inevitable phase of your experience. It's a very, very important time when you have to show your ability to overcome yourself; not to give up, to continue learning as much as possible about the other culture, the other way of living. I know it's very hard. But it's like you have to do it, there's no choice. And you should have your hope: hope to come back or just hope that everything will be okay.

There will also be time when after a few exciting months when everybody is trying to talk to you, to learn about you, your culture, when suddenly you'll realize that there's nobody around you now. The interest about you has already past, and you feel very, very lonely. You shouldn't give up. It takes time to find real friends, and you'll have them, just be patient and don't fall in depression. Open minded, hope in the future, and smiling—these are things which help you to have a great year in the other culture, to make a lot of friends, and just to have a wonderful time!

Maksim



Dear Future Exchange Student:

I'm an exchange student, too. I want to tell you about something that you need to know when you are going to other countries. It will help you to avoid those difficulties that I had staying in the U.S.

Yes, it is very good that you decided to be an exchange student, but do you know what you have to do in this case? It seems to be very easy at first, to have a lot of fun during the first couple of weeks after the arrival at your host family, enjoying everything that you'll find here. But sometimes you'll also feel homesick—missing your friends and relatives at home, thinking that you hate this country, this culture, those people. Do not hesitate to talk about it with your coordinators and volunteers—it is a very common and usual feeling, the culture shock.

Try to be a kind, open-minded person to everybody—don't forget that you are the representative of your country. Keep your marks high.

As a member of your host family, don't make your stay with them as a guest—you must feel yourself (or try) as an already well-known member of the family. It will help to make your exchange experience more perfect.

I wish you good luck and a very good year. Be happy.

*With best regards,
Filip*

Dear Future Exchange Student:

I'm very glad that I can share my experience with you and I hope some of my advice will help you during your stay in America.

I've been here for half a year, and I had some situations in which I had troubles and difficulties in finding the way out.

When I first came to my host family I did not know what to do. I was homesick and I could not do anything but cry and think about my Mom and Dad, and I was asking myself: "What am I doing here? I can't be an exchange student, I can't be far away from my Mom and Dad, nobody would like me because I'm not fun, I'm not cool."

This depression lasted for a long time—two weeks or so (for me it was a very long time). But then I decided to stop and I made myself think about the purposes of my experience and that made me feel better.

Don't be afraid to talk to your host family, coordinator, or other exchange students—your friends, or your new American friends — I am sure they'll understand how lonely you might be, and will make you feel like you are at home.

Then, think about it. It's a GREAT opportunity to HAVE FUN, and enjoy your life in the U.S.

So, I told you my own way to avoid a long period of being homesick, and I hope it will help you, too.

*Truly yours,
Charity*

Monthly Rating Lists

There is a way you can watch your own adjustment to the U.S. On the next few pages there are questions and charts that you can use each month to follow your own progress. These ratings are your own personal business.

You do not have to show them to anyone.

There are five areas to be rated: language, family relations, school, adjustment, and learning and growth. For each area there is a series of questions to answer and a graph on which to plot your progress. Completing the questions and graphing your progress each month will give

you a record of your progress in adjusting. The questions themselves may give you ideas on what you might do to make more friends, learn more of the language, or become a better family member.

In order to give yourself a rating for each section, do the following exercise each month:

1. Answer all the questions on a separate sheet of paper. Write down the number for the answer that applies to you.

Sample questions:

a. How do I feel about my English?

(1) (2) (3) (4) (5)

terrible not good OK good great

b. How do I feel about speaking English on the telephone?

(1) (2) (3) (4) (5)

very a little very
uncomfortable awkward natural

If a question does not apply to you, skip it.

2. Add up all the answers and divide by the number of questions. The result is your rating.

Example:

for October

2
3
3
2
3
4
2
3
2
3
2
1

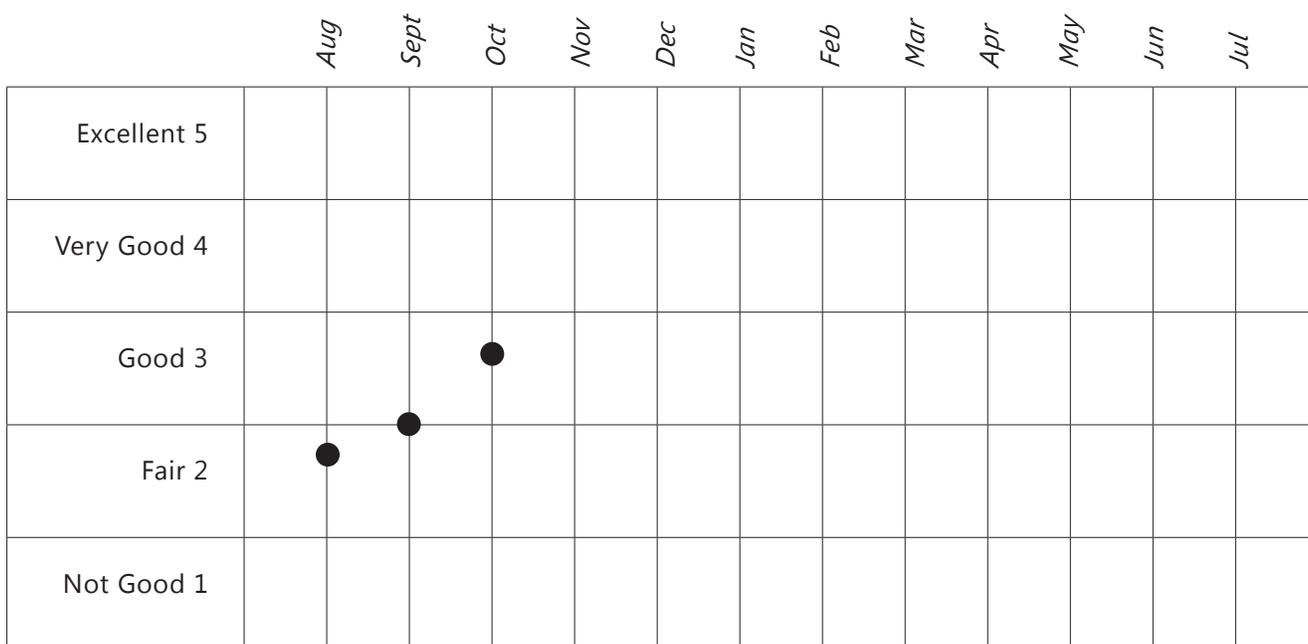
Total = 30

Number of questions = 12

$30 \div 12 = 2.5$ (Your rating for October)

3. Plot the rating on the graph, as in the sample on the next page.

Monthly Rating for: Language



Sample Chart



Monthly Rating for: Language

In the past month:

1. How often have I pretended I understood something when I really didn't?
(1) always (2) often (3) sometimes (4) rarely (5) never
2. Have I missed an assignment at school or after school because I didn't understand the morning or class announcements?
(1) always (2) often (3) sometimes (4) rarely (5) never
3. When I watch TV or a movie, how much do I understand?
(1) nothing (2) a little (3) enough (4) a lot (5) everything
4. How often do I have to repeat something because other people don't understand me?
(1) always (2) often (3) sometimes (4) rarely (5) never
5. How often in the last month have other people said, "Yes, I see," when what they understood isn't what I wanted to say?
(1) always (2) often (3) sometimes (4) rarely (5) never
6. When I am shopping or out in public, how often have I said something and then, when the other person hears my accent, has he/she said, "You're a foreigner, aren't you?"
(1) always (2) often (3) sometimes (4) rarely (5) never
7. How often has someone said to me, "Your English is very good"?
(1) never (2) rarely (3) sometimes (4) often (5) always
8. How do I feel about my English?
(1) terrible (2) not good (3) OK (4) good (5) great
9. When I do my homework, how much do I understand of what I read?
(1) nothing (2) a little (3) enough (4) a lot (5) everything
10. How often have I had long conversations in English?
(1) never (2) rarely (3) sometimes (4) often (5) always
11. Do I feel tired or have a headache after speaking English for a long time?
(1) always (2) often (3) sometimes (4) rarely (5) never
12. Do I dream in English? If so, how often?

- (1) never (2) rarely (3) sometimes (4) often (5) always

13. Is there ever a word I know and use in English and, when I try to think of it in my native language, for a minute I can't recall it?

- (1) never (2) rarely (3) sometimes (4) often (5) always

14. When I write letters home, has my ability to use my own language changed? Does it sound strange or odd?

- (1) never (2) rarely (3) sometimes (4) often (5) always

15. If I meet an American who speaks my language, do we speak English?

- (1) never (2) rarely (3) sometimes (4) often (5) always

16. How do I feel about speaking English on the telephone?

- (1) very uncomfortable (2) (3) a little awkward (4) (5) very natural

17. If I am with other exchange students from my country, which language do we speak?

- (1) only our native language (2) (3) half and half (4) (5) only English

18. Do I have an American accent?

- (1) not at all (2) (3) a little (4) (5) completely

Monthly Rating for: Language

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Excellent 5												
Very Good 4												
Good 3												
Fair 2												
Not Good 1												

Sample Chart

Monthly Rating for: Family

In the past month:

1. How often have I felt like a guest instead of a family member?
(1) always (2) often (3) sometimes (4) rarely (5) never
2. Do I feel comfortable calling my American parents "Mom" and "Dad"?
(1) never (2) rarely (3) sometimes (4) often (5) always
3. Is it difficult for me to think of things to talk about at the dinner table?
(1) always (2) often (3) sometimes (4) rarely (5) never
4. Do I look forward to the evening hours or to when the whole family is at home?
(1) never (2) rarely (3) sometimes (4) often (5) always
5. Does it bother me to share a bathroom or bedroom with other members of the family?
(1) always (2) often (3) sometimes (4) rarely (5) never
6. Do I think my host parents are happy they decided to take an exchange student into their home?
(1) never (2) rarely (3) sometimes (4) often (5) always
7. Am I able to talk with my American mother at least as honestly as with my real mother? And my father?
(1) never (2) rarely (3) sometimes (4) often (5) always
8. Do I think my American brothers and sisters are ever jealous of me and my role in the family?
(1) always (2) often (3) sometimes (4) rarely (5) never
9. Do I help around the house happily or because "they" force me to?
(1) unhappily (2) (3) I don't mind (4) (5) happily
10. How much do I know about my host parents' backgrounds (where they are from, how they met, where they studied, etc.)?
(1) nothing (2) a little (3) enough (4) a lot (5) as much as my natural parents
11. Am I able to express my anger as well as my happiness with my host family?
(1) never (2) rarely (3) sometimes (4) often (5) always
12. Am I able to prepare my own breakfast or lunch if I need to?
(1) (2) (3) (4) (5)

13. How much do I think my American family has had to change their daily lives because of me?
 (1) (2) (3) (4) (5)
 completely a lot quite a bit somewhat a little
14. How satisfied is my American family with my ways of doing things?
 (1) (2) (3) (4) (5)
 not at all a little somewhat very extremely
15. How often do I express my appreciation by using the words "thank you"?
 (1) (2) (3) (4) (5)
 never rarely sometimes often always

Monthly Rating for: Family

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Excellent 5												
Very Good 4												
Good 3												
Fair 2												
Not Good 1												

Sample Chart



Monthly Rating For: School

In the past month:

1. Have I attended school regularly and arrived on time?
(1) never (2) rarely (3) sometimes (4) often (5) always
2. Do I understand the kinds of courses offered in my school, and why I have my particular schedule?
(1) never (2) rarely (3) sometimes (4) often (5) always
3. Have I found any classes that I enjoy?
(1) none (2) a few (3) some (4) quite a few (5) many
4. Do I know the functions of my school counselor and the health unit?
(1) not at all (2) a little (3) somewhat (4) quite a bit (5) very well
5. Do I know the school rules and obey them?
(1) not at all (2) a little (3) somewhat (4) quite a bit (5) very well
6. Do I participate in class discussions?
(1) never (2) rarely (3) sometimes (4) often (5) always
7. Have I taken all required tests and done all homework assignments?
(1) never (2) rarely (3) sometimes (4) often (5) always
8. How good are my grades?
(1) not good (2) fair (3) good (4) very good (5) excellent
9. Have I asked anyone for help when I needed it?
(1) never (2) rarely (3) sometimes (4) often (5) always
10. Do I often smile and say hello to people at school?
(1) never (2) rarely (3) sometimes (4) often (5) always
11. Have I made any new friends or acquaintances at school this month?
(1) none (2) a few (3) some (4) quite a few (5) many
12. How often have I participated in extracurricular activities?
(1) never (2) rarely (3) sometimes (4) often (5) always

13. To how many clubs or special groups do I belong?

- (1) none (2) a few (3) some (4) quite a few (5) many

14. Do many of the students at school know who I am?

- (1) none (2) a few (3) some (4) quite a few (5) many

15. How many of the students or teachers at my school have learned something about my country from me?

- (1) none (2) a few (3) some (4) quite a few (5) many

16. Have I helped the language teacher of my native tongue, if it is taught in my American school?

- (1) not at all (2) rarely (3) sometimes (4) often (5) regularly

17. Has my American high school benefited because I am here?

- (1) not at all (2) a little (3) somewhat (4) quite a bit (5) a lot

18. On Sunday evenings, do I look forward to school the next day?

- (1) never (2) rarely (3) sometimes (4) often (5) always

Monthly Rating for: School

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Excellent 5												
Very Good 4												
Good 3												
Fair 2												
Not Good 1												

Sample Chart

Monthly Rating for: Adjustment

In the past month:

1. Have I ever had the feeling that if I hear one more word of English, I will scream?
(1) always (2) often (3) sometimes (4) rarely (5) never
2. How often have I felt homesick?
(1) always (2) often (3) sometimes (4) rarely (5) never
3. Do I notice how different the food is?
(1) always (2) often (3) sometimes (4) rarely (5) never
4. Do I think of how different things are from the way I'd imagined them before I got here?
(1) always (2) often (3) sometimes (4) rarely (5) never
5. Do I ever feel superior to Americans?
(1) always (2) often (3) sometimes (4) rarely (5) never
6. Do I get angry or insulted when people ask naive questions about my native country?
(1) always (2) often (3) sometimes (4) rarely (5) never
7. Do I feel myself less a foreigner and more "at home" here?
(1) never (2) rarely (3) sometimes (4) often (5) always
8. How many things can I think of that seemed very strange in the beginning but are more "normal" now?
(1) none (2) a few (3) some (4) quite a few (5) many
9. Is my overall mood depressed, happy, or somewhere in between?
(1) depressed (2) (3) in between (4) (5) happy
10. Is it easy or difficult for me to communicate my feelings to my family and friends?
(1) impossible (2) (3) in between (4) (5) easy
11. Have I found ways to feel comfortable with my American family?
(1) none (2) a few (3) some (4) quite a few (5) many
12. Have I found some "American" activities that I really like?
(1) none (2) a few (3) some (4) quite a few (5) many

13. Do I have acquaintances or friends to do things with?

- | | | | | |
|------|-------|------|-------------|------|
| (1) | (2) | (3) | (4) | (5) |
| none | a few | some | quite a few | many |

14. How much time do I spend with other students from my country?

- | | | | | |
|-------|-----|------|-----|-------------|
| (1) | (2) | (3) | (4) | (5) |
| a lot | | some | | very little |

Monthly Rating for: Adjustment

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Excellent 5												
Very Good 4												
Good 3												
Fair 2												
Not Good 1												

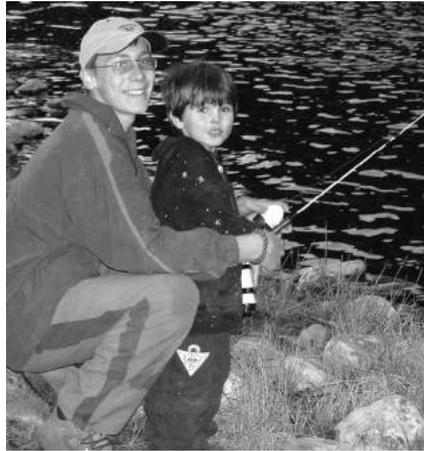
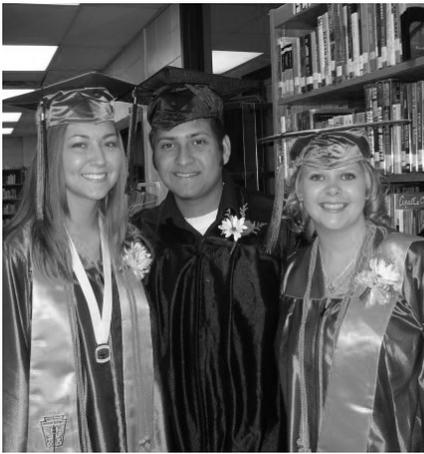
Sample Chart



Monthly Rating for: Learning and Growth

In the past month:

1. How much have I learned about the U.S. that I didn't know before?
(1) nothing (2) something (3) something (4) something (5) a lot
2. Have any of my impressions of the U.S. changed?
(1) none (2) a few (3) some (4) quite a few (5) many
3. Do I have any new stereotypical impressions ("All Americans are...")?
(1) many (2) quite a few (3) some (4) a few (5) none
4. Have I lost any stereotypes that I had before?
(1) none (2) a few (3) some (4) quite a few (5) many
5. Can I think of any instances in which I know not only how Americans are, but also why they are like that?
(1) none (2) a few (3) some (4) quite a few (5) many
6. Have I learned anything about myself this month?
(1) nothing (2) a little (3) something (4) quite a lot (5) a lot
7. Have I developed more confidence in my ability to solve problems?
(1) not at all (2) a little (3) somewhat (4) quite a bit (5) a lot
8. Have I tried new things that I was afraid to try before?
(1) none (2) a few (3) some (4) quite a few (5) many
9. Have I learned anything new about my native country and culture by talking with my American friends and family?
(1) nothing (2) something (3) something (4) something (5) a lot
10. Is there anything I still can learn in the time I have left here?
(1) I don't care (2) I hope so (3) I hope so (4) I'm sure there is (5) I'm sure there is
11. Do I expect to grow more?
(1) I don't care (2) I hope so (3) I hope so (4) I'm sure I will (5) I'm sure I will
12. If it were now one year ago, would I again apply to become an exchange student?
(1) never (2) probably not (3) maybe (4) probably so (5) definitely



Monthly Rating for: Learning and Growth

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Excellent 5												
Very Good 4												
Good 3												
Fair 2												
Not Good 1												

Sample Chart

Money and Budgeting

We have already discussed some of the potential challenges and new experiences you may encounter on program. As you learned earlier, as a U.S. government scholarship student one of your rights is to receive a monthly stipend. The purpose of this stipend is to allow you to purchase things which you will need to participate in American life and to pay for your own personal expenses. In this chapter you will learn some budgeting skills and tips to manage your money so that you can get the most out of your stipend.

While on program, you will be living with a host family who will provide your meals and housing, which is the largest portion of your living costs. However, you are expected to pay for your own personal expenses. You will receive a U.S.\$125.00 monthly allowance to pay for these things such as:

- school supplies
- toiletries (shampoo, deodorant, etc.)
- social activities (movies, sports events, other entertainment)

- meals out with friends, snacks
- phone cards/your phone bills

It is important to use this money for these or similar expenses.

An additional U.S.\$300 will be available to help pay for program-related items. This money will not be given directly either to you or your host family upon your arrival in the U.S. Your host family will be reimbursed for appropriate expenditures. Therefore, you and your host family should decide together how this allowance could best be used. To avoid any confusion about the distribution of the incidentals allowance, and the expenses that it can cover, you should discuss the details of your incidentals allowance with your local representative in the U.S.

A few examples of appropriate incidentals allowance expenditures are clothes for physical education class, a lock for school locker, sports or music class fees, rental fees for textbooks (in some schools), or required clothing for school. Once your host family has made purchases, receipts must be submitted to the Placement Organization for reimbursement. Note: It is usually a good idea not to spend all this money at once. You may need some of it for later

in the program year to purchase a school yearbook, for example.

How to spend a fixed amount of money may be a new experience for you. Also, at home you probably do not pay for all of these things yourself. And maybe you have not used a foreign currency before! Below are two exercises to give you some practice with U.S. money and how you will use your allowances. It will give you an idea of how to budget your money; that is, how to plan for future expenses.

One way to “stretch your dollar” is to find sales. By doing this you will be able to make your allowance last longer. “Sales,” which are lowered prices for an item, often happen at the end of seasons and at holiday times. It is a good idea to speak with your host family about both sales and different types of stores. Something may be cheaper in one store, but still be the same quality. Just because something is less expensive does not mean the quality is poor.



INCIDENTALS ALLOWANCE

SCHOOL FEES AND SUPPLIES		SPORTS/INTERESTS	
lock for:		tennis racket	35.00
hall locker	7.00	tennis balls	10.00
gym locker	7.00	baseball mitt	35.00
laboratory fees:		sport team fees	50.00 - 300.00
science	10.00 - 35.00	art supplies	15.00
computer	10.00 - 20.00	music supplies	20.00
class dues	20.00 - 100.00	musical instrument rental (per month)	10.00 - 20.00
club dues	5.00 - 25.00		
yearbook	40.00 - 100.00		
physical education clothes	25.00 - 75.00		
workbook fee	10.00 - 20.00		

My estimated budget for my incidentals allowance



Look at the lists on the preceding page and write the things here that you think you will need. Fill in the prices. Add them up.

	What I'll need:	Approximate costs:
School fees & supplies		
Sports / Interests		
	Total	

Monthly Allowance

Here is an idea of what things cost in the U.S. in 2013. These are only examples—some prices will vary depending on location and type of store. In addition to these prices, you must add sales tax, which usually varies from 3% to 9% depending on the state. And don't forget—American stores often have sales where you can save a lot of money!

PERSONAL ITEMS		SOCIAL / RECREATION		SNACKS / FOOD	
deodorant*	4.00-5.00	magazine	3.00-5.00	soda / pop	.75-2.00
shampoo*	4.00-6.00	compact disc	12.00-15.00	ice cream cone	2.00
toothpaste*	2.50-4.00	flowers	15.00-30.00	lunch at McDonald's	6.50
hair conditioner	4.00-6.00	birthday card	2.00-6.00	snacks at school	1.50
<u>Make-up</u>		museum entry fee	5.00-20.00	lunch for two in a restaurant	20.00-30.00
eyeliner	6.00-7.00	school sporting event	5.00		
mascara	5.00-8.00	ticket to music concert	40.00-150.00	<u>School Supplies / Monthly Fees</u>	
lipstick	5.00-8.00	school play	5.00-15.00	school notebook*	3.00-5.00
cologne / aftershave	4.00-8.00	roller (or ice) skating	5.00-10.00	paper*	3.00
razor / razorblades*	5.00-16.00	bowling (per game)	6.00	pen, pencil*	2.00-4.00
shaving cream*	3.00-5.00	movie	8.00-15.00	envelopes	3.00-6.00
feminine hygiene supplies*	5.00-7.00	video rental	3.00-5.00		
haircut for males	10.00-25.00	contribution for gas (friend's car)	5.00-15.00		
haircut for females	20.00-50.00	local call from public telephone	.50-.90		
		calling card to home country	starting at 10.00		
*fixed expenses					

Fixed expenses

Some expenses you must expect to pay each month. They include minimal personal hygiene items, calling cards, monthly school fees (for sports teams or musical instrument rental), and school supplies. These are called "fixed expenses" and you should budget them each month. Everyone will not have the same expenses, because their interests may be different. But everyone will have some fixed expenses. The starred (*) items previous page are some fixed expenses. Circle all the ones you think you will have.

Savings

You should try to save some money each month for bigger events (someone's birthday present, a school trip, a special school dance) and for a few gifts to take home. This amount should be between \$5.00 and \$20.00 per month.

Any money left over at the end of the month can be added to the savings, but it is good budgeting practice to plan (in advance) what you will save. Remember, your allowance is provided to assist you in participating in social activities with friends and family. **It is not intended for you to save this money to take home at the end of the year.**

Savings	
---------	--

Spending money

The rest of your monthly allowance will allow you to participate in activities with your friends and family, and buy the items you want or need during the month. This is referred to as "spending money." It is the amount left after you subtract your fixed expenses and savings.

For practice making a monthly budget, select one or two items from each list above that you might need or want each week for a month. Put them on the weekly lists below.

Week 1		Week 3	
Total for Week 1		Total for Week 3	
Week 2		Week 4	
Total for Week 2		Total for Week 4	



Now, put all of these steps together to see what your monthly budget might look like:

Monthly Budget		
	Fixed expenses	
	Fixed expenses	
	Weekly expenses:	
	Week 1	Week 3
	Week 2	Week 4
Total of weekly expenses		
Grand Total		
	Left over to savings	

Remember this budgeting activity when you are in your host community. Your host family may help you open a bank account in which to save your money until you need to use it. Ask for a form W-8 at the bank. This form allows you to open an individual bank account even though you are not an American citizen. You should be the only person who can get money from your account.

Your host family also will be able to advise you on the cost of items and where to shop for the best value. Your host parents may help you plan your weekly activities so that you will not spend more in one week than you should. Your friends may help you decide which of the activities you could spend money on will be the most fun for you. For example, if you have enough money to either go to a movie or a school play, your friends may know which of the two will be more interesting. Be sure to do the things that you really want to do, however, and not let your friends always decide for you!

You should NOT borrow money from your family or friends. Americans generally do not like to lend money to friends, because if it is not repaid right away, it can spoil a friendship. This may be very different from your own customs. If you must borrow, remember to repay it as fast as you can.

If you have the time and the opportunity, you might be able to add to your monthly allowance by doing jobs for neighbors, such as cutting the grass or babysitting. You will find that many American teenagers earn some of their own money. These small jobs do not pay a lot, but they help and may allow you to do more things than you thought you could afford.

Your scholarship provides you sufficient allowances to permit you to participate in family, school, and social activities. Take this opportunity to learn about budgeting so you can participate in lots of activities in the U.S.

CHAPTER 10

High School in America

In the previous sections of this workbook, we have learned about American values and culture, and know that people get their cultures and values from their family and community. In addition to the host family experience, another major component of your program is attending high school in the United States. Going to school in a new country not only means studying what the teacher presents you in class, it also means understanding a very important institution in your new society. Every modern society has established a school system to teach children that which it determines is important for them to know. The curriculum, the way the materials are taught, and the social structure within the school reflect the ideas and values of that society.

