Czech is taught in the ISP Elementary school from Grade 1 through 5.

In Grade 1, all students (other than those taking “EAL” classes) attend Czech class once or twice each week for 40 minutes.

Students arriving at ISP in Grades 2 through 5 take Czech for the first year (again, twice or three times each week for 40 minutes). After the first year at ISP, students may choose to continue in Czech or take another foreign language (Spanish, French, Mandarin).

ISP’s Mission includes inter-cultural understanding and authentic learning; Czech lessons are therefore not only about acquiring basic vocabulary, grammar and phrases, but also becoming familiar with the daily life, culture and holidays of our host country.

Middle School students explore Prague to find public art.

Grade 7 students received a map with instructions on where to find a specific artwork/sculpture in Prague.

Working in teams of six, their task was to find and document the work. Documentation included:

- Photographic evidence;
- Literal description of the sculpture;
- Their interpretation/s of the possible meanings of the sculpture/s;
- Interviews with people in the vicinity to find out about their opinions on the sculpture/s.

Their determination, teamwork and excitement was evident for all to see!

Students returned to ISP to input their findings into a PUBLIC ART IN PRAGUE Google map.

“Learning Czech helped me outside and at home. I sometimes talk with my brother (who is also learning Czech) in Czech. And now, I can understand some of the things in a shop.”

“This year, we started to use iPads in our Czech classroom. I create my own resources and share them with my students, who can use them at home if they have an iPad.”

“When I went to Czech class the first time I didn’t know anything. Now I know almost everything I need to order in a restaurant and buy in a shop. I think I learned a lot. I am happy I learned Czech.”

An exciting aspect of living and teaching in a different country is discovering the language and culture of the host country. At ISP, we integrate this experience into the curriculum.

This newsletter provides various examples from across the school.

Czech Language and Culture at the International School of Prague
Upper School
An Upper School IB student created a service project for people that are interested in helping the local Nebušice Senior House: this included gardening and other outdoors projects, organizing cultural events for the seniors, and establishing and bettering ISP’s relationship with the Senior House. This project was hopefully just a start of ISP’s positive relationship with the Senior Home. Since then, we’ve already built a vegetable garden for the seniors and we’re planning on painting the fence, cleaning out the rock garden, and doing all we can to make the life of the seniors a better one. 1K baked cakes, 1st grade sang Easter songs, and the Czech class made Easter gifts, so it was a joint effort and much appreciated.

Czech Culture Days at ISP’ Upper School
ISP’s Upper School dedicates two school days for exploring our host country, its food, traditions and history. The activities are designed to give students a chance to visit places that represent a genuine Czech experience and to provide authentic learning with opportunities for intercultural understanding, cooperation and critical thinking - aspects of the ISP School Mission. The activities organized for grade 9 are focused on the early history and culture of the Czech Republic. On the first day, students visit limestone caves followed by a tour of one of the most famous Czech castles, Karlštejn. The second day is dedicated to exploration of the capital city, Prague. Advisory teams cooperate in discovering certain landmarks of the old city, answering history questions and documenting the experience with pictures. After this they all meet back at ISP’s campus to learn about (and attempt) some Czech traditional folk dances.

The program for Grade 10 is focused on Cold War events connected to Czech history. Students experience what communism was like through watching and analyzing films made during the regime, discussing the issues of being underground musicians, experiencing difficult decision-making through structural drama activities and visiting places directly connected to that time (e.g. a nuclear bunker).

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