



Christian International School of Prague

Basic School Educational Program

Text in **BLUE** has been changed from the 2018 BSEP.

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1 General Information about CISP

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School Commenced:

Classes started: 8 September 2004

o.p.s. established: 22 September 2005

Name of CISP curriculum:

Christian International School of Prague (CISP) Basic School Educational Program (BSEP)

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Document valid from:

School year 2021/2022

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Jodi L. Oppenhuizen

Ředitelka CISP

2 Characteristics of CISP

2.1 Educational Framework

The mission of the Christian International School of Prague seeks to provide **academically excellent and practically oriented education from a biblical perspective within a loving community**. The school offers its services primarily to children of foreign nationals who reside in the Czech Republic on a temporary basis.¹ The school also desires to serve local students, and students with a Czech passport are given a 5% tuition discount. Currently 14% of CISP students receive this tuition deduction.

Students are accepted based on availability of spaces in each grade, the results of their school entrance tests that determine their ability to study at CISP, and on their and their parents' or legal guardians' acceptance of the Christian orientation and educational goals of the school.

CISP provides two stages of education:

- Elementary: grades 1-5
- Middle: grades 6-9

The American basic school is the equivalent of Czech elementary education stages one and two (grades 1-9). For the purpose of this application and in order to use the terminology of the Czech Educational Framework (Rámcový vzdělávací program) the term “**Basic Education**” (“základní vzdělávání”) is adopted to mean education provided by CISP in grades 1 through 9.

The language of instruction is English with the exception of Czech language class and other foreign language classes. All school activities, class textbooks, and all school administrative and other materials are in English. Every member of the CISP staff and faculty speaks English. Students who do not have English as their mother tongue or who need extra help with the language can take advantage of the school English Language Learning (ELL) immersion program.

The school year at CISP begins on 1 September and ends mid-June with approximately 170-175 school days in each academic year. While the CISP school day is longer than Czech schools, each school year is significantly shorter².

2.2 School Size and Facilities

The capacity of the CISP basic school is 160 students. In the academic year 2021/2022 there are 135 students from 23 different nations studying at CISP in grades 1-9. Generally, there is one class for each grade, although if the enrollment in a grade is less than four students, two grades may be joined together. There is a maximum limit of 18 students per grade at CISP. Currently the average is between 11 and 12 students per grade.

CISP rents 17 classrooms on the first and second floors of the Legerova 5 building in Prague 2. Besides homeroom classrooms equipped with audio-visual technology, the school uses other specialized study rooms including:

- school library with a sizable collection of English language books and smaller collections of books in Czech and other languages
- computer laboratory with internet access
- well-equipped science laboratory
- art room, including pottery wheels and an electric drying kiln

¹ The parents/legal guardians of each student are required to sign a written agreement accepting their responsibility to take necessary steps to assure their children's CISP education will be accepted by the government of the student's home country.

² Per Czech law, weekly hours for grades 1-5 should total 118. CISP hours in grades 1-5 total 135, which with a 34-week school year is equivalent to 118 hours per week in a 39-week school year. See APPENDIX F – Timetable and APPENDIX G – Daily Schedule.

- ELL classroom
- Discovery classroom materials and equipment to aid students with specific learning requirements.

Physical Education classes are taught in two gymnasiums and at the outside sports field located in the school's inner block. Hot lunches for students are available at the cafeteria located in the school building.

2.3 Faculty and Staff

CISP currently employs 22 full time and 14 part time basic school teachers plus 12 other administrative and support staff from North America, several European countries, as well as other nations. Every member of CISP faculty and staff (teachers, teacher assistants, special educators, instructors, administrators, educational advisors and trainers, chaplains) is a professing Christian. The primary language of instruction at CISP is English and all teachers are either native speakers of English or native speakers of the languages they teach.

CISP requires that every teacher, instructor and educator has completed the level of education required for his/her position. The school provides or arranges training seminars and other forms of continuing education for its employees. The majority of CISP faculty and staff take advantage of these opportunities every year. Thanks to the small class sizes the faculty to student ratio is close to 1:4, which helps in providing individual attention to each student's specific educational needs. The average class size is 11-12 students.

CISP staff maintain regular and open communication with school parents. The school utilizes an online School Information System for which parents have a unique login to view information about the school and their child's classes. Teachers use the platform to communicate assignments, grades, and news about their classes. Conferences between parents and teachers are held annually. Teachers are available to meet with parents as needed, and communicate to parents over email.

Teachers are given many continuing education opportunities. New staff complete a philosophy of Christian education course. A conference is held every third year. All teaching staff receive at least 10 hours of continuing education through staff inservices. Staff collaborate with their coworkers in department meetings and grade level meetings. Teaching staff are observed regularly, and formally evaluated yearly. See Appendix I.

CISP staff have a strong desire to partner with others to grow and to support others. CISP's relationship with ACSI since 2009 has supported CISP growing as an excellent academic institution. The accreditation process with ACSI has helped develop many aspects of the school. CISP partnered with Filip Kachnič, M.A. regarding MSMT, and with Mr. Skacelik regarding Czech safety regulations. CISP partners with the Czech Network of Christian Teachers, Sít' křesťanských učitelů (SKU), an organization seeking to train Czech teachers, to host an annual conference for them.

2.4 Characteristics of a CISP Basic Education

CISP has developed its own curriculum, which draws from state curricula³ of the United States as well as the national curriculum of the Czech Republic. The resulting product of both systems serves the needs of native speakers of English and fulfills the educational standards common in the European Union.

Elementary education (first through fifth grade) is to facilitate the pupils' transition from preschool education and family care to compulsory, regular and systematic education. It is based on acquiring new knowledge, respecting and developing each pupil's individual needs, potential and interests (including pupils with special educational needs). Activity-based, practical and applicable, the education motivates pupils to active learning and to the realization that a suitable way of solving problems may be sought, discovered, and created.

Middle school education (sixth through ninth grade) helps pupils acquire knowledge, skills and habits which will enable them to study independently and create such values and attitudes that lead to prudent and cultivated conduct,

³ See APPENDIX C – Standards Resources and APPENDIX E - Aligning CISP's Curriculum with External Standards

to responsible decision making and to respecting the rights and obligations of a citizen of the student's passport country, the Czech Republic, and the European Union. The conception of middle school education builds on broad development of the pupils' interests, on the pupils' higher learning potential and on the interconnectedness between education and the school's activities on the one hand and life outside of school on the other hand. This makes it possible to use more demanding working methods along with new sources and methods of learning, to assign more complex and long-term tasks or projects and delegate greater responsibility for education as well as in organizing the school's activities to the pupils.

High quality Basic Education requires a challenging and creative environment which stimulates the most gifted and talented pupils, encourages the less gifted ones and protects and supports the weakest pupils. This also ensures that each child, through instruction adapted to his/her individual needs, develops optimally in accordance with his/her own learning capabilities. To this end, corresponding conditions are also created for the instruction of pupils with special educational needs, through the Discovery Program. A friendly and accommodating atmosphere encourages the pupils to study, work and perform activities of interest to them, and provides them with space and time for active learning and for the full development of their personality. The evaluation of the pupils' performance and achievement results shall be based on the fulfillment of specific and practicable tasks, on the assessment of the pupils' individual development and on positive evaluative judgments.⁴ The pupils must be given the opportunity to experience success, not to be afraid of mistakes and to learn through them.

In the course of their education, the pupils gradually acquire such personal qualities that will enable them to continue their studies, improve themselves in the profession which they have selected, continue their lifelong learning, and within their potential abilities participate actively in society.

2.5 Objectives of a CISP Basic Education

Basic Education should help pupils form and gradually develop their key competencies and provide them with the firm foundations of general education focusing mainly on situations close to real life and on practical conduct. Basic education therefore aims at fulfilling the following objectives:

- to make it possible for the pupils to acquire learning strategies and to motivate them to lifelong learning;
- to stimulate creative thinking, logical reasoning and problem solving in pupils;
- to guide pupils towards engaging in effective and open communication on all possible issues;
- to develop the pupils' ability to cooperate and to respect their own as well as others' work and achievements;
- to prepare the pupils to manifest themselves as independent, free and responsible individuals who exercise their rights and meet their obligations;
- to create in pupils the need to express positive feelings in their behavior and conduct when undergoing various situations in life; to develop in them perceptiveness and sensitive relations towards other people, the environment and nature;
- to teach the pupils to develop their physical, mental and social health actively, protect it and be responsible for it;
- to guide the pupils towards tolerance of and consideration for other people, their cultures and spiritual values, to teach them to live together with others;
- to help the pupils to become familiar with and develop their own abilities according to their realistic possibilities and to utilize them along with their acquired knowledge and skills when making decisions on their own life and profession orientations;
- to help pupils understand various religions, understand their own and to develop tolerance and respect toward others.

⁴ See APPENDIX A – Assessment Philosophy

3 Key Competencies

Key competencies are a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual's participation in society. Their selection and conception are based on values generally accepted in society as well as commonly held ideas on which competencies of the individual contribute to his/her education, contented and successful life and to strengthening the functions of civil society.

The purpose and aim of education are to equip all pupils with a set of key competencies on the level which is attainable for them and thus to prepare them for their further education and their participation in society. The acquisition of key competencies is a long-term and complicated process which begins with preschool education, continues during elementary and secondary education and is gradually refined in subsequent life. While the level of key competencies acquired by the pupils by the end of their Basic Education cannot yet be regarded as final, the key competencies acquired form a basis for the pupils' lifelong learning and their start in adulthood and in work.

Key competencies are variously interconnected, multifunctional, have an interdisciplinary nature and are acquired as a result of the overall educational process. **The entire educational content and all of the activities taking place at school is aimed at and contribute to forming and developing these key competencies:**

- **learning competency**
- **problem-solving competency**
- **communication competency**
- **social and personal competency**
- **civic competency**
- **professional competency**

3.1 Descriptions of Key Competencies

The following are descriptions of what a pupil should be able to do in terms of the competency in question by the end of his/her Basic Education.

Learning Competency

A Basic Education graduate:

- selects and employs suitable procedures, methods and strategies for effective learning; plans, organizes and manages his/her learning; demonstrates willingness to carry out further studies and lifelong learning;
- seeks and classifies information, and having understood, interlinked and systematized it, he/she uses it effectively within the learning process, in creative activities and real life;
- utilizes commonly used terms, signs and symbols; makes connections between things; interconnects knowledge from various educational areas into larger wholes and based on this forms a more complex view of mathematical, scientific, social and cultural phenomena;
- makes observations and experiments independently; compares the results obtained, assesses them critically and draws conclusions from them for future application;
- recognizes the purpose and objectives of learning; has a positive attitude towards learning; assesses his/her progress and identifies obstacles or problems hindering his/her learning progress; plans ways to improve his/her learning; assesses critically the results of his/her learning process and is able to discuss them.

Problem-Solving Competency

A Basic Education graduate:

- notices various problem situations at school and outside of school; recognizes and understands a problem; reflects on discrepancies and their causes; considers and plans ways to address problems while employing his/her judgment and experience;
- is able to find information useful for solving the problem; identifies its identical, similar and different features; applies the knowledge acquired to discover various solutions; is not discouraged by a failure should there be one and persistently seeks the conclusive solution to the problem;
- solves problems independently; selects suitable ways to solve problems; uses logical, mathematical and empirical methods when solving the problems;
- tests in practice the correctness of problem-solving methods and applies sound practices when addressing similar or new problem situations; monitors his/her progress when overcoming problems;
- thinks critically; makes prudent decisions and is able to defend them; realizes the responsibility for his/her decisions; is able to evaluate the results of his/her decisions.

Communication Competency

A Basic Education graduate:

- formulates and expresses his/her ideas and opinions in a logical sequence; expresses himself/herself pertinently, coherently and in a cultivated manner in both oral expression and writing;
- listens to other people's opinions, understands them and responds to them adequately; participates effectively in discussions; defends his/her opinion and argues appropriately;
- understands various types of texts and records, graphic materials, commonly used gestures, sounds and other information and communication means, reflects on them, reacts to them and uses them creatively for his/her development and active engagement in social events;
- uses information and communication means and technologies for quality, effective communication with the surrounding world;
- uses his/her acquired communication skills to form relationships necessary for full-fledged coexistence and quality cooperation with others.

Social and Personal Competency

A Basic Education graduate:

- cooperates effectively in a group; participates – along with the teachers – in establishing the rules of teamwork; affects positively the quality of collaborative work by recognizing or accepting a new role in work activities;
- participates in creating a friendly atmosphere in a team; contributes to reinforcing good interpersonal relations by considering and respecting others when dealing with them; offers help or requests it should the need arise;
- contributes to a discussion within a small group as well as to an open debate of the entire class; understands the need to cooperate effectively with others when addressing an assigned task; appreciates the experience of others; respects different viewpoints and draws lessons from what other people think, say and do;
- creates a positive self-image, which supports self-confidence and independent development; controls and governs his/her behavior so as to achieve a feeling of self-satisfaction and self-respect.

Civic Competency

A Basic Education graduate:

- respects the others' beliefs and intrinsic values; is able to empathize with the situations of others; rejects oppression and abusive treatment; realizes his/her duty to oppose any physical as well as psychological violence;
- understands the underlying principles of laws and societal norms; realizes his/her rights and obligations at school and outside of school;
- decides responsibly as the given situation requires; offers effective assistance within his abilities; acts responsibly in crisis situations, and situations when human life and health are in danger;
- respects, protects and appreciates our traditions as well as cultural and historical heritage; demonstrates a positive attitude towards works of art, a sense of culture and creativity, participates actively in cultural events and sporting activities;
- understands basic ecological connections and environmental problems; respects the requirements for a quality environment; makes such decisions that support and protect health and are favorable for the long-term sustainable development of society.

Professional Competency

A Basic Education graduate:

- uses materials, tools and equipment safely and effectively; adheres to set rules; fulfills his/her duties and obligations; adapts to changed or new working conditions;
- approaches the results of a work activity not only in terms of quality, functionality, economy, and societal importance, but also in terms of protection of his/her own health as well as the health of others, environmental protection and preservation of cultural and social values;
- uses his/her knowledge and experience acquired in individual educational areas for his/her own development and preparation for the future; makes well-founded decisions regarding his/her further studies and future professional specialization;
- is familiar with the basic activities necessary for implementing a business plan; understands the essence, goals and risks of entrepreneurship; develops his/her entrepreneurial thinking.

4 Educational Areas

The courses at CISP follow an American curriculum with added flexibility that reflects the specifics of its Czech and wider European context. Special care is given to answer the varying needs of international students who plan to continue their studies in their home countries. The CISP curriculum allows for creating individual student arrangements as well as for adding specific courses required for entrance into high schools or universities. In addition, the school allows homeschooling families to register their children for individual classes when the offered courses and schedules meet their educational needs.