As you read the following section on high school in the U.S., we hope you will notice differences from the school system in your country. Spend some time thinking about these differences. Try to keep from judging which system might be "easier" or "harder," "better" or "worse," and just try to understand why they are different. What type of society is each system preparing its students for?

When you finish reading, there



will be some study questions. Think through these questions carefully. Discuss your answers with other students and orientation staff. This study of the two school systems will help you when you attend school in the U.S.

Below is a letter from a former exchange student. It will give you an introduction to some of the aspects of school life in the United States which may be different than in your country.

Hi! My name's Marina and I'm an exchange student from Moldova. I live in Ohio and I'm a junior in the high school here. School is really different here from back home, and it took me some time to get used to it.

Let me describe a typical school day for you. My sister and I leave for school at 7:30 a.m. every day. A yellow school bus picks us up at the corner and drops us off at school 20 minutes later. My friends usually wait for me in front of the library and we chat for a few minutes before homeroom. In homeroom, the homeroom teacher takes attendance and reads us the daily school announcements. Although homeroom only lasts ten minutes, it's important to be there on time. If you're absent, the school calls your home to find out if you're sick. If you're late, you have to report to the office and explain why. I learned the hard way that it's always good to be on time for school!

My first class is Algebra, and I can only say Algebra is just as boring here as it was in Moldova. The teacher isn't very interesting either. At the end of first period, a bell rings and the students all get up and go to different rooms for their next class. Since American students are allowed some elective subjects as well as the required ones, students go to all different rooms for their second class, and the teachers stay in the same room and wait for the next class. There's lots of activity and confusion in the halls with everybody going in different directions, and in the beginning I often got lost. Fortunately, there were always friendly students who helped me find my way. I didn't hurry very much, either, and in the beginning I was often late to my next class. There are only five minutes between classes!

My second and third periods on Wednesday

are U.S. History and Choir. These are subjects I really like. It's awesome to learn the history of this sometimes confusing country, and it helps me better understand the U.S. Choir is an elective subject for me, and I chose it because I love singing. Singing is fun and learning new songs helps my English, too. Last month we gave a Christmas concert. (Another elective I should take is Home Economics because I could learn how to cook American foods!) Other elective subjects are photography, shop, and ceramics - all sorts of things we don't have at home. Maybe your school will also have such interesting classes to choose from.

After Choir, I have lunch period. At my school students eat in the cafeteria. Some students buy a lunch and others bring a "brown bag." (This is funny American slang. It means to bring your lunch from home in a small brown paper bag, even though not everyone who brings lunch from home puts it in a small brown paper bag.)

In the afternoon I have American Literature, Physical Education, and Biology, and then school is over. Well, classes are out but the day isn't finished yet. After school, most students go to extracurricular activities. I help out on the school newspaper by typing. Last semester I took a typing class as my elective, and now I can type pretty fast in English. I'm also sewing costumes for the Drama Club's school play. Extracurricular activities are fun, and they're also a great way to meet more kids.

I get home from school at 4:30 p.m., and I'm usually "wiped-out." (Wiped-out is more American slang. It means very tired.) After dinner I do my homework, which isn't too difficult but takes time. That's my Wednesday routine. In general, I really like my school because there's so much to do and so many different kinds of people to meet. I hope you'll enjoy American high school and making new friends. Take part in extracurricular activities and talk to people, even if you think your English isn't so good. Guess what—even Americans make mistakes with English grammar! Good luck.

Yours, Marina

Did you understand everything Marina wrote about? If not:

1. List the words or phrases you did not understand:

2. What questions do you have about what Marina said?

As you read the next section, you should find the answers to many of these questions and learn the meaning of some new words. If you still have questions, ask someone!

The Structure of the American School System

In order to understand the full public education system, let us look at the different types of school that Marina's American classmates have already attended:

- 3-5 years old: **Nursery school** is an optional school where children play together and learn to socialize.
- 5-6 years old: **Kindergarten** is a required grade* in most states.
- 6-12 years old: **Elementary School** is also called "grade school." Students attend grades 1 through 5 or 6 in order to obtain such basic skills as reading, spelling, writing, basic science, arithmetic, and social studies.
- 12-15 years old: **Junior High School** covers grades 6 or 7 through grades 8 or 9. It is a school where students are

exposed to a wider curriculum, encouraging them to find their own specific interests and developing individual abilities. (In some school districts students go to a Middle School, between elementary and high school, where they may attend grades 5 or 6 through 8.)

- 15-18 years old: **Senior High School**—usually just called "high school" or "secondary school"—is comprehensive in that it offers a wide curriculum to meet various students' needs. Students attend high school from 9th to 12th or 10th to 12th grades.

Members of each grade in high school have special names:

9th graders—Freshmen

10th graders—Sophomores

11th graders—Juniors

12th graders—Seniors

*When we say "class" or "grade", we refer to a group of students who are all in a specific year of their school education. All members of the 10th grade are going to school for the tenth year. (The word "class" also refers to the school periods during which a specific subject is taught; the word "grade" also is used to mean the mark that is given on a test or report card.)

The school administration will place you according to your age and scholastic background in the 10th, 11th, or 12th grade. You cannot demand to be placed in any specific grade.

The completion of high school is called graduation. In order to "graduate," students must have accumulated a certain amount of credits during their four years at the school. "Credits" are points given for every subject that is passed successfully. In addition to that, students must have successfully completed specific subjects required by the state or local educational authorities, such as U.S. history, English, mathematics, and physical education. This may vary from state to state.

Exchange students rarely meet the school requirements for graduation and, therefore, usually do not receive diplomas. Sometimes they are given "honorary" graduation diplomas and are allowed to participate in the ceremony. To allow this or not, however, is the decision of the local school administration. In many cases, an exchange student receives a "Certificate of Attendance," showing that the student has attended the high school and his/her participation has been successful.

A high percentage of U.S. students who graduate from high school continue their education in a two- or four-year college or university. U.S. colleges and universities offer a wide variety of programs ranging from highly academic courses to very practical ones. Students can be educated not only for academic professions, but also for technical professions, such as mechanics,

nursing, medical technology, computer technology, and bookkeeping.

The school systems in different cities and states in the U.S. vary greatly from one to another. No two systems are identical. Why such great variations are possible will be explained in the next section.

An important aspect of the U.S. school system is that students are not separated at a young age into different schools according to their scholastic abilities. Americans stay within the same educational program until graduation from high school.

The majority of students attend high school through the 12th grade even though only a few states make the 12 years of school attendance a minimum requirement.

The Administration of the American Public School System

You probably will be attending a public high school while living in the United States, so let's take a look at how your school will probably be administered.

According to the American Constitution, the federal government does not determine the school system for the entire country. Each state is responsible for administering its schools. Most states delegate this right to local school districts. In each state there are various school districts. Usually urban areas have their own school districts. In rural America large geographical areas may be combined into "unified school districts." Students in these areas may travel by bus many miles to get to school.

The residents of every school district elect a school board. Members of the school board work at different jobs and perform their school board responsibilities on a volunteer basis. Their responsibilities are to define the curricula of each school, approve the budget, and define the policies for the administration of the school district. **The superintendent of schools** (or in some states, Chancellor) is the highest professional educator in the school district. He/she is appointed by the school board and supervises the different schools and enforces the policies set by the board.

The top official in each school is called a principal (or in some states, headmaster or director). The principal is usually hired by the superintendent. He/she is in charge of administering a specific school in the district.

Teachers are hired on contracts for a limited number of years. To renew a contract, a teacher usually must take additional educational courses. This is a way to be sure teachers improve their knowledge and skills.

The financing of the schools within the districts is regulated very differently in each state. In some states, for example, the property owners living in the school district have to pay taxes to support the schools. In addition to these local taxes, there are federal allowances and state grants that are given to schools that meet certain requirements set by the state and federal government.

The school is often the center of community life. It is one of the major concerns of the local



residents, who have a voice in the decision-making process. They elect the school board, and they are called to vote at different times about major projects, such as building a new gymnasium or a swimming pool, which would result in higher taxes for themselves.

Many American high schools are also centers of learning for adult citizens. They offer various courses, both academic and practical, usually through evening and summer programs.

This close relationship to “their school” is also strongly reflected in the residents’ attitude toward

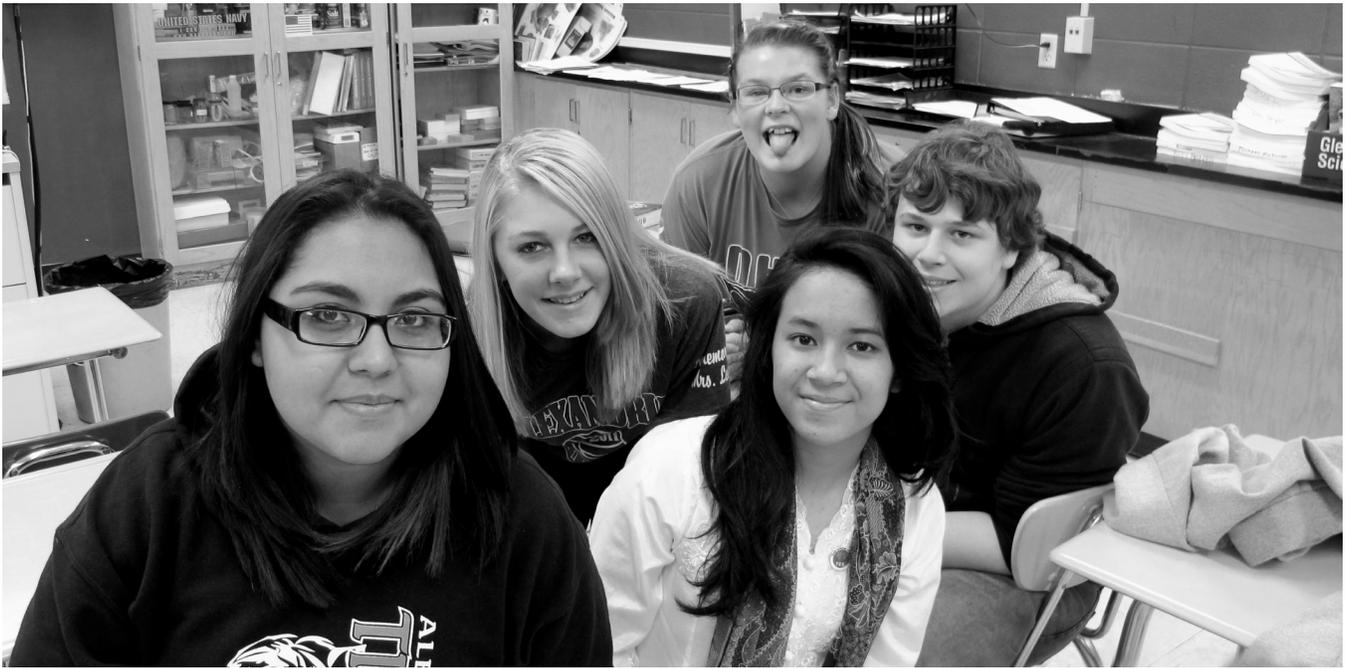
exchange students. They may be welcome in the school, but citizens are aware that it costs the district money to have the exchange student participate in the school life of the community. Accepting a foreign exchange student is a “special” project that is done for the benefit of both the foreign students and their American classmates to make them more aware of other cultures, ideas, and countries.

The authority of local school districts explains why it is possible to have differences among public schools in the U.S. The school districts usually have few

requirements set by the state and federal government. This leaves most of the decision-making to the school board, which makes its decisions according to local needs and individual ideas.

Please keep the flexibility of the American school system in mind when you read through this chapter. Everything described will not be completely true in every school. We can only give general descriptions about what is common in many American high schools.

A few of you may attend private schools, which can be sponsored by churches or groups of



individuals. These schools differ from the public schools both in curriculum and administration. In some private schools, students must wear a uniform.

Historical Background

We have already talked about a school system being a very important institution within U.S. society. You will not only learn the things that you are actually taught in class but also more about American society. In order to become fully aware of the specific place and meaning of an institution within a culture one must look back in history to see how it originated and developed to become what it is today. Therefore, let's make a short trip through the history of the American school system, which is unique in so many ways.

The first settlers brought the English school system along with them to the area now known as the New England states (Connecticut, Maine, Massachusetts, New Hampshire,

Rhode Island, and Vermont). Here students were placed in different types of schools according to their intellectual abilities and their success in school work.

In the westward-moving frontier of the early 19th century, however, life was much harder. Only one type of school could be established in these areas, where everybody was taught the basic skills such as writing, spelling, reading, and arithmetic. Almost everyone aspired to a manual profession and there was not much time and need to promote intellectual abilities.

Later in the 1800s the school became the place where children from different countries and cultural backgrounds came together, met, adjusted to, and interacted with each other. A new objective of the school was to integrate cultural differences into what we call today the "American culture."

In the late 1950s (after the first rockets went into space),

a need was recognized to educate more students with skills in mathematics and the "hard" sciences (physics, biology, and chemistry). Some educators proposed giving up the comprehensive school system since not all of the students had the same abilities. The differentiated system would promote the forming of an intellectual elite.

On the other hand, educators were hesitant to give up the "comprehensive high school" that gives students from different backgrounds with different skills and abilities the opportunity to grow up together and learn from each other. This was still considered a more important goal than intellectual achievement alone. Several school experiments were conducted and a suggestion was made to adopt a more differentiated system within the existing high school structure. In some areas, this system has developed over the last decade, with special classes for "gifted and talented" students

and “magnet schools” for students who wish to focus on particular fields of study, such as mathematics and science or languages.

Students at the secondary level have always had the opportunity to make certain choices of subjects according to their interests. In addition to that, students have the opportunity to be placed in specific classes depending on their intellectual abilities and achievements. The most rigorous classes are called *advanced placement* (“AP”) or *international baccalaureate* (“IB”) courses. Some schools will not allow exchange students to take these courses in order to leave room for American students.

Some exchange students may find their U.S. high schools much bigger than schools back home. Others may find them smaller. For some students, it may be different not to have younger children in the same school. In some locations in the U.S., schools from different districts have been consolidated (combined) so they are bigger and more courses can be offered. This is why some of the American high schools today house such a large number of students and why such a big administrative staff is necessary to arrange and supervise all the individual schedules. Making friends can be difficult, as the same group of students does not attend all the same classes. However, students do tend to take several of their classes with the same students, and may form “cliques.” In order to encourage meeting and knowing a broader population in the school, special emphasis is placed on the so-called extracurricular activities where interests, rather than

academic ability, bring students together.

Extracurricular Activities, Student Organizations, and Student Life

“Extracurricular activities” are the many club meetings, music or drama rehearsals, and sport practice sessions that take place in an American high school in the afternoon after classes are finished for the day. These meetings are a very important part of high school life, since they are a link between the different groups of students who are placed in the various academic programs. Students who usually would not meet in the classroom get to know each other in areas of common interest. They give students the opportunity to further their specific interests in various fields and to spend their free time together.

Even though they are not mandatory, many students get involved in different extracurricular activities. Since students spend a lot of time participating in various activities, the school becomes the center of social life of students. They not only go to school to study the material presented in class, but they also meet together to socialize and to pursue their interests. It can be fun and you should not miss this very important aspect of American high school life.

In these afternoon sessions you will probably make many of your friends and spend a lot of your free time! The number of clubs and the kinds of activities offered, once again, depends greatly on the size, structure, and financial status of your specific school.

Usually, however, you will find “language clubs” for students who are studying foreign language in school. If there is a club for students who are learning your native language, you certainly should join it! Many times there are math and science clubs, a drama club performing plays, a debate club, different clubs preparing students for future careers, and sometimes many more.

Other important activities in an American high school include the sports teams. Most schools offer a variety of teams for both boys and girls.

American football, basketball, and baseball are played in the majority of schools. In addition, you may find tennis, gymnastics, hockey, swimming, golf, volleyball, cross-country, and track and field teams, depending again on the size and financial resources of the school. Soccer is also growing in popularity.

Usually schools have varsity teams, which compete with other schools and which have very intensive training, and intramural teams, which play other teams within the school itself. In most schools, there is a great deal of competition between students to join the varsity team. There often are school regulations that make it difficult for new students to join. On the intramural teams, most students are welcome to participate. However, athletic eligibility or participation in either varsity, intramural or other school teams is not guaranteed and is subject to authorization by your local school district and the responsible State authority.

In many schools, girls have fewer possibilities than boys.

Smaller schools may not have some of the above-mentioned teams for girls. But a special group of girls and boys play an important part at the football and basketball games. They are called cheerleaders and they lead the crowd in cheers for their team. But let's not tell you more. You should just go and see for yourself!

If you have any athletic abilities at all, you should certainly try to join one of the teams. And if you are just not athletic, don't worry. You can still go to your school's football or basketball games and cheer for your team.

In addition to clubs and sports teams, you will find the Student Council and the class officer meetings. Students are elected by their school and classmates to represent them in these bodies and to organize activities for the school.

School Subjects

After describing to you all the "fun" you might have in your American high school, it is time to tell you something about the academic subjects you may be able to study during your stay in the United States.

The number of different subjects offered by the school often depends on the size and financial resources of the school district. In most U.S. schools, a student studies between five and seven subjects. Classes may be scheduled differently in each school. The traditional time schedule shows the same subject at the same time every day of the week. Many schools have different systems in which the schedules and subject combinations change every day.

Your high school will probably assign you a specific counselor or guidance teacher. Counselors are specially trained educators who assist the students in making decisions about what courses to take, their educational careers, and help them with personal problems. All students in the school are assigned to one of these counselors. Your counselor will probably meet with you when you first go to school to help you with your schedule. He/she will probably call you to have a meeting once or twice in the year. Whenever you have a problem with school, you should go into the guidance office and make an appointment with your counselor. You should stay in touch with this special resource person who is there to help you!

Your choice of subjects will, of course, depend upon the subjects required by the school, your language abilities, and your own scholastic background. We strongly recommend that all exchange students take one course in social studies (American History, Civics, or Government) and one in literature or language arts (preferably American Literature). When given a choice, select subjects that will provide you with some knowledge about the United States.

In choosing your classes, you should be aware that going to school in the U.S. will be just as important to you as going to your school back home. You are not here to be on vacation; you are here to study and participate in your school and your classes.

In almost all schools you will find English, Foreign Language, Mathematics, Science, and Social

Studies Departments.

Classes in British Literature, American Literature, and speech are offered in almost every English Department. (Speech is a subject that teaches students to speak comfortably to groups and increases the ability to articulate ideas in public. For students who are proficient in the English language, we suggest taking this subject to increase your English abilities.)

Many schools offer journalism, a class which usually prepares the school's newspaper. World literature and composition are subjects often taught in Advanced Placement programs.

Foreign Language Department courses vary greatly. Many schools offer Spanish and French. Some schools offer German, Russian, Latin, or other languages in their curriculum.

If your native language is taught, the teacher may ask you to help in class. This would be a great experience for the students studying the language, and exchange students usually enjoy this task.

If you have a choice of subjects in the Math or Science Departments, you should make sure that you have the necessary background from your own school. Mathematics is usually taught in specific areas such as algebra, geometry, or trigonometry, and if you have studied all these areas in your home country, it is sometimes difficult to find the appropriate course for you. Check the textbooks and discuss with your counselor the work you have previously done in these subjects. Science courses usually include



laboratory work, giving the students the opportunity to participate by setting up their own experiments. As with mathematics, the sciences are usually taught as specific classes: biology, chemistry, and physics. Most exchange students find advanced science classes both interesting and challenging.

The Social Studies Department usually is of special interest to exchange students since it familiarizes them with American society and ideas. Besides American history, world history, and U.S. government (also called civics), classes in sociology, economics, political science, and other subjects may be offered.

In addition to the departments described above, there are others, possibly including Agriculture, Business, Industrial Arts (or "Shop"), Art, Music, and Physical Education.

In her letter, Marina strongly encourages you to take one or more of the classes offered in these departments, and we agree. In these departments there may be subjects that you do not find in your country, and they will be a new experience for you.

Find the right combination of challenge and fun. In the end you will find school a lot more interesting this way.

Tests and Exams

Just like every school system, high schools in the U.S. give tests and exams and, unfortunately, there are quite a lot of them. Here is a brief description of them so you will know a little more about what to expect.

In most academic subjects, weekly or biweekly tests or quizzes are given. The tests are almost always written, usually don't last longer than an hour, and very seldom involve essay questions.

There are three major forms of questions:

	TRUE OR FALSE
	<i>The truth of a statement has to be judged. Circle 'true' or 'false' for each statement.</i>
1. TRUE or FALSE	Marina is an exchange student from Moldova.
2. TRUE or FALSE	Marina is in the 10th grade.
	MULTIPLE CHOICE
	<i>Several answers are given, and the correct one must be chosen.</i>
3. Marina is an exchange student who comes from ____.	
	A. France
	B. Italy
	C. Brazil
	D. none of the above
	MATCHING
	<i>Statements that are in two lists have to be matched so they form a true combination.</i>
___ 4. Millennials	A. African country
___ 5. Egypt	B. Americans born between 1981 and 2000
___ 6. Deodorant	C. Important travel document
___ 7. Passport	D. Toiletry item commonly used among high school students and adults in the U.S.

Answers: 1) TRUE; 2) FALSE; 3) D, none of the above; 4) B; 5) A; 6) D; 7) C

Many schools use a Scantron form, shown in the photo, for these types of questions.

Tests usually involve a large number of questions and ask for very detailed factual information. They are either graded on a point basis, with letter marks or grades, or on a curve system.



Teachers who grade on a point system will give you a 100% on your test if you have answered all questions correctly. You will receive 75% if you answered three-quarters correctly, and 50% if you answered half of the questions correctly. Generally you must answer 65% of the questions correctly for a minimum passing grade.

If you are marked on a letter system you will receive the marks A, B, C, D, or F. "A" is the highest and "D" the lowest passing grade. "Fs" are given when the

test or the course are not passed successfully. Often a plus or minus will be added to distinguish the quality of the work (B+, C-, etc.).

Sometimes percentage marks are translated to letter marks and grade points. Each letter grade is assigned a certain number of points (usually "0" to "4"). The grades for all a student's classes are then averaged together to provide an overall grade point average (GPA). The chart on the next page shows you how these marks may correspond to each other.

"A"	=	90-100%	Excellent	(4.0 points)
"B"	=	80-89%	Very Good	(3.0 points)
"C"	=	70-79%	Acceptable	(2.0 points)
"D"	=	65-69%	Minimum passing	(1.0 point)
"F"	=	64% and lower	Failure	(no credit)

Teachers only occasionally grade on a *curve system*. If they do, they take the average of all results of the students who took the test. This average becomes the middle grade, and receives a "C." All tests having above average results receive above average grades, and vice versa.

If you ever miss a test because you were not present for an excused reason on the day the test was given, you have to report to the teacher to make up the test. If you were absent for an unexcused reason, you will receive a failing mark on the test.

Report cards are issued two to three times during a semester. The report card has a grade (letter or percentage) for each subject being studied. Each grade shows the average of the tests and assignments completed in the specific marking period.

At the end of the semester or term, examinations ("final exams" or "finals") covering all of the materials taught during that period are taken in most schools.

The semester or term grade that

a student receives generally is the average of all grades on quizzes, tests, and homework, and the semester final exam grade.

Some subjects require a lot of homework, which may involve reading chapters in textbooks, doing written assignments, or completing work begun in class. **It is absolutely essential that homework is done, as the teachers may use the assignments during the lessons and may base their test questions on information learned through homework.**

Homework can be done at home or at school during study hall, which is a period in school when you do not have any classes but instead go to a specific room to do your work under the supervision of a teacher.

For some subjects, book reports have to be written or given orally about books that are read outside of class. Sometimes papers have to be written about a subject closely related to a theme discussed in class. If on a broader subject, they are called term papers and usually have to be quite detailed. Be sure you understand all special assignments and start them in time to have them completed by the

date required.

Giving someone the answers or looking at another person's paper to get answers is called "cheating." Cheating during a test is absolutely unacceptable in a U.S. high school. Of course, some students do cheat. But you should not be one of them. Do not even try it; it is very embarrassing... you might be subject to school disciplinary action such as detention or suspension. Plagiarism carries similar consequences.

Rules and Regulations

The American high school is structured very strictly and you sometimes may find it difficult to accept all the different rules and regulations that a student has to observe. Most American students obey these rules and you may not find a lot of sympathy if you do not follow them.

There are different regulations in every high school and you must familiarize yourself with the restrictions in your school. You will see examples of common rules starting on page 131.

	meaning and purpose	counterpart in your school system
guidance counselor		
school board		
multiple choice test		
cheerleaders		
credit		
speech class		
unexcused absence		
school lunch		
grade (two meanings)	1.	
	2.	
electives		
school bus		
junior high		

Variations in U.S. High Schools

As the last section indicated, there are many differences among high schools in the U.S. Sizes of secondary schools vary greatly, from very small (50 students) to extremely large (3,000 students).

This is important information for you. Why? You should not expect that your school will be just like that of any one former exchange student you talk to. In fact, you should make a real effort to talk to as many former students as you can so that you can begin to understand the variety of possibilities that await you in the U.S.

Try to talk to at least three former exchange students who lived in different locations in the U.S. in the last five years. You will have some former students at your orientation program. Talk to them about the topics listed on the chart below. Fill in the chart as you talk with them. Then look at the differences their experiences represent.

COMPARISON OF HIGH SCHOOLS			
Former exchange student's name City and state in the U.S.	Size (number of students in school) Number of grades in school Grade student was in	Required subjects	Electives, Clubs, Other information

Sample High School Handbook

Many high schools provide students with a High School Handbook. The handbook is a guide to students which provides the school calendar, rules and regulations, course requirements, the grading system, courses offered, and clubs and activities. Of course, each school's handbook will be different because it must reflect its own policies. In very large schools, the courses offered may

be in another publication called Course of Studies.

You may receive a high school handbook when you arrive at your school in the U.S. You may even be able to read it online in advance. You will be expected to read it and understand the school's rules, grading system, and course requirements for your grade level. You also will need to use it to choose elective classes and club activities.

