### National Standards & Correlating Elements of High School Credit Programs

**Presentational Communication**
- Journals, blogs, vlogs, and village newspapers
- Skits and presentations in small groups and in front of the village
- Leadership in community (e.g., teaching peers, “Counselor for a Day,” etc.)

**Making Connections**
- Interdisciplinary, content-based learning in the areas of natural and social sciences and arts and humanities
- Learning in nature and about the natural world

**Relating Cultural Products to Perspectives**
- Authentic cultural surroundings and materials Arts, simulations, etc.

**Cultural Comparisons**
- Lived language and culture
- Learning in a multicultural community

**Acquiring Information and Diverse Perspectives**
- Interdisciplinary, content-based learning in the areas of natural and social sciences and arts and humanities
- Learning in a multicultural community

**School and Global Communities**
- Iso-simulation in a Village
- Learning in a multicultural community
- Thematic evening programs and activities focused on global issues and events

**Interpersonal Communication**
- 24/7 immersion in a simulated village
- Small classes of 4-9 students
- Staff-villager ratio of 1:4
- Mealtime conversation
- Activities and playtime
- Cabin life

**Interpretive Communication**
- Theater, presentations, and announcements
- Music and other arts
- Authentic signs and texts in the target language

**Relating Cultural Practices to Perspectives**
- Lived language and culture
- Multicultural community

**Lifelong Learning**
- Project-based learning
- Individual goal-setting and reflection
- Portfolios