IIS Monthly HIGHLIGHTS

November 2024
Edition



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 9/12/2024
AY: 2024-2025

ADMINISTRATIVE MESSAGE

November 30, 2024

Dear Parents,

I hope this letter finds you well. I would like to share with you some research that was conducted at the University of Utrecht in the Netherlands. They found that post-COVID, children who were toddlers during that time have more limited vocabularies than other children. They found that “the most likely cause is that lockdown limited the number of people the children came into contact with” (2024, Van der Klis).

It is important that children come in contact with their family members, and other children. This can be achieved during play dates, outings to community attractions, or events. Many parents are under the impression that watching television can help to improve a child’s vocabulary. According to the study, this is not the case. The researchers recommend “less screen time” (2024, Van der Klis). Most of all, children benefit from playing with their friends, developing social skills, and problem-solving abilities.

I encourage you to enroll your child in one of our many ECAs (extra-curricular activities) or another activity offered in the community to further enhance their vocabulary. Learning through play is the way to go! If you have ideas for a new ECA or would like to offer one for our students, please inform Mr. Adel at activities@iischool.ae

Sincerely,

Kind Regards
Janet DesJardins
Principal

HIGHLIGHTS

NOVEMBER 28





At IIS, we proudly celebrated the UAE's 53rd National Day with a vibrant and heartfelt program that showcased the unity and rich cultural heritage of the nation. The campus came alive with patriotic spirit as students, staff, and parents joined hands to honor this special occasion.






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ITALIAN


02 December




MP CONCEPT




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CANVAS OF HERITAGE





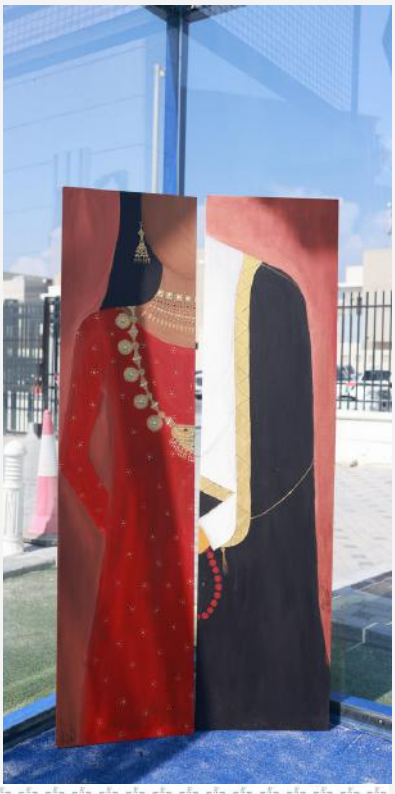















ITALIAN
EID AL ETIHAD

IIS INNOVATION WEEK





As part of IIS Innovation Week, we were honored to host astronauts **Mohammad AlMulla and Nora AlMatrooshi**, who inspired our students with their incredible journey and achievements. Their motivational words encouraged our young learners to dream big and aim for the stars, igniting a passion for innovation and exploration. The session was an unforgettable experience, leaving students motivated to pursue excellence in science, technology, and beyond. We extend our heartfelt thanks for their invaluable insights.



















IIS INNOVATION WEEK NOVEMBER 25-28















UAE FLAG DAY

NOVEMBER 1





IIS proudly celebrated UAE Flag Day with great enthusiasm and unity, honoring the nation's symbol of pride and dignity. The students and staff gathered for a heartfelt flag-raising ceremony, reflecting our respect and love for the UAE.





















DENTAL HEALTH AWARENESS



At IIS, we believe that a healthy smile is the key to confidence and well-being. Our recent lesson focused on teaching students the importance of dental health. Through engaging activities and discussions, students learned about proper oral hygiene, the benefits of healthy eating for strong teeth, and the significance of regular dental check-ups.













ODD SOCKS DAY

At IIS, we celebrated Odd Socks Day with enthusiasm, highlighting the beauty of individuality and the importance of acceptance. Students and staff rocked their mismatched socks, spreading a powerful message of kindness and inclusivity.













FINANCIAL LITERACY PROGRAM

A heartfelt thank you to Mbank for equipping our students with essential financial literacy skills. The engaging program covered key topics like budgeting, saving, and making informed financial decisions, ensuring our learners are well-prepared for a secure and responsible future. Through practical knowledge and interactive sessions, students were empowered to navigate financial challenges with confidence.



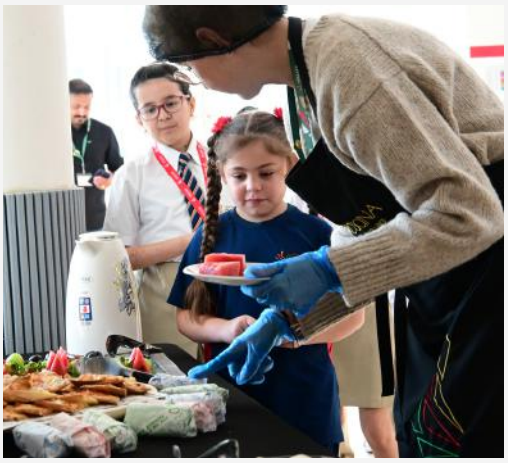






BREAK FAST WITH THE PRINCIPAL

Our Student of the Month awardees enjoyed a delightful breakfast hosted by our principal, Ms. Janet. Congratulations students!