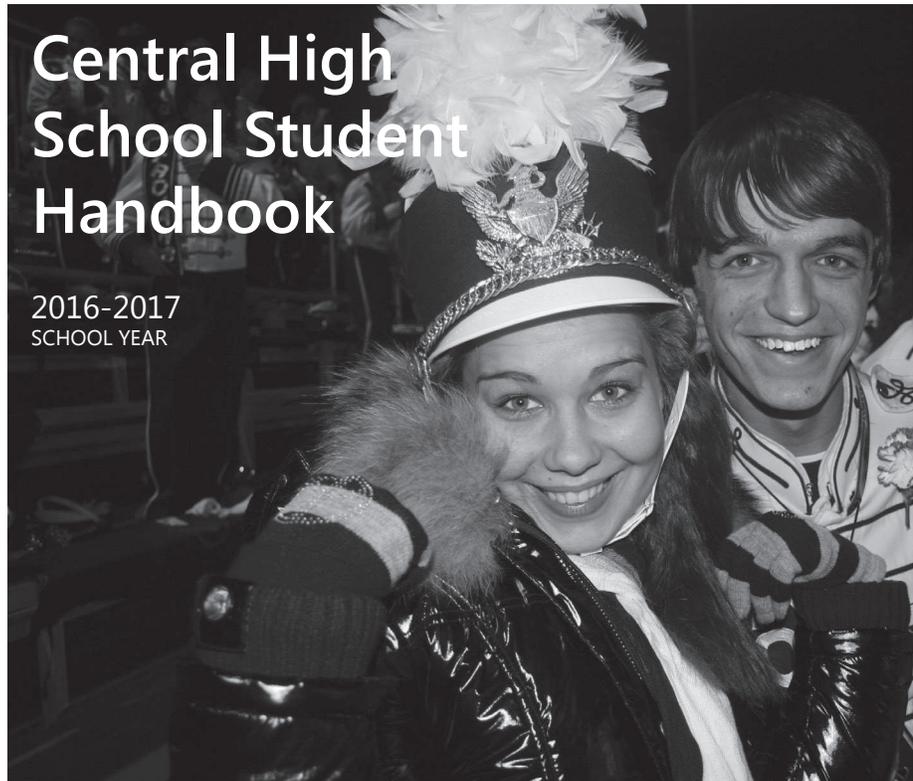
To help you prepare to use a high

school handbook, there is a sample one on the next few pages. This is a sample because it is not really from any one school nor is it complete. Rather, there are parts of several different schools' handbooks put together so that you can see what a high school handbook might contain.

Take a few minutes to look through it. Then study the sections carefully as you do the exercises following the handbook. They will help you learn how to understand and use a high school handbook.

Central High School Student Handbook

2016-2017
SCHOOL YEAR



WELCOME TO CENTRAL HIGH SCHOOL!

We hope the time you spend here will be meaningful and rewarding. Your progress in each subject will depend upon your interest, desire, effort and ability. Success depends on you. Practicing the following will help you achieve your goals:

1. Be on time and be prepared to succeed.
2. Tell the truth; get beyond denying and lying.
3. Treat others as you would like to be treated by them.
4. Be appropriate; know when to do what and where.
5. Respect and encourage the right to teach and the right to learn at all times.
6. Be responsible for your choices. Expect to be held accountable for them.
7. Be focused; ask questions and seek solutions.
8. Be young, have fun, and be responsible.

This handbook will provide important information regarding some of your privileges and responsibilities.

This by no means is to be interpreted as being a complete list of services, rules, and regulations of the school. It should help you to know your school better. Please remember that Central High School can only be as good as you make it! HAVE A GREAT YEAR!

Central High School MISSION STATEMENT

Central High School exists to teach all students new knowledge and foster a culture of learning where students, parents, community and staff take responsibility for continuous and annual improvement of student learning as measured by local, state and federal standards; a place where each student's intellectual, aesthetic, social and physical skills are nurtured in a positive environment.



Annual Events Schedule

September

- 6 *Labor Day Holiday*
- 7 *Classes begin: for 9th grade*
- 8 *Classes begin for ALL STUDENTS*
- 10 *Back-to-School Night*
- 11 *Boosters' Golf Tournament*

October

- 8 *Early Release - Homecoming Football Game*
- 11 *State In-Service Day*
- 15 *Homecoming Dance*
- 29 *End of First Quarter*
- 31 *Sock Hop*
Haloween Bake Sale

November

- 1 *Early Release - Parent Conferences*
- 2 *Early Release - Parent Conferences*
- 11 *Veterans' Day*
- 18-19 *Fall Play: Pippin*
- 25-26 *Thanksgiving Holidays*

December

- 20 *Winter Break Begins*

January

- 3 *Winter Break Ends*
Teacher In-Service Day
- 4 *Classes resume*
- 17 *Dr. Martin Luther King, Jr. Day*
- 28 *End of Second Quarter*
- 31 *Grading Day*

February

- 11 *Teacher In-Service*
- 14 *Valentine's Day Dance*
- 21 *Presidents' Day*

March

- 18 *Bloodmobile*
- 21-25 *Spring Break*
- 28 *Classes Resume*

April

- 4 *Booster Auction*
- 15 *Early Release - End of Third Quarter*
- 18 *Grading Day*
- 23 *Jazz Festival*

May

- 6 *Cinco de Mayo Cultural Assembly*
- 20 *Prom Night*
- 30 *Memorial Day*

June

- 3 *Seniors' Last Day*
Awards Night
- 6 *Baccalaureate*
- 7 *Graduation Ceremonies*
- 9 *Early Release - Exams*
- 10 *Early Release - Last Day of Classes*
- 13 *End of Fourth Quarter - Teacher Work Day*

NOTE: Other events may be added to calendar.

Responsibilities and Rights of Students

Education

Rights: The rights of all students, including those guaranteed by the Constitution of the United States, and all state, county and local laws, and the right to an education are and shall be recognized without regard to race, religion, sex, creed, ability to pay, national origin, handicapping condition, or intellectual ability. Students have a right to a public education beginning with kindergarten and extending through the twelfth grade.

Responsibilities: Student responsibilities include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the responsibility not to interfere with the education of fellow students or the orderly operation of the school.

Respect

Rights: Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.

Responsibilities: Students have the responsibility to respect the rights and authority of teachers, students, administrators, and all others included in the education process.

Complain

Rights: Students have the right to complain to school staff regarding decisions made by staff members that are considered not to be in the students' best interest.

Responsibilities: Students have the responsibility to follow the established complaint process.

Environment

Rights: Students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to

learning.

Responsibilities: Students have a responsibility to help the school staff in operating a safe school by abiding at all times by the laws of the United States, all state and local laws and the regulations of the County School Board and the individual school.

Participation

Rights: Students have a right to participate in school activities.

Responsibilities: Students have a responsibility to comply with all rules and regulations for student behavior at all school functions.

Property

Rights: Students have a right to expect that other students and school personnel will respect their personal property.

Responsibilities: Students have the responsibility to respect personal property rights of other students, teachers, and administrators, as well as the public's property, including equipment and school buildings.

Expression

Rights: Students have the right to exercise freedom of expression, to address policies publicly, privately, in writing, or orally. Students may advocate change in any law, policy, or regulation.

Responsibilities: Students have a responsibility to see that expressions do not interfere with the education process. Students have a responsibility not to use obscene, slanderous, or libelous statements; not to use disruptive tactics; not to advocate violation of the law or school regulations.

School Policies and Rules

Athletic Participation Fee

The participation fee is necessary to offset the cost of the sports programs. Payment of the fee is a requirement for eligibility but is not a guarantee of playing time. Students whose financial circumstances prevent them from paying this fee may obtain a Waiver Request form from the office. Refunds may be requested if the student's participation ends prior to the first competition. Refund Request forms are available in the school office.

Cellular Phone Use

Student use of communication devices is prohibited from the time the student enters the school facility until the time the student exits the school facility and, while in the school facility, such devices shall be turned off or made inoperable. Exceptions to this rule can be made only upon the approval of the building principal or designee. No other use of a cell phone or communication device will be permitted, including the taking of photographs and/or audio and/or video recording. Offenses will result in phone confiscation and/or suspension.

Cheating/Plagiarism

Central High requires that students are honest and honorable in all their academic efforts.

Plagiarism is defined as the use of information from another source without attribution. Plagiarism may take many forms:

- Copying directly from another source without using quotation marks.
- Paraphrasing source material without citing work.
- Submitting someone else's work as your own.

Information that is common knowledge need not be cited. For example, Bill Clinton was elected to his first term as President in 1992.

However, the author of information that is not common knowledge must be acknowledged.

The penalty for plagiarism is detention or suspension.

Bus Conduct

Student conduct is a matter of individual responsibility. Every student is expected to act in such a manner that the bus driver is able to operate the vehicle safely. Violations of discipline policy on the bus will be dealt with by parent conferences, disciplinary actions, and/or suspension of the privilege to ride the bus.

Closed Campus

For the safety of the students and to fulfill the district's supervisory responsibilities, the Central High School Board has designated the high school as a closed campus. All students are prohibited from leaving the school grounds during instructional hours and breaks without the expressed permission of their parents and a school administrator. Violations of the school's closed campus policies are subject to the same disciplinary actions as for other attendance infractions.

Computer Use

The appropriate use of computers and computerized technology is encouraged to promote the knowledge and skills of students and staff. All use of technology by students and staff is intended to support the approved curriculum. Any other use or any computer activity that disrupts the ability of teachers to teach or students to learn is prohibited. Computer use that violates district policies or state law will be subject to school discipline or referred to the proper civil authorities.

Counseling Offices

The school guidance service provides opportunity for students to have conferences with the counselor. The counselor helps students with personal and social problems, planning their high school programs, class

schedule changes, post high school education, and careers. Informational material about professional training, scholarships, colleges, college entrance examinations, aptitude tests, achievement tests, part time work, and military services are available.

Credit Requirements for Grade Level

The minimum semester hours for individual grade classification (as of September each year) are as follows:

9th grade.....	0-4	credits
10th grade.....	5-10	credits
11th grade.....	11-16	credits
12th grade.....	17+	credits

Dress Code

As many employers expect their employees to dress and comport themselves in manners acceptable to their employment, the student dress code is intended to provide standards of dress which are desirable and to discourage dress that is undesirable.

Students are expected to groom and dress themselves in an appropriate manner. Students must be dressed in designated clothing and protective equipment for physical education classes, science laboratories, and foods courses.

The following are considered to be inappropriate and constitute a disruption to the educational process:

1. Any dress or appearance which is vulgar, lewd, obscene, indecent, profane or exposes to sight the private parts of the body, e.g.,
 - See-through garments
 - Revealing plunging necklines or waistlines
 - Tank tops or undershirts worn as outer garments
 - Fishnet shirts
 - Halter tops, spaghetti straps, strapless garments or bare backs

2. Any dress or appearance, which constitutes a threat or danger to the health and safety of students, e.g.,
 - Heavy jewelry or jewelry with spikes
 - Cleats, chains, pins or certain types of rings
 - Flip flops, open toed shoes or sandals in science labs, PE classes or foods courses
3. Any dress or appearance which encourages or advocates the use of illegal drugs, alcohol or tobacco.
4. Any dress or appearance which advocates or encourages illegal or violent activities.
5. Any dress or appearance which advocates discrimination or denigrates others based upon race, color, creed, religion, national origin, gender, or disability.
6. Cleated footwear/spikes or similar footwear.
7. Hats, bandanas, etc. are not to be worn or carried during the school day. They must be in lockers prior to first period.
8. Sunglasses are not to be worn in the building.
9. Outerwear cannot be worn during school hours. Administration discretion can waive this rule based on extenuating circumstances.
10. Gang colors or gang related clothing or items which could be considered offensive to certain groups of people.
11. Top garments should meet bottom garments at top of pants/shorts or skirt line. That is to say, no exposed midriffs.
12. Length of skirts or shorts, when standing, must be at least as long as your extended fingertips.

Violation of the rules listed above will result in the student's parent/guardian being required to provide appropriate attire, and other action may be taken as deemed appropriate by the

administration.

Drugs and Substance Abuse Policies

The possession, distribution or use of illegal drugs, intoxicants, look-alikes (placebos), or drug paraphernalia while under the jurisdiction of the school is expressly forbidden, and may constitute grounds for expulsion from school. This includes the regular school day, field trips, school activities, or whenever the student is on school property.

A five-day suspension from school is mandatory for any student in possession of, or under the influence of, illegal drugs, intoxicants, or drug paraphernalia. Any student involved in the illegal sale or attempted sale of drugs or alcohol on school property, at school functions, or going to or from school shall be recommended for expulsion from school.

Any illegal drugs, intoxicants, or drug paraphernalia will be turned over to the police who may bring charges against any involved student(s).

Equal Opportunity

Central High School promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, national origin, disability, marital status, age, cultural background, socioeconomic status, physical characteristics or place of residence in any educational programs, activities or employment. Questions or concerns about equal opportunity in each school should be directed to the building principal.

Central School District is an equal opportunity educator and employer.

Expulsion

A student may be expelled for severe or repeated violations of the School Policies and Rules. No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear

at a scheduled hearing. An expulsion may extend to one calendar year.

Fighting

All students, no matter what the circumstances, should make every effort to avoid fighting.

Instead, students should seek help from staff members of the school. Another option for students may be to engage in conflict mediation. Any student who engages in fighting may be suspended from school. In cases when it is possible to determine the identity of the aggressor, a more severe penalty may be issued to that student. An aggressor is defined as the student who makes the initial physical contact, escalates the situation, or retaliates. Verbal harassment is not an excuse to initiate physical contact. Both students may be suspended for fighting. In addition, students may lose all school privileges and formal charges may be filed with the appropriate authorities. In severe cases or in the case of a repetitious offender, a hearing before the Board for expulsion and/or referral to law enforcement authorities may be initiated.

Harassment/Bullying/Hazing/Sexual Harassment

Bullying, hazing, physical or verbal intimidation, threats, menacing behavior or harassment of any kind by students, staff, or others will not be tolerated and is strictly prohibited at all school activities and events.

Harassment/bullying includes but is not limited to any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, oral, written, or physical nature on the basis of age, sex, race, religion, national origin, disability, marital status, physical characteristic, cultural background, socioeconomic status, or geographic location.

Sexual harassment includes but is not limited to any act which subjects an individual or group to unwanted sexual advances, requests for sexual favors, or any other nonverbal, oral, written, or physical behavior of a sexual nature.

Intimidation/threats includes but is not limited to any threat or act intended to tamper, damage, or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact, or inflict serious injury on the basis of age, sex, race, religion, national origin, disability, marital status, physical characteristic, cultural background, socioeconomic status, or geographic location.

Menacing includes but is not limited to any act which does or is intended to place a school employee, student, or third party in fear of imminent serious physical injury.

Headsets

Music devices with headsets are allowed, but may not be played or worn during class times.

Health Services

First Aid and Emergency Care for injuries and illness: Staff members at each school have been trained in First Aid, CPR, and Epinephrine injection administration. The nurse will be called for serious injuries. Every attempt is made to contact parents or the Emergency Contact person listed on the Emergency Card and Registration form. Our ability to contact a responsible adult depends on the accuracy of the provided phone numbers.

School Nurse: A part time registered professional nurse with special training in the field of public and school health is assigned to the Central High School District.

In-School Suspension

In-school suspension is a supervised detention in which the student is required to quietly work alone in a specified location (usually the office) during the school day.

Lockers

Lockers are available to students and are assigned at the beginning of the school year. Two students are assigned to each locker. The school assumes no responsibility for the safeguard of articles left in the lockers.

The lockers are not designed for maximum security. Students are urged to avoid placing any valuables in their lockers. Students are responsible for keeping their lockers clean and in good working condition. Fines will be assessed where damage occurs. Decorating of lockers is limited to taped-on pictures (using masking tape only), detachable locker organizers and magnet mirrors. Stickers, contact paper, plastic tape, inappropriate pictures, and permanent marking pens are prohibited for use in or on the lockers.

Lunches

Students may eat lunch in the General Purpose Room, the student court, and the outside breezeways. Lunch may be eaten in the classrooms if the teacher is present.

Medication Policies

The Central High School District recognizes that administering medication to students or self medication may be necessary when the failure to take such medication would jeopardize the health or attendance of the student. Consequently, students may be permitted to take non-injectable prescription or non prescription medication at school, on a temporary or regular basis.

All requests for the District to administer medication to a student or to allow a student to self-medicate shall be made by the parent or guardian in writing, to the School Nurse or School Administrator. Forms are available at each school office. "Student self medication" means a student must be able to demonstrate the ability, developmentally and behaviorally, to administer the medication safely and responsibly.

Physicals for Athletics/Activities

Students are required to have a physical the first time they participate in high school athletics. Thereafter, they must have a physical every two years and after any debilitating illness or injury.

Skateboards and Rollerblades

For the protection of students and school property, the district liability insurance specifically requires that skateboarding and rollerblading be prohibited from school property. Students who bring skateboards or rollerblades to school will be requested to leave the items in the office.

Standards of Behavior

The expectations for student behavior are part of the school's system of Positive Behavior Support:

- Punctually attending all classes
- Following the instructions of faculty and staff
- Being truthful with parents, teachers and staff
- Treating students and staff with kindness and respect
- Respecting the opinions and heritage of others
- Striving for academic excellence
- Being sincere in written and spoken communications
- Resolving conflicts without violence or threats
- Avoiding tobacco products, alcohol and illegal drugs
- Following athletic team rules and displaying good sportsmanship
- Respecting the property of others
- Alerting responsible adults if students are a threat to themselves
- Keeping the school in a clean and attractive condition
- Volunteering service to the school and the community
- Being ethical in all academic activities
- Obeying all driving, parking and bus rules

Student Government

Central High School's student government is organized to have an influential voice in the operation of the school as well as to give students knowledge and experience in a working democracy. All students are encouraged to attend Student Council meetings and work through the class and ASB officers to effect positive changes in the school.

Student Awards and Incentive Programs

Central High School has a proud tradition of recognizing outstanding student achievement in all areas and practices Positive Behavior Support. The faculty, staff and student council welcome suggestions for additional opportunities to award meritorious achievements and behavior. The programs listed below are the prime examples of this tradition.

- Students of the Month - recognized by local and regional newspapers
- Athletic Awards - team and league honors
- Visual Displays of Student Awards and Works
- Awards Night - the annual recognition program at the end of the school year
- Honor Roll and Honor Society
- Department Awards - various programs recognize especially successful students
- Scholarships - the ultimate recognition
- Club Competition – each year a club earns the Club of the Year Award
- Spirit Cup Competition - Classes compete to display their spirit and service

Substance Abuse Policy

A student shall not knowingly possess, use, transmit, traffic in, be in the environment of, or be under the influence of such unlawful substances as amphetamines, barbiturates, marijuana, narcotics, hallucinogenic drugs, unauthorized medications, alcohol, or

intoxicants of any kind on or near the school grounds, or off the school grounds while attending a school activity, function or event.

If a student violates this rule, the administration will follow the procedures established in the Student Rights and Responsibilities Handbook and will notify the parents. If there has been a violation of the law, the appropriate law enforcement agencies may be notified.

Tardy Policy

Students are expected in class on time to maximize their own learning and to avoid interrupting the teaching of others. Students who are not in the classroom and prepared to learn at the beginning of the class are considered tardy and are subject to disciplinary action by the teacher or by the administration. Every appropriate effort will be made to change the behavior of repeatedly tardy students, but recalcitrant students are subject to suspension or removal from the class. Students who are more than 10 minutes late to class will be considered absent and must obtain an admit slip from the office before being admitted to class. Students are never permitted to linger in the halls or by their lockers when classes are in session.

Tobacco Possession or Use

Use of tobacco products is prohibited on all school district property. The prohibition includes implements used for smoking, such as lighters and pipes. This applies to students, staff, patrons and visitors.

State law now prohibits the possession of tobacco products by people under 18. In compliance with this statute and a concern for the well-being of all students, the school district will enforce the following for students who possess or use tobacco.

Vandalism

Vandalism causing damage or defacement to any type of educational property and/or facility,

grounds surrounding such facilities, school-sponsored and/or operated property, and/or personal property located within such facilities, is an offense now punishable as a felony of the third degree - if the offender knows that the damage will outrage persons who observe it, or if the repair/replacement or other costs exceed \$5,000.00. Otherwise, the offense is a second-degree misdemeanor. These offenses will be referred to the proper authorities and result in discipline of the student, which could include expulsion.

Visitors

To minimize disruptions to classroom instruction and learning, student visitors are generally not permitted. Under no circumstances are Central High students permitted to host students from local high schools. Visits are never granted during the first three weeks or last three weeks of the semesters.

Exceptions may be made under the following guidelines:

1. The visitor is a student who may soon attend Central High.
2. The visitor is an out-of-district guest of a Central High student and their parents provide written permission to the office two days before the visit.
3. The hosting student obtains a signed consent from each teacher to be visited.
4. The visit is for one day only.

The administration reserves the right to deny visiting privileges at any time.

Weapons Possession

The possession of any weapon on school grounds will result in a five day suspension and a recommendation for expulsion from school. Any weapons will be turned over to the police who may bring charges against any involved student(s).

General Information

Attendance Regulations

The Board of Education has an obligation to require that the students of this district be present in school to receive an education.

This policy is for the benefit of the students, their parents, and the community at large.

Student participation in all regularly scheduled classroom learning activities in each area of study is essential in order for each student to receive the maximum benefits of a thorough educational program. The entire process of education requires regular continuity of instruction, classroom participation, learning experiences, and study.

The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Therefore, we cannot condone, excuse, or encourage any absence by students. Students who miss class for any reason must complete assignments missed because of their absence. The Board, however, recognizes that the schools are run for the benefit of the pupils and every effort shall be made, therefore, to identify the habitual truant, investigate the cause(s) of the behavior, and consider modification of his/her educational program to meet the particular needs and interests of the student.

ABSENCES are defined as either cumulative or non-cumulative.

1. Students accumulating more than sixteen (16) absences in a full-year course or more than eight (8) absences in a one semester course shall face a loss of credit situation.
2. The following absences will not accumulate toward the student's absentee record:
 - a. School sponsored activities
 - b. Out-of-school suspensions

- c. Religious holidays as defined by State Department of Education
- d. Death in the family
- e. Up to 3 days for college visitations with verification limited to Juniors/Seniors
- f. Court subpoena, driver's test/permit with verification (limited to one excused absence)
- g. All absences covered by a doctor's note will be excused if submitted within three days of the student's return to school.
All notes must be an original document, on letterhead and signed by the doctor. FAXs are not acceptable.
- h. Chronic notes must be renewed annually and documented with a 504 Plan.

3. Parents will be notified in writing if a student is in danger of losing credit due to excessive absenteeism.

Student Activities and Clubs

Welcome to a wide variety of activities and opportunities! We have many clubs and activities that can provide each of you opportunity to participate in high school life. The daily bulletin will inform you of meeting times and locations and all activities that are happening.

ART CLUB: attached to the Art Department.

ANNUAL: Attached to the Journalism class to construct the school annual

A.S.B. (Associated Student Body) Student government

Freshman Class	Junior Class
Sophomore Class	Senior Class

CAB (CHOIR AND BAND): attached to the Music Department.

CHEERLEADING: a seasonal commitment with members chosen competitively in the spring of the preceding year

CLUB SHRED: ski club that meets and skis on the weekends.

DEBATE: (Inactive)

DRAMA: students involved with live productions in collaboration with the Theater/ Tech class and many community groups.

DIVERSITY CLUB/ SHADES: Safe, healthy, and diverse education in school. The goal of SHADES is to work toward creating an environment where all students feel included and welcome in all aspects of the school.

F.B.L.A. (Future Business Leaders of America): attached to the Business Department, and involved at local, regional, state and national levels.

F.F.A.: attached to the Agriculture Department, and involved at Local, Regional, State and National levels.

F.C.C.L.A. (Family Career and Community Leaders of America): attached to the Family and Consumer Sciences Dept., involved at local, regional, state and national levels.

HONOR SOCIETY: composed of students who maintain a 3.75 GPA or higher, and are involved in other school and community activities.

INDIAN CLUB: operated out of the Counseling Office by the JOM and Title IX programs.

INTERNATIONAL CLUB: attached to the World Language Department and devoted to the understanding of languages and cultures.

KEY CLUB: Students community service club associated with local Kiwanis association.

KNOWLEDGE BOWL: quiz show style academic competition for students interested in local, regional and state competition.

LETTERMAN'S CLUB: composed of student athletes who have earned varsity letter awards.

LINK CREW: Open to selected upper classmen by application. Students interested in helping transition students from the middle school to the high school

PADDLING CLUB: Attached to the building trades course – build and utilize a canoe

POETRY CLUB: (Inactive)

RODEO CLUB: (Inactive)

S.A.D.D./T.A.T.U.: (Students Against Drunk Driving/ Teens Against Tobacco Use)

TRAVEL CLUB: Open to students interested in traveling to other countries for a portion of their education.

Courses & Descriptions

GRADING SYSTEM

The following grading system has been adopted by the Board of Education:

A+	95-100
A	90-94
B+	85-89
B	80-84
C+	75-79
C	70-74
D	65-69
F	64 or below
I	Incomplete
W	Withdrawn
NC	No Credit
NM	No Mark

APPLIED ARTS

Business

COURSE TITLE: Introduction to Technology/Microcomputer Applications

Grade Levels: 10-12

This course provides information and extensive hands-on computer experiences that develop an understanding of computers and their utilization in the business world and for personal use. Students learn word processing, database, spreadsheet, graphics, and telecommunications. Students may work for Microsoft Certification.

Computer Education

COURSE TITLE: Keyboarding/Computer Literacy

Grade Levels: 9-12

This course is designed for students with little or no previous typing or keyboarding instruction. Students use a microcomputer to learn typing, graphics, word processing, databases, and spreadsheets.

Industrial Arts

COURSE TITLE: Drafting 1-2

Grade Levels: 9-12

In this introductory course, students acquire knowledge and skills in the use of LT98 AutoCAD

software. Through the drawing of mechanical parts, students learn technical sketching, drawing setup, dimensioning, LT98 commands, printing and plotting. The second semester covers the study of architectural drawing and model building. Six basic drawings for home design are completed.

COURSE TITLE: Drafting, Advanced
Grade Levels: 10-12

This course is a continuation of Drafting 1-2. The same types of drawings are covered in more detail with additional work in assembly and detail drawings, two-point mechanical perspective, revisions, and dimensioning. Engineering specialization such as electrical, mechanical, computer drafting, aerodynamics, and 3-D modeling are explored. All work in this class is done using auto CAD computer aided drafting.

