



**Christian International
School of Prague**

Curriculum Guide

An Introduction to the Philosophy and Curriculum of the
Christian International School of Prague

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Philosophy

Vision, Mission & Core Values

VISION

Students who are followers of Jesus among the nations expressing their faith by thinking biblically, and loving and serving their communities for Him

“who are followers of Jesus”: We believe that every student is made for relationship with God. That relationship is a journey, and we endeavor to assist students to grow in their understanding of his excellence, power and love through learning of his Word and creation. For God reveals himself through his Word and his world – in knowing them we come to know him. We believe that this knowledge is not simply intellectual, but if empowered by the Spirit, will transform the whole person into someone eager to love and serve as Christ has loved them. We recognize that one’s faith is a personal commitment and students of all faiths and of none are equally welcome. We are, unashamedly, a Christian school, and desire to communicate and demonstrate our faith in such a way that students will desire to follow Jesus.

“among the nations”: Our students are global representatives from a variety of countries and people groups. Our desire is not only to provide a quality education, but also to prepare them to be leaders and people of influence for the Lord’s sake wherever they are.

“thinking biblically”: Our desire is to prepare each student to bring the influence of a comprehensive biblical worldview upon their life and community.

“loving and serving their communities”: We believe that students, rooted in the knowledge of Christ’s love for them, will in turn be agents of God’s love to the world. Students are educated for a purpose – to be used by God to mend our broken world, heal broken lives, to be agents of positive change for those around us. Students are encouraged to live out their Christian faith in whatever vocation or task God gives them. In this way they bring grace to a fallen world, whether it’s the world of business, academics, entertainment, politics, medicine, or in any other field, so that by the power of the Holy Spirit, communities will be transformed.

“for him”: Everything we do in this school we do to honor Christ and to recognize him as Lord of all.

MISSION

CISP provides, from a biblical perspective, an academically excellent and practically oriented education within a loving community.

“CISP provides...an education”: We believe that the primary responsibility for raising children belongs to the parents. We seek to assist parents in training children in the way of the Lord Jesus (see Ephesians 6:4b). We believe that God created people after his own image. God is multi-faceted; therefore, so are our students. Hence, we seek to educate the whole person in all of these facets. Our teachers seek to encourage and model a love of learning.

“from a biblical perspective”: We believe that Bible not only communicates “religious” knowledge, but that it provides a lens that illuminates all aspects of life. Therefore, we endeavor to integrate all of our educational disciplines with a distinctively biblical world and life view. Not that we attempt to substitute the Bible for a science textbook; rather, the Bible gives us a perspective through which to view science as deeply meaningful and ordered to the glory of God. We want each of our students to be familiar with this biblical perspective on reality, and be able to understand everything from that Christ-centered perspective.

“academically excellent”: We believe that education at a Christian school ought to be academically excellent. The primary reason for this is that Scripture (1 Corinthians 10:31) teaches us that the purpose of our lives is to glorify God. Therefore, everything we do ought to be full of excellence and integrity. Ephesians 6:7 and Colossians 3:23-24 command us to do our work wholeheartedly because ultimately we serve the Lord. We seek to provide an atmosphere in which each student can fulfill his or her academic potential and explore the fascinating creation that God has given us. The appropriate response to the grace God has shown us is to serve him with excellence in everything we do.

CISP provides, from a biblical perspective, an academically excellent and practically oriented education within a loving community.



“practically oriented”: We believe that ideas have practical implications and applications. We endeavor to train students to recognize the practical benefits and consequences of what they are learning.

“within a loving community”: We believe that education is about more than academics. Human beings exist in relationship with God, with others, and with creation. These relationships are to be characterized by Biblical love (Matthew 22:33). We endeavor to train students to mature in their ability to love and care in these relationships wisely. We seek teachers and administrators who will be able to model, mentor, and teach Christ’s love to our students. God, in Jesus Christ, invites us as broken people, into his family. In the same way, CISP seeks to create an environment characterized by generosity, acceptance of difference, and forgiveness.

CORE VALUES

Faith in Christ □ *Walking in Truth* □ *Grace in Community*
Biblical in Worldview □ *Learning for a lifetime*

Faith in Christ: Though we do not require students to be or become Christians at CISP, we believe that knowing God through Christ by the power of his Spirit is the highest privilege a human can attain or imagine. We therefore put faith in Christ at the center of all that we do and are.

Walking in Truth: Jesus said that he was the truth. We believe that truth is more than something you read or feel. Truth is ultimately about relationship – to exist in harmony with God and his standards for life. When we live at peace with God, following his truth in all areas of life, the effects spill over into our relationships with each other and with the rest of creation. We therefore value the truth not only as an academic goal, but as a life-orientation resulting in relationships marked by integrity and honesty.

Grace in community: CISP is a community of imperfect people. We know that we do not deserve God’s love, but he has given it to us freely, in Christ. Therefore, we seek to reflect that giving and forgiving nature of God’s in how we treat each other. We are a community marked by vast differences in culture, nationality, age and ability. We want to be a welcoming community, just as God befriended us and beckoned us into relationship, despite our profound differences from him.

Biblical in worldview: We believe that the Bible provides a framework through which we can intelligibly understand all of life, all of reality. We believe that God created and sustains the world, and therefore there can be no neutral interpretation of creation. We believe that the effects of sin mar all of creation. Further, God is in the process of redeeming and renewing creation through the spread of the gospel. At the center of this redemptive process God offers reconciliation to people with himself, with others, and with his creation in Jesus Christ.

Learning for a lifetime: We seek to stir imagination and a desire to know and keep on knowing. Our goal is to nurture in each student a desire to explore more deeply the wonders of God’s good earth, his Word, and the ways of human beings. We want to instill in them the habits and desires of lifelong learners.

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Philosophy of Education

Given the articles of faith to which we hold, we believe that the education of children needs to be comprehensively and radically Christian.

OUR VIEW OF GOD

We believe God is the Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son and Holy Spirit. He is a multi-faceted God of order, knowing all things, and full of power. He is just, communicative, and relational. Yet he also loves and cares for his people, full of mercy and grace.

OUR VIEW OF THE STUDENT

We believe that every student is made for relationship with God. That relationship is a journey, and we endeavor to assist students to grow in their understanding of his excellence, power and love through learning of his Word and creation. God reveals himself through his Word and his world – in knowing them we come to know Him. We believe that this knowledge is not simply intellectual, but if empowered by the Spirit, will transform the whole person into someone eager to love and serve as Christ has loved them. We recognize that one's faith is a personal commitment and students of all faiths and of no faith are equally welcome. It is our desire to serve these non-Christian students as well; there is much for them to learn at CISP. However, we are, unashamedly, a Christian school and desire to communicate and demonstrate our faith in such a way that students will desire to follow Jesus.

Our students are global representatives from a variety of countries and people groups. Our desire is not only to provide a quality education, but also to prepare them to be leaders and people of influence for the Lord's sake wherever they are.

We believe that God created people after his own image. Our students bear God's image not just in terms of rationality or intellect, but in other ways, such as imagination, emotion, creativity, moral sensitivity and action, and community. Therefore, we endeavor to educate students in these various facets of God's image.

OUR VIEW OF THE PARENTS

We believe that the primary responsibility for raising children belongs to the parents. We seek to assist parents in training children in the way of the Lord Jesus (see Ephesians 6:4b).

OUR VIEW OF THE BIBLE

We believe that Bible not only communicates "religious" knowledge, but that it provides a lens that illuminates all aspects of life. Therefore, we endeavor to integrate all of our educational disciplines with a distinctively biblical world and life view. Not that we attempt to substitute the Bible for a science textbook; rather, the Bible gives us a perspective through which to view science as deeply meaningful and ordered to the glory of God. We want each of our students to be familiar with this biblical perspective on reality, and to be able to understand everything from that Christ-centered perspective.

OUR VIEW OF TEACHING

Our desire is to prepare each student to bring the influence of a comprehensive biblical worldview upon their life and community. This means teachers should find ways of tying course content back to the larger story of God's creation of the world, human sin which has twisted that creation, and God's intervention to redeem his creation. It also means that teachers should find methods of teaching that treat the student as someone who has been created in God's image (that is, a being who is creative, communicative, relational, etc.).

Because students are made in the multi-faceted image of God, we seek to educate the whole person in all of these facets. Our teachers seek to encourage and model a love of learning as a lifelong process of personal, relational, creative and intellectual growth.