TEDDY BEAR PICNIC







Pre-KB hosted a Teddy Bear Picnic to boost their social skills, with plenty of sharing, storytelling and smiles as they bonded over food and fun with their stuffed animals!







KIDZANIA TRIP









MANGROVE PARK TRIP



















QASR AL HOSN TRIP











STUDENT OF THE MONTH AWARDS







Congratulations to all the recipients of the November Student Of The Month awards! Your dedication and hard work have been truly remarkable and have not gone unnoticed. Keep up the excellent work!

SPECIAL AWARDS FOR ITALIAN AND ARABIC







Congratulations to our special award recipients for Arabic and Italian! Your hard work and passion for language and culture have truly shined.

STAFF OF THE MONTH AWARDS







Congratulations to the November Staff Of The Month award winners! Your outstanding dedication, hard work, and contributions have truly set you apart. Wishing you continued success and fulfillment in your role. Well done!



Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

In **China, Hong Kong, India, Indonesia and Japan**, researchers compared the **DP outcomes** achieved by students who completed their middle years studies in the MYP, a state or national curriculum, or another international programme. Former MYP students performed significantly better than non-MYP students in the total DP points earned (table 2), as well as in subject exams in language and literature, language acquisition, individuals and societies and mathematics. The MYP students also reported using higher-order thinking skills, such as critical thinking and analytical skills, more frequently than the non-MYP students (ACER 2015).

Programme type	*N*	Mean (Total exam points)	*p*
MYP	408	32.64	.00
Others	115	30.47	

Table 2. Mean final DP scores for students according to middle years programme type and significance test.

Researchers examined the **open-mindedness** of a sample of MYP students and non-MYP students across six schools in the **UK**. Findings of the mixed-methods study demonstrated that IB students and teachers tended to have a well-developed understanding of open-mindedness. Analysis of survey data also suggested that there was a significant relationship between attending an MYP school and a greater level of open-mindedness towards cultural differences (Stevenson, Thomson and Fox 2014).

Researchers in **Spain** compared the **Spanish curriculum**, *Educación Secundaria Obligatoria* (ESO), and the **MYP**. The study indicated that introducing the MYP's concept-based learning approach, the learner profile and a more comprehensive assessment system substantially enhanced the ESO. The study also explored the **impact of the MYP** in eight Spanish private schools. Overall, students, teachers and administrators reported that the MYP supported a range of positive outcomes in their schools, including the development of student competencies such as research and critical thinking skills, and encouraging school-wide improvements to teaching and learning (Valle, Menéndez, Manso, Garrido and Thoilliez 2017).

Another study focused on the **implementation of the MYP** in the context of the **United Arab Emirates**. Findings revealed high overall levels of satisfaction with the programme. Some of the key benefits identified by school leaders, teachers, students and parents were the flexible framework of the programme, its adaptability to the local context and its emphasis on international-mindedness. One of the main challenges for schools was integrating the MYP and the local curriculum requirements while attempting to foster a unified school culture. Researchers suggested that such a unified environment within the school must be actively created and sustained by teachers and school leaders (Stevenson et al. 2017).



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Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

The IB Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. The findings below come from IB-commissioned research relating to the MYP. Studies highlight a number of outcomes, including: the skills fostered through the MYP, non-scholastic outcomes of the programme and the academic achievement of MYP students.

Researchers explored the **implementation** of the MYP in **Turkey** as well as **outcomes** of the programme for students, teachers and schools. Findings indicated that, even for experienced teachers, the MYP helped teachers to hone their skills and to incorporate new and innovative techniques into their practice. The MYP also seems to support students' academic achievement. In a national examination, 42% of the grade 8 MYP students were among the top 4% ranked students in Turkey (Ateşkan, Dulun and Lane 2016).

A study in a large school district in the **United States** investigated the impact of MYP participation on **high school course enrollment and achievement**. A statistical technique called propensity score matching was used to compare the high school outcomes of former MYP students with demographically similar non-MYP students. Former MYP students were 34% more likely than non-MYP students to take at least one Advanced Placement (AP) or Diploma Programme (DP) exam in high school. Additionally, MYP enrollment significantly increased the likelihood of earning at least one "college-ready" score[1] on a college preparatory exam (by 39%) (Wade and Wolanin 2015).

	Students previously enrolled in MYP schools		Students previously enrolled in non-MYP schools		MYP effect	
	N	Adjusted mean	*N*	Adjusted mean	Mean difference	*p*
Number of AP/DP exams taken	597	5.77	556	4.50	1.27	.00
Number of college-ready scores on AP/ DP exams earned	597	4.23	556	3.44	.79	.01

Table 1. Adjusted mean[2] number of AP/DP exams taken and adjusted mean number of college-ready scores.

Researchers in the **United Kingdom (UK)** conducted a **curricular comparison** of the **MYP**, the General Certificate of Secondary Education (**GCSE**) and the International General Certificate of Secondary Education (**IGCSE**). Researchers concluded that the content of the curriculums was largely similar, although the MYP offered greater curricular flexibility and was more interdisciplinary in nature. Additionally, the study found that, in comparison with non-MYP students, MYP students generally rated higher in certain non-academic attributes, such as international and civic-mindedness as well as global awareness (Sizmur and Cunningham 2013).