Prerequisite: Drafting 1-2

Project Lead the Way

COURSE TITLE: Introduction to Engineering Design

Grade Levels: 9-11

This course introduces students to the elements of design in engineering fields. Students use a problem-solving model to improve existing products and invent new ones. The student learns how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

COURSE TITLE: Principles of Engineering

Grade Levels: 10-12

This introductory course explores the wide variety of careers in Engineering and Technology and covers various technology systems

and manufacturing processes. Using activities, projects, and problems, the student learns first hand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change.

COURSE TITLE: Digital Electronics
Grade Levels: 10-12
This course in applied logic encompasses the application of electronic circuits and devices. The student uses computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

COURSE TITLE: English ELD 1-2
Grade Levels: 9-12
This two-period ELD Language Arts course is designed as an intensive introduction to English. Emphasis is placed on the acquisition of basic communication skills and vocabulary development. Students acquire these skills through the use of materials and instructional strategies that incorporate listening, speaking, reading and writing. The second period of this course is Reading ELD 1-2.

COURSE TITLE: English ELD 3-4
Grade Levels: 9-12
This two-period ELD Language Arts course is designed for students whose proficiency level is at the Beginning/Early Intermediate level as measured by the CELDT. Students continue to develop listening, speaking, reading, and writing skills through the use of a variety of instructional materials and strategies. The second period of this course is Reading ELD 3-4.
Prerequisite: English ELD 1-2 or a

placement exam

COURSE TITLE: Transitional English 1-2
Grade Levels: 9-12
Transitional English is an ELD standards-based course for advanced ELL students nearing reclassification. The focus for the course is academic vocabulary building, academic writing, grammar and mechanics, and expository or content reading. This course assists students in developing critical thinking, reading and writing skills in conjunction with their mainstream English classrooms and preparation for the State High School Exit Exam. The types of writing tested in the CAHSEE writing exam will be emphasized.
Prerequisite: Concurrent enrollment in English ELD 1-8.

COURSE TITLE: Social Studies ELD 1-2
Grade Levels: 9-12
This course is intended for beginning level English Learners and provides content-based Social Studies instruction in English. Students develop vocabulary, concepts and knowledge connected with a broad Social Science curriculum that includes the study of geography, history and cultures.
Prerequisite: Concurrent enrollment in English ELD 1-2

COURSE TITLE: Science ELD 1-2
Grade Levels: 9-12
Science ELD 1-2 is a beginning Science course for students who have been identified as English Language Learners. Emphasis is placed on selected Beginning and Early Intermediate ELD standards through the study of science vocabulary and key concepts.
Prerequisite: Concurrent enrollment in English ELD 1-2 or ELD 3-4

ENGLISH/LANGUAGE ARTS ENGLISH

COURSE TITLE: English 3-4
Grade Levels: 10
English 3-4 is a standards-based course designed to enhance skills in listening, speaking, reading comprehension, language usage and writing, literary analysis, and critical thinking. Students further develop those skills that enable them to demonstrate their understanding and appreciation of literary works through the use of several writing forms. The school's core literature selections for this course include a Shakespearean play and *To Kill a Mockingbird* or *Like Water for Chocolate*. The course is designed to help students develop communicative skills in preparation for English 5-6.

COURSE TITLE: AP English Language and Composition
Grade Levels: 11
This course is designed for recommended juniors who are ready for college level reading and writing. The course emphasizes developing analytical reading skills and the rhetorical style. The AP English Language course focuses on rhetorical strategies and stylistic choices of exemplary prose writers from American and other literary traditions in preparation for the American College Board Advanced Placement Examination in English Language and Composition. The student will read and analyze selected prose works and practice rhetorical analysis skills, with work as needed on vocabulary, grammar, and usage to supplement writing skills.

COURSE TITLE: AP English Literature and Composition
Grade Levels: 12
AP English Literature and

Composition is an intensive full-year course designed for seniors who are ready for college level reading and writing. The course emphasizes the development of skills in literary analysis in preparation for the Advanced Placement Examination in English Literature.

COURSE TITLE: Journalism 1-2
Grade Levels: 9-12

This course prepares the student for work on a school newspaper. The student learns interviewing skills and news writing techniques, and explores different types of feature stories and editorials. The course emphasizes writing skills, layout and design. It also includes instruction in investigative reporting and discussion of the ethics and law.

COURSE TITLE: Journalism, Advanced

Grade Levels: 10-12

*This class includes an active hands-on role in design, production, and publication of the school newspaper. Editing, layout, design and desktop publishing skills are emphasized. It may also include business aspects of a school newspaper (marketing, circulation), photography and graphic arts. The course requires strong writing skills, leadership skills and the ability to work independently and responsibly.
Prerequisite: Completion of Journalism 1-2 or equivalent*

FOREIGN LANGUAGE

French

COURSE TITLE: French 1-2

Grade Levels: 9-12

This course introduces and develops basic skills in listening, speaking, reading, and writing. Common traditions and customs of French-speaking people are also introduced.

COURSE TITLE: French 3-4

Grade Levels: 10-12

Students continue to develop the skills learned in French 1-2, while the level of work advances. More emphasis is placed on reading and writing in this second year. Students continue to learn about the cultures in the French speaking world.

Prerequisite: French 1-2

Latin

COURSE TITLE: Latin 3-4

Grade Levels: 10-12

This course reinforces and expands the skills learned in Latin 1-2. More complex structures and forms, and more extensive vocabulary are covered. Students begin lengthy passages for translation and comprehension.

Prerequisite: Latin 1-2

COURSE TITLE: Latin 5-6

Grade Levels: 11-12

This course reinforces and expands skills learned in Latin 1-4. More complex structures are taught. Students continue to learn about Roman culture, especially as portrayed in Latin literature. Students study a variety of Latin works from Plautus to Medieval Latin.

Prerequisite: Latin 3-4

Spanish

COURSE TITLE: Spanish 1-2

Grade Levels: 9-10

This first year Spanish college preparatory course provides students the opportunity to learn to speak, listen, read and write in the target language in order to develop basic language skills and knowledge needed to be successful if further study of Spanish is desired. Students are introduced to the five goals for foreign language instruction: communication, cultures, connections, comparisons,

and communities. These goals are emphasized throughout the course as students learn basic vocabulary related to everyday needs and activities as well as grammatical forms and functions. Accuracy in speaking and writing are emphasized in order to foster a high standard of oral and written communication.

COURSE TITLE: Spanish 3-4

Grade Levels: 10-12

The second year Spanish college preparatory course continues to provide students the opportunity to increase their ability to speak, listen, read and write in the target language in order to complete the School District graduation requirement for foreign language and to continue to develop language skills and knowledge needed to be successful if further study of Spanish is desired. Students continue to be reminded of the five goals for foreign language instruction: communication, cultures, connections, comparisons, and communities. The goals are emphasized throughout the course as students increase their vocabulary development and understanding of the grammatical forms and functions. Accuracy in speaking and writing is emphasized in order to continue to foster high standards of oral and written communication.

Prerequisite: Spanish 1-2

MATHEMATICS

COURSE TITLE: Geometry

Grade Levels: 9-11

In this course students learn to apply the relationship of similarity, congruence and transformations on angles, triangles, polygons, circles, space figures, and coordinate geometry. In addition students will gain an understanding of the basic

properties of geometric figures and angles. The course content emphasizes the use of logic and mathematical proofs. This course covers all State standards for Geometry.

Prerequisite: High School Algebra I or Algebra I (HE) with Passing Score on Algebra I Exit Exam at the Middle School

COURSE TITLE: Algebra II

Grade Levels: 9-12

In this course students expand their knowledge of first year algebra concepts. Students also learn to: solve absolute value equations and inequalities, calculate and solve with complex numbers, use sequences and series, calculate binomial probability, identify and graph conic sections, and solve exponential and logarithmic functions. Students continue to develop advanced skills in critical thinking and problem solving. This course covers all State standards for Algebra II.
Prerequisite: Algebra I and Geometry

COURSE TITLE: Algebra II with Trig

Grade Levels: 9-12

In this course students cover in depth all topics listed under Algebra II and additional material on trigonometric relationships including graphs and properties of trigonometric functions and their inverses. Students who intend to take Calculus or IB Math Methods in high school or college should take this course. All State standards for Algebra II are covered in this course.
Recommended: Algebra I with a grade of "B" or better

COURSE TITLE: Pre Calculus

Grade Levels: 9-12

In this course, the student uses previously learned math concepts to analyze and solve real-world

problems. Topics included are polynomial functions, theory of equations, trigonometric functions, sequences and series, exponential and logarithmic functions, parametric equations, vectors and polar coordinates. Special focus is placed on using computers and graphing calculators as problem-solving tools.

Prerequisite: Geometry and Algebra II or Algebra II with Trig
Recommended: Algebra II or Algebra II with Trig with a grade of "C" or better

COURSE TITLE: Pre Calculus

Honors

Grade Levels: 9-12

This honors course is the gateway to college-level mathematics. It covers the same topics as Pre Calculus, advanced trigonometry, and analytical geometry. Students begin their study of calculus by learning about limits, derivatives, maximum and minimum graphing, optimization, and rates of change applications. Special focus is placed on using computers and graphing calculators as problem-solving tools.

Recommended: Geometry and Algebra II with Trig with a grade of "B" or better

COURSE TITLE: AP Statistics

Grade Levels: 11-12

This is a college-level course in the statistics used to describe and make inferences from data. Numerical data and statistics are used in almost every discipline, especially in the social sciences, business, and engineering. Students who take and pass the Advanced Placement Statistics exam may earn college credit. A graphing calculator is required.
Recommended: Algebra II with a grade of "C" or better

COURSE TITLE: AP Calculus AB

Grade Levels: 11-12

In this course students cover one semester of college Calculus. The College Board determines topics covered. Students who take and pass the Advanced Placement Calculus AB exam may earn college credit. A graphing calculator is required.

Recommended: Pre Calculus or Pre Calculus Honors with a grade of "B" or better

COURSE TITLE: Computer

Programming, Advanced

Grade Levels: 11-12

In this course students will construct flow charts for the solution of mathematical problems, learn to operate a teletype terminal connected to a minicomputer, and run programs in "computer basic" in the classroom. Individual projects will also be completed.

Prerequisite: Computer Programming 1-2

PHYSICAL EDUCATION

COURSE TITLE: Physical Education: Course 2

Grade Levels: 10-12

This course continues the foundation for lifelong physical activity. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement skills. This course includes combative, gymnastics/tumbling and team sports.

COURSE TITLE: Physical Education Bowling

Grade Levels: 12

This course meets at Oakridge Lanes for 1 1/2 hours twice weekly. Students meet on campus

on Mondays for 45 minutes. The program includes scoring, basic bowling skills and a league tournament. Students are required to maintain a permanent record sheet. The grade is based on regular attendance and the record sheet.

COURSE TITLE: Weight Lifting
Grade Levels: 11-12
This course deals with body development through the lifting of weights. It also covers knowledge of the human body as it relates to lifting, diet, and body physiology.

COURSE TITLE: Aerobic Dance
Grade Levels: 11-12
This course deals with synchronized exercise through body movement performed to music. Aerobic dance emphasizes cardiovascular conditioning through dance and exercise.
Prerequisite: Audition

COURSE TITLE: Dance
Grade Levels: 9-12
This course is a combination of aerobic, modern, and jazz dance. It is designed to teach physical conditioning, the basic elements of dance, and specific modern and jazz techniques. Students learn dance sequences choreographed by the teacher and have an opportunity to create their own dances.

COURSE TITLE: Dance Advanced
Grade Levels: 9-12
Elective 9-10
This class is a faster paced program than the beginning dance course. Combinations in ballet, jazz, and modern dance are taught with an emphasis on perfecting technique. The course includes a study of historical dance forms and the place of dance in traditional cultures. Students accepted for dance performance meet for class

daily, and in addition, are required to rehearse a variety of dance routines for a minimum of 10 hours per week. Performance is a major component of this course.
Prerequisite: Audition

SCIENCE

COURSE TITLE: Biology 1-2
Grade Levels: 9-12
In this first-year course students learn the fundamental concepts and principles of biology. Students investigate living systems: their structures, functions and processes, relationships, continuity and changes, and their unity and diversity. Topics include the chemistry of life, cell biology, matter and energy in living systems, genetics and genetic engineering, evolution, ecology, human physiology and health. Laboratory activities reinforce science concepts and develop scientific investigation and experimentation skills. This course provides foundational knowledge and skills that may be prerequisite for subsequent science courses.
Prerequisite: Algebra I

COURSE TITLE: Earth Science 1-2
Grade Levels: 9-12
This one-year course covers the physical processes which shape the earth. The subject matter includes crystallography, mineral and rock classification, weathering, erosion, plate tectonics, the structure and composition of the atmosphere, heat transfer, temperature and pressure belts, humidity, cloud formation, the star life cycle, the solar system, environments of the planets, and the moon as it affects the earth.

COURSE TITLE: Cell Biology 1-2
Honors
Grade Levels: 11-12
In this advanced biology course students build upon concepts

learned in previous biology and chemistry courses to develop an in-depth understanding of cellular structure, function and processes. Students learn and apply the concepts of cell chemistry, regulation, manipulation of cellular processes, and cell-to-cell interactions to genetics, medicine, forensics and agriculture. Areas of study include: cellular organelles, historical experiments in cell biology and DNA science, cell chemistry and protein synthesis, gene regulation, advanced genetics, cell development in human systems, microbiology, human genetics, aging, cancer and disease. Laboratory investigations incorporate advanced procedures and develop the ability to analyze complex information and results. Students present findings of laboratory studies in a public forum. Students research current advances in cell biology from original sources and consider their related ethical issues. This course will prepare students who intend to choose science as a major in college.
Prerequisite: Biology 1-2, Chemistry 1-2, and concurrent enrollment in or completion of Algebra II or higher

COURSE TITLE: AP Biology
Grade Levels: 11-12
Advanced Placement Biology is an academically challenging class taught at the college level and is equivalent to the first year biology class (for majors) offered at most universities. Students use a college level text, complete college level units, including labs, as they explore the exciting world of biology. At the end of the year students can choose to take the Advanced Placement Exam in biology, and if they pass, may earn up to one full year of college credit in biology.

* Offered in alternate years
Prerequisite: Academic "Full Year" course in Biology 1-2 and Chemistry 1-2

COURSE TITLE: Physiology 1-2

Grade Levels: 11-12

In this laboratory science course, students study the anatomy and physiology of the human body. Students also develop an understanding of the structure, function, and relationships of body systems. Topics include cell physiology and the structural and functional organization of the human body systems: skeletal and muscular systems, nervous system and senses, circulatory system, respiratory system, endocrine system, integumentary system, digestive system, and the reproductive system. The study of other organisms is often included to complement student understanding of the human body. Laboratory investigations include dissection, microscopic observation, and testing the capabilities of the various body systems.

Prerequisite: Algebra I and one year laboratory science course. Biology recommended.

COURSE TITLE: Chemistry 1-2

Grade Levels: 10-12

In this course students learn and apply the fundamental concepts and principles of chemistry. Areas of study include: changes in matter and energy, atomic theory and molecular structure, chemical bonding, chemical reactions, conservation of matter and stoichiometry, states of matter, gases and their properties, solutions, acids and bases, reaction rates, chemical equilibrium, organic chemistry, and nuclear processes. Students conduct laboratory investigations to test and apply their understanding of chemical principles and solve problems related to chemical

systems. Students develop skills for using scientific tools, techniques, and the investigative processes of science. This course prepares students for advanced high school science courses and for a concentration in science at the college level.

Prerequisite: One year laboratory science and concurrent enrollment in or completion of Geometry or higher

COURSE TITLE: Chemistry Honors 1-2

Grade Levels: 11-12

This is a rigorous first-year course that addresses the concepts and principles of chemistry in greater depth than the Chemistry 1-2 course. Emphasis is placed on quantitative analysis of complex problems in chemical systems. Areas of study include: matter and energy, atomic theory, molecular structure, periodic law, chemical bonding, chemical reactions, stoichiometry, kinetics, gases and their properties, solutions, acids and bases, thermochemistry, reaction rates, chemical equilibrium, organic and biochemistry, and nuclear processes. Students conduct laboratory investigations to test and apply chemical principles and to develop investigation and experimentation skills. This course prepares students for advanced high school science courses and for a concentration in science at the college level.

Prerequisite: Biology 1-2, Algebra I and concurrent enrollment in Geometry or higher level math

COURSE TITLE: Conceptual Physics 1-2

Grade Levels: 10-12

This introductory course is a qualitative study of the central concepts of physics. Students build conceptual understanding of physics in terms that are

practical and relevant to the world around them. Topics include: matter and energy, mechanical forces, fluid and thermodynamics, electromagnetism, nuclear physics, and relativity. Student activities emphasize visualization, comprehension, and application of concepts before introducing mathematical descriptions and problems. Laboratory work develops proficiency in scientific investigation and problem-solving skills. This course prepares students for more advanced and quantitative college preparatory physics courses. It is also recommended for students who will elect a non-science major in college.

Prerequisite: Algebra I

COURSE TITLE: Physics 1-2

Grade Levels: 11-12

This is an introductory course in which students learn the fundamental concepts and principles of physics. Areas of study include motion and forces, matter and energy, heat and thermodynamics, wave energy, electricity and magnetism, and atomic and nuclear physics. Through laboratory investigations students observe, test and apply physical principles and develop skills for using scientific tools and techniques. Students apply mathematics to measuring, collecting and analyzing data, and solving problems related to physical phenomenon. Students develop a practical understanding of physical events and how their occurrence can be predicted. This course will prepare students for advanced high school physics courses and for a concentration in science at the college level.

Prerequisite: Biology 1-2, Chemistry 1-2, and concurrent enrollment in Pre Calculus or higher

COURSE TITLE: Physics 1-2 Honors
Grade Levels: 11-12
This is a laboratory-intensive science course dealing with mechanics/ heat, waves, electricity/magnetism, and nuclear physics. This course requires a high level of mathematical reasoning skills. An original research project to be entered in the Santa Clara Valley Science and Engineering Fair is a requirement of the course. The course is particularly recommended for students considering a science or engineering major in college.
Prerequisite: Biology 1-2, Chemistry 1-2, and concurrent enrollment in Pre Calculus or higher

COURSE TITLE: Engineering Science Technology 1-2
Grade Levels: 10-12
Engineering Science Technology prepares a student for the technological world. It is a Tech Prep course. Mechanical, Fluid, Electrical and Thermal systems are studied primarily through hands-on student labs. Computer usage and problem solving are emphasized. This is a practical course that relates the principles of applied physics to the real world. **Prerequisite:** One year of laboratory science course and Algebra I

COURSE TITLE: Robotics and Technology
Grade Levels: 10-12
In this yearlong laboratory science course, students learn and apply physical science concepts to the design and construction of a variety of mechanical, electrical and robotic devices. The principles of motion, mechanics, work, energy, power, electricity, and computer control of electrical circuits are investigated and tested. Students learn to think

scientifically as they identify problems, propose and test solutions, and gather, interpret and analyze data. Working on engineering teams, students construct a competition robot that successfully completes several specified tasks. Through this hands-on study of robotics and technology, students gain experience in the engineering process and learn about related careers. Issues related to how science and technology have impacted society and the environment are also investigated.
Prerequisite: A one-year laboratory science course and Algebra I

SOCIAL SCIENCE

COURSE TITLE: World History/ Cultures 1-2
Grade Levels: 9-10
This one-year course provides an introduction to the geography, history, and the cultures of the world. The focus of the course is a study of major turning points in the shaping of the modern world. Activities in this course, such as map reading and the use of charts and diagrams, are skill-oriented and help the student develop a global awareness.

COURSE TITLE: World History/ Cultures 3-4
Grade Levels: 10
This course for tenth graders focuses on the study of major turning points in the shaping of the modern world from the late eighteenth century to the present. Activities in this course are skill-oriented and help the student to understand the growing interdependence of people and cultures throughout the world.

COURSE TITLE: AP World History
Grade Levels: 10-12
AP World History is an

academic yearlong course with an emphasis on non-Western history. The course relies heavily on college level texts, primary source documents, and outside readings. The course traces the development of world history from the emergence of cities to the present, focusing on the period after 1000 C.E., and emphasizes the analytical and writing skills necessary for success in a college-level history course. Considerable time will be given to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, a major research paper, and the development of a document-based question.

COURSE TITLE: U.S. History 1-2
Grade Levels: 11
This course offers a study of the political, institutional, social, economic, and cultural development of the United States with primary emphasis on concepts, movements, and cultural pluralism. In this course, students examine major turning points in American history in the twentieth century. The course stresses American institutions, ideals, and critical thinking.

COURSE TITLE: AP United States History
Grade Levels: 11
This U.S. History Advanced Placement course begins with the colonial period of American history and continues chronologically through the present. This course focuses on research, analysis, and writing with the aim of preparing students for the College Board's Advanced Placement Exam in American History.

COURSE TITLE: AP European History
Grade Levels: 10-12

This course presents an intensive thematic study of European civilization from the early 15th century to the present. The development of European civilization is described and analyzed with special emphasis on preparation for the Advanced Placement Examination. European History Advanced Placement is a broad study of the political, intellectual, economic, social, cultural, and diplomatic factors involved in the development of European civilization.

COURSE TITLE: Economics 1
Grade Levels: 12

In this one semester course, students deepen their understanding of the economics problems and institutions of the nation and the world. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, and members of civic groups. Throughout this course, measurement concepts and methods such as tables, charts, graphs, ratios, and index numbers are used. Topics covered include the basic concepts of scarcity, choices, economic efficiency, comparative economic systems, microeconomics, macroeconomics, and international economics.

COURSE TITLE: Economics Honors
Grade Levels: 12

Through this course, students learn the basic concepts of production, distribution, and consumption as they study the relationships between scarcity, choice, and costs. With that foundation, students investigate and examine the nature and functions of product and factor markets as well as government intervention in a competitive market. Lastly, students become familiar with economic performance

measures, economic growth, fiscal and monetary policies, and international economics.

COURSE TITLE: American Government

Grade Levels: 12

This one semester course is designed to provide students with an understanding of the American governmental system. Basic philosophic principles and ideals of democracy, representative government, civil liberties, and civil rights are studied and analyzed. The United States federal government, state government, county government, and city government are studied with special attention directed to the structure, powers, and problems of each.

COURSE TITLE: American Government Honors

Grade Levels: 12

This semester course outlines America's system of government, its historical roots, and its current challenges. It includes an in-depth study of the functions and power relationships of governments at the federal and state levels. Students are expected to share their research and findings with the class.

COURSE TITLE: AP United States Government and Politics

Grade Levels: 12

This semester course is a study of the basic beliefs and ideals that underlie American democracy; its historical roots; and how its legal, governmental, and economic institutions affect public policy at the local, state, national, and international levels. Special emphasis is given to preparing the student for the College Board's Advanced Placement Test in American Government.

COURSE TITLE: Psychology 1-2

Grade Levels: 11-12

This course is a study of the factors influencing human behavior including heredity, environment, learning, perception, motivation, communication, and group dynamics.

COURSE TITLE: American Justice System

Grade Levels: 9-12

This course is designed to teach students the foundation for and processes of the American Justice system. The students examine the rights of the individual balancing collective rights with social responsibility. The students analyze cases that have contemporary significance to facilitate their understanding of the dynamics and impact of law. The in-depth analysis includes student portrayal of counsel, witnesses, court clerks and bailiffs as they study a hypothetical case produced and sponsored by the Constitutional Rights Foundation and the State Department of Education. The State Young Lawyers Association, and the Daily Journal Corporation program sponsor this program. Students conduct legal research and receive guidance from volunteer attorneys in courtroom procedure and trial preparation. Through the study and application of basic law, students will develop critical thinking, oral and written skills.

VISUAL AND PERFORMING ARTS

Art

COURSE TITLE: Ceramics, Advanced

Grade Levels: 10-12

This course extends the skills developed in first-year ceramics with increasing emphasis in the areas of wheel throwing (pots,

closed-forms, sectionals, repeated forms, mound throwing, lid-forms, sculptured pottery, amphoras, vases and bowls), firing techniques (raku, kiln loading and unloading for bisque and glaze firing), glazing techniques, and sculpture forms from clay.

Prerequisite: Ceramics 1-2

COURSE TITLE: Sculpture and Three Dimensional Design 1-2

Grade Levels: 9-12

This course teaches students the design elements with which the sculptor is concerned: relationships of volume and mass, line and plane movement, contour, light and shadow, and texture. Various media, such as clay, metal and wood, are used. The students gain an appreciation for artwork and develop a cultural and historical awareness related to three-dimensional design. Students will learn the relationship of three-dimensional art to other art forms and receive an overview of careers in art and related fields. In addition, they will develop evaluative skills by applying what they learn to self and peer evaluation of three-dimensional projects.

COURSE TITLE: Drawing, Painting and Design 1-2

Grade Levels: 9-12

This course is an introduction to design and composition; students use a variety of art media such as pencil, charcoal, conte crayon, pen and ink, tempera, watercolor, and acrylic. Introductory material covers theory of line, color, texture, the elements of design, and the principles of composition. Student projects include drawing, painting, printmaking, and design. Various schools of art, styles, and artists, past and present, are discussed. Students are encouraged to exercise self-expression in their art.

Students will learn the relationship of drawing and painting to other art forms and receive an overview of careers in art and related fields. Students will develop critical assessment skills by applying what they learn to self and peer evaluation of their art projects.

COURSE TITLE: Photography 1-2

Grade Levels: 10-12

This course is an introductory course that explores photography as a method of creative, visual communication. This course develops an understanding of art principles and technical skills necessary to communicate effectively in the medium of photography. This beginning course is designed to teach the basic technical skills of photography. Students learn how to use 35mm cameras and enlargers. Students also learn how to expose, process, and print film. Students learn the relationship of photography to other art forms and receive an overview of careers in photography, photojournalism and related fields.

COURSE TITLE: Digital Photography 1-2

Grade Levels: 9-12

In this yearlong course, students cover the basic theories and skills of black and white and color photography. Photographic history is covered and the introduction of technology within the photographic field is presented. Students learn how to use a Macintosh Power PC, Adobe Photoshop software and alternative digital equipment to produce a photographic portfolio. Students also have the opportunity to work on outside projects in coordination with the district and the community.