We believe that education at a Christian school ought to be academically excellent. The primary reason for this is that Scripture (I Corinthians 10:31) teaches us that the purpose of our lives is to glorify God. Therefore, everything we do ought to be full of excellence and integrity. Ephesians 6:7 and Colossians 3:23-24 command us to do our work wholeheartedly because ultimately we serve the Lord. We seek to provide an atmosphere in which each student can fulfill his or her academic potential as he or she explores the fascinating creation that God has given us. The appropriate

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response to the richness of creation and the grace God has shown us is wonder and worship that leads to a heart ready to serve him with excellence in everything we do.

Education never stops at books and labs. We believe that ideas have practical implications and applications. Education is not complete until students learn how it changes themselves and the world. We endeavor to train students to recognize the practical benefits and consequences of what they are learning.

OUR HOPE FOR THE STUDENTS' FUTURE

We believe that students, rooted in the knowledge of Christ's love for them, will in turn be agents of God's love to the world. Students are educated for a purpose – to be used by God to mend our broken world, heal broken lives, to be agents of positive change in their communities wherever they are. Students are encouraged to live out their Christian faith in whatever vocation or task God gives them. In this way they bring grace to a fallen world, whether it's the world of business, academics, entertainment, politics, medicine, or in any other field, so that by the power of the Holy Spirit, communities will be transformed.

OUR COMMUNITY

We believe that education is about more than academics. Human beings exist in relationship with God, with others, and with creation. These relationships are to be characterized by biblical love (Matthew 22:33). We endeavor to train students to mature in their ability to love and care in these relationships wisely. We seek teachers and administrators who will be able to model, mentor, and teach Christ's love to our students. God, in Jesus Christ, invites us as broken people, into his family.

In the same way, CISP seeks to create an environment characterized by generosity, acceptance of difference, and forgiveness. In our community life and relationships, we seek to model a mercy and acceptance that reflects the grace extended to us in Christ Jesus. Being a grace-centered community has several practical consequences:

We are an open community as much as possible. We want people from different races, backgrounds, denominations, even different faiths, to feel loved and accepted at CISP. We strive to be as inviting and accommodating of personal differences as we can be, as long as doing so does not cause us to violate our vision and faith statements, strain our resources too greatly, or undermine school policy.

We seek to resolve conflicts by listening, seeking to acknowledge and repent of our own faults before finding fault with others, and finding creative solutions that will encourage and build up the other person. We avoid gossip, instead following the pattern of Matthew 18:15-17

We recognize that human beings reflect God's image through a dazzling range of cultures, and that God has connected with us despite our own cultural biases. Therefore, we seek to imitate God's grace and generosity of spirit through our own openness and respect of different cultures.

We recognize that often a sense that one's own culture is superior to all others has gotten in the way of communicating God's love; we strive to hear what is good in cultures different from our own. While inevitably we will do things according to the culture of the majority of the teachers and students, we strive to distance ourselves from cultural arrogance that would hinder or detract from the recognition of Christ in our midst. We want people who feel outside the cultural mainstream of the community to feel accepted and understood.

We especially seek to learn and understand our host culture. Practically, we want our students to learn the language and culture of the Czechs as a way of enriching our own cultural heritage. We also seek to affirm Czechs who make this community their school-home.

OUR ULTIMATE GOAL

Everything we do in this school we do to honor Christ and to recognize him as Lord of all. Education does not involve just accumulating facts. It is a process of growing and responding to the amazing God who created all things and continues to uphold this universe. Thus, students and teacher alike are training their imaginations toward the worship of God the Father, God the Son, and God the Holy Spirit.

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Expected Outcomes of the Learner at CISP

ACADEMIC OUTCOMES

The maturing CISP learner will:

1. be inspired to investigate the many facets of God and his creation as a form of worship;
2. understand the depth and coherence of the Christian worldview's perspective on the many facets of creation, that is, to understand that all exists for the glory of God;
3. develop habits of the imagination, inquisitiveness, and worshipful fascination that will deepen his or her whole life;
4. develop sound discipline and approaches for investigating creation using diverse methods including mathematical, scientific, technological, historical, artistic, etc.;
5. display competence in written and oral communication, as well as skillful listening, as a way of loving and respecting others;
6. be prepared for admission to a North American college or university;
7. display a solid grasp of content in the standard academic areas.

RELATIONSHIP AND CHARACTER OUTCOMES

The maturing CISP learner will:

1. demonstrate an understanding of how the gospel of grace applies to interpersonal relationship (Mt. 18:21-35);
2. demonstrate an understanding of how to apply basic biblical principles regarding major areas of human concern (money, sexuality, stewardship of God's world, social justice, etc.);
3. reflect the character of Christ as a means of thanksgiving for grace shown, rather than as a way of establishing his or her own legalistic righteousness or moral superiority;
4. show an ability to handle relational conflict in a way that honors Christ (Mt. 18:15-17);
5. demonstrate love for others in the CISP community in practical ways, such as welcoming the outsider, resisting exclusive cliques, eschewing gossip, etc.;
6. demonstrate an adequate and sober self-image as one created in God's image, marred by sin, yet deeply loved and redeemed in Christ as God's adopted child.

COMMUNITY OUTCOMES

The maturing CISP learner will:

1. demonstrate a deepening awareness of and sensitivity to those in practical and spiritual need;
2. reflect the servant-character of Christ by sharing his or her talents, time, and energy in serving those in the surrounding community;
3. as opportunity allows, be active in sharing the gospel of grace in relationships with those outside the CISP community;
4. be integrated into a local Christian church and seek to be of help within it;
5. demonstrate a deepening respect and love for family members;
6. demonstrate an understanding of what it means to be a responsible citizen (or resident) of the country where he/she resides;
7. find creative ways of being salt and light in the community, being a healing and transforming influence in society.

Academic Program

The courses at CISP follow an American-style curriculum with limited flexibility. For example, a wide range of literature and world history is studied; and both metric and US standard systems of measurement are used. We are sensitive to students who need specific courses for entrance into universities in their home countries and help students meet requirements as we are able. Home schooling families may send their children to our school for individual classes when we offer courses and schedules that meet their needs.

LEARNING TO THINK

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.
- **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.

TEACHING METHODS

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.

INTEGRATION

When connections are made between new material and what students already know, new synapses in the brain are formed and students' learning is deeper and more meaningful. Therefore teachers at CISP make connections between the material students are studying and previous lessons, other subjects, everyday-life, and faith.

As explained in more detail in our Core Values and Philosophy of Education, a biblical worldview permeates the entire curriculum. Biblical integration is a significant part of what makes CISP distinct.

Integration across subjects is also a distinctive element of learning at CISP. While we break our study into disciplines, learning is connected and the body of knowledge crosses from one subject to another. This is seen in our curriculum in 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 may study the literature of the historical era or read a novel set in that time period. The music classes may study the composers and art classes may study the visual arts of the era. In the Bible classes, students in 8th grade, for example, study what is going on in Biblical times while learning about Ancient Civilizations in history class. When teachers demonstrate the interconnectedness of disciplines, content is reinforced and made relevant on multiple levels.

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.

Discovery Program

The National Institute for Learning Development (NILD) has developed a program called Discovery. This NILD Educational Theory is one of the unique aspects of CISP. 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. You can read more about it here:

<http://discoveryprogram-inc.com/EDTHERAPY.html>

Students transferring into CISP with an IEP, 504 or other *modification* plans, must 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 a student learn) would be helpful, they may make arrangements to discuss this with their child's teacher.

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.

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

Literature Selection

This philosophy serves as a guide when selecting literature in English classes, readers in Czech language classes.

We recognize that all truth comes from God. This means we seek the best resources from both Christian and non-Christian authors and publishers and encourage students to read books from both. In fact, we see it as a crucial part of teaching the students how to think about and relate to the world around them. They need to be exposed to the various philosophies and beliefs present in the unbelieving world, and taught how to respond from a Christian perspective, sifting truth from error. Then they may live in that world with confidence, having been firmly grounded in the truth.

All material used in the classroom is previewed before being exposed to students. The presence of offensive material, including bad language, racism, witchcraft, violence etc. will not dictate that CISP doesn't use it, rather the teacher will make a careful decision about whether the material is the best choice for the curriculum. There are several considerations that must be taken into account when selecting books or films for students: the age of the students, the way the material is used, and the type of offensive content.