The educational content of Basic Education has been divided into eight **educational areas** each consisting of one or more *educational fields*:

- **Language and Communication through Language** (*English Language and Literature, Czech Language and Literature for Fluent Speakers, Czech Language and Literature for Foreigners, Foreign Language*)
- **Mathematics and Its Application** (*Mathematics and Its Application*)
- **Information and Communication Technologies** (*Information and Communication Technologies*)
- **Social Studies - Humans in Society** (*History, Civics, Geography, Economics*)
- **Science - Humans and Nature** (*General Science, Earth Science, Life Science, Physical Science*)
- **Fine Arts and Culture** (*Visual Arts, Performing Arts*)
- **Humans and Health** (*Health Education, Physical Education*)
- **Humans and the Metaphysical World** (*Bible, Church History, Comparative Religions*)

Educational Area	Educational Fields	Subjects
Language and Communication through Language	English Language and Literature	English Language and Literature
	Czech Language and Literature for Fluent Speakers	Czech Language and Literature
	Czech Language and Literature for Foreigners	CLL – Czech Language Learning CFL – Czech as a Foreign Language
	Foreign Language	Foreign Language
Mathematics and Its Application		Mathematics
Information and Communication Technologies		Digital Literacy
		Keyboarding
		Introduction to Coding
		Digital Graphics
Social Studies - Humans in Society	History	History
	Government/Political Science/Citizenship* [Civic Education]	Civics and Government
	Geography*	Geography
	Economics*	Economics
Science - Humans and Nature	General Science*	General Science
	Life Science	Introduction to Biology
	Earth Science	Introduction to Geology
	Physical Science	Elementary Chemistry Elementary Physics
Fine Arts and Culture	Visual Arts	Art Classes
	Performing Arts	Music Drama
Humans and Health	Health Education	Health Education
	Physical Education	Physical Education
Humans and the Metaphysical World	Bible	Bible
	Ethics	Ethics
	Comparative Religions*	Comparative Religions
Complementary Educational Fields	English Language Learning (ELL)	English Language Learning Classes
	Discovery Program	Individual Program
	Communications	Communications
Cross-Curricular Subjects		

*Denotes subjects integrated into history [program](#).

Each educational area contains three elements:

- 1) **philosophy and concepts of the educational area,**
- 2) **educational content, and**
- 3) **the instructional program.**

1) The **philosophy** expresses the position and significance of the educational area for basic school education and characterizes the educational content of individual educational fields. This part further indicates the interconnectedness between the educational content of basic school education. The **concepts of the educational area** specify towards what the pupil is guided by means of the educational content so as to gradually acquire the key competencies.

2) The **educational content** of the educational fields comprises the *objectives* and *expected outcomes* of the educational area. *Objectives* are activity-based, practically focused, applicable in everyday life and verifiable/measurable. They specify the expected capability of utilizing the acquired subject matter in practical situations and everyday life. *Expected outcomes* give a big picture idea of where the education is heading in terms that are descriptive, but less measurable.

3) There is also the **instructional program** in each educational area. The educational content of the individual educational fields is divided into **subjects of instruction** and elaborated and/or complemented in **course descriptions, course overviews, and unit plans** based on the needs, interests, specialization and talents of the pupils in order to ensure ⁵ *targeted development of the key competencies*. These details can be found [on the online curriculum database](#).

Each educational field may include one or more subjects of instruction, or a subject of instruction may be created by integrating the educational content of several educational fields (integrated subject of instruction). CISP makes the *interconnectedness (integration)* of the educational content possible on the level of themes, thematic areas, or educational fields. The integration of the educational content must respect the logic of the structure of the individual educational fields; functional integration requires a qualified teacher.

Examples of such integration and interconnectedness include an intentional combining and cooperating of the humanities. When a particular period of history is studied, the students may look at the governments (civics) and geography (historical maps and how boundaries change). Additionally in their English classes, they would study the literature of the historical era, looking at why authors were writing on particular themes. The music classes would study the composers and art classes would study the visual arts of the era. In the Bible classes (Humans and the Metaphysical World), they may study what is going on in Biblical times (if the ancient times are studied) or what is happening in religious development in more recent history.

The intention is that the teachers *cooperate* when creating course and unit plans, *interconnecting* suitable themes which are shared by the individual educational fields and which *reinforce the interdisciplinary approach to education*.

General Curriculum Philosophy Statement

At CISP we build students' knowledge base as well as develop their higher-order thinking skills. We teach them *how* to think, rather than *what* to think. To that end, our curriculum recognizes the various levels of thinking skills necessary to develop the minds of young people. Lesson questions are designed to focus on a variety of thought processes including:

- **Knowledge** – learning factual knowledge.
- **Interpretation** – learning how to approach the facts of the text and synthesize them into a coherent, meaningful whole.
- **Comprehension** – understanding concepts and ideas; seeing sequential patterns.

⁵ See APPENDIX B for the Chart of Curriculum Documents.

- **Discernment** – discerning truth based on facts and concepts.
- **Application** – using information learned; applying knowledge gained to personal life.
- **Analyzing** – analyzing information and knowledge from various viewpoints.
- **Evaluation** – drawing conclusions; interpreting values to form personal decisions and supporting these decisions.

We know that each student learns in different ways, and every student learns more effectively if they encounter the material in multiple ways. Therefore, lesson activities, assignments, and assessments engage students with various learning styles: **visual** (learning by seeing), **kinesthetic** (learning by doing), and **auditory** (learning by hearing). Research shows that students retain new material best if they discuss it, work on a project with it, or teach it. CISP encourages teachers to use a variety of methods to help students engage with the content including discussion, acting, peer teaching, reading, projects, lecture, and simulation.

4.1 Language and Communication through Language

Philosophy and Concepts of the Educational Area

The educational area **Language and Communication through Language** occupies a pivotal position in the maturing process. A good level of language culture is one of the major indicators of the general maturity of the elementary-school graduate. Language instruction provides the pupil with such knowledge and skills that make it possible for him/her to perceive various kinds of messages, understand them, express himself/herself appropriately as well as utilize the results of his/her learning effectively.

The educational area Language and Language Communication contains the following educational fields: **English Language and Literature, Czech Language and Literature for Fluent Speakers, Czech Language and Literature for Foreigners, and Foreign Language.**

The skills acquired in the educational field **English Language and Literature** are necessary not only for quality language education but also for the successful acquisition of knowledge in other areas of education. The use of **English in oral** as well as written forms makes it possible for the pupil to learn about and understand the socio-cultural development of human society. During the implementation of this educational field, the prerequisites for effective interpersonal communication are created as the pupil learns to interpret his/her reactions and feelings so as to be able to understand his/her roles in various communication situations and to be able to orient himself/herself when perceiving the surrounding world as well as himself/herself.

In living in the Czech Republic and to respect our host culture and its educational requirements, **Czech Language and Literature** is offered as a subject of study for all students who already have a grasp of the English language. The study of **Czech** will help the pupil have a better understanding of the people around him/her as well as the culture of the Czech Republic. Czech language study is required in grades 1 through **grade 6 for students who have strong academic English**. Students in ELL will not be recommended for a foreign language until they have tested out of ELL and completed at least one semester of classes, proving themselves to be proficient in academic English.

CISP provides a range of Czech language classes to meet the needs of the students. Students are tested and placed into a class appropriate to their level.

- **Czech Language and Literature for Fluent Speakers** is for students who are Czech nationals or who have lived in the Czech Republic for several years and have studied at Czech schools. The classes are at the level of the Czech National Curriculum for their grade level.
- Two levels of **Czech Language and Literature for Foreigners** are offered to students. Students who have prior experience in Czech language are given **Czech Language Learning (CLL)** classes. CLL is intended to help students get caught up with their Czech peers in the Czech National Curriculum. Students may also take **Czech as a Foreign Language (CFL)**. CFL classes help students acquire the basic skills of learning foreign languages, as well as learning about the culture and history of the Czech Republic.

The study of an additional **Foreign Language** contributes to understanding and discovering facts transcending the experience mediated by the mother tongue. These fields provide an active language basis and the prerequisites for the pupil's communication within an integrated Europe and the world.

The mastery of foreign languages helps reduce language barriers and thus increase the individual's mobility both in his/her personal life and in his/her further study and future career path. It makes it possible for the pupil to learn about the differences in the lifestyles of people in other countries and their different cultural traditions. Moreover, it promotes an awareness of the importance of mutual international understanding and tolerance and creates the conditions for the cooperation of schools on international projects.

The success of language education as a whole depends not only on educational achievements in the mother tongue and foreign languages but also on the extent to which the pupils' language culture becomes the subject of interest of all other areas of basic education as well.

Objectives of the Educational Area

The instruction in this educational area is aimed at forming and developing key competencies by guiding the pupil towards:

- understanding language as an original historical phenomenon reflecting the historical and cultural development of a nation and thus as an important unifying agent of the national community and as a vital and indispensable instrument for lifelong learning;
- developing a positive attitude towards his/her mother tongue and understanding it as a potential resource for the development of personal as well as cultural wealth;
- perceiving and gradually mastering language as a rich and multiform means of obtaining and conveying information, of expressing his/her needs, experiences and presenting his/her opinions;
- mastering the basic rules of interpersonal communication in a given cultural environment and developing a positive attitude towards language within intercultural communication;
- obtaining information independently from various sources and mastering work with language and literary sources and with the texts of various specializations;
- gaining the self-confidence for public performance and for cultivated expression as a means of self-assertion;
- experiencing literary works of art on his/her own, sharing reading experiences, developing a positive attitude towards literature and other text-based artistic disciplines, and developing emotional and aesthetic perception.

4.1.1 English Language and Literature

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

We believe that language is a gift of God. We endeavor to teach the students at CISP to appreciate the beauty, power and structure of the English language as they read, write, listen, and speak in English. We also aim to develop the students' critical thinking and communication skills through instruction in, exposure to, and experience with a variety of texts, compositions, and speaking opportunities. Students will study literature by a variety of authors. We strive to equip our students to develop discernment: about truth and beauty in literature, proper use of language, and abuse of language. Students should seek to be agents of reconciliation and restoration through precision and grace in speech and writing.

EDUCATIONAL CONTENT

CISP uses the English language arts standards published by the National Council for Teachers of English.⁶

⁶ The National Council for Teachers of English (NCTE) published English language arts standards. <http://www.ncte.org/standards>.

Concepts:

Students in grades 1-9 will engage with these key ideas in English Language Arts classes at CISP.

- The language arts are the processes that we use to learn and make sense of the world.
- Precision and accuracy in the use of grammar allows students to communicate effectively.
- The study of literature enables students to understand the world around them.
- Spoken, written, and visual language can be used for learning, enjoyment, persuasion, and the exchange of information.
- Literature is used to communicate big ideas about worldview and humanity.

ORAL COMMUNICATION – LISTENING/SPEAKING

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Listen and respond to a variety of literary forms including prose, poetry, and drama.
- ❖ Follow oral directions and ask questions for clarification.
- ❖ Use oral language for different purposes: to inform, to persuade, to entertain, and to build relationships.
- ❖ Recall, interpret, and summarize information presented.
- ❖ Deliver a planned oral presentation, choosing suitable verbal and non-verbal means of communication.
- ❖ Adjust manner and style of speaking to suit an audience and situation.
- ❖ Respond to literal, inferential, and evaluative questions on orally presented material.
- ❖ Use standard conventions of English in appropriate settings, understanding the distinction between formal and informal usage and pronunciation.
- ❖ Determine the denotative and connotative meanings of words in oral contexts.

WRITTEN COMMUNICATION – LITERATURE

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read a wide variety of texts for different purposes: to acquire more information, to respond to the needs of society, and for personal fulfillment.
- ❖ Read literature from a wide range of genres and time periods.
- ❖ Respond to literal, inferential, and evaluative questions about literature.
- ❖ Respond appropriately to questions about the author's purpose, techniques, character development, and plot structure.
- ❖ Identify literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.
- ❖ Recognize common elements of poetry: rhyme, rhythm, stanza, figurative language, imagery, voice, speaker, etc.
- ❖ Recognize cultures and values represented in literature.
- ❖ Engage and evaluate texts from a Christian worldview perspective.

WRITTEN COMMUNICATION – WRITING, GRAMMAR AND USAGE

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Use proper ergonomic posture in writing.
- ❖ Write with legible handwriting, both in print and cursive.
- ❖ Use correct spelling for frequently used vocabulary and apply common spelling rules.
- ❖ Write in a variety of genres to produce paragraphs and compositions: personal narratives, imaginative stories, responses to literature, expository pieces, and persuasive pieces.

- ❖ Apply principles of correct grammar: write complete simple, compound, and compound-complex sentences, avoiding fragments and run-on sentences, use correct capital letters, use correct punctuation, and apply correct rules of usage and expression.
- ❖ Apply standard usage of American English in subject-verb agreement, cases of personal pronouns, principal parts of verbs, comparisons of adjectives and adverbs, and pronoun/antecedents.
- ❖ Recognize functions of the eight parts of speech.
- ❖ Experiment with organization, style, purpose, and audience.
- ❖ Write compositions that include a unifying idea, a topic sentence, supporting details, and conclusion.
- ❖ Write with organization, style, and a sense of audience.
- ❖ Choose appropriate words to convey intended meaning.
- ❖ Conduct research by generating ideas and questions.
- ❖ Gather, evaluate and synthesize data from a variety of resources to communicate their discoveries.
- ❖ Use a variety of technological and information resources to gather information.

WRITTEN COMMUNICATION – READING COMPREHENSION

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read independently.
- ❖ Read fluently with adequate understanding of the text.
- ❖ Increase vocabulary to reflect a growing range of interests and knowledge.
- ❖ Follow written directions.
- ❖ Draw conclusions, make predictions, compare/contrast, and make generalizations.
- ❖ Read for understanding and reread as needed for clarification, self-correction, and further comprehension.
- ❖ Use context clues to determine meaning of unknown words.
- ❖ Summarize content of the message, recalling essential facts.

INSTRUCTIONAL PROGRAM

- **1st Grade-3rd Grade** will primarily focus on teaching phonics, integrating silent and oral reading with the phonics instruction. They will also teach basic language skills necessary for further study in 4th and 5th grades, including basic rules of grammar and spelling, vocabulary, writing and penmanship, elementary composition, and library skills.
- **4th Grade-5th Grade** will teach reading through novel units, using important children’s literature, with increased focus on teaching language using independent reading and book reports, more advanced grammar, spelling and vocabulary, and composition skills, so that students will be ready for further study in 6th through 7th grades.
- **6th Grade-8th Grade** will weigh the instruction heavily in the area of English grammar, which will be integrated with reading classical literature, as well as more advanced writing composition instruction. The development of critical reading and the introduction of critical writing skills will be taught to prepare for further study in 9th through 12th grades.
- **9th Grade** will transition students for high-level reading & writing by reducing the amount of grammar instruction and increasing the focus on classical literature, independent reading, and advanced vocabulary development and composition skills.

4.1.2 Czech Language and Literature for Fluent Speakers

CISP provides opportunities for our fluent Czech speaking students to take Czech Language and Literature courses by providing rooms and contracting the classes to an external company. These classes prepare the fluent speakers for the Czech exams at their kmenova základni skola, whether they are Czech or international students who have lived in the Czech Republic for an extended time. The courses follow the national curriculum “RVP” Rámcový vzdělávací plán for each grade that was established by the Ministry of Education of the Czech Republic.

4.1.3 Czech Language and Literature for Foreigners Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Because we want to show respect to our host culture, we highly value the study of Czech language. The Czech classes for foreigners aim to give basic understanding of the language structure. Students will learn to read, write, listen, and speak so they can use the language actively in contact with native speakers. In addition, Czech classes will teach our students about people, history, social and cultural life. It will foster understanding and tolerance of differences of cultures and viewpoints. Czech language study is not only about grammar and vocabulary; it is about getting beyond our own understanding and structures of thinking. It is about developing a willingness to learn and to be changed.