COURSE TITLE: Computer Graphics 1-2

Grade Levels: 9-12

In this course, students develop the skills and knowledge necessary to produce art and illustrations directly from a Macintosh computer, using the latest graphics software. An introduction to photo imaging and multimedia presentations are also included.

COURSE TITLE: Computer Video Production

Grade Levels: 10-12

This course is designed to train students to shoot, process, and edit digital video individually and in a teamwork environment. Students will learn to operate a digital camcorder, download their video clips, use Adobe Premier video processing software to edit and refine their clips into completed projects, prepare graphics and soundtracks, prepare original scripts and production schedules, and use QuickTime video. Students will work on tutorial assignments and original projects using these skills.

Prerequisite: Computer Graphics

COURSE TITLE: Drama, Theater, Radio, Television

COURSE TITLE: Drama 1-2

Grade Levels: 9-12

This full-year, activity-oriented course serves as an introduction to theater. Students study basic principles and techniques in acting, theater history, staging, voice and diction, pantomime, improvisation, choral reading, readers' theater, storytelling, and oral interpretation. Students are also introduced to stage makeup, stage lighting, and technical production techniques. Students will learn the relationship of drama to literature and other art forms. Students will receive an overview of careers in theater and related fields.

COURSE TITLE: Drama Intermediate 1-2

Grade Levels: 10-12

In this yearlong intermediate course, basic principles of theater arts are reinforced and advanced techniques are developed. All productions are student run. In addition to refining skills taught in beginning drama, intermediate students work toward developing their acting and improvisational skills, scene analysis, directing skills, and preparation for auditions at the community theater and professional level. Projects include, but are not limited to, a student directed one-act play festival, contemporary and classical monologue and scene preparation, reviewing for professional and community theater productions, a research project covering a major playwright, and written reviews of live theater.

Prerequisite: Beginning Drama and/or placement audition

COURSE TITLE: Media Arts 1-2

Grade Levels: 9-12

In Media Arts 1-2, students will study the historical development of television, video, theater, film and radio. By evaluating and analyzing programs for their meta-messages and communication value, students will develop an appreciation of media as an art form. By producing and creating a variety of multimedia projects, students will connect and apply their study of media arts to their own creative endeavors. Students will also become aware of the many career paths available in media arts.

Music

COURSE TITLE: Beginning Band 1-2

Grade Levels: 9-12

Beginning Band is designed for the student who has never played a band instrument or wants to learn a new one. There is no prerequisite for this class. Instruments taught will include: flute, clarinet, saxophone, trumpet, baritone horn, French horn, trombone, tuba, bass guitar and percussion. An end-of-the-year concert will be given and attendance is mandatory.

COURSE TITLE: Concert Band

Grade Levels: 9-12

This course is offered to the serious music student who is considering music as a major or minor in college. The goal of the course is to build a strong foundation of musical comprehension and competence as an individual within a group. Its focus will be performance of standard concert band literature. Students should have a high degree of technical skill on their musical instruments. Performances are an integral part of this course.

Prerequisite: Audition by instructor. Students must be able to sight read reasonably well, demonstrate good wind instrumental techniques with regard to resonance, blend, balance, and breath control, and pass a basic music theory examination. Instrumentalists will be expected to maintain concurrent enrollment in Wind Ensemble.

COURSE TITLE: Performing Band

Grade Levels: 9-12

This performance-oriented course emphasizes the study of symphonic transcriptions as well as standard band music. Students improve their sightreading and musicianship skills through various class exercises. The performing band performs in concerts and festivals both on and off campus. Attendance is required at all performances.

Prerequisite: Ability to play a band instrument

COURSE TITLE: Jazz Band

Grade Levels: 9-12

This performance course teaches techniques and skills characteristic to jazz. The student plays many different styles of jazz from big band to modern progressive swing.

Prerequisite: Audition

COURSE TITLE: String Ensemble

Grade Levels: 9-12

This class for string musicians has been designed to develop musicianship, proper string instrument techniques, familiarity with standard

string repertory, and performance. It is a participation class for string instruments: violin, viola, cello, and bass.

Prerequisite: Ability to play a string instrument

COURSE TITLE: Chorus 1-2

Grade Levels: 9-12

This introductory course teaches choral part singing (soprano, alto, tenor, bass). Vocal ensemble techniques, the interpretation of musical symbols, following and reading vocal lines, singing skills, and responding to choral direction are also taught.

COURSE TITLE: Choir 1-2

Grade Levels: 9-12

This course is designed for students interested in vocal music and performance activities. Instruction in sight reading, tone production, listening skills, body movement, and performance skills is part of the course.

COURSE TITLE: Music Appreciation 1-2

Grade Levels: 10-12

This course covers the elements that make up music, from Bach to Rock. The student is involved in an in-depth study of what to listen for and how to listen to music. Students are required to attend and review a number of concerts each semester in addition to daily listening.

COURSE TITLE: Electronic Music 1-2

Grade Levels: 9-12

Students will learn practical techniques in music composition, sound design, and music technology in addition to piano fundamentals. Working in the music computer lab, students will use a variety of software applications to attain music literacy, sequence given melodies using MIDI (musical instrument digital interface), compose original melodies, harmonize original melodies, and finally compose music soundtracks for multimedia productions.

	What is provided at this U.S. high school	What is provided at at your school
a. Lunch		
b. Student Government		
c. Health Services		
d. Dress Code		
e. Lockers		
f. Computer Use		

There are also various school procedures and rules listed. Identify the ones noted below and again think about how similar situations would be handled in your own school:

	This school's guidelines	Your school's rules
g. Bringing a guest		
h. Cheating on a test		
i. Using a cell phone		
j. Attending school		
k. Fighting		
l. Smoking		

4. By studying the grading section you should be able to find out what the following letter grades would mean in numbers:

an A grade = _____
 a C grade = _____
 an F grade = _____

5. An important aspect of U.S. high school is student government and student administered activities. According to this handbook, what educational value do these activities have?

6. Two important aspects of U.S. high school are student government and student-administered activities. what educational value do you think these activities have?

Identify two clubs, activities, or teams that serve each of the following purposes:

Increase skill:

Recognize academic excellence:

Provide a school service:

Provide a community/world service:

Involve career development:

Represent the school in local or national competitions:

Provide students with similar hobbies a chance to meet:

7. Extracurricular activities are one of the best ways to make friends in the U.S. This is because the groups are usually small and all students in them have similar interests. (Remember from the chapter on culture that Americans tend to be friends with those who enjoy the same activities.) Marina mentioned activities she enjoyed. Of the ones you have seen in this sample handbook or that you have heard about elsewhere, what are three or more clubs or activities that interest you?

8. If joining clubs or participating in special school activities is the best way to make friends in the U.S., how does this differ from how you make friends at home?

CHAPTER 11

Friendship

School as a Social Center

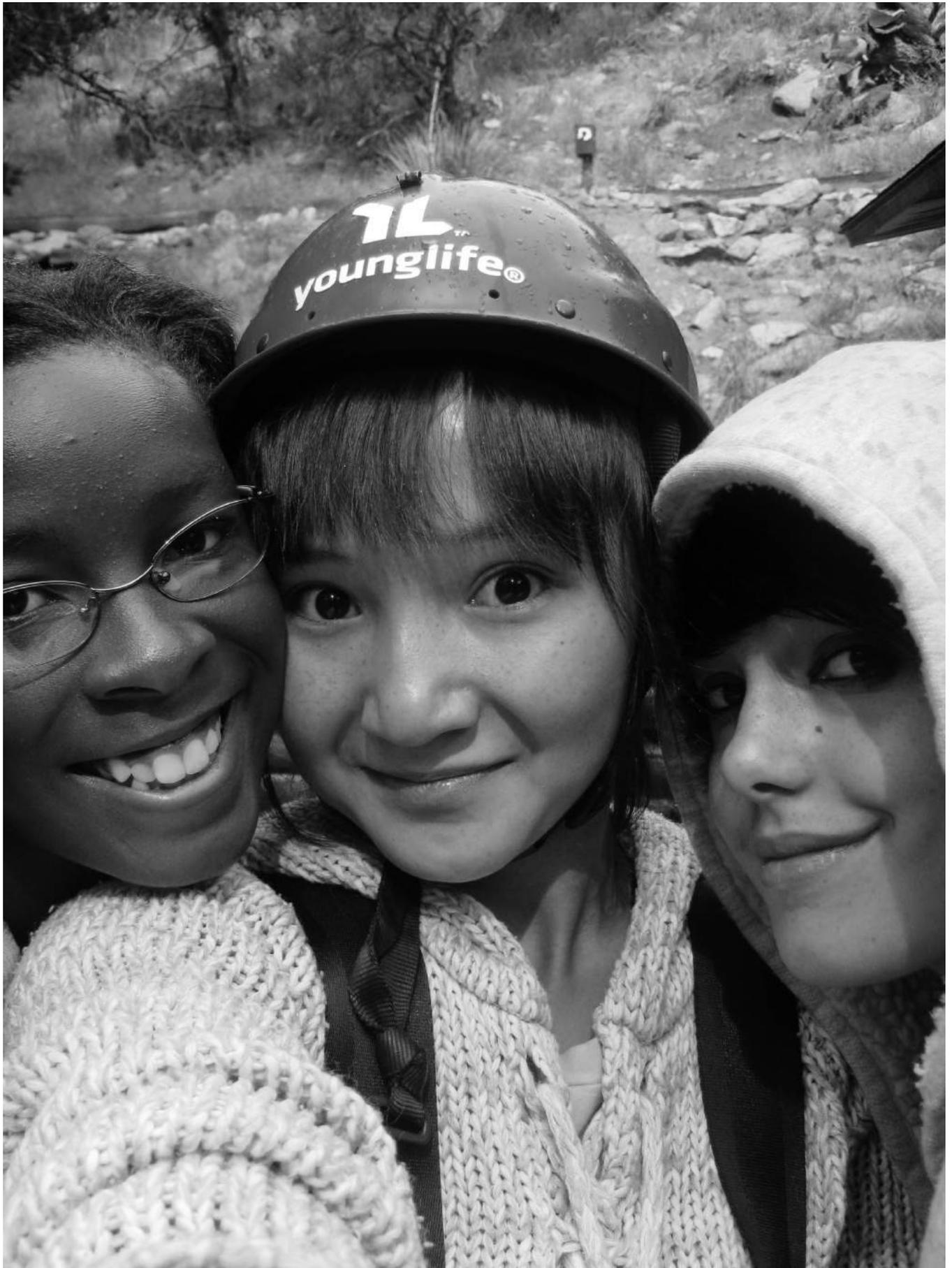
For many U.S. high school students, school is where they spend most of their time. In addition to attending school clubs after the regular school day, many school activities take place in the afternoons,

evenings, or weekends. Schools have dances, sporting events, fund-raising activities, concerts, and theatrical productions, and sometimes sponsor or participate in community activities.

Sports teams are generally organized through the schools.

Practicing sports after school and competing on weekends is an activity that occupies many students' free time. Sports teams are taken very seriously by American students and are often very competitive. How does this concept of the U.S. high school differ from yours?

FOR EXAMPLE:	IN YOUR SCHOOL?	IN U.S. SCHOOL?
What do students do when classes are out?		
Are there clubs? If so, how many can you join?		
How often do you meet?		
Do you join sports teams and practice sports?		
Does your school sponsor concerts, sporting events, dances?		



Different Concepts of Friendship

It is important for you to understand that an American would most likely define the word "friend" differently than you would. In the chart below, write some of the things that are different between friends in your country and friends in the United States.

One important thing to remember is that Americans tend to "categorize" or "divide" their friendships. This means that Americans have different groups of friends from different places or

activities, such as "church friends" or "music friends". Your American friends may invite you to take part in some activities, but may not invite you to other activities which involve other groups of friends. Most Americans use the word "friend" to mean "a person I know." The American definition of "friend" may surprise you. Some people refer to you as a friend after meeting you only once! American English has several words for friend – like acquaintance – but most people call everyone they know "friend."

Don't be upset about the different way Americans think

about friendship. Instead, use this to your advantage. Even though you will be in the United States for only one year, Americans are very open to making new acquaintances, so try to meet a lot of people. Chances are good that one of them will turn out to be a friend in the end – but you won't find out who they are until you get to know them first! Think about ways you can meet people through your interests and hobbies. Write a couple of ideas here, and come back to this later if you feel discouraged. You may also think of other ideas later, so keep adding to the list.

Who are your friends?	
How do you make/get friends?	
What responsibilities do friends have to each other?	
How long have you had some of your friends?	

HOBBY/INTEREST	HOW COULD THIS HELP YOU MEET PEOPLE AND MAKE FRIENDS?
Example: Painting	<ol style="list-style-type: none"> 1. Join art club at school 2. Join props department for drama club 3. Volunteer as a docent at art museum 4. Organize volunteer activity with other students to draw portraits for people at nursing homes, festivals, etc.

Money

Money is a sensitive issue with Americans, even among friends. American friends usually don't lend other friends money, and if they do, they expect you to pay it back immediately. Also remember that if your American friends are nice and give you rides places, you should offer some money for gas. Even if they

don't accept it, it's polite to offer. If they don't take your money, you should remember your polite phrases and show them gratitude. In general, you should always use polite phrases such as "please" and "thank you", since Americans often use these phrases even among close friends.

Tips for Making Friends

Think back to the program goals listed in chapter 2. By making many friends in the U.S., you're not only "interacting with Americans and generating enduring ties" but also "teaching Americans about your home country and culture." Therefore, it is very important that you take the initiative to make friends while on the program. To help you make friends while you're in the U.S., fill in the suggestions below to spell the word FRIEND.

F
R
I
E
N
D

Forming Positive Relationships

We've talked a lot about being polite throughout the PDO, because this is very important for Americans. Don't forget to use polite phrases, even with people your own age. It's better to sound too polite instead of not polite enough. It may seem odd to you to say "May I please borrow a pen from you?" or "Thanks for the candy bar!" If you don't use polite words when you are speaking English with your American friends, they may think you sound demanding or rude. Even if your behavior is polite, if you forget to

say "please," "thank you," etc., you may appear rude to Americans. For Americans, saying these things is normal and they often do it without even thinking about it. However, Americans will notice if you don't use these words in your speech.

Be careful never to use profanity – often called "swear words," "curse words," or "four-letter words" – even though you may hear it a lot in American movies and TV programs. It might seem funny to use profanity in English, but if you use these words, other students will have a negative impression of you. It may be difficult to make friends, or you may find people

approaching you to be friends who are not nice people.

Because profane words are very culturally specific, it is hard to understand how they sound to a native speaker. Usually there are serious consequences if you are caught using profane words in school. When writing emails or posting messages on websites, you should never use these words. Anything you post on a website might be seen by your host family, your local coordinator, or anyone else and you may be punished for breaking a rule (i.e., no bad language).

Succeeding in a Cross-Cultural Environment

We have already explored some differences you may encounter in the U.S. As students and host families live together, each will see different customs and attitudes in the other. It's important for you to remember when you observe others doing things differently than you're used to, that it's "not better, not worse, just different."

As a student moving into a new culture, you will be making the most adjustments. Everyone else will behave according to their norms and you will be trying to learn

about their lifestyle and share it. Sometimes you may forget that you need to do as your American family and friends do. Sometimes you may prefer that people "do it your way."

An exchange student who took part in a U.S. government exchange program advises:

"Being an exchange student, living with the American family, and going to school, I realize how difficult it is to become a part of the American culture, of American society. And it's not about me or my

host family. It's more about how different our countries, our cultures, and the values the people live by are. We're (exchange students) like little drops of water which face a huge strange ocean and have to become a part of it. The American people, of course, want to know a lot about our country, about personal life, but they still want you to change your habits, your views, so that you can easily fit into their family, into their life (while you are living with them). And, you have to realize that it's really you

who has to change, not the people surrounding you."

To help prepare you for the kinds of differences you may experience, you can analyze a few family situations that students have experienced. After each description of the situation are some questions to answer. These should help you focus on the specific issues you may encounter and need to resolve. Try to remember all of the different problem-solving tools and advice you've already learned and try to apply them to these situations.



Abdul

Abdul has been living with the O'Connors for several months. He feels comfortable in their house. His English is improving and he is enjoying talking with his host father now that they can communicate better. However, he always seems to have to study or to meet friends when there are household chores to do. Maureen O'Connor, his American mother, is beginning to get irritated with Abdul. He expects her to fix his breakfast, serve it to him, and put the dirty dishes in the dishwasher even though she is hurrying to leave for work in the morning just like everyone else. She constantly has to remind him to pick up his dirty clothes.

Abdul was sitting watching TV one evening about 6:30 PM when his older sister Betsy returned home late from work. The door shut noisily as Betsy said, "What a tough day!" As she kicked off her shoes and walked across the room, Abdul called out, "Hey, can you get me a coke?" Betsy turned toward him and shouted angrily, "I'm not

here to serve you! You never do anything; we do your dishes, laundry – everything, and you can't even get yourself a soda. You need to pull your own weight; we all work hard in this house!" Abdul answered, "That's all women's work! Men have better things to do than housework!"

1. Describe Abdul's view of the roles of men and women in the house.
2. How does Abdul's view differ from the expectations the O'Connors have of each family member?
3. How might Abdul's behavior be viewed by the O'Connors?
4. If you were Abdul, what might you do to resolve this type of conflict? What tools from the toolbox can he use?

Razan

It was Saturday night and Razan was going out with some new friends from school. When they came to pick her up, one of the boys came to the door and introduced himself to Razan's American parents. Razan's father reminded her and her friend that she had to be home by 11:30 PM. Since this wasn't Razan's first time out at night, she already knew about the curfew and had never come home late.

After seeing a movie, Razan and her friends went to a local McDonald's, where they met other friends of theirs from school. The others invited them back to one of the girl's house to listen to some music and, although it was almost 11:00 PM already, Razan decided to go along.

Razan figured since she'd never been late before, one time wouldn't matter. In fact her 16-year-old brother often stayed out even later. She also knew that the girl's parents were home and that they wouldn't be alone in the house.

When Razan's friends dropped her off at home it was 12:15 AM. Razan's host father was sitting

in the living room watching TV, and when she walked in she could see he was very upset. He started yelling at Razan and told her she was "grounded"--that she couldn't go out at all in the evenings for one week. Razan started to cry and, later, felt her father was very unfair and treated her like a child instead of an adult 17-year-old.

1. Explain how you think Razan's host father felt and tell why.
2. In Razan's mind, why was it OK to do what she did?
3. Looking back, what tool could Razan have pulled from her toolbox during the evening to avoid making her host father so angry?
4. At this point, how can Razan use her toolbox to improve her relationship with her host father?

Gulnura

Gulnura enjoys spending time with her host parents and they share many of the same interests. However, she is having a hard time adjusting to the eating habits of Americans. At home, Gulnura usually has a large hot breakfast; however, her host family just grabs a muffin and coffee on the way out the door to work. They told Gulnura to help herself to anything for breakfast. The first day she made herself a hot dog with noodles and her host mom said, "You're having that for breakfast?" Another time she was about to help herself to some rolls but her host mother quickly said "Wait! Those are for dinner tonight!" After that she felt worried about helping herself, so she decided it would be best to just take a piece of fruit or to skip breakfast. Besides, she is worried about gaining weight.

On most days Gulnura brings her lunch to school. Her host parents explained that this is healthier and more economical than buying lunch at school. After seeing the cafeteria food, Gulnura agrees that bringing lunch is healthier. However, she misses having a hot lunch and is getting tired of cold sandwiches. Sometimes she forgets to bring her lunch from home, so she skips lunch.

When she gets home from school after swim practice, Gulnura is often tired and hungry. She usually snacks on chips and dip or pretzels until her host parents get home. Gulnura's host parents like to eat dinner together as a family and always cook a large balanced meal. Gulnara enjoys this time when they can all share about their days. However, by dinnertime, Gulnura isn't that hungry anymore, and her host mother has noticed that she doesn't eat all of her dinner. Gulnura doesn't see how she can eat healthily and stick to her weight while in the U.S., and is beginning to feel really frustrated – why is a simple thing like food causing her such problems?

1. Why is Gulnura so hungry after school, eating less at dinner?

2. What can Gulnura do if she is worried about eating food that her host family plans to use for a later meal?

3. How are Gulnura's eating habits affecting her? What can she do to feel healthier?

4. What tools from her toolbox could Gulnura have used to prevent this situation? What tools can she use now to fix this situation?

Tatiana

It was Saturday, and as Tatiana walked home from the football game her thoughts were on her natural family and home town. Today was a national holiday back home and everyone would be celebrating.

When she opened the front door, Tatiana was shocked. In the living room, a large flag of her country was hanging over the fireplace. The dining room was decorated with flowers the color of her native flag and from the kitchen came the vaguely familiar smells of home. Tatiana was so surprised she didn't know what to say.

Tatiana's host family consisted of her host mother and a brother and sister. As the family sat down to dinner she started talking. Her American mother's attempt to cook a "foreign meal" wasn't entirely successful. There weren't enough appetizers. The dumplings fell apart, and the sour cream was store bought, not home made. Tatiana told her host family about her natural mother: where and how she shopped, what a wonderful cook she was, and what a good housekeeper she was. She talked and talked about home.

Suddenly, her American mother started crying and quickly got up and left the table. Tatiana didn't understand why she was upset. Had Tatiana talked too much about home? Weren't they interested in learning about her country?

1. Why was Tatiana's host mother upset?
2. What feelings of Tatiana's were stronger than those of appreciation for what her host mother had done?
3. If you could change one thing Tatiana did before dinner, what would it be? Why?
4. If this situation had happened to you, what would you do? How can Tatiana's toolbox help her now?



Dina

Dina is from Cairo and has been living in a town in rural Texas for one month. She hasn't made any friends yet and spends most of her time doing homework or reading in her bedroom. Next door to her host family lives Dr. Kyle, an elderly retired university professor of European history. Dr. Kyle feels sorry for Dina and invites her on a day trip to Houston, which is a two-hour drive from where they live.

On the long drive to Houston, he tells Dina a lot of the history of Houston and Texas. When they get to Houston, he shows her the famous Astrodome sports stadium. Then they drove to the Galleria, an elegant shopping mall where he buys them lunch. After lunch, Dr. Kyle drives to the campus of Rice University to show Dina where he used to teach. Then they drive to the Contemporary Arts Museum, where they spend several hours walking around looking at art exhibits. They finally arrive home late that night, and Dr. Kyle stays for a cup of coffee with Dina's host parents. Dina's host mom asks her what her impressions were of Houston.

"Well, it is certainly different from home, and it's hard for me to imagine that this is the fourth largest city in the U.S. Of course, it is big, geographically, but I think all those freeways going through and around Houston are horrible. There are no real neighborhoods like we have in Egypt, where people walk to shops or movies and ride the metro to work. I also noticed that the architecture is all very strange and modern. It's all glass and steel - not cozy and warm like in Egypt. The museum was a little interesting, although to be honest I know more about the classical art of our museums than about modern art, which I think is often stupid."

At the front door as he is leaving, Dina thanks Dr. Kyle and then suggests that maybe on their next excursion they can visit New Orleans, which Dina is sure will be more interesting. After Dr. Kyle leaves, her host mother turns to Dina and says, "I really don't think you should count on a 'next time' excursion, Dina, it doesn't sound like you enjoyed yourself at all." Very surprised, Dina answers, "But I thanked him before he left. And, anyway, he didn't do anything that my family wouldn't do for him if he visited my city."

1. What, exactly, had Dr. Kyle done for Dina?
2. Do you think Dina was grateful to Dr. Kyle? If so, how did she fail to communicate her thanks?
3. Many Americans would say that Dina acted as if she were entitled to certain things. What did she say that would make some Americans think that?
4. What could Dina have said to express her gratitude?
5. How can Dina's toolbox help her in the future?

Shukhrat

Shukhrat has been in America for several months now, and his adjustment to life in the U.S. has gone well. He feels at home with his host family and they seem to accept him as a member of their family. He is doing well in school, has made new friends and is on the track and field team. His English is now fluent enough that he can understand and speak clearly in most situations. The only issue that is increasingly a problem for him is attending church every Sunday with his host family.

Shukhrat had recently started attending Muslim religious services back home, and his host family belongs to a Protestant church. He has attended church with them because he understood that it was important to his host parents that all members of their family, including him, do this together. The church his host family attends has a basketball team he could join if he wanted to, but he already does that at school, he chose not to. The church also needs help in the children's room, but Shukhrat thinks it would be boring to babysit.

Shukhrat is starting to resent what he sees as an obligation. It is not, after all, his faith, and to be honest, he wouldn't mind being able to sleep in on Sunday mornings. At dinner the other night, he very diplomatically brought up the subject with his host parents and asked if they would mind if he went to church with them only occasionally or on special religious holidays. His host brother, who is 12 years old, then called out, "Me too! I'll stay at home Sundays with Shukhrat!"

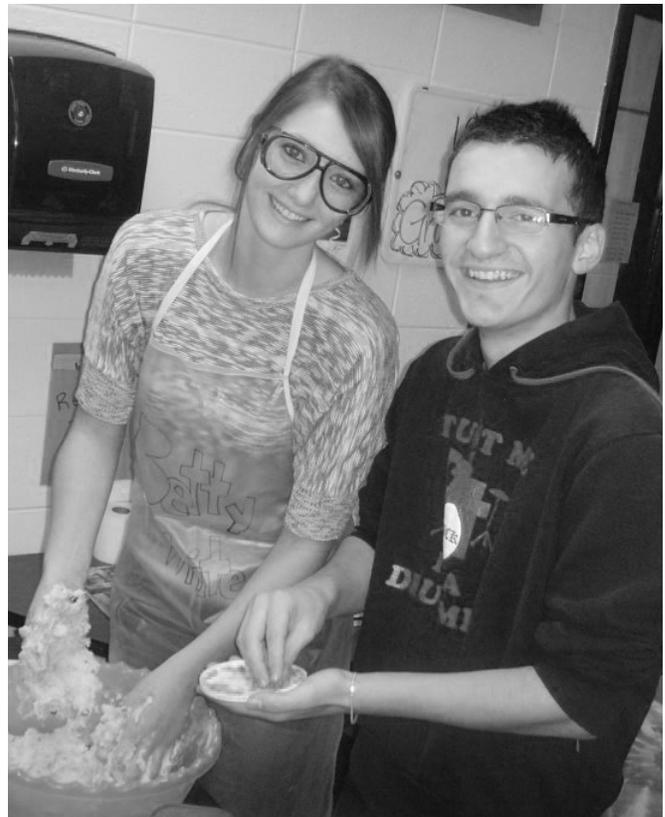
His host father looked directly at Shukhrat and said, "No. We all lead busy lives in this family, and going to church is the one thing we can do together. As long as you live under my roof, you will not be sleeping in on Sunday mornings."