When offensive material is present, the teacher will communicate it with parents, and CISP will always respect a parent's decision about what content they want to expose to their child. In addition, the teacher will discuss it openly with students. The teacher should prepare the students for it before they encounter it, and then use it as a teaching point.

Certain offensive materials may be acceptable in one setting, but not another. For example, what an older student can understand is offensive, a younger student may want to emulate. We may read and discuss a book with offensive language, but we would not ask a student to act in a play using that language. A class may read and discuss a book that has intense racism, but a teacher would not recommend it for independent reading to a young mind.

When considering resources with offensive material, the degree of offensiveness and the reason it was used will guide the teacher as to whether the use is acceptable. The teacher should always prepare students for the language before reading or viewing, and then talk about it when it comes up. For example, in the case of offensive language, ask "Why is the language offensive? Why did the author use it? Was it an appropriate use?" When Mark Twain uses an offensive word in *The Adventures of Huckleberry Finn*, he is making a point about racism in the society. This brings an excellent teaching point to the class. For younger students who may not understand the distinction, choosing resources with offensive material is inadvisable. Books where offensive material is used without purpose should be avoided.

Homework Philosophy

Homework is meant to be a reinforcement of things learned and/or an opportunity to prepare for the next lesson and is a crucial part of the learning process. It also builds good study and work habits for the future, whether for university or the world of work. Students will be assigned homework for most courses at CISP, particularly at the middle school and high school levels. Students are required to keep up with their homework and be prepared for tests.

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At CISP, we want each of our students to live a balanced life. We highly value family time, and believe that exercise and other activities outside of school are important. Therefore, we have delineated guidelines for the amount of time students will spend on work outside the classroom. In addition, the administration asks teachers to keep homework to a minimum on weekends for grades 1 through 8, and homework over school holidays is strongly discouraged for all grades.

Subject Philosophies & Schematic Plan

English Language Arts

PHILOSOPHY STATEMENT

We believe that language is a gift of God, through which He communicates with us and allows us to communicate with Him and each other. We endeavor to teach the students at CISP, who are God's image-bearers, to appreciate the beauty and 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 because God has given common grace to all humanity – and we can find truth in all literature, including humanistic literature. We strive to equip our students to develop discernment: about truth 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.

CONTENT

We made use of the English language arts standards produced by National Council for Teachers of English. (Published at <http://www.ncte.org/standards>)

Concepts:

Students in grades 1-12 will engage with these key ideas in English Language Arts classes at CISP.

- A. The language arts are the processes that we use to learn and make sense of the world.
- B. Effective communication provides students with a means of fulfilling the Great Commission.
- C. Precision and accuracy in the use of grammar allows students to communicate effectively.
- D. The study of literature enables students to understand the world around them.
- E. Spoken, written, and visual language can be used for learning, enjoyment, persuasion, and the exchange of information.
- F. Literature is used to communicate big ideas about worldview and humanity.

Expected Outcomes:

Oral Communication - Listening/Speaking

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

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

Written Communication – Reading Comprehension

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

- A. Read independently
- B. Read fluently with adequate understanding of the text.
- C. Increase vocabulary to reflect a growing range of interests and knowledge.
- D. Follow written directions.
- E. Draw conclusions, makes predictions, compares/contrasts, and makes generalizations.
- F. Read for understanding and rereads as needed for clarification, self-corrections, and further comprehension.
- G. Use context clues to determine meaning of unknown words.
- H. Summarize content of the message, recalling essential facts.

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Written Communication – Literature

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

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

Written Communication – Writing, Grammar and Usage

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

- A. Use proper ergonomic posture in writing.
- B. Write with legible hand-writing, both in print and cursive.
- C. Use correct spelling for frequently used vocabulary and applies common spelling rules.
- D. Write in a variety of genres to produce paragraphs and compositions: personal narratives, imaginative stories, responses to literature, expository pieces, and persuasive pieces.
- E. Apply principles of correct grammar: writes complete simple, compound, and compound-complex sentences, avoiding fragments and run-on sentences, uses correct capital letters, uses correct punctuation, and applies correct rules of usage and expression.
- F. 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.
- G. Recognize functions of the eight parts of speech.
- H. Experiment with organization, style, purpose, and audience.
- I. Write compositions that include a unifying idea, a topic sentence, supporting details, and conclusion.
- J. Write with organization, style, and a sense of audience.
- K. Choose appropriate words to convey intended meaning.
- L. Conduct research by generating ideas and questions.
- M. Gather, evaluate and synthesis data from a variety of resources to communicate their discoveries.
- N. Use a variety of technological and information resources to gather information.

INSTRUCTIONAL PROGRAM

- **Grades 1-3** are primarily focused on teaching phonics, integrating silent and oral reading with the phonics instruction. They also teach basic language skills necessary for further study in fourth and fifth grades, including basic rules of grammar and spelling, vocabulary, writing and penmanship, elementary composition, and library skills.
- **Grades 4-5** teaches 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 are ready for further study in sixth through seventh grades.
- **Grades 6-8** weighs 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 eighth through twelfth grades.
- **Grades 9- 10** transitions 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.
- **Grades 11- 12** centers instruction on forms of academic writing and literature analysis, preparing the students to succeed in university level reading and writing.

Social Studies

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.

CONTENT

Social Studies classes at CISP will encompass the following branches:

<i>Social Studies</i>	<i>Behavioral Sciences</i>
History	Psychology
Geography	Sociology
Economics	Anthropology
Government/Political Science	
Citizenship	
Culture Studies	

Concepts:

Students in grades 1-12 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.

Expected Outcomes:

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

- A. Understand and constructs time lines.
- B. Read maps effectively.
- C. Understand physical geography and how it impacts history and culture.
- D. Understand political geography of today and the past.
- E. Make diagrams and charts and interprets them with understanding.
- F. Read for information.
- G. Conduct research in a variety of sources.
- H. Write papers with insight and depth of thought.
- I. Take notes effectively.
- J. Develop appropriate means of communication in expressing one's personal views while respecting differences of opinion.
- K. Develop independent thought.

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- L. Cultivate an historical awareness of society's past experiences.
- M. Understand important historical events, deeds, and discoveries that have influenced our society.
- N. Recognize attitudes and opinions that destroy human dignity and which have contributed to violence between peoples.
- O. Learn ways to participate in the democratic process.
- P. Form a positive value system based on historical experience.
- Q. 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.
- R. Understand the difference between patriotism and nationalism.
- S. Understand the chronology as well as the cause and effect of world history and events.

INSTRUCTIONAL PROGRAM

- **Grades 1- 2** focuses 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.
- **Grade 3** learns about variety of ancient civilizations, learning the connections between the rise of early civilizations and our cultures today.
- **Grade 4** studies the historical periods of the Middle Ages, Vikings, Crusades, Renaissance, Reformation, and the French Revolution.
- **Grade 5** focuses on slavery, the World Wars, and contemporary history.
- **Grades 6 & 7** will study Geography and Cultures around the world. Sixth grade focuses on the western hemisphere and Europe. Seventh grade focuses on the eastern hemisphere.
- **Grades 8 –10** will study World History in a span of three years. The Grade 8 learns about Ancient Civilizations. The Grade 9 studies the fall of the Roman Empire through the Renaissance and Reformation. The Grade 10 studies revolutions through modern day. In the study of each time period, students will explore government, society structure, geography, history, economy, citizenship, and culture.
- **Grade 11** history is in-depth study of United States history from the pre-colonial days to the present. Emphasis is placed on essay writing.
- **Grade 12** studies issues in government, setting up a system of comparison between a variety of world governments.

Mathematics

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 a God-centered 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 that God has built into reality. Absolute truth found in mathematic principles points to God's unchanging nature. So not only is math practical, but it also reflects God's nature. Math is but one avenue in which the created world may reveal the eternal.