Recognizing there are different levels of Czech according to the students and their families' length of stay, CISP offers **Czech Language and Literature for Foreigners**. Students who [have been in the Czech Republic for an extended period and](#) speak some Czech are given **Czech Language Learning (CLL)** classes, whereas the students [who are new to the Czech language](#) are given **Czech as a Foreign Language (CFL)** classes. **CLL** is intended to help students get caught up with their Czech peers in the Czech National Curriculum over a two year period. **CFL** is to help short-term students be respectful to the culture, learning Czech from a foreign perspective.

The requirements for *Czech Language and Literature for Foreigners* are based on the Common European Framework of Reference for Languages (CEFR)⁷, which describes the various levels of language proficiency. The **CLL** classes are aimed at attaining Level **B1** (according to the CEFR). Education in the educational field of **CFL** aims to achieve **Level A1 to A2 level** (according to the CEFR).

The CEFR for Languages defines the target competencies of language education as communication competencies (linguistic, socio-linguistic and pragmatic) and general competencies (presupposing the knowledge of the socio-cultural environment, life and institutions of the countries where the relevant language is spoken).

4.1.3.1 Czech Language Learning (CLL) Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

We believe that Czech Language Learning is a process whose goal is participation in the work of God, as knowing and understanding the local language allows students to more thoroughly interact with Czech people and their culture, and, through mutual understanding, to recognize persons from all different cultures as fellow image-bearers of God.

Therefore, because this type of proficiency in and independent use of Czech is sought, CLL at our school is a temporary support system that enables students to transition to and function within an Czech-immersion setting. The program exists to guide non-native Czech speakers toward grade-level proficiency – both academically and socially. Skills in listening, speaking, reading, and writing are fostered. In addition, the CLL classroom serves as a setting where cross-cultural differences and variances in familial backgrounds, educational motivations, learning styles, and proficiency levels can be identified and bridged.

⁷ http://www.coe.int/t/dg4/linguistic/cadre_en.asp

EDUCATIONAL CONTENT

Concepts:

Students in grades 1-9 will engage with these key ideas in Czech Language and Literature classes at CISP.

- Because the primary academic language of the Czech Republic is Czech, students from non-Czech speaking homes must become comfortable with academic Czech as quickly as possible.
- Effective communication provides students with a means of becoming a part of the community. Thus, learning basic, social conversation is integral to the program.
- Grammatical precision and accuracy allows students to communicate effectively and thrive academically.

INSTRUCTIONAL PROGRAM

- **1st Grade-3rd Grade CLL** will primarily focus on filling in their knowledge of Czech to put them on the same or similar level of Czech as natives of the same age. They will be mainly taught how to write, read in Czech including grammatical structures according to the *RVP (Rámcový vzdělávací plán)* for the Czech language so that the students will be able to pass (Czech level exam) *rozdilové zkoušky z českého jazyka* in the Czech school for a specific Grade.
- **4th Grade-5th Grade CLL** will primarily focus on filling in their knowledge of Czech to put them on the same or similar level of Czech as natives of the same age. They will be mainly taught how to write, read in Czech including grammatical structures according to the *RVP (Rámcový vzdělávací plán)* for the Czech language so that the students will be able to pass (Czech level exam) *rozdilové zkoušky z českého jazyka* in the Czech school for a specific Grade.
- **6th Grade-9th Grade CLL** will primarily focus on filling in their knowledge of Czech to put them on the same or similar level of Czech as natives of the same age. They will be mainly taught how to write, read in Czech including grammatical structures according to the *RVP (Rámcový vzdělávací plán)* for the Czech language so that the students will be able to pass (Czech level exam) *rozdilové zkoušky z českého jazyka* in the Czech school for a specific Grade.

4.1.3.2 Czech as a Foreign Language (CFL)

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

We believe that Czech as a Foreign Language is a process whose goal is participation in the work of God, as knowing and understanding the local language allows students to more thoroughly interact with Czech people and their culture, and, through mutual understanding, to recognize persons from all different cultures as fellow image-bearers of God.

Recognizing that some of our students will only live in the Czech Republic for a short time, CISP offers CFL classes to enable students to learn enough to understand and communicate basic conversation in their neighborhoods.

EDUCATIONAL CONTENT

Concepts:

Students in grades 1-9 will engage with these key ideas in Czech as a Foreign Language class at CISP.

- Because the primary language in Prague is Czech, students from non-Czech speaking homes must become comfortable with conversational Czech as quickly as possible.
- Effective communication provides students with a means of becoming a part of the community. Thus, learning basic, social conversation is integral to the program.
- Grammatical precision and accuracy allows students to communicate effectively and thrive academically.

LEVEL ONE

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read and pronounce vocabulary and simple sentences properly.

- ❖ Understand simple directions.
- ❖ Count numbers 0-100.
- ❖ Understand simple and slow conversation between two people.
- ❖ Speak the basic vocabulary of greetings, restaurant, etc.
- ❖ Understand the concept of conjugation and apply it to basic verbs in the present tense.
- ❖ Understand the concept of declension – the accusative and the locative case.
- ❖ Use a language dictionary to look up needed vocabulary.
- ❖ Have a basic understanding of the culture of the studied language.

LEVEL TWO

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read and speak more complex sentences.
- ❖ Be able to express likes and dislikes.
- ❖ Write simple grammatically correct sentences.
- ❖ Speak the basic vocabulary of shopping, ordering food, professions, about different activities during the day
- ❖ Tell time.
- ❖ Use modal verbs appropriately.
- ❖ Use plurals for numbers 2-4.
- ❖ Count numbers 101 – million.
- ❖ Explain basic aspects of the language's culture in the studied language.

LEVEL THREE

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Talk and write about traveling.
- ❖ Describe family members.
- ❖ Talk about his or her day and vacation trips.
- ❖ Use the genitive case and have an introduction to the instrumental case.
- ❖ Understand the genders and adjectives and possessive pronouns.
- ❖ Describe objects using adjectives and adverbs.
- ❖ Understand and use the past tense.
- ❖ Use the declension of patterns žena and město.
- ❖ Explain the culture, special events, and celebrations of the Czech Republic.
- ❖ Read basic newspaper articles.

INSTRUCTIONAL PROGRAM

- **LEVEL ONE CFL** primarily focuses on teaching conversational Czech to foreign children who have not had prior exposure to Czech. The goal of Beginner CFL is success in basic Czech.
- **LEVEL TWO CFL** primarily focuses on continuing where the students finished in Level One CFL.
- **LEVEL THREE CFL** continues teaching Czech to foreigners on a higher academic level trying to develop the expected outcomes, encouraging students to transition to the CLL program.

4.1.4 Foreign Language

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Once students have reached a particular level of English and Czech, they are offered an additional foreign language. This usually does not start before the 8th grade due to the emphasis on learning English and Czech well. Learning foreign languages is essential to our students growing up as third culture kids⁸ in today's global economy.

The foreign language courses taught at CISP aim to give basic understanding of the language structure. Students will learn to read, write, listen, and speak so they can use the language actively in contact with native speakers. In addition, foreign language classes will teach our students about people, history, social and cultural life. This will help them love differences between people and nations. It will foster understanding and tolerance of differences of cultures and viewpoints. Foreign language study is not only about grammar and vocabulary; it is about getting beyond our own understanding and structures of thinking. It is about developing a willingness to learn and to be changed.

EDUCATIONAL CONTENT

Concepts:

Students in grades 8-9 will engage with these key ideas in Foreign Language classes at CISP.

According to the United States National Standards for Foreign Language Learning⁹ there are five major goals in the study of languages:

- **Communication** – to communicate in the language
 - 1) Interpersonal Communication: Students engage in conversations or correspondence in the language to provide and obtain information, express feelings and emotion, and exchange opinions.
 - 2) Interpretive Communication: Students understand and interpret spoken and written language on a variety of topics.
 - 3) Presentational Communication: Students present information, concepts, and ideas in the language to an audience of listeners or readers.
- **Cultures** – to gain knowledge and understanding of the cultures of the world in which the language is found
 - 1) Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the world in which the language is found.
 - 2) Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the world in which the language is found.
- **Connections** – to use the language to connect with other disciplines and expand knowledge
 - 1) Making Connections: Students reinforce and further their knowledge of other disciplines through the language being studied.
 - 2) Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are available through language's cultures.
- **Comparisons** – to develop insight through the language into the nature of language and culture
 - 1) Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language being studied and their native language.
 - 2) Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the language's culture and their own.
- **Communities** – using the language to participate in communities in their passport country, the Czech Republic, and around the world
 - 1) School and Community: Students use the language both within and beyond the school setting.
 - 2) Lifelong Learning: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

LEVEL ONE

Expected Outcomes:

⁸ <http://www.tekworld.com/>

⁹ The American Council on the Teaching of Foreign Languages (ACTFL) has published "National Standards for Foreign Language Learning" in 1996. <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>.

As a result of studying these concepts the learner will...

- ❖ Read and pronounce properly vocabulary and simple sentences.
- ❖ Understand simple directions.
- ❖ Count numbers 0-100.
- ❖ Understand simple and slow conversation between two people.
- ❖ Speak the basic vocabulary of greetings, restaurant, etc.
- ❖ Understand the concept of conjugation and apply it to basic verbs in the present tense.
- ❖ Use a language dictionary to look up needed vocabulary.
- ❖ Have a basic understanding of the culture of the studied language.

LEVEL TWO

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read and speak more complex sentences.
- ❖ Understand content and sense of simple magazine articles.
- ❖ Write simple grammatically correct sentences.
- ❖ Participate in simple conversations with friends.
- ❖ Explain basic aspects of the language's culture in the studied language.
- ❖ Handle simple shopping in the language.
- ❖ Conjugate in the past tense.

LEVEL THREE

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Talk and write about favorite movies, events, and music.
- ❖ Describe relationships with friends.
- ❖ Talk about his or her day and vacation trips.
- ❖ Perform a simple play in that language.
- ❖ Use direct and indirect object pronouns properly.
- ❖ Understand and use reflexive verbs well.
- ❖ Understand and use the subjunctive and conditional properly.
- ❖ Conjugate in the future tense.
- ❖ Explain the culture and history of the land(s) the language is used.
- ❖ Read intermediate level literature.

INSTRUCTIONAL PROGRAM

- **9th Grade** students are offered German, as well as options to do independent study with an external program. As the school grows, more options will be offered.

4.2 Mathematics and Its Application

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Everywhere in God's creation is evidence of order and structure. God has allowed man to develop an efficient system of numerical computation and expression of natural laws. Understanding this system is a necessary tool for man to understand and engage the natural world. In man's dealing with his fellow man, he must understand math to deal with his neighbors with honesty and fairness (for example, in business). Math is a helpful tool in many practical areas of life. Math is a vehicle through which students learn analytical processes which equip them to

solve everyday problems and to function in the world in which they live. Patterns are discovered which reveal the truth and order in Creation.

EDUCATIONAL CONTENT

Concepts:

Students in grades 1-9 will engage with these key ideas in mathematics classes at CISP.

- A. Math is an important tool used in daily life.
- B. Patterns and order found in creation and mathematical principles reflect the character of our God.
- C. The strands of math identified by the National Council for Teachers of Mathematics¹⁰ (NCTM) are
 1. Numbers and operations
 2. Algebra
 3. Geometry
 4. Measurement
 5. Data analysis
 6. Problem Solving
 7. Reasoning and proof
 8. Communication
 9. Connections
 10. Representation

NUMBERS AND OPERATIONS

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- ❖ Understand meanings of operations and how they relate to one another.
- ❖ Compute fluently and make reasonable estimates.

ALGEBRA

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand patterns, relations, and functions.
- ❖ Represent and analyze mathematical situations and structures using algebraic symbols.
- ❖ Use mathematical models to represent and understand quantitative relationships.
- ❖ Analyze change in various contexts

GEOMETRY

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.
- ❖ Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- ❖ Apply transformations and use symmetry to analyze mathematical situations.
- ❖ Use visualization, spatial reasoning, and geometric modeling to solve problems.

MEASUREMENT

Expected Outcomes:

As a result of studying these concepts the learner will...

¹⁰ The National Council for Teachers of Mathematics (NCTM) has published Principles and Standards for Teaching Mathematics. <http://www.nctm.org/standards/content.aspx?id=16909>.

- ❖ Understand measurable attributes of objects and the units, systems, and processes of measurement.
- ❖ Apply appropriate techniques, tools, and formulas to determine measurements.

DATA ANALYSIS

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
- ❖ Select and use appropriate statistical methods to analyze data.
- ❖ Develop and evaluate inferences and predictions that are based on data.
- ❖ Understand and apply basic concepts of probability.

PROBLEM SOLVING

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Build new mathematical knowledge through problem solving.
- ❖ Apply and adapt a variety of appropriate strategies to solve problems.
- ❖ Monitor and reflect on the process of mathematical problem solving.

REASONING AND PROOF

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Recognize reasoning and proof as fundamental aspects of mathematics.
- ❖ Make and investigate mathematical conjectures.
- ❖ Develop and evaluate mathematical arguments and proofs.
- ❖ Select and use various types of reasoning and methods of proof.

COMMUNICATION

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Organize and consolidate their mathematical thinking through communication.
- ❖ Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- ❖ Analyze and evaluate the mathematical thinking and strategies of others.
- ❖ Use the language of mathematics to express mathematical ideas precisely.

CONNECTIONS

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Recognize and use connections among mathematical ideas.
- ❖ Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- ❖ Recognize and apply mathematics in contexts outside of mathematics.

REPRESENTATION

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Create and use representations to organize, record, and communicate mathematical ideas.
- ❖ Select, apply, and translate among mathematical representations to solve problems.
- ❖ Use representations to model and interpret physical, social, and mathematical phenomena.