A mixed methods study in **Australia** used a variety of scales and measures to assess the **social, emotional and psychological well-being** of MYP students. Results indicated that over half of the MYP students were "flourishing" (54–55%), experiencing a positive outlook (60.1%) or experiencing a positive emotional state "quite a lot" or "all of the time" (52.4%). Measures of student satisfaction indicated that most MYP students were happy (approximately 70%) and satisfied (approximately 80%) with school (Skrzypiec, Askell-Williams, Slee and Rudzinski 2014).

The first phase of a large-scale **global** research study highlighted the perceptions of MYP teachers (n = 4,488), coordinators (n = 435) and students (n = 486) on the **implementation and impact of MYP: Next chapter**. While, overall, survey respondents were positive about the curricular changes involved in MYP: Next chapter, some teachers and coordinators didn't yet feel confident in their ability to fully implement the changes. Schools that had been implementing the changes for longer felt more confident and were more supportive of the changes; the study also suggested that implementation generally improves with time (Azzam et al. 2017).

[1] *A "college-ready" score is defined in this study as a three or higher on an AP exam or a four or higher on a DP exam.*

[2] *Adjusted for student demographic variables.*

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ITALIAN DEPARTMENT



Ms. Cristina De Martino
Head of Italian Curriculum
Email: italian@iischool.ae

All students at the Italian International School study Italian from early years through middle school. Proficient Italian speakers follow an Italian first-language curriculum, while other students study Italian as an additional language.

The Italian department is composed of four teachers: Mrs Daniela for early years, Mrs Monica for primary classes, Mrs Silvia for middle school classes and Mrs Cristina head of department and teacher for the Italian first-language students.

Aligned with the IB curriculum, Italian is integrated into all learning in the PYP, serving as a medium for inquiry and providing an authentic context for students to use Italian. The program emphasizes developing the four key language skills—listening, speaking, reading, and writing—as students engage in negotiating new meanings and understanding new concepts. Language acts as a crucial connecting element within the PYP's "knowledge" area, supporting the school's curriculum across both its transdisciplinary and subject-specific programs.

At IIS, students from KG1 to Grade 5 attend two Italian classes per week, while those from Grade 6 to Grade 9 have three classes weekly. These lessons are integrated with the units of inquiry that students explore and aligned with A1/A2 levels of the Common European Framework of Reference for Languages. A key component of our curriculum is fostering an understanding of Italian culture, helping students develop intercultural awareness along with the knowledge, skills, and attitudes needed to engage with diverse cultures. At IIS, we also celebrate Italian traditions and festivals, enriching students' cultural experience.

Our close collaboration with Italian authorities, including the Italian Embassy in the UAE and the Italian Cultural Institute, plays a significant role in promoting Italian cultural values. For two consecutive years, the Italian Embassy has generously chosen to support our school with funding dedicated to the advancement of Italian language education worldwide.

Once a week, the Italian department leads the school's morning assembly, showcasing students' learning in Italian language and culture. Each month, we present an Italian Award to recognize students who demonstrate strong commitment and dedication to the language.

As part of our ongoing efforts to enhance Italian language skills, we now provide two applications that students can use to practice Italian both at school and at home: Linguascope for PYP students and Language gym for MYP students.—that students can use to practice Italian both at school and at home.

ITALIAN DEPARTMENT

Buongiorno a tutti dal dipartimento di italiano.

At kindergarten, we did so many funny activities!
We built an airplane, which was super exciting. We created a beautiful garden for our houses watching the plants grow day by day. We danced and coloured to Vivaldi's "Four Seasons," feeling the music and moving to its rhythm. It was a lot of fun, and we had a wonderful time learning and playing together!











PYP

GRADE 1

In these weeks, we introduced the concept of family in Italian, teaching the key vocabulary in Italian and reviewing the same words in Arabic. Students celebrated their learning by creating colorful alberi genealogici (family trees) with names in both languages. We also focused on mamma (mom) while introducing the letter "M" of the Italian alphabet through the interactive book Dov'è la mia mamma? ("Where is my mom?"). To conclude our unit, we will create a time capsule to help students preserve their learning and memories related to family.

GRADE 2

This November, our Grade 2 classes focused on la casa (the house), exploring rooms, furniture, and prepositions in Italian. Students enjoyed interactive games, videos, and hands-on activities like building model houses, reinforcing their vocabulary creatively. We connected language to culture by comparing Emirati and Italian homes, learning terms like بيت(bayt) and casa. Through these activities, students celebrated their learning while deepening their understanding of identity, heritage, and creativity.

GRADE 3

Over the past weeks, Grade 3 Italian students have been learning about parts of the day—mattina (morning), pomeriggio (afternoon), sera (evening), and notte (night)—and connecting daily actions like svegliarsi (to wake up) and fare colazione (to have breakfast) to their routines. They also explored the days of the week through Italian and UAE cultural elements, practicing in both Italian and Arabic. Highlights included learning about Friday's importance for Emirati and creating interactive "Days of the Week Wheels." It was a fun and meaningful celebration of culture and language!