CONTENT

Concepts:

Students in grades 1-12 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 Mathematics (NCTM) are
 1. Numbers and operations
 2. Algebra
 3. Geometry
 4. Measurement
 5. Data analysis

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6. Problem Solving
7. Reasoning and proof
8. Communication
9. Connections
10. Representation

Expected Outcomes:

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

- Numbers and operations
 - A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
 - B. Understand meanings of operations and how they relate to one another.
 - C. Compute fluently and make reasonable estimates.
- Algebra
 - A. Understand patterns, relations, and functions.
 - B. Represent and analyze mathematical situations and structures using algebraic symbols.
 - C. Use mathematical models to represent and understand quantitative relationships.
 - D. Analyze change in various contexts.
- Geometry
 - A. Analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.
 - B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
 - C. Apply transformations and use symmetry to analyze mathematical situations.
 - D. Use visualization, spatial reasoning, and geometric modeling to solve problems.
- Measurement
 - A. Understand measurable attributes of objects and the units, systems, and processes of measurement.
 - B. Apply appropriate techniques, tools, and formulas to determine measurements.
- Data analysis
 - A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
 - B. Select and use appropriate statistical methods to analyze data.
 - C. Develop and evaluate inferences and predictions that are based on data.
 - D. Understand and apply basic concepts of probability.
- Problem Solving
 - A. Build new mathematical knowledge through problem solving.
 - B. Apply and adapt a variety of appropriate strategies to solve problems.
 - C. Monitor and reflect on the process of mathematical problem solving.
- Reasoning and proof
 - A. Recognize reasoning and proof as fundamental aspects of mathematics.
 - B. Make and investigate mathematical conjectures.
 - C. Develop and evaluate mathematical arguments and proofs.
 - D. Select and use various types of reasoning and methods of proof.
- Communication
 - A. Organize and consolidate their mathematical thinking through communication.
 - B. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
 - C. Analyze and evaluate the mathematical thinking and strategies of others.
 - D. Use the language of mathematics to express mathematical ideas precisely.
- Connections
 - A. Recognize and use connections among mathematical ideas.
 - B. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
 - C. Recognize and apply mathematics in contexts outside of mathematics.
- Representation
 - A. Create and use representations to organize, record, and communicate mathematical ideas.
 - B. Select, apply, and translate among mathematical representations to solve problems.
 - C. Use representations to model and interpret physical, social, and mathematical phenomena.

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



INSTRUCTIONAL PROGRAM

- **Grades 1- 5** emphasizes the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are made relevant to students’ lives. Math is also incorporated into daily classroom routines and other subject areas. 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.
- **Grades 6 –7** aims at reinforcing the fundamentals of computation with whole numbers, fractions, decimals, and integers. Students learn problem solving strategies.
- **Pre-Algebra** is offered in grades seven or eight. The course applies algebraic principals to the same concepts taught in sixth and seventh.
- **Algebra I** is offered to grade eight or nine. Students are introduced to basic concepts and properties of algebra before they begin equation solving.
- **Geometry** continues the students’ study of geometric concepts building upon middle school topics. Students move from an inductive appropriate to deductive approach.
- **Algebra II** focuses on facility with algebraic expressions and forms.
- **Pre-Calculus** includes a study of linear, quadratic, polynomial, rational, logarithmic, & exponential functions, as well as trigonometry.
- **Calculus** students study functions, graphs, limits, derivatives, and integrals.

Science

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.

CONTENT

Science classes at CISP will encompass the following branches:

<i>Physical Sciences</i>	<i>Earth Sciences</i>	<i>Life Sciences</i>
Physics, including: - Electronics - Force and Motion - Magnetism Chemistry	Geology Astronomy Weather Solar Energy Water	Physiology Anatomy Biology Botany Zoology Ecology

Concepts:

Students in grades 1-12 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.

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.

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

INSTRUCTIONAL PROGRAM

- **Grades 1- 2** primarily focus on beginning organizing skills such as comparing, communicating, and observing.
- **Grades 3-4** develop further organizing skills with a concentration of advanced comparing, communicating, and observing.
- **Grades 5- 6** learn skills of relating by organizing what is compared, communicated and observed.
- **Grades 7- 8** transition students for higher-level analyzing skills by learning to infer information from their relating, organizing, comparing, communicating and observing.
- **Grades 9-11** increase the depth of experiments and lab work, learning to observe precisely and write in-depth lab journals through the study of physical science, biology and chemistry.
- **Grades 11- 12** allow for more specific electives for those interested in university studies in the scientific fields.

Biblical Studies

PHILOSOPHY STATEMENT

The curriculum of biblical studies in CISP is geared towards the study of the themes of Scriptures 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 Scripture 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.

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 world of ideas around us

All lessons ultimately focus on the development of internal character as discussed in Romans 8:28-29. 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 1-12 will engage with these key ideas in Bible class at CISP.

- A. Man has a specific role in God's creation.
- B. Man is totally depraved.
- C. Salvation is available only because of the bloodshed and grace of Jesus Christ.
- D. A Biblical worldview enables a Christian to serve and function in a world of believers and non-believers.
- E. The study of the life of Christ serves as a model of living for the child of God.
- F. Scripture is absolute truth.

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- G. The sovereignty of God exemplifies His plan and complete rule over the world and mankind.
- H. Knowledge of the past and present heroes of the faith (Calvin, Luther, Zwingli, C. S. Lewis, Schaeffer, Graham, Hus, Komensky etc.) provides insight into the development of the reformation and church history.
- I. The Bible gives us a perspective from which to understand, critique and engage the cultures we find ourselves in.

Expected Outcomes:

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

- A. Read the Bible for themselves, understand it, and apply it.
- B. Use a concordance to find scripture relating to main ideas or topics.
- C. Use a Bible dictionary.
- D. Use Bible maps to trace events in Jewish and New Testament history.
- E. Understand the purpose of and properly uses a Hebrew and Greek Lexicon.
- F. Find scriptures by reference of book, chapter and verse.
- G. Think through the implications of biblical concepts and apply them to contemporary culture.
- H. Develop a proper understanding of ethical behavior.
- I. Have a clear perception of varieties of religious beliefs represented in the world.
- J. Be respectful to those differing faiths.
- K. Explain the importance of different heroes of Christian history: Jan Hus, Martin Luther, John Calvin, etc.
- L. Understand the effects of Christian history on the development of Europe and the Americas.
- M. Use a framework to do exegetical work.

INSTRUCTIONAL PROGRAM

- **Grade 1** is focused on the gifts of love provided for us by God.
- **Grade 2** study God's commands and promises through the life of Moses and his leadership of Israel.
- **Grade 3** focuses on living for God through the stories of Abraham, Jacob, Joseph, and Daniel.
- **Grade 4** studies the New Testament including the life of Christ and the life of Paul.
- **Grade 5** surveys the Old Testament so students have a perspective on how all the stories fit together.
- **Grade 6** focuses on the theme of competition. Students look at various Bible characters, and then study Revelation.
- **Grade 7** is aimed to get the students familiar with reading stories in the Bible and studying them in depth, using one book from the Old Testament and two from the New Testament.
- **Grade 8** provides a survey of the Old Testament history and the prophets, teaching the students how to look for major themes in the different books.
- **Grade 9** students get a survey of the New Testament and the major events in Church History.
- **Grade 10** leads the students in a study of the wisdom literature in the Old Testament. They are also introduced to a comparative study of different world religions.
- **Grade 11** students have a challenging study of apologetics.
- **Grade 12** includes a comparative study of world views, and a study of ethics.
- In addition we offer a **Bible Survey** course for students (grades 11-12) who have less background on biblical studies.

Foreign Language

PHILOSOPHY STATEMENT

God is a communicating God, and he made people to be in communication with him and with each other. Knowing foreign languages equips us as Christians to follow the Great Commission given to us by Jesus (Matthew 28:18-20). Learning foreign languages is essential to our students growing up as third culture kids 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.

Because we want to show respect to our host culture, we require our students to study the Czech language.

CONTENT

Concepts:

Students in grades 1-12 will engage with these key ideas in Foreign Language classes at CISP.

According to the United States National Standards for Foreign Language Learning, five major goals are considered important in the study of languages:

- A. 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 the 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.
- B. 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.
- C. 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.
- D. 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.
- E. 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.

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>.

Expected Outcomes:

Level One

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

- A. Read and pronounces properly vocabulary and simple sentences.

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- B. Understand simple directions.
- C. Count numbers 0-100.
- D. Understand simple and slow conversation between two people.
- E. Speak the basic vocabulary of greetings, restaurant, etc.
- F. Understand the concept of conjugation and applies to basic verbs in the present tense.
- G. Use a language dictionary to look up needed vocabulary.
- H. Have a basic understanding of the culture of the studied language.

Level Two

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

- A. Read and speaks more complex sentences.
- B. Understand content and sense of simple magazine articles.
- C. Write simple grammatically correct sentences.
- D. Participate in simple conversations with friends.
- E. Explain basic aspects of the language's culture in the studied language.
- F. Handle simple shopping in the language.
- G. Conjugate in the past tense.
- H. Read poetry.