INSTRUCTIONAL PROGRAM

- **1ST – 5th grade** introduces and reinforces learning in all mathematical areas, including **Measurement and Reference Form, Number and Numeration, Operations and Computations, Data and Chance, Geometry, Patterns, and Function and Algebra**. The mathematics program¹¹ emphasizes the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are made relevant to students' lives. There is a balance between whole-class and self-directed learning, an emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology.
- **In first grade**, students work on counting, numeration, addition, subtraction, money, temperature and time.
- **In second grade**, students work on problem solving, counting, numeration, mental math, addition, subtraction, money, fractions, temperature and time.
- **In third grade** students are introduced to multiplication and division and order of operations.
- **In fourth grade** students are introduced to addition and subtraction of fractions, and the coordinate system.
- **In fifth grade** students are introduced to multiplication and division of fractions.
- **6th grade** students learn a combination of rational numbers, patterns, geometry and integers in preparation for one- and two-step equations and inequalities. Guided problem solving strategies throughout the text provide students with the tools they need to be effective and independent learners. An emphasis on fractions solidifies student understanding of rational number operations preparing them to apply these skills to algebraic equations.
- **7th grade** students receive a structured approach to a variety of topics such as ratios, percents, equations, inequalities, geometry, graphing and probability. Guided problem solving strategies throughout the text provide students with the tools they need to be effective and independent learners. Activity labs throughout the text provide hands-on, minds-on experiences reaching all types of learners.
- **Pre-Algebra** is offered in both 7th and 8th grade. Pre-algebra provides students with solid preparation for algebra and geometry. Integers and algebraic concepts are introduced beginning in Chapter 1 to develop students' algebraic thinking skills. Throughout the class, algebraic concepts are connected to arithmetic skills to build on what students know. Geometry concepts are integrated when appropriate to foster connections. There is an emphasis on mastery of basic algebraic skills.
- **Course 1: Integrated Algebra and Geometry** is offered to 8th or 9th graders. Basic concepts and properties of algebra are introduced early to prepare students for equation solving. Concepts and skills are introduced algebraically, graphically, numerically, and verbally. Opportunities to develop conceptual understanding appear throughout the class. **This course covers first degree equations and inequalities, systems, proofs in both algebraic and geometrical situations. In addition, this course covers basic building blocks of geometry as well as parallel lines and triangle relationships.**
- **Course 2: Integrated Algebra and Geometry** is offered to 9th graders if they have finished Course 1. **This course builds upon the concepts and skills of Course 1. This course covers second-degree relationships with geometric applications.**

4.3 Information and Communication Technologies

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

In today's world, the global economy and information explosion have come as a direct result of the growth in technology. Students today must have basic skills in using computers and acquiring information through the internet. From the earliest grades and throughout a student's education, the use of computers is crucial. Basic keyboarding skills, researching on the internet, word processing, managing information on spreadsheets, and planning presentations are all standard requirements for today's workforce.

¹¹ See APPENDIX D for the Math Goals of the elementary curriculum "Everyday Mathematics" published by the University of Chicago.

Because we want our students to be active and involved contributors to society, Information Technology is integrated at all levels of a student's education. Most academic disciplines engage in technology at some point or another; thus, classes make use of the computer lab and other means of technology frequently.

EDUCATIONAL CONTENT

Concepts:

Students in grades 1-9 will engage with these key ideas in Information Technology classes at CISP.

- Basic keyboarding skills make all use of the computer easier and more efficient.
- Since no one can learn everything there is to learn, having the ability to find knowledge on the internet and via other digital media is a key component to "learning how to learn" in this day and age.
- Appropriate use of the internet and other digital media complements the use of standard textbooks.
- Digital technology may be used for good or evil, and students must learn to discern the difference and how to use technology for the betterment of society.
- Ethical and responsible attitudes must be taught and encouraged.
- International copyright laws and intellectual property rights must be respected.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Use the basic, standard functions of computers knowledgeably.
- ❖ Properly protect data from damage, loss, or misuse.
- ❖ Use proper safety precautions when working with hardware and software.
- ❖ Understand there are different operating systems and how to recognize the basic systems in popular and educational use.
- ❖ Have skills in basic text editors.
- ❖ Have a basic understanding of file formats and their different uses.
- ❖ Develop a basic ability in multimedia use of computers.
- ❖ Develop skills in simple computer maintenance.
- ❖ Understand proper physical and ergonomically safe positions when sitting at a computer.
- ❖ Develop skills in internet searches.
- ❖ Be introduced to web portals and their use in libraries and databases.
- ❖ Understand the privilege of living in an age where one can send messages instantly around the world and learn how to use internet communication (email, chat, telephone) effectively.
- ❖ Discern the credibility of information and information sources, and uses information wisely.
- ❖ Understand the unethical practice of plagiarizing, which is not respecting intellectual property and is not an honest use of information (presenting someone else's thoughts as one's own).
- ❖ Summarize information gained in one's own words and appropriately acknowledging and citing (giving proper credit to) the source of that information.
- ❖ Have a general understanding of the most-used programs for emails, typing, data storage, photo storage, spreadsheets, etc.

First -5th grades have access to a set of Chromebooks for each student to use in the classroom. Use of technology is integrated within the other content. IT is used to supplement the curriculum. Reading programs help ELL students find literature at their reading level. Supplemental math games provide practice.

Sixth through 9th graders are each given a Chromebook for their use in school. Teachers incorporate the use of technology in their classroom.

INSTRUCTIONAL PROGRAM

- **4th-5th grade – Keyboarding and Introduction to Digital Literacy-** Students use a typing program to learn typing skills. They develop habits of proper finger positioning and not looking at their fingers. They practice good posture for sitting at a computer. They move at an individual pace, and seek to improve their own typing skills, rather than compete with classmates. Each student has the goal of typing at least 25 words per minute by the end of the course. In addition, students are introduced to digital literacy skills including: computational thinking, computer fundamentals, internet communications, digital citizenship and online safety, spreadsheets and database, visual mapping, multimedia, virtual robotics, coding, presentations, and word processing. Also the purposes and ethical uses of a computer will be addressed along with the continued development of typing skills.
- **6th-8th grade – Digital Literacy-** This course provides students digital literacy skills that they will need throughout school and life. Using the online curriculum, students will learn about computer fundamentals, the physical and software components that make a computer function, internet communications, digital citizenship and online safety, spreadsheets and database, visual mapping, multimedia, virtual robotics, coding, presentations, and word processing. Also the purposes and ethical uses of a computer will be addressed along with the continued development of typing skills.
- **9th grade – Introduction to Coding -** This course provides an introduction to structured programming using Python for motivated students with no prior experience in programming. The course focuses on planning and organizing programs, as well as the grammar of the Python programming language. Students are introduced to programming concepts, methodology, and problem solving skills. The single most important skill the students learn is problem solving. Problem solving means the ability to formulate problems, think creatively about solutions, and express a solution clearly and accurately.
- **9th grade – Digital Graphics –** In this course students create and prepare grayscale and full-color images for print, including color correction and compositing of images using Adobe Photoshop. Scanning of line art and continuous tone photographs is explored. Students create print-ready halftones, duotones and images to be utilized for classroom projects, following industry standards and guidelines for print production. Color correction, image manipulation and image enhancement tips and techniques are utilized to create files used in the graphic, imaging and publishing industries.

4.4 Social Studies - Humans in Society

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Social studies deal with human beings in their interaction with each other and their surroundings. A Christian perspective on social studies begins with a biblical understanding of human nature and destiny. Humans, created in the image of the Creator, are themselves creative-interpretive beings placed in the midst of an ordered world in which they create cultures full of meaningful patterns of interaction. These patterns are the major concern of social studies. Further, a biblical perspective on human cultural activity demands moral evaluation: to what extent do the cultures we have created protect the weak, promote justice for the oppressed, bring beauty or destruction to the lands we inhabit, and so forth. Students of social studies observe and evaluate their physical, aesthetic, social, economic, institutional, and religious environments, how these came about, and what they mean. Social studies investigate humans' unfolding story of cultural development in their multiple environments. This field of study equips students with the necessary knowledge and skills to actively participate in a civil society.

EDUCATIONAL CONTENT

Based on the National Council for the Social Studies¹², social studies classes at CISP will encompass the following branches:

¹² The National Council for the Social Studies (NCSS) has published National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. <http://www.socialstudies.org/standards>

Social Studies

History
Geography
Economics
Government/Political Science
Citizenship
Culture Studies

Behavioral Sciences

Psychology
Sociology
Anthropology

Concepts:

Students in grades 1-9 will engage with these key ideas in social studies classes at CISP.

- A. Man is to take care of creation.
- B. Change affects all of society.
- C. Education is necessary for a democratic society - “An educated populace is a governable populace.”
- D. Citizenship requires responsible actions.
- E. Culture shapes all of society and the roles of individuals.
- F. Freedom is not free.
- G. Racism, xenophobia, and extremism are inappropriate values for a civil society.
- H. Respect for all peoples from every culture and religious belief is necessary for a healthy pluralistic society.
- I. Events in history affect cultures and events today.
- J. There is a difference between myth and reality.
- K. All countries and cultures have good and bad aspects and one must learn how to discern between the two.
- L. Humans do not live in isolation, but in the context of a community and culture.

SOCIAL STUDIES – Integrated among all the individual branches

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand and construct timelines.
- ❖ Read maps effectively.
- ❖ Understand physical geography and how it impacts history and culture.
- ❖ Understand political geography of today and the past.
- ❖ Make diagrams and charts and interpret them with understanding.
- ❖ Read for information.
- ❖ Conduct research in a variety of sources.
- ❖ Write papers with insight and depth of thought.
- ❖ Take notes effectively.
- ❖ Develop appropriate means of communication in expressing one’s personal views while respecting differences of opinion.
- ❖ Develop independent thought.
- ❖ Cultivate an historical awareness of society’s past experiences.
- ❖ Understand important historical events, deeds, and discoveries that have influenced our society.
- ❖ Recognize attitudes and opinions that destroy human dignity and which have contributed to violence between peoples.
- ❖ Learn ways to participate in the democratic process.
- ❖ Form a positive value system based on historical experience.
- ❖ Respect his or her nation and other nations and ethnic groups, developing a sense of respect for cultural and other differences (singularities) of people, groups and societies.
- ❖ Understand the difference between patriotism and nationalism.
- ❖ Understand the chronology as well as the cause and effect of world history and events.

4.4.1 History

Philosophy and Concepts of the Educational Area

The educational field **History** provides basic information on past human acts. Its main objective is to cultivate the individual's historical awareness and to maintain the continuity of historical memory, primarily in the sense of passing on historical experience. Learning about the events, deeds and phenomena which have fundamentally influenced the development of society and have left a lasting mark on our society is of particular importance. The pupil is guided towards a realization that history is not a closed chapter or an accumulation of facts and definitive conclusions but also involves asking the questions about the past, which allows the present to seek its contemporary character and possible future. General historical issues are given a tangible form through the incorporation of regional and local history.

HISTORY

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand and construct timelines.
- ❖ Understand the beginning of society and prehistoric cultures.
- ❖ Comprehend the history of ancient civilizations and their impact on culture today.
- ❖ Name the most important types of monuments which have become part of world cultural heritage.
- ❖ Analyze the impact of personalities of Antiquity important for European civilization.
- ❖ Evaluate the impact of the birth of Christianity and its connection with Judaism.
- ❖ Evaluate historical changes in Europe, including the arrival of new ethnic groups, Christianization, and the rise of states.
- ❖ Compare a variety of religious groups and their impact on cultures around the world, and in particular, Europe.
- ❖ Compare a variety of cultures in Europe – West-European, Byzantine-Slavonic, and Islamic - and their impact on the development of modern Europe.
- ❖ Understand the historical impact of empires such as the Great Moravian Empire on the development of the Czech state.
- ❖ Analyze the role of individual classes in society, both past and present.
- ❖ Understand the varieties of Christian traditions and their impact on European history, including Catholicism, the Hussite movement, and the Protestant Reformation.
- ❖ Apply historical lessons learned from previous centuries to current events.

4.4.2 Government/Political Science/Citizenship

Philosophy and Concepts of the Educational Area

The educational fields of **Government/Political Science** and **Citizenship** focus on forming the qualities connected with orientation of the pupil in social reality and with his/her inclusion into various social relations and ties. It opens the pupil's path towards becoming realistically self-aware, aware of the personality of others and understanding his/her behavior as well as that of others in the context of various real-life situations. It introduces the pupil to relations within the family and wider communities, to economic life, the activities of important political institutions and organs, and to possible ways for the individual to be engaged in civic life. It teaches the pupil to respect and apply moral principles and the rules of social coexistence and to assume responsibility for his/her opinions, behavior and conduct as well as their consequences. It develops the pupil's civic and legal awareness, reinforces the individual's sense of personal and civic responsibility and motivates the pupil to participate actively in the life of a democratic society.

GOVERNMENT/POLITICAL SCIENCE/CITIZENSHIP

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Study and analyze the impact of important persons of history in the development of governments.
- ❖ Compare the varieties of civic symbols of the Czech Republic, European Union, US, Canada, and other countries.
- ❖ Evaluate and compare the varieties of forms of governments/states and their impact on society.
- ❖ Understand the need for kindness and compassion in society, respecting cultural particularities as well as different opinions, interests, ways of behavior and thinking, and adopt kind and gracious attitudes towards minorities.
- ❖ Study and learn to “argue” well, to agree to disagree respectfully.
- ❖ Recognize intolerant, racist, xenophobic and extremist manifestations in the behavior of people and take an active stance against all forms of human injustice.
- ❖ Understand the principles of a market economy.
- ❖ Understand the differences in responsibilities of the individual vs. the state.
- ❖ Understand the process of elections in the different kinds of government systems.
- ❖ Understand the role of the EU in Czech and European society and the world.
- ❖ Understand the rights of citizens in the Czech Republic, EU, and the world.
- ❖ Recognize attitudes and opinions that destroy human dignity and which have contributed to violence between peoples.
- ❖ Learn ways to participate in the democratic process.

4.4.3 Geography/World Cultures

Philosophy and Concepts of the Educational Area

Students study **Geography** to give them a sense of *place*. Where history occurred, as well as where current events are happening every day, is crucial to a well-educated student. Understanding how land masses also affect historical events is studied as well as how to interpret data related to people groups, populations, etc. **World Cultures** is the study of the context and culture of different parts of the globe, helping students understand where people come from and how they look at the world. This helps the students come to a better understanding and tolerance of those from different backgrounds.

GEOGRAPHY/WORLD CULTURES

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Organize and evaluate geographic information and data sources adequately from available cartographic products and studies, from graphs, diagrams, statistical and other information sources.
- ❖ Use basic geographic, topographic and cartographic terminology with comprehension.
- ❖ Assess geographic objects, phenomena and processes in the landscape area, their certain regularities, inherent laws and differences, their interconnectedness and conditionality adequately, and distinguish borders (barriers) between fundamental spatial components in the landscape.
- ❖ Read maps effectively.
- ❖ Understand physical geography and how it impacts history and culture.
- ❖ Understand political geography of today and the past.
- ❖ Make diagrams and charts and interpret them with understanding.
- ❖ Localize continents, oceans and macro-regions of the world on maps according to selected criteria; compare their locations, the development centers and peripheral areas in terms of development.

- ❖ Compare and assess the location, surface area, natural, cultural, social, political and economic conditions, particularities and similarities, the potential and boundaries of the individual continents, oceans, selected macroregions of the world and selected (model) states, adequately weigh what changes have occurred, are occurring and may occur in selected regions of the world as well as what the cause of the fundamental changes in them is.
- ❖ Assess and compare at an appropriate level the position, natural conditions and resources, and the human and economic potential of the Czech Republic in the European and global contexts.
- ❖ Locate the individual regions of the Czech Republic along with the core and peripheral areas in terms of settlement as well economic activities on maps.
- ❖ Give examples of the Czech Republic's participation and activities in international and supranational institutions, organizations and associations of states of the world.
- ❖ Compare and contrast the varieties of cultures around the world and understand the different people groups.

4.4.4 Economics

Philosophy and Concepts of the Educational Area

Economics is the important study to familiarize students with the economic way of thinking and introduce them to the main ideas and issues in the study of the economy. In studying economic issues, students are able to better understand and interpret economic data and information found in news articles, store prices, and in their daily lives.

ECONOMICS

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand and compare the various forms of ownership.
- ❖ Evaluate economic systems and their effects on society.
- ❖ Analyze the varieties of ways to contribute to a healthy economy.