Shukhrat was surprised at his host father's answer and at how harshly he worded it. He thought he and his host dad had a solid relationship. Shukhrat thought he had made a reasonable request, but now it seems to him that he has made his host dad angry, and Shukhrat himself is upset that his host dad is "making" him go to church.

1. Why do you think Shukhrat's host father reacted so strongly?

2. What would you have done differently?

3. What should Shukhrat do now? How can his toolbox help?



Marija

Marija has enjoyed living with her host family, the Flemings. They are an older couple and enjoy taking Marija to different places in her host state of Nebraska as well as on trips to other neighboring states. Marija has been pleasantly surprised that she has had such a good time living with a retired couple whose children are grown and living far away. The Flemings seem to enjoy Marija as well and have been very supportive of her adjustment to the U.S. and are as proud of her good grades as her natural parents are.

The Flemings are also devoutly religious Christians, and attend church three times a week: once on Tuesday evening, once on Thursday evening, and for half of the day on Sunday. Marija has joined the choir group and yearbook club at school, and sometimes she misses meetings and practices because the Flemings expect her to attend services with them.

Marija did not frequently attend church back home. Although she feels that she is Christian,

she is not comfortable with such frequent church attendance, and she wishes it did not interfere with her extracurricular activities. Marija does not want to hurt the Flemings' feelings because she truly cares for them, but in fact the choir director has told Marija that if she misses any more practices, she won't be able to compete with the group at the regional contest. Marija feels helpless and does not see a way out of the situation.

1. What are the difficulties Marija is facing?
2. How do Marija's views on this situation differ from those of her host family?
3. What are some possible solutions to Marija's problem?
4. What should Marija do now? How can her toolbox help?

Tariq

Tariq has been living with his host family for six weeks now. He likes his school, his host family, and has a good relationship with his local coordinator. The one thing that Tariq is having difficulty getting used to is his host family's pets. In Tariq's placement there are three dogs. In his home country, most people do not keep pets in their homes. The dogs that live on the street in his home country look dirty and seem aggressive. His host family's pets are not like the dogs he's used to seeing, but he's still uncomfortable being near them.

Buster, Sam, and Bear are the dogs' names. Tariq's host parents buy toys for them and give them baths. His host mom talks to the dogs all the time. She's always saying things like, "Buster, do you want to go for a walk? Sam! Would you like a treat?" First thing every morning, Tariq's host dad even gives Bear medicine. Tariq has never seen anyone treat animals this way. It's as if Buster, Sam and Bear were his host parents' very own children.

Tariq's room is the only place in the home where

the dogs are not allowed to go. After school, he avoids the dogs by going to his room to do his homework and staying in there until he is called for dinner. After dinner he goes back to his room. Even though he likes his host family, Tariq is thinking about asking his local coordinator to change families. It's really boring stay in his room all the time, but it's the only way to stay away from the dogs.

1. Why does Tariq want to change host families?
2. Which tool in the toolbox would be most helpful Tariq?
3. What can Tariq do to improve this situation?

Cafar

Cafar has asked his American mother for toothpaste twice. She has already noticed that he has used his brother's sports bag two or three times and has borrowed paper and pens from his sister.

Last Friday he came home with several of his classmates. They were talking about going to the football game later that night and then out to get something to eat. They asked him to come along. He said he would like to, but didn't have any money. His friends looked at each other sort of strangely, but then agreed they would loan him money for his game ticket and hamburger later.

On Sunday morning his family was eating breakfast on their patio. Cafar asked his American dad if he could borrow \$5.00 to buy a phone card so he could call home. His host mother asked, "Don't you have any of your allowance left?" Before he could answer, his little brother said, "He never buys anything! It's not fair because I have to use my own allowance!"

1. Cafar is upsetting both his family and friends. What is he doing that is not acceptable?
2. Do you think Cafar does not have money to pay for the things described in the story? If not, what do you think he is doing with his allowance?
3. If Cafar does not change his behavior, what do you think will happen to his relationship with his family and friends?
4. How could Cafar's toolbox help him with his allowance?

Petar

Petar was sure U.S. schools would be easy and that he would be able to keep up with his Serbian studies while in the U.S. so that he would not have to repeat the year when he came home. He was also looking forward to joining his school's theater club. Theater practice took up a lot of Petar's time but he was really excited to win the lead role in the first play.

The Abes, his host family, were also proud of him but had to constantly remind him to do his homework. Petar was much more interested in the school play, but he was also trying to keep up with his classmates back home, and often stayed up late studying Serbian subjects.

When Petar's first report card came, his host mother, Shoko Abe, was very upset. Petar had received poor grades – two Cs and one D. Petar was also disappointed, but didn't know why she was so worried about his grades, since he was only attending school as an exchange student.

1. What are at least two reasons Petar is not doing well in school?
2. Petar is not giving his full attention to his U.S. schoolwork. Why is this unacceptable?
3. Why do you think Petar's host mother may be disappointed with him?
4. If you were Petar, how would you change the situation? Which tools from your toolbox could you use?

Vocabulary

You should be learning new words in “American” English that you will need to understand and use while in the U.S. Here is a list that includes some of the words used in this workbook. During your orientation program and while studying on your own, define any words you don’t know or that have new meanings. Add other new words you encounter.

academic subjects

adapt

adjustment

advanced placement (AP)

altruistic

ambivalent

amendments

assembly

average

baseball

basketball

book report

brown bag lunch

budget

cheerleader

chores

civil rights movement	detention
class	discipline
community service	dress code
comprehensive high school	ecumenical
credit	electives
cultural pluralism	emigrants
culture	ethnic diversity
curfew	ethnocentrism
curve grade system	evangelical
date (social)	extracurricular activities
denomination	finals

football

freshman

frontier

gender roles

grade (two meanings)

grade point average (GPA)

guidance counselor

harassment

high school

homeroom

homework

homogeneous

humanitarian

incidentals

individualism

intellectual elite

immigrants

junior

junior high school

matching test

missionary work

middle school



multiple choice test

outreach

pep rally

philanthropic

policies

prejudice

prom

recess

reservation (three meanings)

schedule

sects

semester

senior

senior high school

sophomore

study hall

tardy

term paper

trait

true or false test

values

volunteerism

Appendix 1

Polite Phrases

GREETINGS

How's it going?
How are you doing?
How is your family?
How was your day?
How do you feel?
What's up?

MEETING NEW PEOPLE

Can I join you?
I'm pleased to meet you.
I've heard so much about you.

APPRECIATION

Thank you.
I appreciate it.
That's so sweet of you.
You are very nice.
Thanks for including me.
What would I do without your help?
That is kind of you.
You are so thoughtful.
I'm glad you called.

YOU'RE WELCOME

No problem.
Any time!
It's no big deal.
Don't mention it!
Sure!

NO

No, thank you.
I'm afraid I can't.
Sorry, I have other plans.
I would if I could.
Unfortunately, I'm busy.

HELPING OUT

I can do that while I'm out.
Is there anything I can do to help?
Call me anytime.
I can do that for you.

Can I get you anything?
I'll get it for you.
Would you like some?
It's my treat.
I'd be happy to.
You can count on me.

CONCERNED

What do you think?
What would you like to do?
Are you all right?
Are you okay?
I miss you.

COMPLIMENTS

You are easy to talk to.
You have good ideas.
You make me laugh.
You are very talented.
You're the best.
Good job!
Awesome!

COMPASSION

That's too bad.
I'm sorry to hear that.
Good try.
Would you like to talk?
That's a shame.
What a pity.

CONSIDERATION

We can work it out.
I'd like to hear what you have to say.
What do you think?
I trust you.
We make a good team.
There's enough for everyone.

CONGRATULATIONS!

Good for you!
That's awesome!
I think that's great.
You did a good job.

Way to go!
I'm proud of you.

APOLOGIES

I'll try harder next time.
Excuse me.
I'm sorry.
I was mistaken.
It was my fault.
Please forgive me.

GOODBYE

Have a nice day.
Keep in touch.
Take care.
See you later.
Have a good one!
Have a good time.
I had a wonderful time.
Thanks for everything.

Appendix 2

Rights and Privileges Answer Key

RIGHTS AND PRIVILEGES QUIZ ANSWER KEY

Host family	Right	
Host school	Right	
Money to buy lunch at school		Privilege
Three meals a day	Right	
Your own room		Privilege
Your own bed	Right	
Use of mobile phone		Privilege
Monthly stipend	Right	
Decision to accept double placement with another exchange student	Right	
Using host family or school computer		Privilege
Medical insurance	Right	
Placement in grade (10, 11, or 12) level of student's choice		Privilege
Diploma		Privilege
Driver's education		Privilege
Round trip travel from home to the United States	Right	
Taking trips with host family		Privilege

Appendix 3

Basic Program Provisions for Students

As you know, there are rules that participants in United States government funded scholarship programs must follow. There are also some things that you are provided routinely as a part of the program. Some of these are listed below. Here's some advice to make your experience a positive one.

You will likely face some of the adjustment issues that exchange students routinely encounter, such as getting used to a new family, new routines, and a new culture. The majority of these issues are completely normal, and while they may seem challenging, they do not present any danger to you and you will be able to work through them with your host family and local coordinator. It is rare, but possible, that something may not be going the way it should. In those cases, you should speak up and reach out to someone from your program to get help. There are many people to whom you can reach out for help.

YOU SHOULD:	IN CASE YOUR SITUATION IS DIFFERENT:
...be enrolled in and attending on a full-time basis an accredited secondary school (high school)	Sometimes students change host families. If the change involves moving to another city or state, the student might be out of school for several days during this transition. This is an acceptable situation. If you are out of school for <u>more than one week</u> and do not know when you will attend school again, contact your placement organization's main office, American Councils, or Department of State.
...have a local or area representative who is not a member of your host family.	An area or local representatives <i>can</i> host you, but they <i>cannot</i> act at the same time as your local or area representative. Your placement organization must assign you a different local or area representative. If your area or local representative is also acting as your host family on more than a <i>temporary</i> basis, contact your placement organization's main office or American Councils.
...be in monthly (at least) personal contact with your local representative	If you do not speak to your local representative at least once per month, or do not know who your local representative is, contact your placement organization's main office or American Councils.
...be informed about how to identify and report sexual abuse or exploitation	You will receive this information at your Pre-Departure Orientation (PDO). If you EVER have ANY questions about harassment or suspect you are being harassed, contact the placement organization's main office or American Councils. You have the right to a harassment-free exchange experience. No one will be punished for reporting such situations. Regardless of whether you made any mistakes, you can receive help.
...receive a detailed profile of the host family in which you are placed including a list of everyone who lives in the host family home.	If there is anyone in your host family who was not listed on the Placement Report that you received from program staff in your home country, notify your placement organization's main office or American Councils immediately.
...receive an identification card with important contact information	You will receive an identification card at PDO and when you arrive to Washington-Dulles airport. It will contain: <ol style="list-style-type: none"> 1. your name 2. your host family's address and telephone number 3. telephone number for your placement organization's national office 4. telephone number for American Councils main office in Washington 5. the telephone number for the Department of State

	If you lose this card, contact your local representative or American Councils for a replacement copy.
...have your own bed, whether in a shared room or private room	If you are expected to share a bed in your host family's home, contact your placement organization's main office or American Councils immediately .
...not share a room with <u>more</u> than one person or with someone who is <u>not</u> of the same sex as you	If you have been told to share a room with more than one person, or with a person the opposite sex, contact your placement organization's main office or American Councils immediately .
...have three meals a day provided to you by your host family.	If your host family does not provide you with three meals per day, contact your placement organization's main office or American Councils immediately . Remember, lunch can be either a bag lunch from home OR money to buy hot lunch at school – your host family decides which,
...be placed in a host family who provides a comfortable and nurturing home environment.	If you are concerned that your host family home is <u>unsanitary or unhygienic</u> , or if someone in your host family is abusing drugs or alcohol, contact your placement organization's main office or American Councils. You will NOT be punished for reporting such circumstances.
...be offered the choice of accepting or declining a double placement, if this is the type of placement your placement organization intends for you.	If you are moved into a home where there is another exchange student, or another exchange student moves in with your host family, and you and your parents did not agree to this, contact your placement organization's main office or American Councils.

Appendix 4

Common School Rules and Consequences of Breaking Them

Following are some general school policies regarding inappropriate behavior and activities in school and how it will be punished. Your school may have slightly different versions of these policies, which you will find out about when you receive a student handbook on the first day of school, but in general no U.S. school will tolerate the following behaviors. Schools are responsible for ensuring a safe environment for all students, and these rules are in place for that reason. As well, this is only a handful of the types of policies U.S. schools have – your handbook will address these and many, many more.

FIGHTING

All students, no matter what the circumstances, should make every effort to avoid fighting. Instead, students should seek help from staff members of the school. Another option for students may be to engage in conflict mediation. Any student who engages in fighting may be suspended from school. In cases when it is possible to determine the identity of the aggressor, a more severe penalty may be issued to that student. An aggressor is defined as the student who makes the initial physical contact, escalates the situation, or retaliates. Verbal harassment is not an excuse to initiate physical contact. Both students may be suspended for fighting. In addition, students may lose all school privileges and formal charges may be filed with the appropriate authorities. In severe cases or in the case of a repetitious offender, a hearing before the Board for expulsion and/or referral to law enforcement authorities may be initiated.

VANDALISM

Vandalism causing damage or defacement to any type of educational property and/or facility, grounds surrounding such facilities, school-sponsored and/or operated property, and/or personal property located within such facilities, is an offense now punishable as a felony of the third degree - if the offender knows that the damage will outrage persons who observe it, or if the repair/replacement or other costs exceed \$5,000.00. Otherwise, the offense is a second-degree misdemeanor. These offenses will be referred to the proper authorities and result in discipline of the student, which could include expulsion.

DESTRUCTION OF PROPERTY

Students shall attempt to keep the school campus, buildings and furnishings clean and in good order at all times. Students who are apprehended for defacing the building, grounds, or equipment or willfully destroying school property or the property of school district employees or other students in any way will be suspended from school for a period of up to ten (10) days and may be recommended for expulsion. The student and parent(s)/guardian(s) will receive a bill for all damages. In extreme cases or in the case of a repetitious offender, a request for a hearing before the School Board for expulsion and/or referral to law enforcement authorities may be initiated.

CHEATING/PLAGIARISM

Plagiarism is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. Plagiarism by students is considered academic dishonesty or academic fraud. Cheating or plagiarism of any type can result in failure of the evaluation, assignment or paper/project of the person cheating and possibly the person providing the information if done voluntarily or knowingly. Failure of the course for the marking period is also possible. Suspension can also occur depending on the severity of the offense. Forgery, under any circumstances, will not be tolerated and disciplinary consequences, including suspension or a recommendation for expulsion, can occur depending on the severity and/or repetitive nature of the offense(s). In extreme cases, failure of the course for the year with no chance for make-up in summer school/tutorial may also result.

UNLAWFUL HARRASSMENT

All forms of unlawful harassment of students and/or third parties by all students are prohibited. Harassment consists of: verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, or religion.

THREATENING BEHAVIOR

Threatening behavior against anyone, including the

offending individual, is taken very seriously by the school district. If the school district believes that a child has made a credible threat to harm himself/herself, or someone else, the parents/guardians will be contacted as soon as possible. The school district will then require that the parents/guardians complete a Waiver Form. Please note that part of the process for completing the waiver requires a signed statement from a psychiatrist or psychologist stating that the child is not a threat to himself / herself or to others. A guidance counselor can provide the name(s) and telephone number(s) of health professionals who can evaluate the situation. The student will not be permitted to attend school until the appropriate paperwork is completed.

LEAVING THE SCHOOL BUILDING/PREMISES WITHOUT PERMISSION

No student, for illness or any other reason, is permitted to leave the school building/premises without proper permission from administration/school personnel. Violators may be suspended and driving privileges (at the secondary level) may be suspended temporarily or permanently.

DRUGS/ALCOHOL/DRUG PARAPHERNALIA

For purposes of this policy, "drugs" shall mean (a) all controlled substances prohibited by law; (b) any prescription or patent drug; (c) any over-the-counter medication;¹ (d) any steroid or other substance intended to enhance physical or athletic performance, except those for which permission for use in school has been granted pursuant to board policy; (e) any volatile solvents or inhalants, such as, but not limited to, glue and aerosol products; (f) all "look-alike drugs; and (g) all alcoholic beverages.

The Board prohibits (a) the use or ingestion, possession, distribution or transmission of drugs; (b) being under the influence of drugs; (c) attempts to use or ingest, possess, distribute or transmit drugs; and/or, (d) assisting, aiding or participating in the use or ingestion, possession, distribution or transmission of any drug during school hours, on school district owned or leased property or vehicles, or at any school-sponsored activities whether on or off school premises, or during the time spent traveling to and from school and school-sponsored activities.

The Board also prohibits (a) the possession, use, or

¹Over-the-counter medication includes homeopathic remedies such as Valerian and Chamomile in ANY FORM (ie pills, drops and/or tinctures). Students are not allowed to bring homeopathic remedies into school.

distribution or transmission, (b) attempts to possess, use, or distribute or transmit, and/or (c) assisting, aiding or participating in the possession, use or distribution or transmission of drug paraphernalia. Violation of this policy will result in suspension from school and all school activities. A formal Board hearing may be held which may result in the student being expelled from the school district. Students in violation of this policy will be reported to civil authorities for appropriate legal action. In each case, questionable substances found in the possession of any student will be forwarded to the State Police for analysis.

ACCEPTABLE USE POLICY FOR COMPUTERS AND RELATED TECHNOLOGY

Users of individual computers, computer networks and related equipment, subsequently referred to as hardware, in this School District must understand that this equipment as well as the programs and data that reside on the equipment, subsequently referred to as software, is the property of the School District. District hardware and software is available for its students and staff to be used for educational purposes. Any other uses must receive permission from the administration. This use is a privilege and may be revoked at any time for disruptive or improper use of the hardware and/or software. Students are expected to exercise responsible behavior and to abide by school policies and local, federal and state laws when using computers, networks, and Internet/telecommunications systems of the School District. Demonstrating unacceptable behavior in using this equipment is considered a serious offense. Offenders will be subject to loss of computer, network and Internet/ telecommunications usage and any other appropriate disciplinary options, including criminal prosecution, suspension and expulsion.

USE OF CELLULAR TELEPHONES AND OTHER DEVICES

Student use of communication devices including cellular phones is prohibited from the time the student enters the school facility until the time the student exits the school facility and, while in the school facility, such devices shall be turned off or made inoperable. No use of a cell phone or communication device will be permitted, including the taking of photographs and/or audio and/or video recording. Violation of this rule will result in confiscation of the phone and/or suspension from school.

BASIC PARENT/STUDENT AGREEMENT

A. PURPOSE

The Future Leaders Exchange (FLEX) Program ("the Program"), funded by the United States Government, promotes friendship between the United States of America and your country, and opportunities for personal development through international host family living. The Program is implemented by private, not-for-profit organizations ("Program Organizations"). While in the United States, students will be in the care of "Placement Organizations" that identify and arrange host families and schools, and provide support and guidance for participants during the exchange Program. The Program provides the opportunity to attend an American school, share in U.S. family life, learn about the United States, increase the participants' sensitivity to cultural differences and similarities, and develop a deepened awareness of shared human values and interests. The Program, as implemented by Program Organizations, consistent with its commitment to mutual understanding between the people of the United States and people of other countries, encourages cultural diversity in the selection of Program participants and host families. The Program participants are required to return to their home country after their Program, where we hope they will share their experiences in the United States.

B. PARENT AGREEMENT

General Program Policies

1. We give our child permission to participate in this Program. We and our child will obey the policies described in the Program Handbook and Program Organization guidelines. We understand that the original English-language version of this document represents the final authoritative wording of all policies and guidelines.
2. We understand that if we or any other immediate family member has applied at any time to emigrate to the United States or if we or any other immediate adult family member (whether estranged or not) is a U.S. citizen or green card holder, it may impact negatively on my child's final selection for the Program.
3. We understand that if another member of our family will be living in the U.S. at the same time our child would be on Program, it may affect his/her eligibility for the Program.
4. We acknowledge that our child has not stayed in the United States for three (3) months or more during the past five (5) years.
5. We understand that our child must meet the Program eligibility requirements, be a citizen of the country in which s/he is applying, and be able to obtain a passport from his/her country of citizenship and any visa required by the United States.
6. As participants in an exchange visitor program funded by the U.S. Government, Program students are required, under Section 212(e) of the Immigration and Nationality Act, to reside in their home country for a minimum of (2) two years after completing their educational or cultural exchange program in the United States, before they are eligible for an immigrant visa, for U.S. permanent residence, or for a non immigrant H or L visa.

7. We understand that we may not visit our child during his or her participation in the Program unless we obtain prior written approval from the Placement Organization.
8. We understand that if our child is selected to receive a scholarship, final acceptance will depend on fulfillment of the medical, placement, and academic requirements of the Program Organization.
9. We agree to release and discharge the Program Organizations and their employees and agents; host families; Program representatives; school representatives; as well as the United States Department of State and its employees, agents, and instrumentalities, from any legal liability, claim, or demand in connection with:
- a. any emergency, accident, illness, injury or other consequences or events arising from the actions or participation of our child in the Program, and
 - b. any cause, event or occurrence beyond the control of the Program Organizations or the Department of State, including, but not limited to, natural disasters, war, terrorism, civil disturbances, and the negligence of parties not subject to the control of the Program Organizations.
 - c. any actions or negligence of commercial airlines, trains, buses, restaurants, hotels, and other entities engaged for travel-related services, including, but not limited to, lost baggage, uncomfortable accommodations, and travel delays.

Travel Policies

10. We agree that our child will travel to and from the United States in strict accordance with the travel plans made by the Program.
11. We will not encourage or permit our child to travel outside the host community during his or her participation in the Program except in strict accordance with the following requirements:
- a. If our child desires to travel outside the host community with and under the supervision of his or her host parent(s), school official or other responsible adult, our child must first obtain written approval for such travel from the Placement Organization. For international travel this includes authorization to do so on the Form DS-2019.
 - b. If our child desires to travel outside the host community unaccompanied by his or her host parent(s), school official, or other responsible adult, our child must obtain prior written approval for such travel from the Placement Organization and us. For international travel this includes authorization to do so on the Form DS-2019.
 - c. We understand that many Placement Organizations place limits on or do not allow visits with natural family members or friends from the home country. We agree to follow all Placement Organization rules concerning visits with natural family members or family friends.
12. We understand that our child will be responsible for paying any fees incurred for carrying baggage in excess of the baggage limits set by the airlines used for Program travel. We understand that this provision applies to both international travel and domestic travel within both the United States and our country.
13. We understand that in making travel arrangements for our child, the Program Organizations contract with or use commercial airlines, trains, buses, restaurants, hotels, and other entities whose performance and services cannot be controlled by the Program. We further agree that the Program Organizations reserve the right to change or alter travel, lodging or other arrangements if they believe such change or alteration to be in the best interest of the participants or the Program.
14. We understand that our child must return home at the end of the Program on the date assigned by the responsible Program Organization. Changes to the assigned departure date will not be made to accommodate graduation, prom or other special school or family events that occur after the assigned date. We understand and agree that the U.S. visa issued to our child will not be amended or extended beyond the Program end date. No exceptions will be made to this policy.

School and Host Family Placement

15. We authorize the Placement Organizations, employees, and representatives to change the place of residence or school designated for our child when they believe such change to be in the best interest of our child. We understand that we will be notified of any such changes.

16. We recognize that schools in the United States may impose academic standards or other requirements in determining grade level placement that differ from those imposed by the school our child now attends. We acknowledge and accept that participation in the Program does not guarantee credit or graduation from the school our child now attends or from the U.S. school he or she will attend while participating in the Program. We understand that it is our responsibility to arrange with the school our child now attends to receive credit or to take exams upon completion of the Program; or to arrange for permission for academic absence from any institute or university to be attended upon return.

17. We are aware that the United States is a multi-racial, multi-ethnic country providing a diversity of possible living experiences and that there is no single living experience that is typical. We understand that placements are made on the basis of criteria designed to determine suitability of host families, and the Program does not illegally discriminate on the basis of race, disability, religion, gender or ethnic origin, either with respect to students or to host families.

18. We understand that there are strict laws restricting smoking in the United States and that the host family may have objections to smoking in their home. We agree to honor all U.S. laws and host family restrictions.

Health/Medical Issues

19. We confirm that the information stated in the Student Health Certificate is accurate and contains no material omissions of which we are aware. We understand that omitting information on the Student Health Certificate could endanger the health of our child and may be grounds for dismissal from the Program. We will immediately inform the Program Organization of any change in information given. We understand that any physical or mental health condition requiring a significant and sustained level of care or monitoring of my child may require reconsideration of my child's participation in the Program. In the event our child has a recurrence of any previous illness or anything contracted before leaving home or in the United States that is not covered by insurance provided by the Program, we authorize the Program Organization to release our child to our care in our country. We will not hold the Program Organizations and their employees and agents; host families; Program representatives; school representatives; as well as the United States Department of State and its employees, agents, and instrumentalities responsible for any debts incurred in connection with this permission. We understand that treatment will be provided for injuries sustained by our child while on Program but the extent of coverage is subject to the Program's insurance provider's rules and policies.

20. We confirm that we have provided a full and complete medical and immunization history for our child. We understand that U.S. schools require immunizations, and we agree to allow the Program Organizations to arrange for all immunizations required for our child. We understand that such immunizations will be administered according to U.S. medical standards and at no expense to us or our child.

21. As the applicant's parents or guardians, we agree to and authorize the Placement Organization, its personnel and representatives, and the adult members of the host family, to act for us in any emergency, accident, or illness.