Level Three

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

- A. Talk and writes about favorite movies, events, and music.
- B. Describe relationship with friends.
- C. Talk about his or her day and vacation trips.
- D. Perform a simple play in that language.
- E. Use direct and indirect object pronouns properly.
- F. Understand and uses reflexive verbs well.
- G. Understand and uses the subjunctive and conditional properly.
- H. Conjugate in the future tense.
- I. Explain the culture and history of the land(s) the language is used.
- J. Read intermediate level literature.

INSTRUCTIONAL PROGRAM

Czech language is taught on three tracks: native, CLL, and as a foreign language. Courses are offered based on student needs

German is offered in the high school, levels 1-5 based on student request and teacher availability.

English Language Learning

PHILOSOPHY STATEMENT

We believe that English Language Learning is a process of participating in the work of God, interacting with people and cultures as fellow image-bearers of God. The ELL program exists to support students in reaching grade-level proficiency both academically and socially in listening, speaking, reading and writing. In the process of learning English, we believe that there are individual differences in culture, motivation, familial background, learning styles, and the level of proficiency. ELL is a temporary support system that will enable students to function in an immersion setting. Our students learn English so that they can excel in school and take advantage of opportunities in life. The students of the ELL program learn to view the language and people from the different cultures as image bearers of God and His Creation.

CONTENT

Concepts:

Students in grades 1-12 will engage with these key ideas in English Language Learning classes at CISP.

- Reading
- Grammar
- Vocabulary

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- Conversation

Expected Outcomes:

Beginner

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

- A. Knows basic words and survival phrases in English
- B. Constructions basic sentences, written and oral

Intermediate

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

- A. Function at grade level in English with significant support and modification
- B. Can communicate in English in a high context situation
- C. Understand grade level content with significant support and modification
- D. Possess basic communication skills in English

Advanced

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

- A. Function at grade level in English
- B. Understand complex grade level text in English
- C. Understand and express ideas requiring higher order thinking skills
- D. Understands grade level content

INSTRUCTIONAL PROGRAM

English Language Learners (ELL students) receive support services 1-5 times a week based on need as determined by CISP testing. They may also come to the ELL teacher at other times for help on an assignment. The following definitions will be used:

- **Beginner:** students who receive daily ELL support (5+ lessons a week)
- **Intermediate:** students who receive weekly ELL support. (2-3 lessons a week)
- **Advanced:** students who require an average of one or fewer lessons per week

Students take an exit exam at the end of each year. They will continue to receive ELL support until they reach a proficiency of 800 on the *Stanford English Language Proficiency Test*.

Fine Arts

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.

CONTENT

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

<i>Visual Arts</i>	<i>Performance Arts</i>
Graphic arts	Music
Drawing	Theater
Sculpture	Cinematography

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Dance

Visual Arts:

- A. 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.
- B. Art can be appreciated better when the student actually has some practical experience of attempting to capture imaginative concepts in paint or clay.
- C. 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 Tate Gallery.
- D. The Visual Arts involve working with visual images and symbols.

Performance Arts:

- A. Performance is perhaps the most **embodied** of all art forms.
- B. **Music** is:
 - a. 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.
 - b. 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.
 - c. 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.
- C. 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.
- D. 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.

Concepts:

Students in grades 1-12 will engage with these key ideas in Fine Arts classes at CISP.

- A. The Fine Arts are ways to reflect, engage, interpret, and comment on the world around us.
- B. The Fine Arts can be used to bring glory to God.
- C. Art is:
 - 1. An expression of God’s creativity.
 - 2. An expression of the imagination.
 - 3. A way to express oneself non-verbally
- D. 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.
- E. Art communicates.
- F. Art and culture is an indivisible part of human existence.
- G. 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.
- H. The rules of the different creative arts must be learned in order to effectively think creatively “outside the box.”
- I. Learning creative arts also helps in learning creative problem solving.
- J. 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 dependent upon him.

Expected Outcomes:

Visual Arts

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

- A. Identify and name elements of visual artistic expression (line, form, volume, color, objects).
- B. Compare and classify works of art on the basis of differences and similarities.
- C. Express different perceptions of events through different senses and select appropriate tools for their visual representation.
- D. 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.

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- E. 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.
- F. Apply one's personal perception of reality in order to create and interpret works of visual artistic expression.
- G. Freely choose and combine tools for expressing new and unusual feelings and experiences (including means of expression and approaches found in contemporary art).
- H. Compare different interpretations of visual artistic expression.
- I. Visually express visual experiences, experiences gained through the other senses, and ideas from their fantasy and imagination.
- J. Make use of tools for capturing phenomena and processes found in changes and relationships.
- K. Make use of techniques from contemporary art and digital media in their own work – computer graphics, photography, video, animation.
- L. Identify the effects of visual artistic expression on the senses, subjective impacts and social and symbolic content.
- M. Interpret visual artistic expression of the past and present based on their knowledge of historical context and their personal knowledge and experiences.
- N. 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.
- O. Verify the communicative effects of selected, altered and independently created works of visual artistic expression within social relations, and find suitable forms of presentation.

Performing Arts

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

- A. Sing according to their abilities, with clear intonation, and sing in rhythm and in accord with one another.
- B. Play accompaniment on simple musical instruments.
- C. Respond to played music through movement and express the meter, tempo, dynamics and direction of a melody.
- D. Identify the individual qualities of tones and identify distinct changes in tempo and dynamics while listening to music.
- E. Identify certain musical instruments while listening to music; differentiate between vocals, instrumentals and voice instrumental music.
- F. Identify the musical form of simple songs or compositions.
- G. Identify certain forms of musical expression while listening to music and point out changes in meter, tempo, dynamics and harmony.
- H. Represent music through movement while making use of dance steps, and create physical improvisation according to their individual skills and abilities.
- I. 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.
- J. Create, according to their individual skills and abilities, songs and compositions of various styles and genres.
- K. 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.
- L. Present monologues and dramatic presentations at appropriate grade-levels.

INSTRUCTIONAL PROGRAM

Our approach to creativity is integrated into all of the Humanities curriculum, and 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.

At the high school level, 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 at least 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.

Physical Education & Health

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 work place. This includes development of perseverance when confronted with a challenge and skills in teamwork and leadership.

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 1-12 will engage with these key ideas in health and PE classes at CISP.

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

Expected Outcomes:

Health

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

- A. Understand and applies proper hygienic habits.
- B. Develop proper nutritional eating.
- C. Actively promote and protect his/her health, as well as that of others around.
- D. Proactively refuse the use of harmful drugs, nicotine, and other unhealthy substances.
- E. Understand and develop skills in preventive healthcare practices.
- F. Explain the connection between physical, mental, social, and spiritual health.
- G. Determine his or her personal responsibility for actively promoting good health.
- H. Understand the relationship of diet and eating habits to the development of health problems.
- I. Make wise decisions in order to prevent common, transmitted, lifestyle, and other diseases.
- J. Understand how to seek out professional help for health-related problems, should the need arise.
- K. Behave properly towards the opposite sex, understanding the physiological changes that come with a maturing adolescent body.
- L. Make clear responsible, ethical, moral, and healthy decisions regarding physical sexual relationships.

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- M. Discern carefully the potential manipulative influence of peers, the media, and cults.
- N. Communicate defensively against manipulation and aggression.
- O. 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.

Physical Education

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

- A. Independently judge his or her level of physical fitness.
- B. Understand the importance of including physical activity into one's daily routine.
- C. Make use of opportunities to participate in daily physical exercise.
- D. Develop skills and understands the rules in a variety of sports.
- E. Cooperate in simple team-based activities and competitions.
- F. Respond appropriate to other pupils' injuries.
- G. Follow rules of games and competitions with a healthy attitude of fair play.
- H. React graciously and with good character to infractions to rules and losing.
- I. Make use of basic terminology which has been learned during physical activities.
- J. Organize activities and competitions at the class level.
- K. Measure basic physical performance and compares it with previous results.
- L. Apply proper fundamental and advanced stretching routines to avoid injuries.

INSTRUCTIONAL PROGRAM

- **Grades 1- 5** will focus on basic skills in rule-following, skipping, jumping rope, etc. Students will play games in exercise their agility and motor skills, and encourage cooperation, teamwork, and good sportsmanship.
- **Grades 6-12** Students experience many forms of exercise, includes a variety of sports as well as aerobics instruction, flexibility training, sports agility training, strength training.

Information Technology

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.