INSTRUCTIONAL PROGRAM

- **1st -2nd grade** focuses on home, school, and local communities. Students will study government and culture with a focus on learning about justice, authority, and responsibility. Students will identify different types of communities, and will learn about diversity around the world. Basic map skills are introduced with a focus on Prague and the Czech Republic.
- **3rd grade** learns about a variety of ancient civilizations, learning the connections between the rise of early civilizations and our cultures today. Basic geography with landforms of the Czech Republic and Europe are studied.
- **4th grade** studies the historical periods of the Middle Ages, Crusades, Renaissance, Reformation, and the Age of Exploration, with an emphasis on Czech history, while learning to read historical maps and charts. Important Czech historical figures are introduced: Jan Hus, Charles IV, Rudolf II, Jan Amos Komensky, etc.
- **5th grade** focuses on the Scientific Revolution, the American Revolution, the French Revolution, the Industrial Revolution, and the World Wars, particularly in the Czech Republic.
- **6th and 7th grade study** Geography and Cultures around the world. Sixth grade focuses on the Western Hemisphere and Europe, including the Czech Republic. Seventh grade focuses on the Eastern Hemisphere.
- **8th grade** study the development of the United States from the pre-Columbian days through the Civil War. A focus on how mankind's actions and decisions affect the people, land, and future will allow for Biblically-based conversation and discussion. Students will also learn the political and geographical map of the present United States.

- **9th grade** study an overview of history from Ancient Civilizations through the Renaissance. Europe, the Middle East, Africa, Asia, and the Americas are covered multiple times as the class progresses. In the study of each time period, students explore government, society structure, geography, history, economy, citizenship, and culture. This includes Czech and European history, maps, and important people.

4.5 Science - Humans and Nature

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Science is the human attempt to understand the unfolding revelation of God through his creation. The Bible gives us a Christian perspective through which we can analyze scientific advances, theories, and ethical questions. Through scientific inquiry, students develop a deeper appreciation for the complexity of creation, the laws and structures of the natural world, God’s awesome power, and the importance of our call to be stewards (caretakers) of the earth.

EDUCATIONAL CONTENT

Using the Center for Science, Mathematics, and Engineering Education (CSMEE) for the source of standards¹³, science classes at CISP will encompass the following branches:

Physical Sciences

Physics, including:
 - Electronics
 - Force and Motion
 - Magnetism
 Chemistry

Earth Sciences

Geology
 Astronomy
 Weather
 Solar Energy
 Water

Life Sciences

Physiology
 Anatomy
 Biology
 Botany
 Zoology
 Ecology

Concepts:

Students in grades 1-9 will engage with these key ideas in science classes at CISP.

- All aspects of creation are interdependent.
- Nature/creation can be observed, studied, and understood.
- Everything is distinguished by traits.
- Patterns are observable in creation.
- Life is characterized by cycles.
- Order is reflected through various systems.
- Human behavior affects the environment.
- To learn science, one must *do* science.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Use a microscope with care and precision.
- ❖ Develop proper laboratory safety skills.
- ❖ Observe in detail both the world in nature and in experiments within the school environment.
- ❖ Record data accurately.
- ❖ Skillfully dissect biological specimens.
- ❖ Measure with understanding and accuracy.
- ❖ Appropriately use laboratory technique.

¹³ [Center for Science, Mathematics, and Engineering Education \(CSMEE\)](http://www7.nationalacademies.org/cfe/) published the *National Science Education Standards* by the National Committee on Science Education Standards and Assessment; National Research Council, 1996. <http://www7.nationalacademies.org/cfe/>

- ❖ Use math computation accurately.
- ❖ Use diagramming to show understanding of concepts.
- ❖ Interpret chart information correctly.
- ❖ Develop hypotheses by asking questions about the cause and effect of natural processes.
- ❖ Test hypotheses through different methods of experimenting.
- ❖ Test natural phenomena through the use of a variety of empirical methods and rational thinking.
- ❖ Use research data to confirm or refute previously articulated hypotheses or conclusions.
- ❖ Take care of his or her personal health.
- ❖ Respect and care for the environment.

INSTRUCTIONAL PROGRAM

- **1st Grade-2nd Grade** will primarily focus on beginning organizing skills such as comparing, communicating, and observing in the areas of and the five senses, solids & liquids, balance & motion, air & weather, trees, light & sound, and insects.
- **3rd Grade-4th Grade** will develop further organizing skills with a concentration of advanced comparing, communicating, and observing measurement, physics of sound, earth materials, ideas and inventions, water, the human body, and magnetism and electricity. They will also start learning the history of famous Czech inventors, such as Kepler, Brahe, and Tesla.
- **5th Grade-6th Grade** will learn skills of relating by organizing what is compared, communicated and observed in the areas of food and nutrition, the environment, the solar system, land forms, levers and pulleys, mixtures and solutions, models and designs, and variables.
- **7th Grade** will focus on Life Science exploring the natural living world scientifically, through questioning, observing, designing, and connecting, to help better understand our Creator, ourselves, and the world around us.
- **8th Grade** will investigate the atmosphere, freshwater hydrology, ocean floor features, plate tectonics, geologic principles, the rock cycle, geologic time, and space. Students will have the opportunity to do hands-on activities in each module and they will interact with the course content in a variety of ways. Four perspectives taken during explorations will provide the backdrop for the development of course concepts, activities, and web adventures: Global, Regional, Local, and Personal.
- **9th Grade** will study introductory chemistry and physics, with an emphasis on learning the scientific method and learning the techniques and procedures used by chemists and physicists. Students will learn about matter, atomic structure, chemical names, formulas, balancing equations, laws of motion, potential energy, kinetic energy, simple machines, power, electricity, and heat. Students are provided the opportunity to understand, appreciate, and relate the interaction of matter and energy in their physical environment through a variety of classroom experiences. Hands on laboratory investigations are emphasized.

4.6 Fine Arts and Culture

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

We worship a God who has created humans in His image, which includes the ability and desire to express ourselves through the arts. Every human is, at his or her core, creative. Therefore, we believe that every student should have the opportunity to explore and train that creativity by learning about the various artistic disciplines. Our goal is to hone our students' imaginations through training in various media such as painting, singing, drama, dance, musical instruments, ceramics, etc. We want our students to be eloquent in the language of the imagination.

Therefore, our Fine Arts program is designed to encourage students to appreciate and imitate creation through aesthetic expression; to express themselves well; and to reflect and comment on the world around them. Students are encouraged to develop in the three major areas of artistic development: knowledge, skills, and creativity. Knowledge will be developed through exposure to the works of great artists over the centuries. Skills will be

developed through hands-on opportunities to work with experienced artists in various media. Creativity is encouraged as each individual finds a way to aesthetically communicate his or her unique message to the world through both the visual and the performance arts.

EDUCATIONAL CONTENT

The discipline of Fine Arts includes the following areas of study:

Visual Arts

Graphic Arts
Painting
Drawing
Sculpture

Performance Arts

Music
Theater
Cinematography
Dance

Concepts:

Students in grades 1-9 will engage with these key ideas in Fine Arts classes at CISP.

- The Fine Arts are ways to reflect, engage, interpret, and comment on the world around us.
- The Fine Arts can be used to bring glory to God.
- Art is:
 - An expression of God’s creativity.
 - An expression of the imagination.
 - A way to express oneself non-verbally
- It is necessary to develop a critical discernment regarding art by learning about the historical and cultural contexts of the various arts, and how a biblical worldview applies to the arts.
- Art communicates.
- Art and culture is an indivisible part of human existence.
- Art expresses particular cultures, thus encouraging tolerance of diverse cultural values of the past and present, as well as towards differing national and ethnic groups.
- The rules of the different creative arts must be learned in order to effectively think creatively “outside the box.”
- Learning creative arts also helps in learning creative problem solving.
- The ultimate source of any of the fine arts is God himself, who created everything, and still animates his creation through his Spirit. Creativity, for a Christian, can be a participation in that Spirit and dependence upon him.

4.6.1 Visual Arts

Philosophy and Concepts of the Educational Area

The **Visual Arts** utilize the visual-representation and symbol systems, which are an irreplaceable tool when learning about human existence and experiencing it. A creative approach to working with them in the process of production, reception and interpretation relies primarily on comparing the pupil’s existing and current experience and enables him/her to apply his/her unique personal feelings and experiences.

The **Visual Arts** approach visual-representation expression (namely both individually created and adapted) not as a mere reality transfer but also as a means of partaking in the way in which reality is received and integrated in the process of communication.

Visual Arts:

- Art should not simply be passively absorbed, but can and should be critiqued from a perspective that is familiar with both art history and the biblical worldview.
- Art can be appreciated better when the student actually has some practical experience of attempting to capture imaginative concepts in paint or clay.
- Art has been around since the beginning of the world, from cave paintings that date back 20,000 years to the most recent additions to the Národní galerie.
- The Visual Arts involve working with visual images and symbols.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Identify and name elements of visual artistic expression (line, form, volume, color, objects).
- ❖ Compare and classify works of art on the basis of differences and similarities.
- ❖ Express different perceptions of events through different senses and select appropriate tools for their visual representation.
- ❖ Use and combine elements of visual artistic expression in relation to the whole: line and color surface for two-dimensional works; modeling and sculptural approaches for three-dimensional works.
- ❖ Choose appropriate tools for creating a work of visual artistic expression on the basis of the relationship between visual perception and the other senses, and apply them in two-dimensional and three-dimensional art.
- ❖ Apply one's personal perception of reality in order to create and interpret works of visual artistic expression.
- ❖ Freely choose and combine tools for expressing new and unusual feelings and experiences (including means of expression and approaches found in contemporary art).
- ❖ Compare different interpretations of visual artistic expression.
- ❖ Visually express visual experiences, experiences gained through the other senses, and ideas from their fantasy and imagination.
- ❖ Make use of tools for capturing phenomena and processes found in changes and relationships.
- ❖ Make use of techniques from contemporary art and digital media in their own work – computer graphics, photography, video, animation.
- ❖ Identify the effects of visual artistic expression on the senses, subjective impacts and social and symbolic content.
- ❖ Interpret visual artistic expression of the past and present based on their knowledge of historical context and their personal knowledge and experiences.
- ❖ Using specific examples compare different interpretations of visual artistic expression and, bearing in mind the personal, social and cultural context of their viewpoint, explain attitudes towards them.
- ❖ Verify the communicative effects of selected, altered and independently created works of visual artistic expression within social relations, and find suitable forms of presentation.

4.6.2 Performing Arts

Philosophy and Concepts of the Educational Area

The field of **Music** through *vocal, instrumental, musical movement* and *listening activities* guides the pupil towards understanding the art of music, perceiving music and singing actively, and using them as a peculiar means of communication. In elementary education, these musical activities become on the level of production, reception and reflection of the *content* of the educational field Music.

As interconnected activities which influence and complement each other, musical activities in their complexity develop the pupil's overall personality, leading in particular to the development of his/her musicality – his/her musical abilities, which subsequently manifest themselves through individual musical skills – aural, rhythmic, singing, intonation, instrumental, musical movement, musical creative and listening skills.

Theater gives students an opportunity to learn confidence and public speaking in front of an audience. **Dance** helps students learn more about their bodies while connecting with music, both classical and modern. **Theater** and **dance** are incorporated into the musical activities and dramatic performances by the students each year.

Performance Arts:

- Performance is perhaps the most **embodied** of all art forms.
- **Music** is:
 - Found all around us in creation in the songs of birds, in the rhythms of the rain and wind, and all sorts of ambient “noise.” As participants in this world, we are always already engaged with God's symphony.

- Music has a way of speaking the language of the heart through sound. There are few art forms that penetrate into the human psyche as does music.
- Music engages the imagination through various melodies, textures, timbres, harmonies, and rhythms, as they unfold through time. Music captures the imagination and takes it on a journey through its own specific instrumentation and conventions.
- In **theater and some forms of cinematography**, actors explore human emotions, language, and relationship. In this way, drama explores what it is to be human.
- In **dance**, the dancer expresses emotion or events with his or her whole body, giving visual and dramatic expression to that which is otherwise invisible. When done with music, the dancer interprets and completes a musical performance, embodies it, gives it a concrete shape. This interpretation can serve as a commentary on the music, on God, on society, on the world.

PERFORMING ARTS

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Sing according to his/her abilities, with clear intonation, and sing in rhythm and in accord with one another.
- ❖ Play accompaniment on simple musical instruments.
- ❖ Respond to played music through movement and express the meter, tempo, dynamics and direction of a melody.
- ❖ Identify the individual qualities of tones and identify distinct changes in tempo and dynamics while listening to music.
- ❖ Identify certain musical instruments while listening to music; differentiate between vocal and instrumental music.
- ❖ Identify the musical form of simple songs or compositions.
- ❖ Identify certain forms of musical expression while listening to music and point out changes in meter, tempo, dynamics and harmony.
- ❖ Represent music through movement while making use of dance steps, and create physical improvisation according to their individual skills and abilities.
- ❖ Reproduce, according to their individual musical skills and abilities, various motifs, themes and parts of compositions, create and select simple accompaniments, and perform simple musical improvisation.
- ❖ Create, according to their individual skills and abilities, songs and compositions of various styles and genres.
- ❖ Identify specific dances from different stylistic periods, select suitable physical movement to go with music and perform simple movement to music according to their individual musical skills and physical abilities.
- ❖ Present monologues and dramatic presentations at appropriate grade-levels.

INSTRUCTIONAL PROGRAM

Our approach to creativity is integrated into the entire humanities curriculum, so there are opportunities in each class, as well as in extracurricular activities, for students to be involved in drama, creative writing, drawing, dance, music, and many other forms of art. Because we believe the arts are a necessary part of a well-rounded and complete education, art and music are required subjects through the eighth grade. It is also required that all students through eighth grade participate in the dramatic presentations put on by the school.

In ninth grade, music, art, and drama are developed more fully along the lines of each student's particular interest levels and gifting. Students at this level are required to take one of three (3) classes in the Fine Arts program. All students are encouraged to have at least a fundamental understanding of how to draw accurately, how to read music and play one instrument, and how to express themselves through creative writing.

4.7 Humans and Health

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

Humans are created by God in a flawless design, but our bodies have been tainted by the effects of sin. We are called to take care of our bodies; the proper use and care of the body brings glory to God. By learning about the body's complex arrangement of systems, and developing life-time fitness, we can develop and utilize the gifts and talents God has given us. (Psalm 139, I Corinthians 6:19; 10:31) Thus, Health and Physical Education classes are an important part of an excellent education.

Health classes at CISP focus on gaining knowledge applicable to good health. This includes the importance of good health, proper preventive behavior in order to maintain good health, and various threats to good health.

Physical Education classes focus on the physical skills and abilities needed for good health. Students will understand and develop fitness goals. Classes will teach the students how to use their bodies and the impact of physical activities on their physical, emotional, and social well-being. In addition, Physical Education includes learning skills specific to team sports. Learning to work as a team is an important skill for future success in the workplace. This includes development of perseverance when confronted with a challenge and skills in teamwork and leadership.

