the curriculum is also service-based.

In the Zhvino-Shipkino International School, with the exception of Russian Language Arts, Labor Arts, and Physical Education, all classes were taught in English. The Interdisciplinary Curriculum was designed to develop a sense of responsibility for the welfare of others and their own actions. In this way, they develop a leadership and self-discipline skills. It helps them to be responsible for the community, their school, and their surroundings. The Interdisciplinary Curriculum helps children develop their communication skills and become active members of the community. The curriculum provides children with an opportunity to develop their critical thinking and problem-solving skills.

The Interdisciplinary Curriculum is part of the weekly schedule. In consultation periods, students plan and work on projects related to the Interdisciplinary Curriculum. The Interdisciplinary Curriculum is an integral part of the High School concept of the Prais School.

The Interdisciplinary Curriculum is an innovative approach that addresses the needs of modern education and prepares students for the future. It is designed to be interactive and flexible, allowing students to explore various subjects and develop their skills.

The Interdisciplinary Curriculum provides students with the opportunity to learn about different cultures and perspectives. It helps them to develop a global mindset and understand the interconnectedness of the world. The curriculum is designed to be engaging and relevant, ensuring that students are motivated to learn.

The Interdisciplinary Curriculum is an important part of the High School concept of the Prais School. It prepares students for the world of tomorrow, ensuring that they are well-prepared for the challenges they will face.
notice by non-English educational specialists from Europe.

area of moral expression and service was quite distinctive and received very favorable comment and
reported for other immersion programs around the world. Further, their demonstrated growth in the
level showed the students to be at or above grade level in all subjects, which is consistent with findings
to the equivalent American grade level of English. The evaluation results of the academic concerns learning
in the curriculum was fully implemented, all grades were reading and writing at a very close
year, in which the curriculum was fully implemented, all grades were reading and writing at a year of a partial curriculum implementation at the end of the 1993-1994 school
grade level after one year of a partial curriculum implementation. At the end of the 1993-1994 school
year, the sixth graders were reading and writing English at the American second
tually nil, with few students in the third and fourth grades able to read the English alphabet at the beginning
in all three domains, the cognitive, the affective, and the psychomotor. The baseline English ability was

The second part of the presentation by Dr. Higgs dealt directly with the various practical aspects