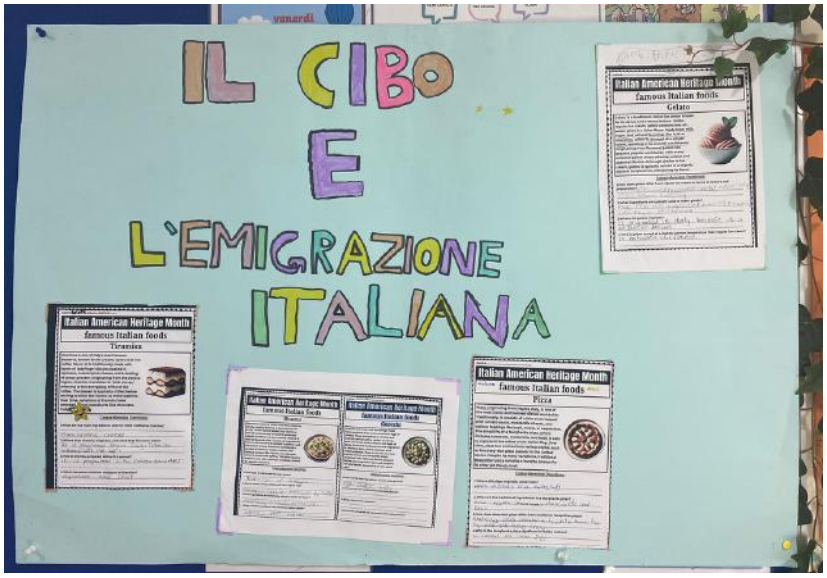
GRADE 4

In these weeks, the Grade 4 students explored food vocabulary and cooking actions, learning terms like tagliare (to cut), mescolare (to mix), and bollire (to boil). The students brainstormed related words while discussing a recipe for bruschetta. We connected this vocabulary to hands-on activities by analyzing a recipe step-by-step in Italian. We will complete the unit with an exciting activity: preparing an Italian dish together!

GRADE 5

In Grade 5 Italian, we deepened our food vocabulary, focusing on Italian cuisine and verbs like mangiare (to eat) and bere (to drink). Students made progress on posters about immigration and food, exploring how Italian dishes spread worldwide. They also learned restaurant vocabulary through games and created menus combining Italian and Arabic words, celebrating cultural diversity. Next, we'll focus on role-play activities using this vocabulary!

PYP


IL CIBO
E
L'EMIGRAZIONE
ITALIANA
Italian American Heritage Month
Famous Italian foods


Elena


Casa di Fango


2. Team Task
1. Sy
0. Ninja
Reading Partners work together


Bruschetta



MYP

November and December were busy months for the MYP classes. Some groups went on field trips, and all students completed assessments related to their units of inquiry.

Grade 6 explored free time activities, learning how to express their preferences and describe what they do. For example: Nel fine settimana gioco a calcio, vado a cavallo, guardo la televisione...

Grade 7 wrapped up their exciting unit on Italian cuisine by learning how to make pizza and describing the steps of a recipe.

Grade 8 celebrated their unit about space with a fascinating field trip to Dubai's Museum of the Future.

Grade 9 focused on key topics such as personal privacy, netiquette, social media, and cyberbullying, deepening their understanding of digital responsibility.