The instruction in this educational area is aimed at the student's learning about himself/herself as a living being, understanding the value of health, the sense of prevention as well as the gravity of the problems associated with illnesses or other health impairments. The learner familiarizes himself/herself with the various dangers threatening health in common as well as emergency situations, masters the skills and ways of behavior (decision making) which lead to preserving or strengthening his/her health, and acquires the required degree of responsibility for his/her own health and the health of others. Largely, this is thus about learning the fundamental life values, gradually forming attitudes towards them and acting in accord with these attitudes. In elementary education, these objectives must be founded on effective motivation and on activities and situations increasing the pupil's interest in health issues.

EDUCATIONAL CONTENT

In health classes, students will gain knowledge in healthy relationships, physical changes that come with puberty, proper nutrition, health, and hygiene. There will be discussions of health risks and how to avoid them, as well as how to promote good health.

Physical Education classes will provide opportunities for students to comprehend the systems of the body, age-appropriate fitness goals, character qualities as exhibited in the athletic arena, appreciation of the different body types, and the rules and fundamentals of the major team and individual sports. Specific activities promoting health and physical learning, as well as those which affect the level of physical skills will be included in classes.

Concepts:

Students in grades 1-9 will engage with these key ideas in health and PE classes at CISP.

- The body functions through the collected efforts of the major systems.
- Cardiovascular health is enhanced through timed aerobic/weight training tasks.
- God created unique body types.
- Genes and environmental factors affect body types.
- Food is good for fuel and fellowship.
- God's intended purpose for food is abused through eating disorders and gluttony.
- Biblical character traits should be exhibited on the field or court.
- Christian athletes should play an active role in cultural reformation.
- Optimum health can be achieved through short-term and long-term fitness goals.

HEALTH

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Understand and apply proper hygienic habits.
- ❖ Develop proper nutritional eating.
- ❖ Actively promote and protect his/her health, as well as that of others around.
- ❖ Proactively refuse the use of harmful drugs, nicotine, and other unhealthy substances.
- ❖ Understand and develop skills in preventive healthcare practices.
- ❖ Explain the connection between physical, mental, social, and spiritual health.
- ❖ Determine his or her personal responsibility for actively promoting good health.
- ❖ Understand the relationship of diet and eating habits to the development of health problems.
- ❖ Make wise decisions in order to prevent common, transmitted, lifestyle, and other diseases.
- ❖ Understand how to seek out professional help for health-related problems, should the need arise.
- ❖ Behave properly towards the opposite sex, understanding the physiological changes that come with a maturing adolescent body.
- ❖ Make clear responsible, ethical, moral, and healthy decisions regarding physical sexual relationships.
- ❖ Discern carefully the potential manipulative influence of peers, the media, and cults.
- ❖ Communicate defensively against manipulation and aggression.
- ❖ Behave responsibly during emergency situations, knowing how to assess the situation and apply basic first aid or get medical help immediately as the situation warrants.

INSTRUCTIONAL PROGRAM

- **1st grade-8th Grade** has health integrated within the general program rather than being a specific class. Students are taught proper hygiene in a variety of situations, as well as diet and how to live a healthy lifestyle.
- **9th Grade** students are required to take health class on physical health, mental health and social health. This course focuses initially on physical health: overview of the human body, nutrition, fitness, infectious diseases and noninfectious diseases. Then the focus moves to mental and social health: handling stress, social and personal responsibility, sexuality, maturity and relationships.

PHYSICAL EDUCATION

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Recognize health and balance as one of the most important life values.
- ❖ Independently judge his or her level of physical fitness.
- ❖ Understand the importance of including physical activity into one's daily routine.
- ❖ Make use of opportunities to participate in daily physical exercise.
- ❖ Develop skills and understand the rules in a variety of sports.
- ❖ Cooperate in simple team-based activities and competitions.
- ❖ Respond appropriately to other pupils' injuries.
- ❖ Follow rules of games and competitions with a healthy attitude of fair play.
- ❖ React graciously and with good character to infractions to rules and losing.
- ❖ Make use of basic terminology which has been learned during physical activities.
- ❖ Organize activities and competitions at the class level.
- ❖ Measure basic physical performance and compare it with previous results.
- ❖ Apply proper fundamental and advanced stretching routines to avoid injuries.

INSTRUCTIONAL PROGRAM

- **1st Grade-5th Grade** students are given two to three classes of physical education each week. The emphasis is on being active and building sportsmanship and teamwork. Activities encourage the development of basic physical skills such as skipping, running, throwing, somersaults, and jumping.
- **6th Grade-9th Grade** students are introduced to different sports. An emphasis is placed on fitness development and exercise, including yoga flexibility, cardiovascular workouts, and weight training.

4.8 Humans and the Metaphysical World

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

The curriculum of biblical studies in CISP is geared towards the study of the themes of the Bible in both the Old and the New Testaments that teach God's creative power, wrath against sin, mercy and plan of redemption through Jesus Christ. The study of the Bible is in-depth and focused to guide the understanding and interpretation of God's word. A teacher's example of the foundations of God's word in their daily lives should assist students in the application of the Biblical message to their lives, relationships and motives and their involvement in His world.

EDUCATIONAL CONTENT

The Bible is used as a study guide for the following purposes:

- To study the history of God's dealings with mankind
- To understand how God thinks
- To analyze the lives of Bible characters for personal examples of how God deals with individuals
- To study a variety of Bible topics
- To form a world and life perspective through which to understand the world of ideas around us

All lessons ultimately focus on the development of internal character. Character qualities are brought to life through:

- Defining the character quality.
- Analyzing the quality in the life of a Bible character.
- Completing puzzles that research the truth of the quality.
- Listening to stories that emphasize the practical uses of the quality.
- Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry and discussions).

Concepts:

Students in grades 1-9 will engage with these key ideas in Bible class at CISP.

- Man has a specific role in God's creation.
- Man is totally depraved.
- Salvation is available only because of the bloodshed and grace of Jesus Christ.
- A Biblical worldview enables a Christian to serve and function in a world of believers and non-believers.
- The study of the life of Christ serves as a model of living for the child of God.
- Scripture is absolute truth.
- The sovereignty of God exemplifies His plan and complete rule over the world and mankind.
- Knowledge of the past and present heroes of the faith (Calvin, Luther, Zwingli, C. S. Lewis, Schaeffer, Graham, etc.) provides insight into the development of the reformation and church history.
- The Bible gives us a perspective from which to understand, critique and engage the cultures we find ourselves in.
- Man is religious and seeks understanding of the world through religious experience.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Read the Bible for him- or herself, understand it, and apply it.
- ❖ Use a concordance to find scripture relating to main ideas or topics.
- ❖ Use a Bible dictionary.
- ❖ Use Bible maps to trace events in Jewish and New Testament history.
- ❖ Understand the purpose of and properly use a Hebrew and Greek Lexicon.
- ❖ Find scriptures by reference of book, chapter and verse.
- ❖ Think through the implications of biblical concepts and apply them to contemporary culture.

- ❖ Develop a proper understanding of ethical behavior.
- ❖ Have a clear perception of varieties of religious beliefs represented in the world.
- ❖ Be respectful to those of differing faiths.
- ❖ Explain the importance of different heroes of Christian history: Jan Hus, Martin Luther, John Calvin, etc.
- ❖ Understand the effects of Christian history on the development of Europe and the Americas.
- ❖ Use a framework to do exegetical work.

INSTRUCTIONAL PROGRAM

- **1st grade** studies God’s perfect creation, and moves through the introduction of sin into the world, the covenants God made with his people, and how he kept those promises.
- **2nd grade** studies the New Testament and traces how Jesus revealed himself as Messiah and how Jesus’ followers respond to their salvation in Christ. .
- **3rd grade** studies the Old Testament to learn God’s characteristics and what it means to be created in God’s image.
- **4th grade** takes an in-depth study of Israel from the Judges to the Exile.
- **5th grade** focuses on God’s covenant promises, connecting Old Testament promises to New Testament fulfillment.
- **6th grade** students are given an overview of the Bible, drawing connections between the Old and New Testaments.
- **7th Grade** is aimed to get the students familiar with the Gospels. Students are given a detailed study of Jesus’ ministry, death, and resurrection.
- **8th Grade** study a book from the Old Testament and a book from the New Testament.
- **9th Grade** students study a book from the Old Testament, the intertestamental time period, and several books from the New Testament.

4.9 Complementary Educational Fields

CISP includes *Complementary Educational Fields*, which complement and augment its educational content. Complementary educational fields may be used for all or only certain pupils, as compulsory or optional educational content.

4.9.1 English Language Learning

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

We believe that English Language Learning is a process whose goal is participation in the work of God, as knowing and understanding a global language allows students to more thoroughly interact with diverse people and cultures, and, through mutual understanding, to recognize persons from all different cultures as fellow image-bearers of God. Not only this, but our students also learn ELL in order to excel in school and to later take advantage of opportunities globally.

Therefore, because this type of proficiency in and independent use of English is sought, ELL at our school is a temporary support system that enables students to transition to and function within an English-immersion setting. The program exists to guide non-native English speakers toward grade-level proficiency – both academically and socially. Skills in listening, speaking, reading, and writing are fostered. In addition, the ELL classroom serves as a setting where cross-cultural differences and variances in familial backgrounds, educational motivations, learning styles, and proficiency levels can be identified and bridged.

EDUCATIONAL CONTENT

Concepts:

Students in grades 1-9 will engage with these key ideas in English Language Learning classes at CISP.

- Because the primary academic language of CISP is English, students from non-English speaking homes must become comfortable with academic English as quickly as possible.
- Effective communication provides students with a means of becoming a part of the community. Thus, learning basic, social conversation is integral to the program.
- Grammatical precision and accuracy allows students to communicate effectively and thrive academically.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Follow oral directions and ask questions for clarification.
- ❖ Use oral language for different purposes: informing, persuading, entertaining, and building relationships.
- ❖ Adjust manner and style of speaking to suit audiences and situations.
- ❖ Apply English appropriately in different settings, understanding the distinction between formal and informal conventions and pronunciation.
- ❖ Read independently.
- ❖ Read fluently with a comprehensive understanding of texts.
- ❖ Broaden vocabulary to reflect a growing range of interests and knowledge.
- ❖ Follow written directions.
- ❖ Choose appropriate words to convey intended meaning.

INSTRUCTIONAL PROGRAM

- **Beginner ELL (English Language Learning)** primarily focuses on teaching conversational English to non-native English speaking children who have not had prior exposure to English. The goal of Beginner ELL is success in basic social and academic English.
- **Intermediate ELL (English Language Learning)** primarily focuses on teaching a higher level of academic English to non-native English speaking children who already demonstrate a basic understanding of English. Intermediate ELL students can converse comfortably but need extra guidance academically.
- **Advanced ELL (English Language Learning)** provides one-on-one supplementary support and tutoring. The goal of Advanced ELL is complete independence in the different school subjects.

4.9.2 Educating Students with Learning Differences

CISP offers a variety of services to support the academic success of our students. Struggling learners or students with learning disabilities may receive some of the following services. Parents who wish a student with severe learning difficulties to attend CISP may need to provide an in-class support personnel.

CISP provides ongoing academic support for students struggling academically. Directed Study Halls provide supplemental instruction in specific subject matter, assistance in writing papers, instruction in reading comprehension strategies, accountability, organizational skills and/or study skills. If the schedule allows, tutors may also be available to provide academic support for students who need temporary assistance.

In addition, students struggling to learn will be given extra accountability. A staff member will meet regularly with the student to check on his or her academic progress.

4.9.2.1 Discovery Program

Philosophy and Concepts of the Educational Area

The Discovery Program is designed to assist students who learn differently. The program, developed by the National Institute for Learning Development (NILD), treats the underlying causes of learning challenges, rather than just the symptoms. The goal of the program is to help students develop tools and strategies to become independent, lifelong learners.

Students transferring into CISP with an IEP, 504 Plan, or other *modification* plans, may be required to be a part of the Discovery Program to ensure that the modifications are followed and monitored. Teachers may not *modify* the curriculum (change academic expectations) for a student unless that student is in the Discovery Program. If parents feel *accommodations* (supports and services to help students learn) are necessary, they may make arrangements to discuss this with the Principal and/or Supplemental Services Coordinator. Additional testing may be required by a licensed professional.

Accommodations. These are changes made in how the content is taught and/or assessed.

Accommodations do not change what the student is expected to master. The objectives of the course remain intact.

Modifications. These are changes made in how the content is taught and/or assessed as well as changes in what the student is expected to master. Course objectives are modified to meet the needs of the learner. A student must be enrolled in the Discovery Program to receive modifications.

PHILOSOPHY STATEMENT

We believe every child in our school has the potential to bring something unique and special to our world. The **Discovery Program** works with teachers of struggling learners to develop the students' self-awareness by believing in them as capable, sufficient individuals. The program is designed to treat the underlying causes of learning difficulties, rather than treat symptoms or tutor. Therapists assist students to develop who they are and instill vision for their potential. The therapists' role is to help students discover the tools and strategies they will need in their future as successful lifelong learners. We believe students should understand their learning style and what they need to succeed. They should develop the ability to communicate their needs and to advocate for themselves.

CONTENT

Concepts:

Students in the Discovery Program from grades 1 to 9 will engage with these key ideas.¹⁴

- Each student is a unique learner with gifts given by God that we have a responsibility to develop.
- Struggling learners can develop tools and strategies to help them build more efficient learning processes
- It is important for each student to be able to communicate his or her learning styles and what they need to succeed.
- Rhythmic writing strengthens connections between various parts of the brain.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Stay focused on the teacher's voice.
- ❖ Accurately hear and remember what the teacher is saying.
- ❖ Read visual information on the board, transparencies, or computer screen.
- ❖ Understand the main points of what the teacher is saying and decide the significant information to record.
- ❖ Remember how to spell the words being recorded.
- ❖ Record information legibly.
- ❖ Own his/her learning for his-/herself.
- ❖ Understand and value his-/herself.

INSTRUCTIONAL PROGRAM

Educational Therapy is provided in two 80-minute or three 45-minutes sessions of intensive one-on-one therapy per week. During these sessions the educational therapist uses a variety of techniques designed to address the student's

¹⁴ NILD Educational Therapy® found at <http://discoveryprogram-inc.com/EDTHERAPY.html>

specific areas of difficulty and to improve their overall ability to think, reason, and process information. More information about NILD therapy is available at nild.org.

Since the Discovery Program is to help individual students, the program is developed on a case-by-case curriculum, using the concepts of NILD Educational Therapy.¹⁵

4.9.3 Educating Talented and Gifted Students

Exceptionally gifted students have specific educational needs which need to be addressed. Students will be identified as gifted through observation and testing. Gifted and talented students need motivation to develop their gifts and opportunities for applying their gifts. These students will benefit from extra support from their family and the school to develop their talent.

Identification of gifts

Students may be identified as gifted using a variety of approaches, including classroom observations, an analysis of the schoolwork, formal assessment, and interviews with pupils and parents. Before the age of 9, it is particularly difficult to determine whether a student is exceptionally gifted or rather has an increased pace of development which will gradually level out. Specific characteristics of exceptionally gifted pupils include:

- knowledge exceeds the required level;
- problematic attitude towards the rules of schoolwork;
- tendency to create their own rules;
- tendency towards perfectionism;
- creative approaches to solving assignments;
- little willingness to work within a group;
- quickly learning new techniques;
- enjoy difficult problems;
- good concentration and memory;
- insight into their own learning;
- high motivation to study areas of interest more deeply;
- a desire to demonstrate and apply their knowledge and skills.