Termination from the Program

22. We understand that our son/daughter may be dismissed from his/her Program for behavior that

American Councils and the implementing organizations, with the concurrence of the U.S. Department of State, consider inappropriate or detrimental to our son/daughter or to the program. Inappropriate behavior and/or detrimental behavior may include, but is not limited to, violating host family or school rules, academic under-achievement, non-participation in program activities, etc. It may also include inappropriate sexual behavior, including but not limited to the viewing and sharing of sexually explicit material, verbal or physical harassment, and/or any violation of U.S. law.

23. We agree that if we violate any provision of this Agreement, or if our child, during his or her stay in the United States, does any of the following, then it may be determined that our child has voluntarily withdrawn from the Program:

- a. is absent without authorization from the host school or the place of residence designated by the Placement Organization;
- b. violates any provision of this Agreement; or
- c. has misrepresented him or herself in the Program application.

24. If our child voluntarily withdraws, or is dismissed from the Program at any time after departure from our country, we understand that his or her scholarship, Program status as a J-visa holder, and health insurance coverage are canceled.

Declaration

25. We have discussed the Program and this Agreement with our child, and each of us fully understands the obligations imposed on us.

26. We confirm that all information provided in our child's application materials and this Agreement is truthful. We understand that any misrepresentation or false answer in this application can be grounds for our child's termination from the Program.

PROGRAM ELIGIBILITY REQUIREMENTS FOR THE FLEX AND YES PROGRAMS

Applicants will be considered for participation in this Program if:

1. The applicant meets the Program age and grade (class) requirements for his or her country; and
2. The applicant meets the citizenship or residency requirements of his/her program:
 - **For the FLEX program:** Be a citizen of the country in which s/he is applying, and be able to obtain a passport from his/her country of citizenship and any visa required by the United States.
 - **For the Kennedy-Lugar Youth Exchange and Study Program ONLY:** Be a citizen OR permanent resident of the country in which s/he is applying.

GENERAL POLICIES

Internet

Students are required to follow ALL RULES regarding use of computers (regardless of whose property it is) and the Internet as determined by their Placement Organization, host family and/or host school. Students who place private (contact information, pictures, etc.) or other information on the Internet in violation of the rules established by their Placement Organization, host family and/or host school may be dismissed from the Program. These Placement Organization rules are intended to protect students' safety and are based on federal guidelines and laws governing what can and cannot be posted online. Violation of any of these rules may result in dismissal from the Program. Students also may be subject to prosecution for any violation of law. Students who in any way put the safety of themselves or others at risk by misusing the Internet may be dismissed from the Program.

Dangerous/Risky Activities

The following activities have been determined by most insurance companies to be too risky, and treatment for injuries sustained while participating in them may not be covered by insurance: driving any motorized vehicle (such as a car, motorcycle, all-terrain vehicle, etc.), hang gliding, bungee jumping, jumping on a trampoline, parachute jumping, parasailing, scuba diving, piloting a private plane, mountain biking, mountaineering, rock climbing, skate boarding, extreme sports, handling or using a firearm or other weapon and any other activities prohibited by your Placement Organization.

Driving

Exchange students are not permitted to drive any motorized vehicle under any circumstances while participating in the Program in the United States. Violators of this policy will be considered for Program dismissal. This applies even if students are in possession of an International driver's license or if the host family feels that the student is a responsible and careful driver. Exceptions may be granted for farm equipment if allowed by the student's Placement Organization. If authorized, the student must observe precautions regarding safety and legal limitations.

Employment

The J-1 visa permitting students to stay in the United States restricts employment. Program participants may seek only part-time, small jobs such as babysitting, yard clean-up, etc., according to specific regulations of Placement Organizations.

Marriage

Married students are not permitted on the Program. If marriage occurs while the student is a participant or is discovered to have occurred prior to the student becoming a participant, the student will be considered for dismissal from the Program.

Pregnancy

If a Program participant is found to be pregnant, she must return to her home country. Male students who cause pregnancies also must return home.

Student expenses

The Program provides travel arrangements, host family and school placements, allowances, and insurance. In addition, the Program provides the Form DS-2019 that is required to apply for a J-1 visa at a U.S. embassy or consulate. The Program is not responsible for additional student expenses beyond the incidentals allowance, monthly pocket allowance, and official Program activities and travel. The host family is responsible for three meals a day for the student and must provide EITHER lunch money OR a bag lunch. All other expenses, such as extra school fees or activities, social activities, personal and hygienic supplies, postage and telephone calls, are paid by the student using Program allowances.

TRAVEL POLICIES

Return to home country at the end of the Program

All students must return to their home country at the end of the program on the date assigned by the responsible Program Organization. Students will not be allowed to remain in the United States after their assigned return-travel date. Those who do not adhere to this may be reported to the Department of Homeland Security and will have their program insurance cancelled.

Student travel

It is the policy of the Program that only authorized student travel is permitted. Authorized student travel must meet these three criteria:

- a. The Placement Organization has knowledge of the student's location and approves the travel in advance, and/or the Program Organizations have obtained the natural parents' or guardians' written permission for the travel;
- b. The student's safety is assured to the greatest extent possible; and
- c. The travel does not interfere with school attendance.

Visits with natural family, home country friends or relatives who live in the United States

Such visits are strongly discouraged during the Program year, especially during the initial adjustment period. Such visits interrupt the continuity of the relationship with the host family and may diminish the exchange experience for the student and host family. Policies vary by Placement Organization.

Visits to the home country while on Program

Such visits are not allowed. Exceptions may be made, contingent upon funding and Program approval, in the case of the death or imminent death of an immediate (mother, father, brother, sister) family member. An unauthorized visit will result in dismissal from the Program. Such nonemergency trips break the continuity of the relationship with the host family and may diminish the exchange experience for the student and host family. Any requests for exceptions must be presented to the Placement Organization in the United States and approved by the U.S. Department of State.

SCHOOL AND HOST FAMILY PLACEMENT

School attendance

All Program participants must attend a high school and maintain a normal course of school work. Non-attendance may result in consideration for Program dismissal or determining that the student has left the Program.

School performance

Allowing for an initial period of adjustment, participants must achieve and maintain adequate academic results. After a reasonable period of time, poor motivation, under-achievement, or inappropriate behavior in combination with poor family adjustment, may be cause for dismissal from the Program.

School expulsion

If a student is expelled from school, that student will be considered for Program dismissal.

Host Families

Students and natural parents cannot choose their host family, school, grade placement, or location of placement. Placement organizations will request agreement of the student and natural parent(s) if a student will be

- 1) placed in a home with another exchange student [a double placement];
- 2) placed with a single host parent without children in the home; or
- 3) enrolled in a school run by a religious organization.

*Program students cannot be hosted by natural family members.

HEALTH/MEDICAL

Medical treatment of a student (including emergencies)

Before a student arrives in the United States, the Program must receive written permission from natural parents to obtain emergency medical attention if needed (see Permission for Care of My Child). Students will receive medical attention in case of an accident or emergency. The insurance provider is determined by each placement organization. Each insurance provider has specific policies and restrictions governing the types of expenses it will reimburse. Placement Organizations, their representatives and host families are not responsible for any medical bills not covered by insurance that are incurred by a student regardless of who signs the hospital admission form. The Program also is not responsible for any negative results because of medical treatment.

TERMINATION

Leaving the Program early

If the student is absent from the host family, school or other place to which the Program has assigned him or her, without obtaining the advance written approval of the Program, the Program may determine that the student has left the Program through his or her own voluntary action. In this case, the Program is absolved from all obligations, legal or otherwise, to the student or his/her parents or guardians for the student's current or future well-being. The Program will, if the circumstances warrant, work with the student to return to the Program. However, if this cannot be accomplished, a decision will be made that the separation from the Program is final, and the student will receive a letter from the Program sponsor indicating that the student has been reported to the Department of Homeland Security in the SEVIS database. The student's medical insurance will be canceled.

Unauthorized travel may constitute termination from the Program

The Placement Organizations in the United States determine authorization for travel. Procedures for obtaining permission to travel vary by Placement Organization.

ILLEGAL ACTIVITY

Alcohol

Students are required to observe all U.S. laws with regard to the minimum drinking age. The minimum drinking age in the United States is 21. Students involved in illegal drinking will be considered for Program dismissal.

Drugs

Program participants may not possess or use drugs that are illegal in the United States. Violators of this policy may be dismissed from the Program and are subject to prosecution by the U.S. legal system.

Theft/shoplifting

Students involved in theft (either from an individual or from a place of business) or shoplifting may be dismissed from the Program and are subject to prosecution by the U.S. legal system.

Violation of the law

If a student is found to have violated a U.S. law, is arrested, and/or is charged with a crime, the student may be dismissed from the Program and is subject to prosecution under the U.S. legal system.

Legal Counsel

Neither the Program Organizations nor the Department of State is obligated to provide legal counsel, or defray representation expenses or fines of any sort, should a Program student be charged with any crime or otherwise have a run in with the law. In such cases, the student is subject to all local, state, and federal laws.

Safe and Responsible Social Networking

Like most youth today, you probably enjoy many computer and cell phone related activities: keeping in touch with old and new friends on social networking sites; downloading music, movies, videos, and other entertainment; and keeping up with the news by visiting interesting websites. In the United States, the use of computers, the Internet, and social networking activity may be monitored by your school, host family, Internet Service Provider, and law enforcement. Activity that is tolerated in your country may lead to problems in the U.S. To help you avoid problems, we have made the following list of program rules and U.S. laws. In addition, you must follow the rules of your host family, placement organization, and host school.

SOCIAL NETWORKING SAFETY

1. **Never post your own or your host family's contact information online or share it with strangers you meet online.** This includes email addresses, home or cell phone number(s), physical street address, or mailing address.
2. **Do not "friend" people on social networking websites if you do not know them personally – this is not a safe way to meet people.** Some people you could "friend" include:
 - a. your host family and your natural family
 - b. your friends at your U.S. school and your friends at your school at home
 - c. other exchange students in your organization or other FLEX or YES students.
3. **Never agree to meet someone in person if you only know him or her from the Internet.** Do not give anyone online your phone number or address, and do not call anyone who gives you theirs.
4. **Do not post photos online that your host family, school, placement organization, FLEX or YES program organization, or your friends and family at home may find inappropriate.** This includes but is not limited to:
 - a. Photos or videos of you in a bathing suit or otherwise partially dressed, or where you are in a "sexy" pose. Photographs like these often attract Internet predators. Also, your host family may find them inappropriate and decide not to host you.
 - b. Photos or videos of you in possession of or using cigarettes, alcohol, or drugs. It is against program rules for you to engage in such activity, but even if you post a staged photo as a "joke," it will be treated seriously and may be misunderstood by your host family and placement organization. Posting such photos is inappropriate and could result in your early return home.
 - c. Photos or videos of you with weapons. Many host families do not want to host a student who poses with guns, knives, tanks, or other weapons. In addition, photos of this nature could raise concerns with school friends and members of your host community, and they may report you to the police.
 - d. **THIS IS A U.S. LAW:** Do not send, post, text or store pictures of yourself or anyone else (such as another student) if the person in the picture is naked or not fully clothed. If a person in the picture is a minor, this could be considered possession or distribution of child pornography and is illegal, and you could even be arrested.

- 5. Remember that anything you post on your website page, or anywhere on the Internet, could be viewed by people you did not intend to see these things – people tend to forward photos, posts, and links widely.** They may also cut and paste photos and posts. There are MANY ways that your personal comments and pictures can find their way into strangers' hands. **To be absolutely safe, do not post anything on the Internet you would not want everyone else to read.** The Internet is a public place, even if you think you are limiting who can see your posts.
- 6. The practice of sexting is strictly prohibited in U.S. high schools and on Program. Sexting** – “The sending of sexually explicit photographs, videos or messages via a mobile device.” Participating in sexting is dangerous and can lead to very serious legal consequences including prosecution.

SOCIAL NETWORKING ETIQUETTE

In the U.S., we believe in freedom of speech, and the FLEX and YES programs will not restrict your right to your opinions, but while you are in the United States, you represent your home country, your family, your school, your placement organization, your host family, and your program, and you are obligated to do so responsibly. If you say or represent something offensive, threatening, or illegal, it will reflect poorly on your program and all of these people. You are doing a disservice to yourself, your country, and the program, and may be in violation of the law. Students who have insulted or threatened other people on the Internet have been sent home early.

There are many kinds of people, and many different opinions – remember: not better, not worse, just different! Here are some rules to follow when you make comments on other people's profiles, “walls,” or websites:

1. Be nice. Do not insult or threaten anyone. Do not tell them they are stupid, or that their ideas are stupid. Don't make fun of their country, ethnicity, religion, nationality, gender, school, family, friends, or opinions. Do not threaten to harm anyone or even wish harm on anyone. Posting hateful speech directed at an individual or group could lead to a police investigation of a hate crime.
2. Do not post overtly political or provocative messages. They may be misunderstood.
3. Do not form groups or make websites with the purpose of insulting or hurting another person or group of people, regardless of your personal views. When you make this information public in such a manner, you make yourself and your country look bad and you may face serious consequences.
4. If someone insults you, do not answer back. If you are angry, just turn off your computer and walk away.

INAPPROPRIATE COMPUTER USE

WEBSITES

There are certain types of websites that are NOT appropriate for you to visit. These include sites with pornographic, terroristic, or other objectionable content. If you do visit such a site, your host family and placement organization will probably take away your computer privileges and you will be given a warning letter. If you do this on your host family's home computer, the Internet Service Provider could shut down your host family's Internet connection while they are investigating this activity. If you do this on a school computer, you could be suspended or expelled from school. You could also be sent home early from the FLEX and YES program. If you are not sure if a website is acceptable, ask your host family, local coordinator, or teacher before you access the site. If you are afraid to ask anyone, then it is probably unacceptable.

DOWNLOADING CONTENT

Copyright law in the United States is extremely strict. Original copyrighted material, such as movies and music, is protected by law from being accessed for free and from being shared with others for free.

Downloading "pirated" material, or sharing material that you do not own the rights to, whether pirated or purchased legally, via file sharing sites such as BitTorrent is a crime in the United States that is punishable by fines from \$750 – \$300,000. Many such file sharing sites operate by automatically uploading files from the user's computer; this also is illegal if you do not own the rights to the material. Downloading and uploading content illegally can cause you and/or your host family to be the subject of a police investigation. Watching the latest action or comedy movie for free is not worth the damage you risk doing to your host family and yourself. If you illegally download material in the United States, your participation on the FLEX, and YES program will be terminated.

CONSEQUENCES

Remember that the Internet is public space. If you write or show something inappropriate on your website, webpage or somewhere else on the Internet, you put yourself and your safety at serious risk and you will be held responsible and punished for these actions. If you write or show something illegal on your website, webpage, or somewhere else on the Internet, you could be prosecuted to the full extent of U.S. law.

2012

Your Safety and Security Online

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

Your Safety and Security Online: Safety Tips

The U.S. Department of State's Bureau of Educational and Cultural Affairs takes your online safety and security very seriously. As you use social networks, e-mail, and the Internet, please consider the following **Safety Tips**:

1. Never broadcast private contact information. Never list your e-mail address or phone number in any public space, such as your profile page, a blog, forums, or photo caption.
2. If you are a member of a social network, pay close attention to your privacy settings, which allow you to choose how much personal information you reveal and to whom.
3. Carefully consider what you publish on social networks. Before you post photos, videos, or text, ask yourself if it would embarrass you if your family or employer saw them.
4. Before you add a widget (an application that can be shared with others electronically) to your profile, think about whether you want the creators of the widget to be able to access your profile page and information about your activity on the social network. Keep in mind that the social network generally has no control over these widgets, so exercise discretion when using these tools.
5. Report any abuses of a website's Terms of Use to the website's administrators. Any reputable website or social network will have a way for you to report abuses.
6. E-mail can be used to spread malicious software or obtain your personal information in order to commit fraud.

To protect yourself and the computers that you use, follow the guidelines below:

- Be suspicious of unsolicited e-mail messages or phone calls from individuals asking for personal information. If an unknown individual claims to be from a legitimate organization, try to verify his or her identity directly with that organization.
- Never provide personal or financial information (credit card numbers, PIN numbers, identification numbers) in response to e-mails or telephone calls that you did not initiate.
- Do not send personal or financial information over the Internet before checking the website's security. (Secure website addresses begin with "<https://>")
- Pay attention to the address of a website, located at the top of the screen. Malicious web sites may look identical to a legitimate site, but the address may use a variation in spelling or a different domain (e.g., ".com" vs. ".net").
- Protect your computer and other computers that you use by scanning all removable media, such as a flash drive, CD, or DVD, for viruses before opening files that are contained on the media and by scanning all attachments that you receive via e-mail prior to opening them.
- Do not accept or open executable files (indicated by a file name ending in ".exe") that you receive via e-mail. Such files can be dangerous.



Appendix 8

Department of State Exchange Visitor Letter



United States Department of State

Bureau of Educational and Cultural Affairs

Washington, DC 20547

Dear Student,

On behalf of the U.S. Department of State, welcome to the Secondary School Student Program. This program is a great opportunity for you to experience the culture and diversity of the United States. You are among thousands of high school students from around the world serving as your country's citizen ambassador in the United States. We want your experience to be rewarding.

You will attend a public or private secondary school, while living with an American host family who has opened their home and hearts to welcome you to the United States. With a positive attitude and respect for others, you will have a close relationship with your host family.

We know that you may have concerns about leaving your family and friends to come to the United States. Those are very normal concerns. Your decision to come to the United States is important to us and your health, safety, and well-being are our top goal. If you feel your personal health and safety is threatened, or are in a situation that makes you uncomfortable, please notify your sponsor as soon as possible. If your sponsor is not responsive to your concerns, please contact the Department of State directly through the phone number or email address provided below. A Department staff person will be available to help you.

Your sponsor will provide you with an identification card, which lists your host family, placement address, and telephone numbers. You will also find on this card separate telephone numbers for immediate contact with your sponsor and the sponsor's local representative, as well as the Department of State's 24 hour toll free number (1-866-283-9090) and email address (jvisas@state.gov). You should keep this card with you at all times and contact us if you have any concerns about your health, safety, or well-being.

Best wishes for a rewarding and fun experience. Welcome to the United States!

Sincerely,

A handwritten signature in black ink, appearing to read "Robin J. Lerner".

Robin J. Lerner
Deputy Assistant Secretary
for Private Sector Exchange

Appendix 9

Appropriate Host Family communication

Your relationship with your host family, PO and LC usually starts long before your arrival in the U.S. Once you and your host family are matched, you will receive contact information from your hub about your host family and LC. As soon as this information is available, many exchange students immediately contact their new host family by emailing them, calling them on the phone or on Skype, or friending them on social networks (Facebook, vkontakte).

Up until this time, your host family and LC will have seen only the very best side of you, from what is in your application – your host family letter, your list of activities and interests, and of course your smiling photos with family and friends. It is important that you build on the positive impression that you established in your application by continuing to share information about yourself that accurately reflects your personality and interests. This can be tricky when communicating over very long distances, not face -to-face. Unfortunately, there have been cases where things such as a student’s inappropriate email address or inappropriate content posted on Facebook/vkontakte have caused host families so much concern that they change their mind and decide not to host the student. Here are some tips for how you can ensure that you are interacting with your new host family and LC in appropriate ways that will encourage their positive impressions of you.

If you have any questions, feel free to contact your American Councils representative – we are happy to help you prepare for your upcoming exchange experience.

EMAIL

- Make sure that the email address you are using is appropriate. An email address that contains profane (curse/swear words), or questionable words is NOT appropriate and should NOT be used. Open a new email account and use only this new account to communicate with your new host family. A safe format to follow is `firstname.lastname@gmail.com`
- If your emails end with an automatic “signature,” make sure that this signature is appropriate. Violent or sexually explicit song lyrics would be an example of inappropriate content for an email signature.

FACEBOOK/ VKONTAKTE

These social networking sites can be a great way to casually get acquainted, share photographs, and feel connected. However, if you choose to “friend” your LC or any members of your host family or host community on Facebook and/or vkontakte, first review the content (posts, photographs, videos, friends’ comments) to make sure that it accurately represents your personality and interests. Delete any content that may appear inappropriate or offensive to others before accepting or sending a friend request.

Content that may be offensive to others includes (but is not limited to):

- Profane language or cursing/swearing (bad words) in any language
- Language that is derogatory or shows aggression towards individuals or groups of people
- Violent or sexually explicit song lyrics
- Photographs where you are “partying” that could be interpreted as using alcohol or drugs
- Photographs where you are wearing tight, revealing, or very few clothes
- Photographs showing weapons (guns, swords, etc.)

Of course we hope that you do not have any content of this nature on Facebook/vkontakte. If you are not sure whether something is appropriate or not, it is better to remove it and not risk making a bad first impression.

- You should maintain the appropriateness of your social networking sites for the duration of your exchange year. You are responsible for continually monitoring the content on your pages to make sure it is appropriate, and for deleting anything inappropriate. If you are concerned about friends posting things on your wall that might be inappropriate or offensive, consider changing your privacy settings to limit who can see content posted by your friends. If your LC or a member of your host family sees something inappropriate on your page, it could be reported to your placement organization who in turn may ask American Councils to inform your natural family about it.
- These guidelines apply to ALL social networking sites, regardless of the language they are in. Don't think that your LC or host family won't see your profile on vkontakte or other non-English sites! Review all of your accounts for content that may be inappropriate or inoffensive (as described above).

SKYPE

- As with email and Facebook/vkontakte, it is important to make sure that your Skype name, profile and photo do not contain any inappropriate or offensive words or images.
- Make sure to make note of the time difference between your home and your host community before making any calls!

GENERAL TIPS

In all communication with your LC and host family, do your best to be:

- Respectful

Use polite language, do not make demands, show interest in your new host family and community and use this opportunity to learn about them!

- Honest

Tell them the truth about yourself, what you like and don't like, what your home is like, etc. Don't feel you have to exaggerate or tell your LC and host family things you think they want to hear but aren't actually true. This helps your LC and host family to prepare to receive you and make your transition more comfortable!

- Open-minded

Your host family and LC may have beliefs, habits, traditions, routines, and overall lifestyles very different from your own. This is part of what makes the exchange experience so unique and exciting! You should feel welcome to talk about your own beliefs, habits, traditions, etc., as well, but refrain from making negative judgments or comments about America or your home country. Make sure to keep in mind that you are coming from two different cultures and that what you will encounter in America, as you will learn in your Pre-Departure Orientation, is "not better, not worse, just different." Do not get into arguments with your host family or LC. If something comes up that concerns you, please feel free to contact your local American Councils office to discuss your concerns.

- Positive

You are most likely very excited about going to the U.S. Let your host family and LC see that - They are just as excited to be hosting you!

We strongly encourage you to follow the guidelines listed here and to work hard to build a positive relationship with your host family and Local Coordinator from the very beginning!

Religious Denominations: Quick Definitions

- **Buddhism**
A religion of eastern and central Asia growing out of the teaching of Gautama Buddha that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification.
- **Christianity**
A religion based on the belief that Jesus Christ is the Son of God and that Jesus died to save humankind. It uses Bible as sacred scripture, and is professed by Eastern Orthodox, Roman Catholic, and Protestant bodies.
 - **Catholic (typically refers to Roman Catholic in the U.S.)**
The Christian Church over which the pope presides, with administrative headquarters in the Vatican. It has been the decisive spiritual force in the history of Western civilization. Along with Eastern Orthodoxy and Protestantism, it is one of the three major branches of Christianity.
 - **Mormon (Latter Day Saints)**
A group typically affiliated with Christianity that was founded by a man named Joseph Smith in the U.S. in 1830, and follows the Book of Mormon in addition to the Bible.
 - **Protestant**
A group including any of several church denominations denying the universal authority of the Pope and affirming the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth; *broadly* : a Christian not of a Catholic or Eastern church. The U.S. had a Protestant majority from the 1600s until very recently when in 2012 it fell to 48% of Americans.
 - *Baptist*: A Protestant denomination in which members are baptized only as adults.
 - *Lutherans*: A Protestant denomination founded on the doctrines of Martin Luther, including justification by faith alone and the authority of the Bible, among other traditions.
 - *Methodist*: A Protestant denomination founded on the principles of John and Charles Wesley in England in the early 18th century and characterized by active concern with social welfare and public morals.
 - **Non-Denominational**
11% of Christians in 2008, more than double the percentage in 1990, consider themselves “Non-Denominational” or “Christian unspecified.” This reflects the trend of non-affiliation in America, alongside a commitment to personal beliefs. “Non-Denominational” churches might differ in their doctrine, but typically acknowledge the complete correctness of the Bible.
- **Hinduism**
The dominant religion of India that emphasizes dharma (divine law) with its resulting ritual and social observances and often mystical contemplation and ascetic practices.
- **Islam**
The religious faith of Muslims including belief in Allah as the sole deity and in Muhammad as his prophet. The Koran is its sacred scripture.
- **Judaism**
The monotheistic (believing in one God) religion of the Jews, having its ethical, ceremonial, and legal foundation in the principles of the Old Testament and in the teachings and commentaries of the rabbis as found chiefly in the Talmud.

Budgeting Quiz

TRUE OR FALSE

1. ____ My host family will receive money for hosting me.
2. ____ My host family pays the largest portion of my living costs.
3. ____ I will receive two types of allowances to help me with living costs.
4. ____ I do not need to submit receipts for my incidentals allowance.
5. ____ The monthly allowance is for the expenses that I will have throughout the year.
6. ____ I will receive \$125 every month (or I will receive \$250 bi-monthly).
7. ____ A budget is a plan for how to spend an amount of money.
8. ____ My host family must buy me a hot lunch if I request it.
9. ____ If I need toothpaste, I should ask my family to buy it for me.
10. ____ My family will pay for my phone calls.
11. ____ I am allowed to have an official job while I am in the U.S.
12. ____ If I go to McDonald's with my friends, I should expect them to pay for me.
13. ____ My host family will pay all costs related to my internet usage.
14. ____ It is good to find "SALES" on the items I need.
15. ____ All stores are very expensive in the U.S.
16. ____ If I have any questions about my budget, I should ask my host family.
17. ____ It is good to save my stipend money to take home with me at the end of the year.
18. ____ The "incidentals allowance" is given to me by check when I arrive to the U.S.