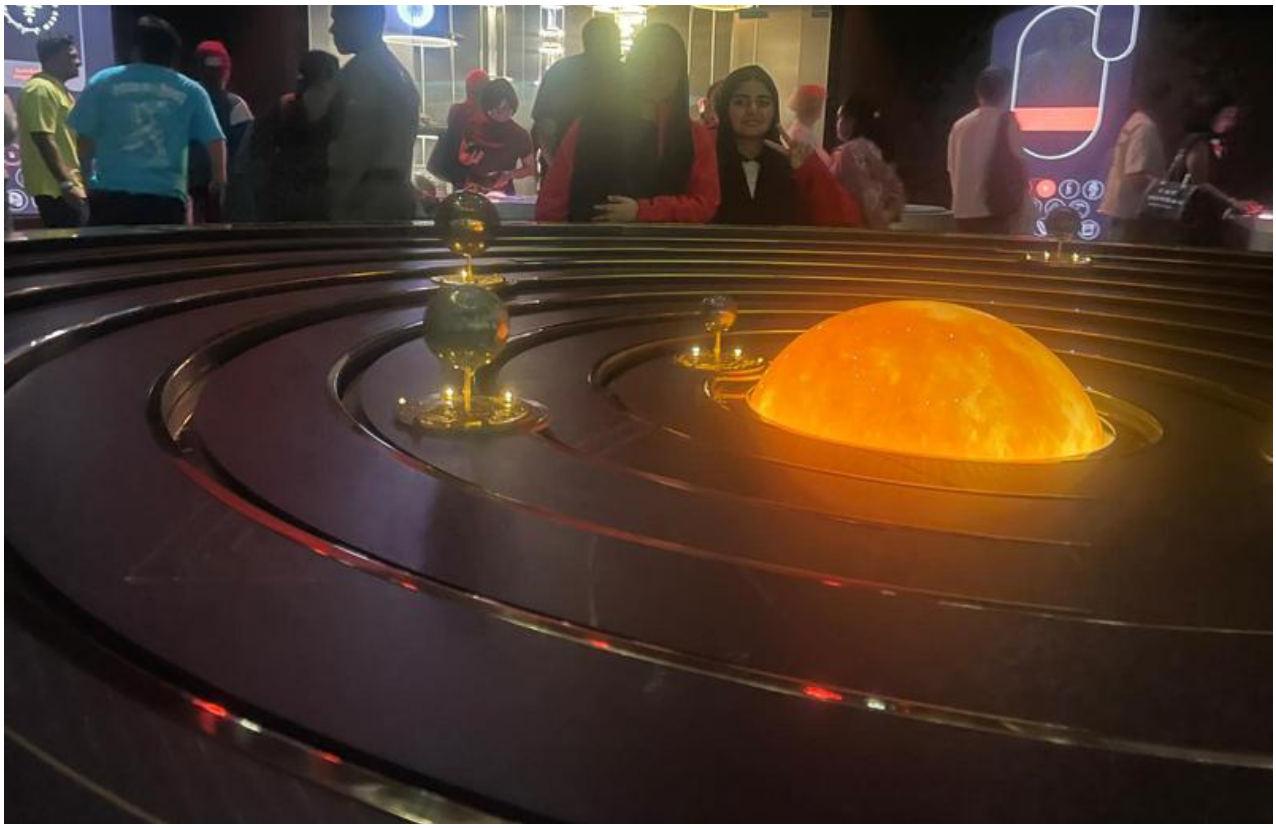




MYP







THE NATIONAL CURRICULUM CORNER



Ms. Amani Al Ghandour
National Curriculum Head
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The **National Curriculum Department** at our school is dedicated to delivering a well-rounded education in Arabic, Islamic Studies, and Social Studies. We aim to foster a deep appreciation for cultural heritage and national identity while promoting critical thinking and academic excellence. In line with **ADEK (Abu Dhabi Department of Education and Knowledge)** and Ministry of Education standards, our curriculum is designed to meet the highest national expectations.
A key feature of our approach is the integration of the Units of Inquiry, allowing students to explore subject-specific content within broader, interdisciplinary themes. This approach encourages students to apply what they learn in Arabic, Islamic, and Social Studies to real-world contexts, deepening their understanding and engagement. Students enhance their critical thinking skills by connecting these subjects to global perspectives while strengthening their connection to their cultural roots.

Reading Platform Initiative

As part of our continuous efforts to enhance literacy and language skills, we are excited to introduce a **comprehensive reading platform (Alef Program)** for all our students. This platform will be used to encourage daily reading habits such as **ARABITS** in the Arabic Language from Pre- Kg to Grade 9 Non-native students, **ABJADIAT** from grade 1 to grade 4, and **ALEF** in Arabic, Islamic and Social Studies from Grade 5 and up for our native students It will include a variety of interactive and age-appropriate resources to help improve comprehension, vocabulary, and fluency in both native and non-native students. Integrating this reading platform into our curriculum aims to foster a love for reading and promote independent learning among our students.

THE NATIONAL CURRICULUM CORNER

Competitions and Enrichment Activities
To further motivate and engage students, we will be hosting a series of competitions that span various disciplines within the National Curriculum. These will include:Such as

- **Reading Competition Challenges** are based on the reading platform, designed to encourage students to read and comprehend more complex texts.
- **Writing Competition Challenge** (The Little Writer in the Big Book)
- **Poetry Compilation Challenge** (Internal)
- **Quran Memorization Competitions**, which aim to strengthen students' knowledge and understanding of Islamic teachings.
- **Cultural Projects and Debates in Social Studies**, which will allow students to explore UAE heritage, national identity, and broader global issues in an interactive format.

Cultural Celebrations and National Events
In addition to our academic programs, we celebrate National Holidays and Events, such as UAE National Day, with school-wide activities that reinforce students' pride in their Identity and heritage. These celebrations are incorporated into the curriculum, providing students with opportunities to experience and reflect on the values and history of UAE Nation in a meaningful way.

By aligning our curriculum with the Units of Inquiry, utilizing innovative reading platforms, engaging students in competitions, and celebrating national occasions, we ensure that our students grow academically while developing a strong sense of cultural identity and global awareness. Our goal is to prepare them for future challenges as responsible, informed, and culturally aware citizens.
We will keep updating all of your with all the newest information.
Appreciate all of you

Amani Al Ghandour
HOD National Curriculum

قسم منهاج وزارة التربية والتعليم



اماني الغندور
رئيس قسم منهاج وزارة التربية والتعليم
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مهمتنا في تعزيز التقدير العميق للتراث الثقافي والهوية الوطنية، مع تعزيز التفكير النقدي والتميز الأكاديمي. ووفقًا لمعايير دائرة التعليم والمعرفة بأبوظبي بإضافة مواد وزارة التربية والتعليم وفق عدد الساعات المقررة من قبل الوزارة (ADEK) ووزارة التربية والتعليم، تم تصميم مناهجنا لتلبية أعلى التوقعات المرجوة
أحد الميزات الرئيسية لنهجنا هو دمج وحدات البحث، مما يسمح للطلاب باستكشاف المحتوى الخاص بكل مادة ضمن مواضيع شاملة ومتعددة التخصصات مع منهاج البكالوريا الدولية بالمدرسة . ويشجع هذا النهج الطلاب على تطبيق ما يتعلمونه في اللغة العربية، والتربية الإسلامية، والدراسات الاجتماعية في سياقات واقعية، مما يعمق من فهمهم وتفاعلهم. ومن خلال ربط هذه المواد بالمنظور العالمي، يعزز الطلاب مهارات التفكير النقدي مع تقوية ارتباطهم بجذورهم الثقافية