The school may recommend a student's parents or guardians seek testing and counsel from a psychologist to identify areas of gifting and provide recommendations for nurturing the gifts.

Relationships with exceptionally gifted students

Creating a positive climate for gifted students requires sensitivity to the students' needs. In a school setting, where the students are required to integrate with their peers, gifted students may struggle to meet social expectations. Gifted students are more likely to prefer communication with adults, they may be strongly introverted. In addition, their tendency toward perfectionism, criticism, and a unique sense of humor may make it difficult for them to develop friendships with their classmates. If their environment is unstimulating and unaccommodating they may draw into their inner world. They may have difficulty in forming positive relationships with peers and teachers. When a gifted student has not been counseled, they may develop a low- self-esteem and reject their special abilities. They may suppress their gifts in an effort to fit in with their friends.

Modifications and Accommodations for Gifted Students

A good teacher always looks for ways to differentiate between her students, to reach each student in his individual skills and knowledge. Students who are identified as exceptionally gifted should be provided extra support to help them reach their full potential. Areas of adjustments will be individualized, and coordinated with the school counselor, teacher, and parents. Parents will be expected to bear the weight of responsibility in motivating and training their child. The teacher will provide opportunities for the student to expand and deepen their educational content. Examples of modifications include:

- individual education plans;
- opportunities to deepen and widen the content;
- extra assignments designed to challenge the student;
- more extensive projects;

¹⁵ NILD Educational Therapy® found at <http://discoveryprogram-inc.com/EDTHERAPY.html>

- opportunities for choice within projects;
- in some cases, participation in instruction alongside older students.

4.9.4 Second Step

Philosophy and Concepts of the Educational Area

PHILOSOPHY STATEMENT

This curriculum for social-emotional learning supports CISP’s effort to create a loving community. The course nurtures student’s social-emotional competence and foundational learning skills. When students feel safe and supported, they are ready to learn. The program provides a common language for the community to talk about issues, and empowers teachers with tools to support students. The curriculum includes bullying prevention and child protection education for students.

CONTENT

Concepts:

Students in Second Step in grades 1 through 5 engage with these key ideas.

- Listening, attending, and following directions are important skills for learning.
- Self-talk can help me stay on task and learn
- Being assertive can help me stay safe.
- Identifying and talking about our feelings helps us process what we are going through.
- We show care and concern for others by thinking about their feelings.
- Strategies can help us handle anger, disappointment, anxiety, and embarrassment.
- We can grow friendships by inviting others to play.
- We can handle conflicts better when we take responsibility for our actions and respond well when others hurt us.

Expected Outcomes:

As a result of studying these concepts the learner will...

- ❖ Build skills for learning, including respect, attention, self-talk and being assertive
- ❖ Develop empathy by identifying feelings and understanding different perspectives
- ❖ Manage their emotions in a variety of situations with a variety of strategies.
- ❖ Solve problems proactively, responsibly and creatively

INSTRUCTIONAL PROGRAM

- ❖ **1st -5th Grade** focus on learning skills, empathy, emotion management, and relational problem solving.

5 Cross-Curricular Subjects

Cross-curricular subjects in the CISP BSEP are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promote their personal development, primarily as concerns attitudes and values. In order for the cross-curricular subjects to be effective, they must be integrated with the educational contents of specific subjects of instruction and with the contents of the pupil's other activities at school and outside of school.

The cross-curricular subject's thematic areas cover multiple educational areas and allow for the integration of content from the educational fields. This contributes to the pupils' comprehensive education and positively influences the formation and development of their key competencies. Learners are thus given the opportunity to form an integrated view on a given issue and to apply a broad spectrum of their skills. Cross-curricular subjects represent a *mandatory part of basic education*.

Descriptions of contributions of the cross-curricular subjects can be found listed in the Czech FEP.¹⁶

The following cross-curricular subjects have been defined for the CISP basic education:

- **Moral, Character and Social Education (MCSE);**
- **Education in Democratic Citizenship (EDC);**
- **Education towards Thinking in Global Contexts (ETGC);**
- **Multicultural Education (ME);**
- **Environmental Education (EE);**
- **Media Education (ME).**

See APPENDIX H for a chart on the use of cross-curricular subjects at CISP.

5.1 Expected Outcomes of the Learner at Christian International School of Prague

As a Christian school CISP also seeks the following outcomes to be accomplished through the cross-curricular subjects:

Maturing CISP students...

Biblical

Trust only in Jesus for salvation and are growing through a personal relationship with him

See themselves as created in God's image, marred by sin, redeemed and loved

Demonstrate Christlike character and behavior

Display gratefulness and joy in the Lord

Interpret the world through a biblical worldview

Academically excellent

Evaluate written and spoken words with wisdom

Speak and write skillfully and graciously

Practice intellectual virtues: tenacity, courage, humility, carefulness, fair-mindedness and honesty

Cultivate habits of imagination and inquisitiveness that make life-long learners

Think critically and creatively and engage in problem-solving

¹⁶ RVP_ZV_EN_final – Framework Education Programme for Elementary Education, 2007

Practically oriented

- Are responsible, productive and compassionate members of society
- Apply biblical principles to practical areas of life including money and sexuality
- Care for God's creation as God-appointed stewards
- Practice justice and mercy with those in physical and spiritual need
- Share their talents and time to serve the community

Loving community

- Love and respect all people as image bearers of God
- Build a community of grace and handle conflict in a Christ honoring way
- Work collaboratively with others, demonstrating God's grace
- Share and articulately uphold their beliefs within loving relationships
- Worship and serve in a local Christian church

5.2 Moral, Character and Social Education

Characteristics of the cross-curricular subject

Moral, Character and Social Education (MCSE) is an intentional part of CISP's education. Because each person, both student and teacher, is a unique and special human made in God's image, respecting one another and developing moral and upright character is essential to the CISP program. Its purpose is to help all pupils form practical life skills of healthy relationships based on truth, respect, kindness, peace, patience, etc.

Because MCSE is integral to the CISP curriculum, it can be found in daily life in the CISP community. Whether in class or out, students will learn to understand themselves and their place in the community, as well as how to communicate, to cooperate, and compete in a healthy way, in all to have healthy relationships with one another.

Many of the relationship skills are learned in the context of activities outside the classroom. Lunch, PE, recess (outdoor play) all have opportunities for the students to learn about peaceful co-existence and how to have proper reconciliation when a hurt has occurred. It is an important part of the CISP culture to encourage and teach healthy relationships.

Another important facet of a CISP MCSE is in the area of service to one's community. This is taught specifically in areas of community service. Specific projects to help the neighborhood and needy children are developed to give CISP students an opportunity to serve and learn the value of serving others.

5.3 Education in Democratic Citizenship

Characteristics of the cross-curricular subject

The cross-curricular **Education in Democratic Citizenship (EDC)** is of an interdisciplinary and multicultural character. Generally speaking, it represents a synthesis of the values of justice, tolerance and responsibility, while more specifically helping to develop critical thinking, an awareness of one's rights and responsibilities and an understanding of the democratic social order and democratic approaches to problem solving and conflict resolution.

The objective of Democratic Citizenship is to equip pupils with a basic level of citizenship literacy – the ability to orient oneself in difficult situations, problems and conflicts found in an open, democratic and pluralistic society. In gaining these skills, pupils learn to solve problems constructively while retaining their human dignity and respect for others, while bearing in mind the interests of society as a whole, and with a full awareness of their rights and obligations, freedoms and responsibilities, while applying fundamental rules of proper communication and democratic problem solving.

At the level of basic education, this cross-curricular subject is presented not only through thematic areas, but also through the skills and experiences of the pupils themselves, where the overall school atmosphere creates a democratic atmosphere in the classroom. The relationships between all individuals involved in the educational process are founded on cooperation, partnership, dialogue and respect. In this “laboratory of democracy”, pupils will be more motivated to share their opinions in group discussions and to participate in democratic decision making, community and society. At the same time, they not only personally understand the importance of observing rules or participating in the creation of new rules in the interest of justice, but also realize the importance of working to strengthen democracy against the continued threat of falling into anarchy or despotism. This experience then helps to develop critical thinking skills.

5.4 Education towards Thinking in Global Contexts

Characteristics of the cross-curricular subject

The cross-curricular subject of **Education towards Thinking in Global Contexts (ETGC)** accentuates the global dimension in education, which promotes global thinking and international understanding and represents a principle running through all of basic education. A fundamental component of this global dimension is educating future global citizens to be responsible and creative individuals who, as adults, will be capable of mobility and flexibility in society and employment as well as in personal life. Instruction develops an awareness of global identity while respecting national identities, and opens up horizons for exploration and for the prospect of living in Europe and the world and learning about all the possibilities this offers.

Education towards Thinking in Global Contexts diffuses all educational areas, integrates and deepens pupils’ knowledge and allows them to apply the skills which they have learned in the individual educational fields. It promotes pupils’ awareness of and respect for traditional European values such as the value to humans, free will, morals, rule of law and personal responsibility, as well as rational consideration, critical thinking and creativity.

5.5 Multicultural Education

Characteristics of the cross-curricular subject

As a Christian and international school offering bilingual education at the level of basic education level, the cross-curricular subject of **Multicultural Education (ME)** is a crucial piece of the curriculum. It familiarizes pupils with the diversity of various cultures and their traditions and values, on the basis of which they can become better aware of their own cultural identity, traditions and values.

Multicultural Education helps students know their own cultural anchorage and to understand different cultures. It develops a sense for justice, solidarity and tolerance, and guides pupils towards understanding and respecting the constantly increasing level of socio-cultural diversity. Among members of minority ethnic groups, it develops their specific cultural identity while at the same time introducing them to the majority culture. Members of the majority learn the fundamental characteristics of other nations living in the same country, and both groups thus can find common points of reference for mutual respect, joint activities and cooperation.

Multicultural Education deeply affects interpersonal relationships at the school, including teacher-pupil relations and relationships among pupils, between the school and the family and between the school and the local community. As an environment which brings together pupils from various social and cultural backgrounds, the school should ensure an atmosphere in which all will feel equal, in which minority pupils are successful in a majority environment and in which majority pupils learn about their minority classmates’ culture. In this way, Multicultural Education contributes to mutual understanding between both groups, tolerance, and the elimination of animosity and prejudices towards the “unknown”.

5.6 Environmental Education

Characteristics of the cross-curricular subject

Environmental Education (EE) promotes individual understanding of the complex and intricate relationship between humans and the environment, i.e. it fosters a realization of the necessity of moving gradually towards sustainable development and acknowledging the importance of taking responsibility for the actions of society and of each individual. The cross-curricular subject helps pupils trace and become aware of humans' dynamically changing relationship to the environment while directly observing current ecological, economic, scientific/technical, political and civic aspects, as well as aspects of time (our relationship to the future) and space (relationships between local, regional and global issues), as well as the possibilities offered by various options for solving environmental issues. It encourages individuals to actively participate in environmental protection, shaping the environment and changing their lifestyle and values in the interest of the sustainable development of human civilization.

As a school community, the practice of recycling is taught and practiced at all levels. Students not only are encouraged to recycle paper and plastic in their rooms, but to wisely use resources at hand.

5.7 Media Education

Characteristics of the cross-curricular subject

In basic education, the cross-curricular subject of **Media Education (MDE)** provides elementary knowledge and skills related to media communication and work with the media. Since the global village is connected through the media, communication and media represent a highly important source of skills, experience and knowledge for an increasing range of recipients. Individual success in society greatly depends on the ability to process, evaluate and make use of stimuli from the surrounding world, which requires an ever greater ability to process, evaluate and employ stimuli from the media. The media have become an important social factor with a significant level of influence on the behavior of individuals and society and on shaping our lifestyle and quality of life in general. Unfortunately, the media's messages are inconsistent, characterized by a peculiar relationship to natural and social reality and guided by various (mostly unacknowledged and thus potentially manipulative) intentions. The proper evaluation of these messages' intentions (to inform, convince, manipulate or entertain) and their relationship to reality (factual accuracy, logically structured arguments, legitimacy) requires a significant amount of training.

The objective of Media Education is to equip pupils with a basic level of media literacy. This includes familiarizing oneself with certain basic findings regarding the functioning and societal role of contemporary media (history and structure) and acquiring skills which facilitate the individual's educated, active and independent interaction with the media message. This primarily involves the ability to analyze the message, to judge its trustworthiness and to determine its intent or associate it with other messages. It further involves orientation in media content and the ability to choose the proper medium for meeting various different needs – source of information, education, and leisure time activities.

Appendices

APPENDIX A	Assessment Philosophy
APPENDIX B	Chart of Curriculum Documents
APPENDIX C	Standards Resources
APPENDIX D	University of Chicago Everyday Mathematics Program Goals
APPENDIX E	Aligning CISP’s Curriculum with External Standards
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APPENDIX I	Annual Teacher Evaluation Form

APPENDIX A

Assessment Philosophy

Evaluation is a biblical norm; God has standards and thankfully we meet those through Christ's righteousness, since our own is not sufficient. The Bible informs our understanding and application of evaluation at CISP. Evaluation is making judgments based on standards. Evaluation should guide instruction and inform parents, teachers, students and administrators. In order to evaluate students, a teacher needs to assess them. Assessment is collecting, synthesizing and interpreting information. Assessment should be purposeful and it should guide instruction. It should give teachers a sense of how to help students and it should let students see their progress and achievements. Assessment needs to be valid – the decisions that the teacher makes must be relevant to the information gathered from the assessment. Assessment needs to be reliable: the results gathered should be typical of a student's behavior.

METHODS OF ASSESSMENT

Assessment in the classroom should take many forms so that students with different intelligences and learning styles are able to show their academic achievements. Student should have multiple opportunities to show what they have learned. Assessment at CISP may include observations, portfolios, projects, activities, and tests. When age appropriate, teachers should give students the criteria for grading when assigning a project or activity. Teachers will test only material they taught and in the same way that they taught. Students will know what to expect on a test. Testing will not just include basic recall, but also ask students to use higher levels of thinking. Tests will not be used as a method for motivation; instead they are a part of the learning process.

CISP uses standardized testing each year to provide an external evaluation of our students. The data may be helpful for understanding individual students' areas of strengths and weaknesses. In addition, trends across our school can be used to show areas of our curriculum's strengths and weaknesses.

At CISP education includes self-evaluation and peer evaluation. Students should learn how to be critical of themselves without lowering their self esteem. They should learn how to encourage and gently guide others through assessment and evaluation. Assessment should be seen as a process of learning and growing, not the end of learning. If evaluation includes specific feedback and students are given an opportunity to reflect on and improve their work, then they will begin to see evaluation as a *process*. Instruction should continue after assessment and students should be encouraged to go back to previously learned material.