Budgeting Quiz Answers

1. False	Your host family does not receive any money for hosting you.
2. True	By giving you a home and meals and by accepting you as a family member, your host family pays the largest portion of your living costs.
3. True	The monthly stipend and the incidentals allowance are to assist with living costs.
4. False	You and your host family will not receive the incidentals allowance prior to making any purchases. You and your family will have to submit receipts to your placement organization for reimbursement of approved purchases.
5. True	The monthly allowance is provided so that you can take part in social activities and purchase basic toiletries.
6. True	You may receive \$125 monthly or \$250 every other month, depending on your placement organization's policies.
7. True	By carefully planning how you will spend your money, you can be sure you will have the money when you need it.
8. False	Your host family is required to provide you with 3 meals a day. They may choose to give you money for hot lunch, but they are not required to do so. If they do not, they are required to provide with things to make a lunch you can take to school (such as sandwich, bag of chips, and piece of fruit)
9. False	Demanding others to buy things for you will create problems for you. You should take responsibility for buying the things you need.
10. False	You are responsible for the cost of any phone calls you make, whether they are international or long-distance within the United States.
11. False	Legally, you are not permitted to work in the U.S. in any job that would require you to pay taxes. You may be able to earn extra money doing work like shoveling snow, raking leaves, or babysitting.
12. False	Even if your friends invite you to go somewhere, you should always expect to pay for yourself. In the U.S., when someone invites you to go out to eat or see a movie, the invitation does not usually imply that they will pay for you.
13. False	If your family has a computer and allows you to use it for e-mail or internet access, you may be responsible for any costs that are incurred. If your family has to pay for internet access, they may expect you to pay your portion of the bill.
14. True	Sales are a great way to buy needed items at a lower than usual cost. This can help you "stretch" your budget.
15. False	The cost of items at stores often depends on the location of the store. Certain regions of the city, state, and country may be more expensive than others. It is also possible to find sales, discount stores, and second-hand stores where you can find less expensive items.
16. True	Your host family likely has their own budget and can be a great resource for any questions you have.
17. False	Your stipend money is for your day-to-day expenses. If you save it all for expensive items, you will miss out on a lot of opportunities. Saving, or 'hoarding,' your money can also cause problems with friends and your host family if you are declining to participate in activities because of the cost.
18. False	You and your host family will be reimbursed for the approved purchases that you make. In order to receive reimbursement, you must submit receipts to your placement organization.



Incidentals Allowance Exercise

US\$300 will be available to help pay for program-related items. This money will not be given directly either to you or your host family upon your arrival in the U.S. Your host family will be reimbursed for appropriate expenditures. Therefore, you and your host family should decide together how this allowance could best be used, and then discuss your conclusions with your local representative for approval since the exact rules for each placement organization may differ slightly.

A few examples of appropriate incidentals allowance expenditures are:

1. clothes for physical education class
2. a lock for a school locker, sports or music class fees
3. rental fees for textbooks (in some schools)
4. required clothing for school

Once you and your host family have made purchases, receipts must be submitted to the Placement Organization for reimbursement. Note: It is usually a good idea not to spend all this money at once. You may need some of it for later in the program year--to purchase a school yearbook, for example.

On the next page is an example of an exchange student's ideas for how she might use her Incidentals Allowance. Review each item and decide whether the Incidentals Allowance can be used.

Student Name:	Fatima Khan
Placement Organization:	

ITEM	WHY DO I NEED THIS?	APPROXIMATE COST	IS THIS AN ALLOWABLE INCIDENTALS ALLOWANCE ITEM? CIRCLE ONE.
Clothes for gym class	I need to buy special clothes for gym class.	\$35	YES NO
School uniform	My school requires every student to wear a uniform.	\$60	YES NO
Lock for school locker	To keep my things safe.	\$7	YES NO
Mobile phone	To keep in touch with my host family.	\$50 for phone, plus \$40/monthly plan	YES NO
Violin rental fee	I didn't bring my violin from home and my US school charges money to rent one.	\$10/month	YES NO
Tickets to school football game	To experience US culture with my friends	\$5	YES NO
Phone card	To call my parents back home.	\$10	YES NO
Cheerleading uniform	I need to buy a uniform since I was selected to the cheerleading team.	\$50	YES NO
Prom dress	To attend the prom.	\$100	YES NO

Appendix 12

High School Vocabulary

High School	A secondary school in the U.S. (usually grades 9-12).
Principal	The director of the school.
Guidance Counselor	Person who advises students on which courses to take, gives information on career options, and helps students adjust socially.
Freshman	Student in the 9th grade.
Sophomore	Student in the 10th grade.
Junior	Student in the 11th grade.
Senior	Student in the 12th grade.
Semester	Half of the school year.
Curriculum	All the courses of study offered by an educational institution.
Multiple choice test	Exam where several answers are given and the correct one must be chosen.
Mid-term exam	Exam, usually written, that comes in the middle of the semester.
Final exam	Exam, usually written, that comes at the end of each semester.
Pop quiz	A short, unannounced test given by the teacher.
Electives	Classes you choose to take.
Required subjects / courses	Classes you must take.
Accelerated Courses	Classes which are taught at a faster pace.
Advance Placement Courses	Classes for which students may receive college credit.
Assembly	A meeting of some or all students and teachers in the school.
Study Hall	A period during the school day for students to do their homework.
Homeroom	A short period, usually at the beginning of the day, in which attendance is taken and announcements are given.
Detention	A punishment for misbehavior; students are required to stay after school.
Period	A block of time, usually one hour or less, in which each class is given.
To flunk	To fail a test, class or grade.
To drop a class	To officially stop taking a class shortly after the beginning of the school year.
Extracurricular activities / Co-curricular activities	Sports or clubs that students participate in after school.
Intramural teams	Teams which play with other teams within the school itself.
Varsity teams	Sports teams which represents the school and compete with other schools. Teams usually train intensively.

Student Council/Government	Student-elected governing organization.
Pep Rally	A gathering of students to rally school spirit and support before a sports competition.
Grades	Evaluation of school performance, based on participation in class, projects, term papers and quizzes.
Report Card	Official document given to students at the end of each term where grades and credit received are listed.
Grade Point Average (GPA)	The numerical average of all grades received.
To cut class	To be absent from class without permission.
To ditch	To be absent from class without permission.
To skip school	To be absent from school without a reason.
To be suspended	To be told to leave school for a period of time by school officials because of breaking a rule.
To be expelled	To be told to leave school permanently by school officials because of breaking rules.
To try out	To audition for a sports team or for a theatre or musical production; based on your ability, you may or may not be accepted.
Prom	A dance usually held at the end of junior and senior year; often formal ticket purchase is required.
Homecoming	Usually in the fall, a weekend of activities—often a football game, parade, and school dance. Both current students and alumni participate.
Special Ed	Special education classes for students with learning disabilities.
Home Ec	Home economics; classes that teach cooking, sewing, consumer education and child development. It is common for both boys and girls to take these classes.
Open Campus	Students may leave the school and grounds when they have no classes.
Closed Campus	Students may not leave the school and grounds when they have no classes.
Hall Pass	Written permission to leave class to go elsewhere.
Cheating	Sharing answers or copying another's work.
Senior Pictures	Pictures for the school yearbook; usually taken early in the school year and available for purchase.
School Yearbook	A record of the school year which you may purchase to take home with you as a memory of your year.
Lockers	Storage area with combination lock for your coat and books.
School lunch	Cafeteria-style food offered at school.
Pledge of Allegiance	An oath of loyalty to the U.S., taken while facing the American flag and with hand over heart.
Car pool	Several people with a common destination riding together in a car; often everyone shares the cost of gas.
Honor Roll	List of students who receive good to excellent marks.

The following guidelines are designed to help make your travel easier, safer and possibly faster. You will receive more detailed information at your Gateway Travel Orientation meeting, on the day before you depart for the U.S.

1. CHECKED BAGGAGE POLICIES

All major airlines charge international passengers for their second piece of checked baggage. American Councils will not pay any baggage fees when you travel to the U.S. If you bring a second bag, you are responsible for contacting the airline to find out how much this will cost, and you are responsible for paying that cost. American Councils will not pay for:

- A first checked bag that exceeds the airlines' weight and size requirements;
- A second checked bag

If your single checked bag goes over the airline's weight or size limits, YOU must pay the overweight charges.

When you arrive to DC you will be met by American Councils staff and taken to a nearby hotel where you will have dinner and spend the night, and return to Dulles the following morning to board a flight to your host community. American Councils staff will help you with the check-in process. If Washington-Dulles airport is your final destination, your host family will meet you at the airport on the day you arrive and take you home then (you will not overnight at the nearby hotel).

2. SECURITY

a. You

All travelers, including you, will go through many metal detectors, body scans, bag searches and security questions before you get on any airplane.

DO NOT make jokes about violence or terrorism, or other things that will upset someone who overhears you. You could be reported to an airport security officer, detained by the police, miss your flight and be returned back to your home country.

b. Your Baggage

The Transportation Security Administration (TSA) of the U.S. prohibits passengers from bringing certain items in their carry-on luggage. Check the TSA website at www.tsa.gov shortly before you travel. The list of allowed and prohibited carry-on items, below, change frequently:

DO NOT BRING IN YOUR CARRY-ON: Liquids over 3.4 ounces (100 ml); any type of knives or swords; anything that even looks like a gun or weapon; anything with a sharp point or tip; metal scissors with pointed tip; loose razor blades; lighters; martial arts weapons; alcohol (no one under 18 is allowed to possess alcohol in the U.S)

OK TO BRING IN YOUR CARRY-ON: Insulin syringes if unused and accompanied by insulin; nail clippers; knitting needles.

If you pack a prohibited item in your carry-on bag, security screeners in your European transit airport (usually Frankfurt, Munich or Vienna) will take it away from you, **and** may detain you. Pack such items in your checked baggage only. If you have any doubt about whether or not a specific item is permissible for carry-on baggage, you should pack it in your checked luggage or leave it at home.

Carry-ons must meet the airline's size requirements. If they do not, they will be taken away from you as you are walking onto the plane, and will be returned to you when you exit the plane (NOT at baggage claim).

Note: do not leave any of your baggage, including your carry-on or purse, alone. Do not walk away from your belongings. Unattended bags can be reported to airport security. Your bag could be confiscated and destroyed and you could be detained. **Stay with your bags at all times.**

3. GUIDELINES FOR PACKING LIQUIDS, GELS AND AEROSOLS IN CARRY-ON BAG:

TSA currently employs the following "3-1-1" policy for bringing liquids in your carry-on. Be sure to check www.tsa.gov before you leave home.

3-1-1: 3.4 ounce (100ml) bottle or less (by volume); 1 quart-sized, clear plastic, zip-top bag; 1 bag per passenger placed in screening bin.



Liquids, gels, and aerosols include but are not limited to products such as:

- eye drops
- contact lens solution
- perfume deodorants
- creams and lotions
- lipstick or lip gloss
- liquid mascara
- liquid foundations
- hair spray
- hair styling gels toothpaste
- cough syrup
- gel tablets
- **MANY OTHERS**

There are certain exceptions for prescription and over-the-counter medicines. Students are responsible for checking with their airline prior to international travel.

Typically any liquid, gel, or aerosol (such as water or soda) purchased in the secure area after you go through a security checkpoint is allowed aboard your plane. However, liquids you purchase in your home country airport, will not be allowed through security in your transit airport (Frankfurt, Munich or Vienna), and you will be required to throw them away.

4. HOW TO DRESS FOR TRAVEL

Security lines are often long and slow. If you are prepared when it is your turn, everything will go more smoothly and quickly.

- **DON'T** wear shoes, clothing, jewelry, belts and other accessories that contain metal. These may set off the alarm on the metal detector at the security checkpoint and you will be asked to remove them and go through security again. This can take a lot of time and make you late for your flight.
- **BE PREPARED** to remove your outer clothing including coats and scarves as well as shoes; these go in the plastic bins provided by security screeners.
- **BE PREPARED** to remove your mobile devices (tablet, iPad) and laptops or netbooks from your carryon bag and place it/them in a plastic bin provided by security screeners.

5. OTHER PACKING TIPS

- **Locks:** TSA screeners may open your baggage as part of the screening process. If your bag is unlocked, then TSA will simply open and inspect the items inside. If you decide to lock your checked baggage and TSA cannot open your suitcases, they will break the locks. TSA is not liable for damage to your locks or luggage in this case. If you must lock your suitcase, use a TSA-approved lock.
- **Medicine:** If you bring medicine with you, it must be in its original container with a professionally printed pharmacy label in your name.
- **Carry-on:** You may carry only one bag and one personal item on the plane with you. All other bags must be checked.
- **Luggage Tags:** Make sure that each piece of your checked baggage has your program's luggage tag with your name on it. Try leaving space in your bags so that carry-ons and checked suitcases can be easily inspected by airport security.

Appendix 14

Pre-Departure Orientation Student Agreement

Student name: _____

Hub city: _____

PDO dates: _____

Placement Organization: _____

- I will have completed my secondary education by the time I arrive to the U.S.
- I will not have completed my secondary education by the time I arrive to the U.S.

1. I confirm that I attended every session of the PDO in its entirety.
2. I understand that my placement organization will designate the city and state where I will be placed. I understand that I will not be relocated to another area at my request. I understand that my placement organization makes the final decision about changes in placement. I also understand that program policy prohibits me from being hosted by any natural family relatives.
3. I understand that my U.S. high school makes the final decision about the grade level in which I will study (i.e. 10th, 11th, 12th grade). Furthermore, I understand that most U.S. high schools will not give diplomas to exchange students and that I must respect my host school's rules and policies.
4. I understand that my athletic eligibility or participation in school sports teams is not guaranteed and is subject to authorization by my local school district and the responsible State authority.
5. I have been instructed at the PDO to describe my previous two years of coursework in writing. I understand that I am responsible for bringing this self-made transcript with me to the U.S. to show to my high school counselor.
6. I understand that my host parents are not obligated to provide lunch money for me to buy lunch at school. My host family is, however, obligated to provide lunch for me, and I understand that it is my host parent's choice whether to provide lunch money or food with which to make a (usually cold) school lunch.
7. If my host family has a computer, I understand that it is the host family's private property and they have the right to not permit me to use their computer. I understand that my host family has the right to make rules about computer and Internet usage even if the computer I use belongs to me. I understand that it is against program rules and U.S. law to view pornographic, terroristic or other objectionable content online, and that downloading copyrighted material (movies and music) is illegal and punishable by fines of \$150,000 or more.
8. I understand that incidentals allowance purchases are made by me, together with my host family, after my arrival. I have been instructed to discuss the items I may purchase with my placement organization representative after I arrive in the U.S., and before I make purchases. Furthermore, I understand my placement organization confirms which items may be purchased on my behalf. Finally, I understand that my host family and I will not simply receive a check or money for these purchases, but must submit receipts for reimbursement.
9. I understand that shoplifting is illegal in the U.S. and physical violence is not tolerated. I understand that if I am charged with shoplifting or assault, I am subject to the legal consequences including possible arrest and trial, and that neither American Councils nor my placement organization will be able to intervene on my behalf, and that I may also be sent home.
10. I understand that I may not return home before May 15 to take examinations in my home country.
11. I understand that I must return to my home country at the end of the program on the date assigned by the responsible FLEX program organization. I will not be allowed to remain in the U.S. after my assigned return travel date. My U.S. visa will not be amended or extended beyond the program end date.
12. I have received information regarding sexual harassment, and have a better understanding of this concept, including how to recognize sexual harassment and what to do if I feel I am being harassed.
13. I have received a copy of the Department of State's Exchange Visitor Welcome Letter which includes the Department's toll-free telephone number.
14. I acknowledge that I have received the "Your Safety and Security Online: Safety Tips" document from the Department of State with information regarding my safety and security online.
15. I have read and signed the parent/student agreement (Form 8 of the application), and agree to abide by all of the terms and conditions in this agreement.

Student Signature: _____

Date: _____

Exchange Visitor Program Welcome Brochure

Bureau of Educational and Cultural Affairs United States Department of State

The Department of State welcomes you to the United States. We are pleased to receive you as an exchange visitor. As an Exchange Visitor Program participant, you will acquire an experience in the United States, and as an ambassador of your country you will help educate the American people about your home country and culture.

This brochure will help you understand the purpose of the Exchange Visitor Program, provide you with information on contacting the Department of State, and introduce you to some of the major requirements of the Exchange Visitor Program regulations.

THE EXCHANGE VISITOR PROGRAM

THE U.S. DEPARTMENT OF STATE administers the Exchange Visitor Program under the provisions of the Mutual Educational and Cultural Exchange Act of 1961, as amended. The Act promotes mutual understanding between the people of the United States and other countries by means of educational and cultural exchange. The Exchange Visitor Program provides foreign nationals opportunities to participate in exchange programs in the United States with the expectation that on completion of their exchange program, they will return home to share their experiences.

Sponsors - The U.S. Department of State designates U.S. organizations such as government agencies, academic institutions, educational and cultural organizations, and corporations to administer exchange visitor programs. These organizations are known as sponsors. Sponsors screen and select exchange visitors to participate in their programs based on the regulations governing the exchange activity and stated in 22 CFR Part 62. Sponsors provide exchange visitors pre-arrival information, an orientation, and monitor activities throughout their exchange program. Sponsors offer or identify cross-cultural activities that will expose exchange visitors to American society, culture, and institutions. You are encouraged to participate in activities that provide them with an opportunity to share their language, culture, and history with Americans.

Responsible Officers - Sponsors appoint individuals as responsible officers and alternate responsible officers to advise and assist exchange visitors. These officers issue the Certificate of Eligibility (Form DS-2019), and conduct official communications with the Department of State and the Department of Homeland Security (DHS) on your behalf. Your sponsor's role is to help you manage your program. If problems arise or you have questions, your sponsor is there to help you. Should you have any questions about the regulations or any aspect of your exchange program, your initial and primary contact is your sponsor. Unless provided specific contact information by your sponsor you should contact the person whose name and telephone number can be found on your Form DS-2019.

Exchange Visitor - An exchange visitor is a foreign national selected by a sponsor to participate in an exchange visitor program and who is seeking to enter or has entered the United States temporarily on a J-1 visa.

Spouse and dependents - Some categories of the Exchange Visitor Program permit a spouse and/or unmarried children, under 21 years of age, to accompany an exchange visitor to the United States. These individuals may apply for J-2 visas with the permission of your sponsor.

REGULATIONS - RULES

IT IS IMPORTANT THAT YOU understand and abide by the Exchange Visitor Program regulations, U.S. laws and sponsor rules. Regular contact with your sponsor will help you keep current with any change which may affect your J-1 visa status. Some requirements of the Federal regulations and where to find them are indicated below.

Register with your sponsor - Your Form DS-2019 was created in a computerized system known as the Student and Exchange Visitor Information System (SEVIS). This System is administered by the Department of Homeland Security

and is used to collect and maintain information on the current status of non-immigrants and their dependents in the sponsor's program during their stay in the United States.

When you arrive in the United States, you must contact your sponsor to ensure that your data in SEVIS is accurate and updated. Failing to maintain your status could result in serious consequences and may affect your ability to remain in or return to the United States.

Activities and Program Provisions - You entered the United States in a specific program category, and are required to engage in that category and the activity listed on your Form DS-2019. You must comply with the specific program provisions of the regulations relating to your exchange category.

Insurance - You are required to have medical insurance in effect for yourself (J-1), your spouse and any dependents (J-2) for the duration of your program. Some sponsors provide the required insurance for their exchange visitors. Other sponsors may allow you to make your own arrangements or may help to identify insurance carriers. Consult with your responsible officer before the start of your program.

1. (a) **Minimum Insurance Coverage** -Insurance shall cover: (1) medical benefits of at least \$100,000 per person per accident or illness; (2) repatriation of remains in the amount of \$25,000; and (3) expenses associated with medical evacuation in the amount of \$50,000.
2. (b) **Additional Terms** -A policy secured to fulfill the insurance requirements shall not have a deductible that exceeds \$500 per accident or illness, and must meet other standards specified in the regulations.
3. (c) **Maintenance of Insurance** -**Willful failure on your part to maintain the required insurance throughout your stay in the United States will result in the termination of your exchange program.**

Maintenance of Valid Program Status - You are required to have a valid and unexpired Form DS-2019. Sponsors may terminate an exchange visitor's program for violating U.S. laws, Exchange Visitor Program regulations, or the sponsor's rules governing their particular program.

Required Notifications to Sponsors - You must immediately inform your sponsor if you change your address (residence) or telephone number, or complete or withdraw from your exchange visitor program early. Doing so assists your sponsor in complying with their notification and reporting requirements to the U.S. Department of State and the Department of Homeland Security. Failure to keep your sponsor informed could result in the termination of your program status.

Current Regulations - The Exchange Visitor Program regulations are located in the Code of Federal Regulations, (22 CFR, Part 62) and can be found at the J-1 Visa website: <http://j1visa.state.gov/sponsors/current/regulations-compliance/>.

Contacting the Department of State - The Exchange Visitor Program is administered under the oversight of the Deputy Assistant Secretary for Private Sector Exchange, Bureau of Educational and Cultural Affairs (ECA).

Bureau of Educational and Cultural Affairs
U.S. Department of State
State Annex SA-5,
Fifth Floor Washington, DC 20522-0505

Report Abuse or Exploitation - If you are mistreated and/or your rights are violated, and your sponsor is not providing the help you need, contact the Department of State for assistance:

J-1 Visa Emergency Hotline: 1-866-283-9090.*
This line is for use by exchange visitors and third parties in the case of urgent situations. *A Department of State representative is available 24 hours a day.

Regular Communications or questions: jvisas@state.gov.
This e-mail address is to communicate non-emergency issues, questions, and concerns.

Appendix 16

Presidents of the United States

1789 -1797	<i>George Washington</i>	1893 -1897	<i>Grover Cleveland</i>
1797-1801	<i>John Adams</i>	1897-1901	<i>William McKinley*</i>
1801-1809	<i>Thomas Jefferson</i>	1901-1909	<i>Theodore Roosevelt</i>
1809 -1817	<i>James Madison</i>	1909 -1913	<i>William Howard Taft</i>
1817 -1825	<i>James Monroe</i>	1913 -1921	<i>Woodrow Wilson</i>
1825 -1829	<i>John Quincy Adams</i>	1921 -1923	<i>Warren G. Harding*</i>
1829 -1837	<i>Andrew Jackson</i>	1923 -1929	<i>Calvin Coolidge</i>
1837 -1841	<i>Martin Van Buren</i>	1929 -1933	<i>Herbert Hoover</i>
1841	<i>William Henry Harrison*</i>	1933 -1945	<i>Franklin D. Roosevelt*</i>
1841 -1845	<i>John Tyler</i>	1945 -1953	<i>Harry S. Truman</i>
1845 -1849	<i>James K. Polk</i>	1953 -1961	<i>Dwight D. Eisenhower</i>
1849 -1850	<i>Zachary Taylor*</i>	1961 -1963	<i>John F. Kennedy*</i>
1850 - 1853	<i>Millard Fillmore</i>	1963 -1969	<i>Lyndon B. Johnson</i>
1853 -1857	<i>Franklin Pierce</i>	1969 -1974	<i>Richard M. Nixon**</i>
1857 -1861	<i>James Buchanan</i>	1974 -1977	<i>Gerald R. Ford</i>
1861-1865	<i>Abraham Lincoln*</i>	1977 -1981	<i>Jimmy Carter</i>
1865 -1869	<i>Andrew Johnson***</i>	1981 -1989	<i>Ronald Reagan</i>
1869 -1877	<i>Ulysses S. Grant</i>	1989 -1993	<i>George Bush</i>
1877 -1881	<i>Rutherford B. Hayes</i>	1993-2001	<i>William Clinton***</i>
1881	<i>James A. Garfield*</i>	2001-2009	<i>George W. Bush</i>
1881 -1885	<i>Chester A. Arthur</i>	2009- present	<i>Barack H. Obama</i>
1885 -1889	<i>Grover Cleveland</i>		
1889 -1893	<i>Benjamin Harrison</i>		

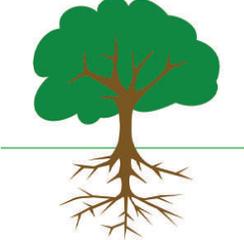
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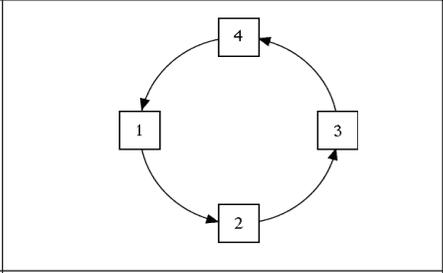
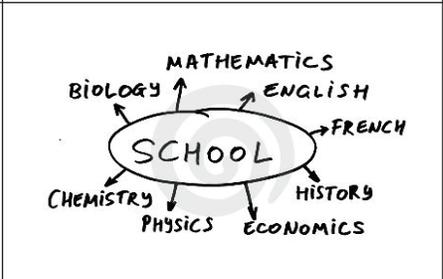
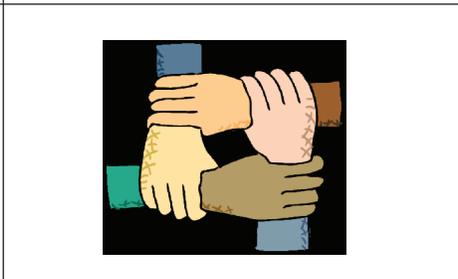
**Resigned

***Impeached but not removed from office

Appendix 17

The Toolbox

		
<p>Power Tool: Communicative Nature</p>	<p>Power Tool: Flexibility</p>	<p>Responsibility</p>
		
<p>Initiative</p>	<p>Polite Phrases</p>	<p>Rights and Privileges</p>
		
<p>Different Types of Rules</p>	<p>Structure of POs</p>	<p>Chain of Communication</p>
		<p>T ___ O ___ P ___ H ___ A ___ T ___</p> 
<p>Culture as a Tree</p>	<p>American Values</p>	<p>TOP HAT</p>
		
<p>Host Family Differences</p>	<p>Host Family Rules</p>	<p>Tolerance</p>

		
Watching Your Words	Not Better, Not Worse, Just Different	Adjustment Cycle
		
ADJUST	Incidentals Allowance Procedure	Budgeting Skills
		
Making a Schedule	High School Rules	U.S. High School Structure
		
Tips for Making Friends	American Ideas of Friendship	

Sources

For a detailed list of sources, please contact American Councils for International Education.

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