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.

CONTENT

Concepts:

Students in grades 1-12 will engage with these key ideas in Information Technology classes at CISP.

- A. Basic keyboarding skills make all use of the computer easier and more efficient.
- B. 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.
- C. Appropriate use of the internet and other digital media complements the use of standard textbooks.
- D. 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.
- E. Ethical and responsible attitudes must be taught and encouraged.
- F. International copyright laws and intellectual property rights must be respected.

Expected Outcomes:

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

- A. Use the basic, standard functions of computers knowledgeably.
- B. Properly protect data from damage, loss, or misuse.
- C. Use proper safety precautions when working with hardware and software.

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- D. Understand there are different operating systems and how to recognize the basic systems in popular and educational use.
- E. Have skills in basic text editors.
- F. Have a basic understanding of file formats and their different uses.
- G. Develop an elementary ability in multimedia use of computers.
- H. Develop skills in simple computer maintenance.
- I. Understand proper physical and ergonomically safe positions when sitting at a computer.
- J. Develop skills in internet searches.
- K. Be introduced to web portals and their use in libraries and databases.
- L. Understand the privilege of living in an age where one can send messages instantly around the world and learns how to use internet communication (email, chat, telephone) effectively.
- M. Discern the credibility of information and information sources, and uses information wisely.
- N. 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).
- O. Summarize information gained in one's own words and appropriately acknowledging and citing (giving proper credit to) the source of that information.
- P. Have a general understanding of the most-used programs for emails, typing, data storage, photo storage, spreadsheets, etc.

INSTRUCTIONAL PROGRAM

- **Elementary** – Students develop keyboarding skills and use word processing software to create, format, and edit personal and business documents.
- **Grades 6-8** – Students are introduced to computer concepts in sixth grade, study use of common applications in grade 7, and delve into computer science in eighth grade.
- **Grades 9-12** – Students are required to complete one credit of IT courses. Electives include: Business Computer Information Systems II, Digital Graphics, Motion Graphics, Graphic Design (including yearbook), Introduction to Coding, and Computer science (AP-prep).

Study Skills

PHILOSOPHY STATEMENT

We believe we are beautifully and wonderfully made (Psalm 139:14) unique and bestowed with different strengths and intelligences. We celebrate who God has created each one of us to be. In study skills classes, students learn about who they are in order to become better functioning human beings. By learning about themselves, students will become better students, better communicators, and better problem solvers. This course will help them synthesize what they know to relate it to the future.

We teach study skills because we want to equip our students with the tools that will help them become better learners. Whereas each teacher should teach skills along with content, this course is specifically designed to ensure that students are learning about learning.

CONTENT

Concepts:

Students in the Study Skills in grades 6 and 9 will engage with these key ideas.

- A. Each human has been created uniquely and wonderfully by God
- B. God has gifted each person with different styles of learning.
- C. There are many ways in which a person can be intelligent, and we can learn more about our own intelligences.
- D. God loves each of us in our differences and we should celebrate and love the differences in each other.
- E. Learning about how we learn will help us become better learners.
- F. Learning how others learn helps us work with each other.
- G. Study strategies and habits can help us become more effective students.

Expected Outcomes:

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

- A. Understand learning styles and multiple intelligences and recognize which ones they individually possess
- B. Attain additional study skills to make their academic career a more successful one

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- C. Grow in problem solving abilities utilizing concepts from critical thinking
- D. Understanding human communication more
- E. Think about their future in regards to occupation or avocation
- F. Know the mechanics of and tips for giving oral presentations

INSTRUCTIONAL PROGRAM

- Study Skills in sixth grade focuses on the skills needed to produce the above mentioned expected outcomes.
- Study Skills in ninth grade is a required half-credit course that does the same as the sixth grade study skills but fine tunes those skills age and grade appropriately

Discovery Program

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 12 will engage with these key ideas.

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

Expected Outcomes:

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

- A. Stay focused on the teacher's voice.
- B. Accurately hear and remember what the teacher is saying.
- C. Read visual information on the board, transparencies, or computer screen.
- D. Understand the main points of what the teacher is saying and decide the significant information to record.
- E. Remember how to spell the words being recorded.
- F. Record information legibly.
- G. Own their learning for themselves.
- H. Understand and value themselves.

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

Course Offerings, Grades 1-8

Grade 1

English Language Arts

First grade students concentrate on learning to read and increasing their fluency and accuracy over the course of the year. The Writing Road to Reading program focuses on phonemic awareness, blending, and decoding where dictation and spelling are emphasized. Students discover a variety of skills and activities for effective writing. Concentration is on the 6+1 traits: ideas, organization, voice, word choice, sentence fluency, and conventions. These activities focus on mechanics: grammar, punctuation, spelling, as well as content areas: context clues, sequencing, and story elements. Students participate in literacy centers: independent and group classroom activities that engage students in exploring language and literacy concepts, encouraging students to use and apply reading strategies already introduced in whole class instruction. During library time students explore library resources and learn library skills.

Social studies

Students are introduced to concepts, generalizations, and skills as they learn about themselves, their families, their neighborhood and communities, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore the role of citizenship in the classroom and school community. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

Mathematics

The Everyday Mathematics program 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.

Science

Students learn how to organize, compare, and observe a variety of topics in science, and communicate to others about what they learn. Topics include trees, the five senses, air & weather, and solids & liquids.

Bible

First graders focus on the many gifts of love provided for us by God. Emphasis is on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care for us. Stories from everyday life are used to encourage the development of inner character traits.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)

Grade 2

English Language Arts

Second graders read and write continually across the curriculum. Classroom assignments and homework focus on the writing process of prewriting, drafting, revising, editing, and creating a final draft. Students learn to write clear and coherent sentences and paragraphs with topic and supporting sentences that develop a central theme, as they consider their audience and purpose. A variety of writing projects are explored at this level: book reports, letter writing, personal narrative, folktales, report writing, descriptive writing exercises, poetry, journal writing, and creative writing. Research tools, including the dictionary, thesaurus, atlas, and encyclopedia are introduced as aids in the writing process. Sentence structure, punctuation, capitalization, spelling, and grammar are stressed in drills and writings. Spelling and vocabulary are expanded through word studies and vocabulary-building exercises as well as vocabulary and word concepts. The students learn to make good use of the library and its many resources.

Social studies

Students are introduced to concepts, generalizations, and skills as they learn about themselves, their communities, and extend their knowledge of others throughout the world. They examine a variety of cultures and recognize the multiple roles of individuals within a community. Students explore building character traits while expanding their understanding of community, justice, authority, and responsibility. Students identify major geographical features of our world by exploring different maps and globes. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions from around the world.

Mathematics

The Everyday Mathematics program 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 second grade, students work on problem solving, counting, numeration, mental math, addition, subtraction, money, fractions, temperature and time.

Science

Students learn how to organize, compare, and observe a variety of topics in science, and communicate to others about what they learn. In second grade, students study motion, rocks, and insects.

Bible

The life of Moses and his leadership of Israel are used to teach second graders that God rewards obedience. Students will learn that when God gives a command (rule/law), He also gives a promise. Finding God's promises helps students see that obedience to God's commands brings blessings as God fulfills His promises in their lives.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)

Grade 3

English Language Arts

In Third Grade, students increase their knowledge of writing for various purposes and for clear communication; finish learning cursive handwriting; continue building a strong foundation in grammar. They also are exposed to a broad range of literature and poetry and learn thinking and analytical skills through the literature. In spelling, students develop knowledge of common spelling rules and increase vocabulary.

Social studies

Students learn about a variety of ancient civilizations, learning the connections between the rise of the early civilizations and our cultures today.

Mathematics

The Everyday Mathematics program 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 third grade students are introduced to multiplication and division and order of operations .

Science

Students learn how to organize, compare, and observe a variety of topics in science, and communicate to others about what they learn. In third grade, students study measurement, sound, and the geology of the earth.

Bible

The lives of Abraham, Jacob, Joseph, and Daniel have a lot to teach third graders about the rewards of living for God. All these men faced rejection, but all of them remained faithful to God. Students will develop strong character as they draw upon the experiences of these men.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)

Grade 4

English Language Arts

Students in fourth grade increase their knowledge of writing for various purposes and for clear communication; improve their spelling; and continue building a strong foundation in grammar. In reading and literature, students have exposure to a broad range of literature and poetry and continue learning thinking and analytical skills through the literature. They also develop knowledge of common spelling rules and further increase their vocabulary and comprehension.