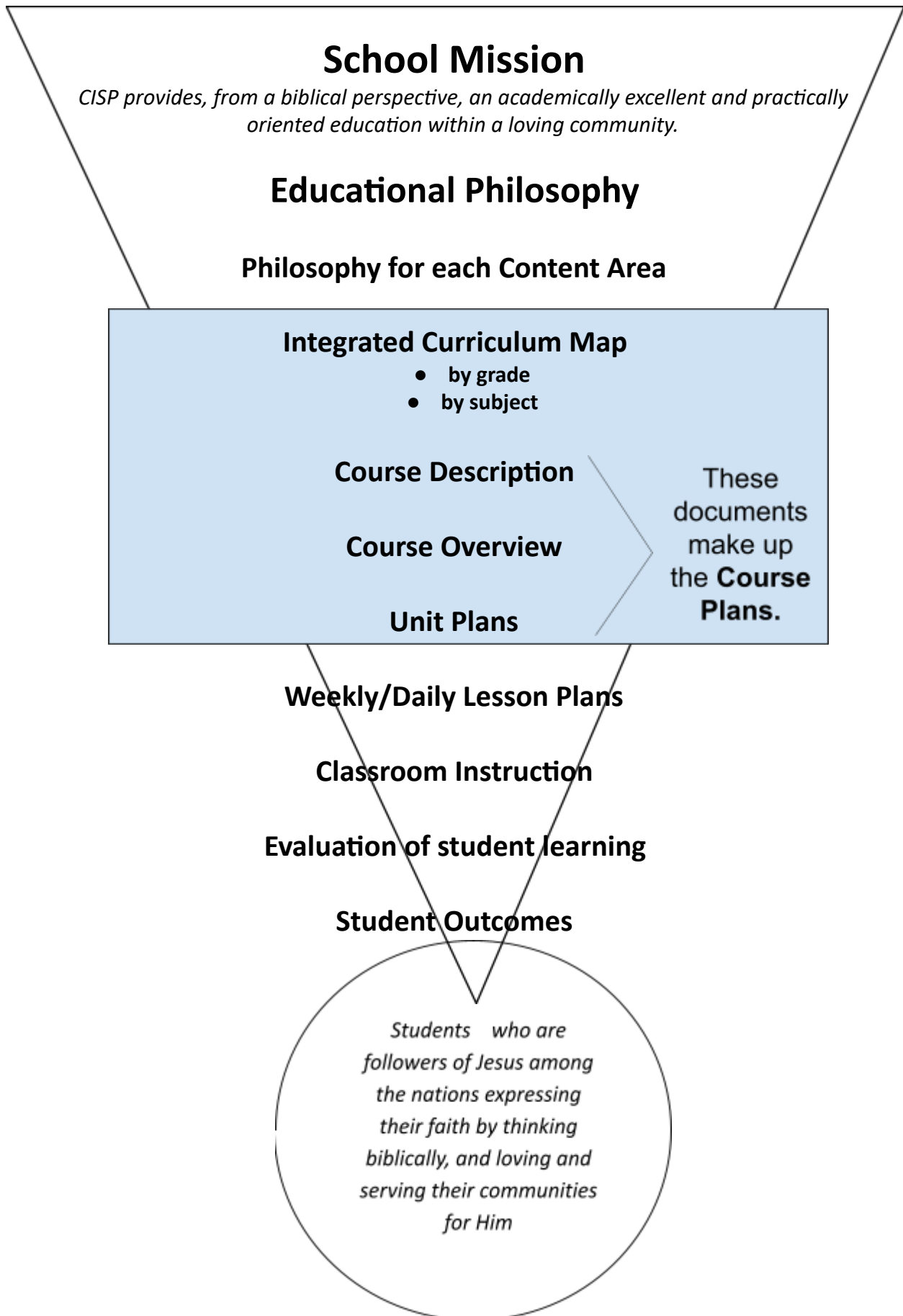
PURPOSE OF ASSESSMENT

Teachers communicate students' progress throughout the school year. Students receive reports at the mid-point and end of each quarter. We believe it is important for these reports to communicate how the student is doing, and this may require more than a letter or number grade.

Evaluation is not an end but a means to learn and grow. Students need to know how to learn from evaluation and feel success and improvement. A healthy perspective on evaluation is a difficult balance, and the view of teachers and parents will affect the students' perception. Assessment and evaluation should show the development of abilities and talents, and in no way is intended to measure the worth of the student. Our worth is determined by who we are in Christ; we must not glorify evaluation over who we are as people, especially as children of God. Teachers and parents strive to help students learn from failure. Since we are not defined by our actions, failure is acceptable. Just as God continues to give us new mercies after failures, we will continue to give our students more opportunities after failure.

CONCLUSION

Teachers and parents should evaluate students in such a way that students come to see it as an opportunity to grow. The view of evaluation that is conveyed should help students learn to be humble about being evaluated and not find worth in their performance. Our long-term goal of evaluation in education is for our students to develop a healthy attitude about it that will be applied in relationships and situations for the rest of their lives.



APPENDIX C

STANDARDS RESOURCES

Czech and Foreign Languages: The American Council on the Teaching of Foreign Languages (ACTFL) has published *National Standards for Foreign Language Learning* in 1996. <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>. Also used: RVP ZV 2017 červen zvýrazněné změny vzhledem k RVP ZV 2016, březen 2017.

Discovery Program: The concepts are taken from NILD Educational Therapy® found at <http://discoveryprogram-inc.com/EDTHERAPY.html>.

English Language: The National Council for Teachers of English (NCTE) published English language arts standards. <http://www.ncte.org/standards>.

A possible curriculum map for English: <http://commoncore.org/maps/index.php/maps/>

Fine Arts: "Developed by the Consortium of National Arts Education Associations (under the guidance of the National Committee for Standards in the Arts), the National Standards for Arts Education is a document which outlines basic arts learning outcomes integral to the comprehensive K-12 education of every American student." -- **Consortium of National Arts Education Associations** <http://www.educationworld.com/standards/national/arts/index.shtml>

Information Technology Standards: National Educational Technology Standards come from the International Society for Technology in Education (ISTE).

Mathematics and Its Application: The National Council for Teachers of Mathematics (NCTM) has published *Principles and Standards for Teaching Mathematics*. <http://www.nctm.org/standards/content.aspx?id=16909>.

Physical and Health Education: The physical education Content Standards come from the National Association for Sport and Physical Education. The National Health Education Standards (2007) come from the American Cancer Society.

Science – Humans and Nature: Center for Science, Mathematics, and Engineering Education (CSMEE) published the *National Science Education Standards* by the National Committee on Science Education Standards and Assessment; National Research Council, 1996.

Social Studies – Humans in Society: The National Council for the Social Studies (NCSS) has published *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. <http://www.socialstudies.org/standards>

General Curriculum Standards:

<http://commoncore.org/>

<http://corestandards.org/>

APPENDIX D
Program Goals: PreK-Grade 6

Content Strand: Number and Numeration	
Program Goal	Content Thread
Understand the Meanings, Uses, and Representations of Numbers	Rote counting
	Rational counting
	Place value and notation
	Meanings and uses of fractions
	Number Theory
Understand Equivalent Names for Numbers	Equivalent names for whole numbers
	Equivalent names for fractions, decimals, and percents
Understand Common Numerical Relations	Comparing and ordering numbers

Content Strand: Operations and Computation	
Program Goal	Content Thread
Compute Accurately	Addition and subtraction facts
	Addition and subtraction procedures
	Multiplication and division facts
	Multiplication and division procedures
	Procedures for addition and subtraction of fractions
	Procedures for multiplication and division of fractions
Make Reasonable Estimates	Computational estimates
Understand Meanings of Operations	Models for the operations

Content Strand: Data and Chance	
Program Goal	Content Thread
Select and Create Appropriate Graphical Representations of Collected or Given Data	Data collection and representation
Analyze and Interpret Data	Data analysis
	Understand and Apply Basic Concepts of Probability
	Qualitative probability
	Quantitative probability

Content Strand: Measurement and Reference Frames	
Program Goal	Content Thread
Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements	Length, weight, and angles
	Area, perimeter, volume, and capacity
	Units and systems of measurement
	Money
Use and Understand Reference Frames	Temperature
	Time
	Coordinate Systems

Content Strand: Geometry	
Program Goal	Content Thread
Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes	Lines and angles
	Plane and solid figures
Apply Transformations and Symmetry in Geometric Situations	Transformations and symmetry

Content Strand: Patterns, Functions, and Algebra	
Program Goal	Content Thread
Understand Patterns and Functions	Patterns and functions
Use Algebraic Notation to Represent and Analyze Situations and Structures	Algebraic notation and solving number sentences
	Order of operations
	Properties of the arithmetic operations

APPENDIX E

Aligning CISP's Curriculum with External Standards

- We have chosen external standards to use for the content areas we teach. We are in the process of aligning our curriculum with the standards given.
- We will show our alignment with external standards on our Unit Plans by using the abbreviations after our content, objective, and skill bullet points.
- After we complete the documentation for what we are currently doing, we will review our scope and sequence and find overlaps or gaps in content and skills.

Subject	External Standard	Are the standards available to our teachers?	Abbreviations we will use in our curriculum documentation
History	National Standards for History (1996) (NSH) (US)	Yes; bound books (not available online)	E: Era S: Skills G: Geography <i>Examples:</i> E5.3 G9.3
English	Pennsylvania State Department of Education English Standards	Yes; copied and in a binder and available at http://www.pdesas.org/standard/StandardsDownloads	<i>Example:</i> 1.1.2.A
Science	National Science Education Standards (US)	Yes; copied and in binder	National Science Education Standards UCP: Unifying concepts and processes I: Inquiry PS: Physical Science LS: Life Science ES: Earth and Space ST: Science & Technology PSP: Personal & Social perspectives HN: History and Nature <i>Examples:</i> UCP-1 & ES-2 LS-3
Math	National Council for Teachers of Mathematics (NCTM) (US)	Yes; copied and in binder	1: numbers and operations 2: Algebra 3: Geometry 4: Measurement 5: Data analysis & Probability 6: Problem Solving 7: Reasoning and Proof 8: Communication 9: Connections 10: Representation <i>Examples:</i> NCTM-3, 5, 8.
Bible	None	Not using	None



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Physical Education	National Association for Sport and Physical Education (NASPE)	Yes; copied and in binder	Example: NASPE-1&4
Music	National Association for Music Education (MENC)	Yes; copied and in binder	Example: MENC-1.a
Art	National Standards for Arts Education (NSAE)	Yes; copied and in binder	<i>Example:</i> NSAE-1
ELL (English Language Learners)	Pennsylvania State Department of Education English Standards	Yes; copied and in a binder and available at http://www.pdesas.org/standard/StandardsDownloads	
Foreign Language – German/Czech	Common European Framework of Reference for Languages		
Czech as Native Language	Czech National Curriculum		
IT	International Society for Technology in Education	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx	NETS 3.B
Health	National Health Education Standards	Available at http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm	Example: NHES 1.5.3
Discovery Program	Using NILD Discovery Program (not specific standards)	http://www.nild.net/	--

APPENDIX F

Schedule - 2021-2022

Teaching periods per week	1st grade	2nd grade	3rd grade	4th grade	5th grade	Total Elementary
English	8	8	8	8	6	38
Social Sciences	2.5	2.5	2.5	3	3	13.5
Mathematics	5	5	5	5	5	25
Natural Sciences	2.5	2.5	2.5	3	3	13.5
Bible	3	3	3	4	6	19
Czech/ELL	4	4	4	4	4	20
Art/Music	2	2	2	2	2	10
Physical Education	2	2	2	2	2	10
Social-Emotional Learning	1	1	1	1	1	5
Total teaching periods per week	30	30	30	32	32	149

Teaching periods per week	6th grade	7th grade	8th grade	9th grade	Total 6th - 9th
English	5	5	5	5	20
Social Sciences	5	5	5	5	20
Mathematics	5	5	5	5	20
Natural Sciences	5	5	5	5	20
Bible	5	5	5	5	20
Czech	5	5	5	5	20
Art/Music	1	1	1	2	5
PE and Health	1	1	1	2.5	5.5
IT	1	1	1	2	5
Communications	-	-	-	2.5	2.5
Total teaching periods per week	33	33	33	39	138

APPENDIX G

Daily Schedule

Mondays, Tuesdays, Thursdays, Fridays		
Period	From	To
1	8:15	9:00
2	9:05	9:50
Home Room	9:55	10:10
3	10:15	11:00
4	11:05	11:50
Lunch	11:55	12:20
5	12:25	13:10
6	13:15	14:00
7	14:05	14:50
8	14:55	15:40

Wednesdays		
Period	From	To
1	8:15	8:45
2	8:50	9:20
3	9:25	9:55
Chapel	10:00	10:30
Study Hall	10:35	11:05
Lunch	11:10	11:30
Recess	11:30	11:50
4	11:55	12:25
5	12:30	13:00
6	13:05	13:35
7	13:40	14:10

APPENDIX H - Cross-Curricular Chart

Interdisciplinary Themes across Educational Areas												
Moral, Character, and Social Education (MCSE)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
MCSE 1	Characater Development: Developing awareness	X	X		X	X	X	X	X	X		
MCSE 2	Characater Development: Self-awareness	X			X	X	X	X	X	X		
MCSE 3	Characater Development: Self-control and self-organization	X	X	X	X	X	X	X		X		
MCSE 4	Characater Development: Mental health	X			X	X	X	X	X	X		
MCSE 5	Social Development: Meeting people	X		X	X				X			
MCSE 6	Social Development: Healthy relationships	X		X	X			X	X	X		
MCSE 7	Social Development: Communication	X	X	X	X	X	X	X	X	X		
MCSE 8	Social Development: Cooperation and competition	X	X	X	X	X	X	X				
MCSE 9	Moral Development: Trouble shooting and decision-making processes	X	X	X	X	X	X	X		X		
MCSE 10	Moral Development: Values, attitudes, practical ethics	X	X	X	X	X	X	X	X	X		
Education in Democratic Citizenship (EDC)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
EDC 1	Civil society and the school community	X	X	X	X	X	X	X	X			
EDC 2	Citizen, civil society and the state				X				X	X		
EDC 3	Forms of citizen participation in political life	X		X	X		X		X			
EDC 4	Principles of democracy as a form of government and decision-making				X		X		X	X		
Education towards Thinking in Global Contexts (ETGC)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
ETGC 1	Czech Republic, Europe, and the world we are interested in	X		X	X	X	X	X	X			
ETGC 2	Discover Europe and the world	X	X	X	X	X	X	X	X			
ETGC 3	We Europeans and North Americans	X	X	X	X	X	X	X	X			
Multicultural Education (ME)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
ME 1	Cultural differences - Bridging the gap	X		X	X		X	X	X	X		
ME 2	Human Relations	X		X	X	X	X	X	X	X		
ME 3	Ethnic origin			X	X		X		X			
ME 4	Multiculturalism			X	X	X	X		X	X		
ME 5	Principles of social peace and solidarity				X	X	X	X	X			
Environmental Education (EE)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
EE 1	Ecosystems					X						
EE 2	Basic conditions of life					X						
EE 3	Human activities and environmental problems	X	X	X	X	X	X	X	X			
EE 4	Relationship of humans to their environment	X	X	X	X	X	X	X	X			
Media Education (MDE)		LCL	M	ICT	SS	SC	FAC	HH	HMW	CEF		
MDE 1	Critical reading and perception of media messages	X		X	X	X	X	X	X	X		
MDE 2	The relationship between media messages and reality	X		X	X	X	X	X	X			
MDE 3	Construction of media messages	X		X	X		X		X			
MDE 4	Perception by the media message	X		X	X				X			
MDE 5	Operation and influence of media in society		X	X	X	X	X	X	X			
MDE 6	Creating a media message	X		X			X	X				