كجزء من جهودنا المستمرة لتعزيز القراءة والكتابة والمهارات اللغوية، يسعدنا تقديم منصة قراءة شاملة (برنامج ألف) لجميع طلابنا. سيتم استخدام هذه المنصة لتشجيع عادات القراءة اليومية مثل ألفابيتس في اللغة العربية من مرحلة ما قبل الروضة حتى الصف التاسع للطلاب غير الناطقين بالعربية وأبجديات من الصف الأول إلى الصف الرابع للناطقين بها، وألف في اللغة العربية والدراسات الإسلامية والاجتماعية من الصف الخامس وحتى الصف التاسع . مخصص لطلابنا الناطقين بالعربية وسيتضمن مجموعة متنوعة من الموارد التفاعلية والمناسبة لعمر طلابنا للمساعدة في تحسين الفهم والمفردات وابراز الطلاقة لدى الطلاب الناطقين بالعربية وغير الناطقين بها . يهدف دمج منصة القراءة هذه في مناهجنا الدراسية إلى تعزيز حب القراءة وتعزيز التعلم المستقل بين طلابنا.

لتحفيز الطلاب وتعزيز تفاعلهم، سننظم سلسلة من المسابقات التي تشمل مختلف التخصصات ضمن منهاج وزارة التربية والتعليم وأيضًا تنظيم الرحلات والفاعليات الإثرائية . وتشمل بعض هذه المسابقات مثل

قسم منهاج وزارة التربية والتعليم

مسابقة الكاتب الصغير في الكتاب الكبير للطلاب الناطقين بالعربية
مسابقات حفظ القرآن الكريم، التي تهدف إلى تعزيز معرفة الطلاب وفهمهم للتعاليم الإسلامية وحفظهم للقرآن الكريم وتجويده
مسابقة الشعر العربي الداخلية بالمدرسة
مشاريع ثقافية ومناظرات في الدراسات الاجتماعية، والتي ستمكن الطلاب من استكشاف تراث الإمارات والهوية الوطنية والقضايا العالمية في إطار تفاعلي

الاحتفالات الثقافية والمناسبات الوطنية
بالإضافة إلى برامجنا الأكاديمية، نحتفل بالأعياد الوطنية والمناسبات مثل اليوم الوطني لدولة الإمارات من خلال فعاليات مدرسية تعزز من فخر طلابنا بتراثهم. ويتم دمج هذه الاحتفالات في المنهاج الدراسي، مما يوفر للطلاب فرصًا لتجربة القيم والتاريخ الوطني بطريقة ذات معنى مع العديد من الإحتفالات الأخرى المضافة لأجندة المدرسة

من خلال مواءمة مناهجنا مع وحدات البحث، واستخدام منصات القراءة المبتكرة، وإشراك الطلاب في المسابقات، والاحتفال بالمناسبات الوطنية، نضمن أن ينمو طلابنا أكاديميًا ويطورون إحساسًا قويًا بالهوية الثقافية الإماراتية والوعي العالمي. هدفنا هو إعدادهم للتحديات المستقبلية كمواطنين مسؤولين ومطلعين ومثقفين، بمساعدتكم ودعمكم
نشكركم جميعًا على دعمكم المتواصل وجهودهم البناءة
اماني الغندور
رئيس قسم منهاج وزارة التربية والتعليم

THE NATIONAL CURRICULUM DEPARTMENT

قسم منهاج وزارة التربية والتعليم

أهلا ومرحبا بكم أعزائنا الكرام
تحية من القلب للقلب
يسعدنا ويشرفنا استقبال شهر نوفمبر بوجودكم معنا بالمدرسة الإيطالية الدولية بأبوظبي ، ويشرفنا مشاركتنا معكم بعض ما قدمه قسم منهاج وزارة التربية بالتعليم مع أبنائنا وبناتنا الأعزاء

Salam and welcome, Dear Parents
A heartfelt greeting from heart to heart.
We are delighted and honored to November month with your presence at the International Italian School in Abu Dhabi. It is our privilege to share with you some of the contributions made by the National Curriculum Department in collaboration with our dear Students.

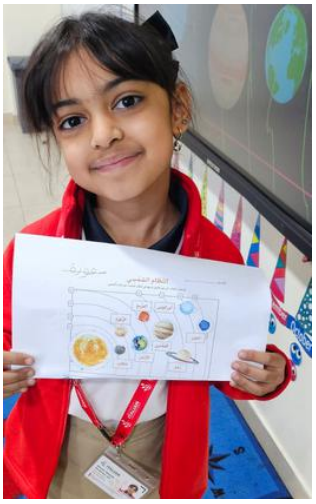
يسرنا أن نطلعكم على بعض ما تم دراسته خلال شهر نوفمبر بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of November



طلاب ماقبل االروضة يبدعون بعمل نشاط فني لحرف الفاء (ف) فراشة

Pre-Kindergarten students create an artistic activity for the letter Fa (ف), butterfly



قيام الطلاب بعمل اللوحة التي تمثل مجموعتنا الشمسية خلال حصه التربية الوطنية ، احسنتم صغاري الأعزاء.