Social studies

Students learn about the historical period from the Middle Ages to the French, American, and Industrial Revolutions, including a study of the Crusades, the Renaissance and Reformation. *Fourth and fifth grade combine their classes for social studies, and this content is studied in alternating years.*

Mathematics

The Everyday Mathematics program 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 fourth grade students are introduced to addition and subtraction of fractions, and the coordinate system.

Science

Students learn how to organize, compare, and observe a variety of topics in science, and communicate to others about what they learn. In fourth grade students study water, magnetism, electricity, inventions, and the human body.

Bible

Our lives are like a castle that is being built into a strong and beautiful edifice. This concept is presented as the students study the New Testament, focusing on the life of Christ from the Gospels: a study of the Holy Spirit from the Gospels, Acts and the Epistles; an understanding of how Christian character develops using Paul's epistles and the life of Paul from the Book of Acts.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Information Technology](#)
-

Grade 5

English Language Arts

The students incorporate the writing process in publishing a variety of written papers in order to increase knowledge of writing for various purposes. They continue to learn and apply correct usage of grammar and punctuation, building their vocabulary word base to be able to communicate more effectively. In reading and literature students are exposed to a broad range of literature and poetry and teach thinking and analytical skills through the literature. In addition, students review and deepen knowledge of common spelling rules and increase vocabulary.

Social studies

Students study the issue of slavery, the World Wars, and contemporary history. In the midst of studying history, the students learn to assess what can be learned from the mistakes of the past. Each student also spends time studying his or her own country's history. *Fourth and fifth grade combine their classes for social studies, and this content is studied in alternating years.*

Mathematics

The Everyday Mathematics program 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 fifth grade students are introduced to multiplication and division of fractions.

Science

Students learn how to organize, compare, and observe a variety of topics in science, and communicate to others about what they learn. Students investigate the influence erosion and deposition of earth materials and the creation of landforms. Students assemble models of mountains and topographic maps. Students gain experience with living and non-living environmental factors in terrestrial and aquatic systems. Concepts including range of tolerance, optimum conditions for survival populations are included. Students use information gained by experimenting and studying food to make good decisions about nutrition. In a unit on solar energy, students study the planets, sun, moons, and history of space exploration.

Bible

A survey of the Old Testament is the basis of this study. Beginning in Genesis, students will gain a much clearer perspective of how the stories of the Old Testament fit together into one pattern.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Information Technology](#)
-

Grade 6

English Language Arts

Sixth grade English encourages a love of communication, both oral and written, within students. It provides a strong foundation in the correct usage of grammar and punctuation. This course increases students' vocabularies and develops more effective written and oral communication skills. Students learn important editing and revision techniques and practice writing and revision on a regular basis. In studying literature, sixth grade English introduces literary terms appropriate to the study of the short story, novel, and poetry. Through reading a variety of texts, students are stretched in their comprehension and analysis of literature.

Social studies

Students will study the geography and cultures of the Western Hemisphere and Europe. This will include study of geographic terms and concepts and the maps, cultural history, and current condition of the variety of countries represented in the Western Hemisphere, using the five themes of geography: location, place, region, movement, and human-environment interactions.

Mathematics

Students will 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.

Science

Students learn to conduct investigations. They set up systems, measure outcomes, and record using conventional diagrams. They relate the force needed to lift a load to the advantage resulting from the simple machines. They graph to organize and interpret results of investigations. Students engage in scientific inquiry. They identify and control variables and conduct controlled experiments using several multi variable systems: pendulums, airplanes, boats and catapults.

Bible

Using the theme of athletic competition and drawing from studies of various Bible characters, sixth grade students learn that the principles of God specifically affect their lives. Studies are drawn from characters in both the Old and new Testaments and the life of Christ. And overview of the Book of Revelation is also included.

Study Skills

In study skills in sixth grade, students celebrate who God has created each one of us to be, and learn about who they are to make them better functioning – in school, and in life. Students are introduced to learning styles and multiply intelligences. Students attain study skills and grow in problem solving abilities to help them become learners. They are encouraged to think about a future occupation or vocation. Students also learn about giving oral presentations.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Information Technology](#)

Grade 7

English Language Arts

Seventh grade English instills a love of communication, both oral and written, within students. By the time students reach seventh grades much of the emphasis in English Language Arts is in developing writing and thinking skills. This course builds on the strong grammar foundation established in sixth grade. Seventh grade English also increases students' vocabularies and continues developing students' written and oral communication skills. Students study important editing and revision techniques and practice writing and revision on a regular basis. In studying literature seventh grade English continues introducing literary terms appropriate to the study of the short story, novel, and poetry. Through reading literature from various genres students are stretched even further in their comprehension and analysis of literature.

Social studies

The course, World Geography and Cultures - Eastern Hemisphere, is designed to introduce middle school students to the culture and geography of countries located in the Eastern Hemisphere. Students will become acquainted with the history, form of government, location, and physical and human features of various countries. An awareness of increasing globalization, changes in international relations, and ecological concerns will also be incorporated.

Mathematics

Students will 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.

Science

This course instills in students that God created life wondrous and worthy of study, and that exploring the natural world scientifically, through questioning, observing, designing, and connecting, helps us better understand our Creator, ourselves, and the world around us.

Bible

The seventh grade Bible curriculum is aimed to get the students familiar with reading stories in the Bible and studying them in depth. The year is divided into thirds, for three books of the Bible: Judges, Luke, and Acts. Students develop a better understanding of Israel's Old Testament history through the lives of characters in the times of the judges. Students study the twelve military leaders of Israel as well as Ruth, Eli, and Samuel. As they consider the positive and negative qualities of each person, they identify principles of faith and trust in God and apply them to their own lives. Students look closely at the gospel as it is written in the book of Luke. Then they study the beginning and the growth of the Christian church as recorded in the New Testament book of Acts. They learn about the lives and actions of the heroic men and women of the early church. Students are encouraged to apply the principles they learn to their own lives.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Information Technology](#)

Grade 8

English Language Arts

Eighth grade English encourages a love of communication, both oral and written, within students. Much of the emphasis is in developing writing and thinking skills. The class reviews correct grammar usage and builds upon students' strong grammar foundation established in previous grades. Eighth grade English also increases students' vocabularies and develops students' written and oral communication skills. Students study important editing and revision techniques and practice writing and revision on a regular basis. In studying literature eighth grade English reviews and continues introducing literary terms appropriate to the study of the short story, novel, and poetry. Through reading literature from various genres and time periods students are stretched even further in their comprehension and analysis of written texts.

Social studies

Students will study ancient civilizations to better understand where we are today. They will explore the major themes of civilization: government, economy, society structure, religion, architecture, art, games and recreation, and cultural values. They will also study the important people and significant events of the ancient world.

Mathematics

Students in Grade 8 are placed, with discussion between the teacher, parent, and student, in Pre-Algebra or Algebra I.

Pre-algebra will provide 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 will be an emphasis on mastery of basic algebraic skills.

In Algebra I, 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.

Science

Students 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.

Bible

Eighth grade provides students with a survey of the Old Testament law, history and prophets. Students learn how to study the major themes, main characters, and different books of the Old Testament. They will see how events in the Old Testament connect with world history.

Logic

In order to learn to think critically, one needs to learn how to use logic in listening and speaking. This course teaches students to listen and read carefully and respond with logical thinking. We specifically delve into how to recognize bad reasoning.

See pages 37-40 for the following curriculum components:

- [Czech Language](#)
- [English Language Learning](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Information Technology](#)

Czech Language

Czech language courses are organized into three levels: Classes with Arabic numerals (1, 2...) are foreign language classes. Classes with Roman numerals (I, II...) are native language classes. The Roman numeral indicates a correlation with the Czech public school program. Czech VI a, b, & c are "CLL" language courses: they are intended to prepare students to enter into the native language track.

Czech 1, Elementary

The course aims to teach basic Czech with almost no English for explaining or interpreting. The vocabulary topics and communicative skills are chosen to correspond with the age group. There are also grammar structures, included in the form of dialogues. The students are provided with the stuff helping them to learn more effectively through visualizing. There are poems and rhymes, representing the acoustic and motoric components of activity, helping the same purpose.

Czech 2, Elementary

After having learned the vocabulary of the units the previous year, being already able to read in English and write the letters of the alphabet, the students start to read Czech words (already familiar) and the texts. They will learn more words in an active way by copying the vocabulary and then labeling the pictures. Attention is given also to verbs and adjectives.

