Modulo ISC
International *Summer* Course

Modulo
Language School

Modulo ISC 2017

1 - Goals

Inspired by the IB international school program, the ISC's goal is to offer our students an interdisciplinary approach to language learning.
The program is structured to cover subjects such as science, social studies, art, mathematics and even physical education while learning and using English at the same time.
Another key component of the course is to build critical thinking, teamwork, analytic skills and learner's independence.

1.1 - Interdisciplinary

Why still based around the English language, the purpose of interdisciplinary learning is to teach students how different subjects are connected, just like in real life!
Each topic covered in class is connected to both the previous and next one while always following the main lines of inquiry:

"Who we are" (My body, how I look, how I feel, my family, my school, my hobbies and activities, etc.)
"Our place in the world" (My village, my city and other cities, my country and other countries, etc.)
"How the world works" (The weather, animals and insects, economy, food, the sea, transportation, etc.)
"Where we are in space and time" (English speaking countries, history of Thailand, ancient Egypt, etc.)

Depending on the topic, the students could be required to prepare either written or spoken English content by working with their teammates using a number of supports.

1.2 - English learning

Instead of separating the class in activities built around the language and its compenents, we teach the students what they need to learn to accomplish the task at hand wether it's a short presentation, drawing a comic book or building geometric shapes out of toothpicks.

For example, if talking about the solar system, we could teach our students, depending on their level:
- verbs: to orbit, to launch, to rotate, etc.
- nouns: dwarf planet, ring, asteroid, ellipse, satellite, etc.

On the topic of dinosaurs, we could cover:
- nouns: herbivore, predator, incubation, claw, fossil, etc.
- adjectives: huge, extinct, cold-blooded, etc.

1.3 - Thinking skills

One of the most important components of the ISC is how we teach them critical thinking through analysis, observation and conclusion, comparisons and contrasting, argumentation, etc.
We will also teach students how to find information in books and on the internet, working by themselves, in pairs or in groups.
We want to guide our pupils through their inquiry process instead of giving them all the answers, focusing on helping them with problem solving and providing corrections for their errors.

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2 - Competition

Through the whole summer course, the groups will be designated as houses and each house will be separated in two teams. The house and teams will be rewarded with prizes for finishing first in points at the end of each week.

R9 - House Dragon / Team Red Dragon / Team Gold Dragon
R9 - House Cerberus / Team Fox Cerberus / Team Wolf Cerberus
CW - House Griffin / Team Star Griffin / Team Moon Griffin
CW - House Phoenix / Team Day Phoenix / Team Night Phoenix

Day Phoenix

Night Phoenix

Fox Cerberus

Wolf Cerberus

Red Dragon

Gold Dragon

Star Griffin

Moon Griffin

3 - Scheduling

4 weeks of ISC. The course will run from Monday to Friday, from March 6th to March 31st 2017.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
27	28	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Open format scheduling. Students can choose to join 1, 2 or 3 periods of their choice.

Period 1		Lunch	Period 2		Period 3	
09:00-09:50	10:00-10:50	11:00 - 11:50	12:00 - 12:50	13:00 - 13:50	14:00 - 15:50	16:00 - 16: 50

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4 - Teaching the critical thinking component

Critical thinking skills are skills that children (and adults) need to learn to be able to solve problems. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. The core of critical thinking is being responsive to information and not just accepting it. Questioning is the most important part of critical thinking.

A - Observation and conclusions - When children begin to make detailed observations about objects or information, they are then able to draw conclusions or make judgments based on those observations.
When a child asks the question "Why?," respond with "Why do you think?" to encourage the child to draw his or her own conclusions.
This is the beginning of scientific observation skills that will be useful and necessary throughout life.

B - Making comparisons and contrasting - This allows children to tell the ways things are similar and different and helps them analyze and categorize information.
A simple example of this activity is to have children compare and contrast an apple and an orange. Allow them to describe all the ways they are similar and different.
Comparing and contrasting stories is another way to encourage critical thinking. Children are analyzing characters, settings, plot and other story elements when they list the way stories are the same and different.

C - Discuss and analyze stories - Have children "retell" a story you have read in their own words. This encourages them to summarize the main ideas of the story instead of just responding to specific questions with facts.
Ask questions that do not have direct answers in the story. This makes the children infer and draw their own conclusions based on their understanding of the story. An example of this would be to ask "What do you think the author meant when?" or "Why do you think the character?".

D - Learn cooperatively - Providing cooperative learning opportunities will help children develop critical thinking skills as they share ideas and learn from each another.
Encourage children to read stories together and share their evaluations of the story. This can spark a healthy debate with older children, in which they must defend their opinions.

E - Provide stories without conclusions - Telling a story without an ending and asking the children to finish the story is another way to encourage critical thinking skills such as synthesis. The children must take the information from the story and creatively compile it, draw conclusions and come up with their own ending.
This can also be done by asking a child "What do you think happened next?" on a familiar story that does have an ending, such as a fairy tale.

F - Practice the Socratic method - Socrates was famous for teaching critical thinking through questioning. Children are already naturals at questioning, so turn the tables a little and question them back. Take an opposite position and try to get them to defend their opinions on a topic by asking pointed questions.