G2 students during their UAE classe create their solar system project.




مشاركه بعض الطلاب وحضورهم لندوة توعيه من هيئة البيئة ابوظبي خلال البث المباشر اون لاين . وذلك بهدف أدماجهم في حملات توعوية تخدم مجتمعهم

Some students participated and attended an awareness seminar from the Environment Agency Abu Dhabi during the live broadcast online. This aims to include them in awareness campaigns that serve their community.





قيام الطلاب بتصميم الكتاب الخاص بهم أثناء حصه التربيه الوطنيه والذي يحمل عنوان هويتي

Students design their own book during the UAE SOCIAL STUDIES class, which is titled My Identity



طلاب الصف الخامس B يتعاونون في استخراج الجمل الاسمية والفعلية والتمييز بينهم من قصة حوت على الشاطئ

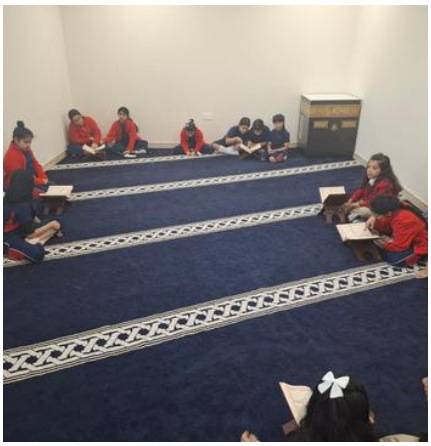
Grade 5 B students cooperate in extracting nominal and verbal sentences and distinguishing between them from the story of Huat ealaa alshaati



طلاب الصف الخامس B يتعاونون في استخراج الجمل الاسمية والفعلية والتمييز بينهم من قصة حوت على الشاطئ

Grade 5 B students cooperate in extracting nominal and verbal sentences and distinguishing between them from the story of Huat ealaa alshaati





نادي القرآن الكريم اليوم قامت الطالبات اليوم بقراءة سورة العلق من المصحف الشريف.

Quran Club: Our students read Surat Al-Alaq from the Holy Qur'an



عرض مميز للطالبة بيرلا من الصف الخامس B للربط بين منهج السنوات الإبتدائية IB والهوية الوطنية من خلال عمل بحث عن أهمية موقع جبل حفيت وارتفاعه والأسباب التي تدفع الزوار للذهاب لزيارته كأشهر مكان سياحي في مدينة العين .

special presentation by student Perla from grade 5 B to link the IB with national identity. Research on the importance of the location and height of Jebel Hafeet and the reasons that drive visitors to go and visit it as the most famous tourist place in Al Ain.



عمل تعاوني مميز من الطالبتان سلامة الخوري وفاطمة القبيسي من الصف الرابع B للربط بين منهج ال IB والهوية الوطنية لعمل بحث عن أهمية زراعة أشجار المانجروف.

Collaborative work by students Salama Al-Khoury and Fatima Al-Qubaisi from fourth grade B to link the IB with national identity. To conduct research on the importance of planting mangrove trees.



أعمال طلابية من إعداد مها الشامي نبذة عن هزاع المنصوري أول رائد فضاء إماراتي صعد إلى محطة الفضاء الدولية

Students work by Maha AlShami About Hazza AlMansoori An Emirati astronaut who went to the international space station.



مع تحيات قسم منهاج وزارة التربية والتعليم

Best regards from the national curriculum department

ومعلميكم المحبين لكم

Your teachers

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الأستاذة ايمان & الأستاذة امنية & الأستاذة منى & الأستاذة عفاف & الأستاذة الاء & الأستاذ عبدالله & الأستاذة بدور & الأستاذة اميمة & الأستاذة هاجر & الأستاذة زكية & الأستاذة باسمة يونس & الأستاذة أماني

Ms. Iman & Ms. Omnia & Ms. Mona & Ms. Afaf & Ms. Alaa & Mr. Abdullah & Ms. Boudor & Ms. Omaima & Ms. Bushra &Ms. Hager & Ms. Zakeia & Ms. Basima Younes & Ms. Amani

INCLUSION AT IIS



We welcome any questions you may have about inclusion by reaching out to our Inclusion Teacher,

Mr. Christo Schoeman
inclusion@iischool.ae

How to be a great advocate for your child with additional learning needs or disabilities

Parents, it is possible to be a great advocate for your child with additional learning needs or disabilities!
Here are 3 tips to help you to be an effective advocate for your child:

1. Keep your child at the center of everything

A strong and positive relationship between the school and parents is important. One way to create a solid foundation is to start with the assumption that everyone's goal is to help your child. Keep your child's needs at the heart of everything.

When it feels like the school may be doing something that doesn't work for your child, it's easy to get upset. Keep calm and approach the conversation with curiosity. You may want to ask something like "This isn't happening the way I thought it was meant to. Can you help me understand what's going on, so we can work through it?" or "What can we do together to meet my child's needs here?"