Czech 3, Elementary

After having learned the vocabulary and basic grammar rules of the Czech language, the students learn more vocabulary in an active way. Attention is also given to further grammatical structures. The students write their first paragraphs and read simple dialogues and stories. The attention is also given to correct pronunciation.

Czech II, Elementary

Czech II follows the Czech national curriculum for students in grade II of ZS. This course builds on and develops the students' reading and writing skills acquired in grade one, as well as teaches them basic grammar foundation. Students practice writing and reading on a regular basis. In order to increase the vocabulary and reading comprehension skills, the students are exposed to Czech literature – aiming for two books a year.

Czech III, Elementary

Czech III follows the Czech national curriculum for students in grade III of ZS. This course develops the students' skills, both oral and written, building on and extending the grammar foundation established in grade two. Students practice writing and reading on a regular basis. In order to increase the vocabulary and reading comprehension skills, the students are exposed to Czech literature – aiming for two books a year.

Czech IV, Elementary

Czech IV follows the Czech national curriculum for students in grade IV of ZS. Czech IV develops the students' skills, both oral and written, building on and extending the grammar foundation established in grade three. Students practice writing and reading on a regular basis. In order to increase the vocabulary and reading comprehension skills, the students are exposed to Czech literature – aiming for two books a year.

Czech V, Elementary

Czech V follows the Czech national curriculum for students in grade V of ZS. Czech V develops the students' skills, both oral and written, building on and extending the grammar foundation established in grade three. Students practice writing and reading on a regular basis. In order to increase the vocabulary and reading comprehension skills, the students are exposed to Czech literature – aiming for two books a year.

Czech 1, Middle School

Czech 1 seeks to inspire students for foreign language study while introducing them to basic Czech knowledge (grammar and vocabulary) and culture, and geography. In grammar, students study present tense. The students will be taught how to pronounce correctly and express themselves on the covered topics. They will be able to read and understand simple stories and write postcards and short letters. LEVEL: A1.1 (beginning)

Czech 2, Middle School

Czech 2 seeks to inspire students for foreign language study while introducing them to basic Czech knowledge (grammar and vocabulary) and culture, and geography. In grammar, students study past and future tenses. The students will be taught how to read correctly and express themselves on the covered topics. They will be able to read and understand simple stories and write postcards and short letters. LEVEL: A1.2 (beginning)



Czech VI-a & b, Middle School

These courses are taught explicitly in Czech with minimum help of English. The class seeks to develop students skills acquired during previous encounter with Czech nationals as well as their studies. We aim mainly to extend their active vocabulary and grammatical skills through a variety of exercises, listening, and reading of different topics. The students should be able to read and understand simplified stories and simple books and to understand the native speaker's conversation.

Czech VI A, B and C are preparatory classes for Czech Language classes for native speakers. Some students may need one, two or three years of these classes before entering the native track. Other students who do not achieve the level of fluency will be placed in higher high school Czech classes.

Czech VI- c, Middle School

This class is aimed for students that either attended Czech primary school / kindergarten or are actively involved in the Czech society up to the level that they can speak Czech fluently at a lower (primary) level. Czech 6C seeks to develop student's skills acquired in previous years. Students should cover complete grammatical structures that are taught in Czech primary school (grades 1-5). The classes will work towards enriching students' active vocabulary through reading variety of texts and books. Secondly, reviewing and acquiring further grammatical categories (-i /-y after soft and hard consonants, vyjmenovaná slova, endings of genders, subject – predicat agreement, prefixes of verbs of motion, etc.). This course will be explicitly taught in Czech. LEVEL: B1

Czech VI, Middle School

Czech VI seeks to develop the students' skills, both oral and written. It aims to build on and extend the grammar foundation established in previous grades. Czech VI also seeks to increase students' vocabularies and general understanding of language rules. Students will practice writing and revision on a regular basis. The continual exposure to Czech literature aims the students to appreciate the beauty of literature and language.

Czech VII, Middle School

Czech VII seeks to develop the students' skills, both oral and written. It aims to build on and extend the grammar foundation established in sixth grade Czech. Czech VII also seeks to increase students' vocabularies and general understanding of language rules. Students will practice writing and revision on a regular basis. The continual exposure to Czech literature aims the students to appreciate the beauty of literature and language.

Czech VIII, Middle School

Czech VIII seeks to develop further students' grammatical skills. It aims to build on and extend both oral and written skills established in previous grades. Czech VIII also seeks to increase students' vocabularies and general understanding of language rules. Students will practice writing and revision on a regular basis. The continual exposure to Czech literature aims the students to appreciate the beauty of literature and language.

English Language Learning

English language learners are at individual levels coming to us with unique abilities, experiences, and needs. Thus each class with students must be tailored to their unique level. Students are first assessed using the Stanford English Language Proficiency Test and then assessed individually by the teacher using personalized testing. In addition, the "Language Questionnaire" gained in admissions process will help the teacher be aware of the past experiences and how they may affect their level of learning.

Students are placed in ELL classes individually or with a few other students at similar levels. The teacher will use appropriate texts to meet their needs and increase their fluency in English.

ELL teachers write and keep up-to-date an "individual course plan" for each of the ELL students. This includes their test scores, what activities and resources they used, and what their strengths and weaknesses are in fluency, pronunciation, reading, writing, speaking and listening.

Art

Grades 1-5

CISP provides, from a biblical perspective, an academically excellent and practically oriented education within a loving community.



Students explore various visual art forms and techniques in an introductory level course through the elements and principles of art and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional activities as well as developing their skills. Course includes intro to Art History, modern art, art in social context and both individual and group projects.

Grades 6-8

Students explore various visual art forms and techniques in an introductory level course, using their previous knowledge of art and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional activities as well as developing their skills and learning to create concepts of their own artistic expressions. Course includes Art History, contemporary art - including Czech artists, Art in social context, Art as a message. All through both individual and group art projects.

Music

Grades 1-5

A major focus of first grade music is building a solid musical foundation that can be built on in subsequent years. Core musical skills are developed: steady beat, rhythm, pitch, and listening. Students are also introduced to the basics of music notation. Students are exposed to songs from a variety of genres and cultures. Creativity is fostered through simple improvisation. Singing/circle games are an important in cultivating a sense of enjoyment of music.

Grade 6

In Grade 6 music the students learn how to participate in a musical ensemble as they learn new instruments and build their confidence as performers. They are also introduced to new genres of music from all around the world.

Grade 7

In Grade 7 we focus on music appreciation. The students are introduced to a broad spectrum of music and are taught to listen critically. The students also work on composing their own music.

Grade 8

In Grade 8 we focus on aesthetic epistemology. How do we know something is beautiful? Can we call music or art good or bad? After wrestling with these questions we apply them to active listening and critique of various genres of music.

Physical Education

Grades 1-3

Once a week students meet in a gym to learn the skills necessary for a specific sport or activity. Students are given a specific skill each lesson to practice and master that relate to the overarching sport. Students are exposed to a variety of sports as well as aerobics instruction, flexibility training, sports agility training and strength.

Grades 4-5

Once a week, students meet in a gym or outdoors to exercise and learn the skills necessary for a specific sport or activity. Students are given a particular skill to practice and master each lesson, as modeled by the teacher. Students are exposed a variety of sports as well as aerobics instruction, flexibility, agility and strength training.

Grades 6-8

Students experience many forms of exercise. This includes a variety of sports as well as aerobics instruction, flexibility training, sports agility training, strength training.

Information Technology

Keyboarding, grades 4-5

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.

BCIS I, grade 6

This course on Business Computer Information Systems (BCIS) covers the basic skills needed to for business and academic computing including word processing, spreadsheets, and presentations. Continued development of typing skills is also a part of this course.

Introduction to Computers, grade 7

Using a variety of resources including textbooks, online activities, projects, and hands-on activities students will learn about and interact with computers. The course will involve exploration the history of computers, the physical and software components that make a computer function, how computers interact via the internet and network. Also the purposes and ethical uses of a computer will be addressed along with the continued development of typing skills.

Computer Science, grade 8

This course is a survey of computer science topics. Students will take a technical look into how a computer works, how hard drives and other storage devices operate, How the Internet works, encryption and privacy; computer ethics, safety and best practices. Students will also be introduced to basic problem solving and coding by completing several Scratch projects.

High School Course Catalog

Please link here for the [High School Course Catalog](#).