2. Get to know your child's team

Studies show that, when families are engaged with their child's education and work closely with the school,children have better social skills, school attendance, and academic performance. When you make an effort to get to know the adults who work with your child at school, you:

1. Give them a chance to learn more about your child and your family
2. Help them learn what works and doesn't work for your child
3. Learn skills to support your child's academics at home
4. Open up opportunities for on-going communication in both directions

You can get to know them however it works for you. Maybe you show up at school events. Or you introduce yourself with a friendly note by email. Or you make a point of saying hi and asking the teacher about their weekend when you pick up your child.
When you build a real relationship with your child's teacher or team member, you're more likely to have a meaningful discussion about your child's progress and how you can help them at home.

3. Don’t be afraid to speak up

You are a part of your child’s DLP (documented learning plan) like his/her IEP, LSP, ASP, ALP, etc.

You are also probably the ONLY person who stays on your child’s DLP team from day 1 until they finish high school. So if you have questions or ideas, bring them to your child’s team.
Some parents feel like they shouldn’t weigh in on their child’s additional services because they aren’t educators. But you ARE the expert on your child. If something is worrying you, speak up!

It’s not always easy to advocate effectively for your child and things don’t always go exactly as we hope. If you follow these tips and enlist the school staff as your partner, you can look out for your child’s interests and help them succeed. Keep calm and stay involved. It will be worth the effort!

Inclusion Team
Mr. Christo, Ms. Musuleng, Ms. Nomsa and Ms. Mercy

On Monday, November 11, our Inclusion Team attended a **professional development** event for Inclusion teams at THe British School Al Khubairat in Abu Dhabi. The topic of the event was “Inclusive Learning, Accessible Tech: A Digital Strategy for All”.

Practical insights into the ADEK Digital Strategy and Inclusion Policies were shared with Inclusion Teams. Discussions on Inclusion were sparked by mixed sessions, panel discussions and workshops.

Inspirational insights, key takeaways and actionable steps to stay compliant and create a definitive inclusive learning environment that goes beyond the policies and encompasses technology, professional development and culture, were delivered.

Inclusion Teams explored crucial elements like Assistive Technology, Inclusive Design, Accessible Resources and AI in Inclusion. Assistive Technology and Accessible Resources are necessary for some of our students but useful for all of our students.





What is neurodiversity?

Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits.

The word neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

The neurodiversity movement emerged during the 1990s, aiming to increase acceptance and inclusion of all people while embracing neurological differences. While it is primarily a social justice movement, neurodiversity research and education is increasingly important in how clinicians view and address certain disabilities and neurological conditions.





Words matter in neurodiversity

Neurodiversity advocates encourage inclusive, nonjudgmental language. While many disability advocacy organizations prefer person-first language ("a person with autism," "a person with Down syndrome"), some research has found that the majority of the autistic community prefers identity-first language ("an autistic person"). Therefore, rather than making assumptions, it is best to ask directly about a person's preferred language, and how they want to be addressed.

Neurodiversity and autism spectrum disorder

Autism spectrum disorder (ASD) is associated with differences in communication, learning, and behavior, though it can look different from person to person. People with ASD may have a wide range of strengths, abilities, needs, and challenges. For example, some autistic people are able to communicate verbally, have a normal or above average IQ, and live independently. Others might not be able to communicate their needs or feelings, may struggle with impairing and harmful behaviors that impact their safety and well-being, and may be dependent on support in all areas of their life.

Medical evaluation and treatment is important for individuals with ASD. For example, establishing a formal diagnosis may enable access to social and medical services if needed. A diagnostic explanation may help the individual, the school or their family understand their differences better and enable community connections.

It is important that people who need and desire behavioral support or interventions to promote communication, social, academic, and daily living skills have access to those services in order to maximize their quality of life and developmental potential. However, approaches to interventions can differ as all individuals will have different goals, desires, and needs.

Fostering neurodiversity in IIS

Stigma, a lack of awareness, and lack of appropriate infrastructure can cause exclusion of people with neurodevelopmental differences. Understanding and embracing neurodiversity in communities, schools, healthcare settings, and workplaces can improve inclusivity for all people. It is important for all of us at IIS to foster an environment that is conducive to neurodiversity, and to recognize and emphasize each person's individual strengths and talents while also providing support for their differences and needs.



Why is IIS neurodiversity-friendly?

- We care about Inclusion.
- We offer adjustments to people’s workspace to accommodate any sensory needs, such as
  - ○Sound sensitivity: We offer a quiet break space, communicate expected loud noises (like fire drills), offer noise-canceling headphones.
  - ○Movements: We allow the use of fidget toys, allow extra movement breaks, and offer flexible seating.
- We use a clear communication style:
  - ○We avoid sarcasm, euphemisms, and implied messages.
  - ○We provide concise verbal and written instructions for tasks, and break tasks down into small steps.
- We inform people about school policies, and we don't assume someone is deliberately breaking the rules or being rude.
- We always try to give advance notice if plans are changing, and provide a reason for the change.
- We don't make assumptions. We ask for a person's individual preferences, needs, and goals.
- We are kind and patient.

BIRTHDAY PACKAGES BY LACUCINA



LET'S PARTY!

Celebrate your child's Birthday with us at the Italian International School

Celebrate your child's special day in style at the Italian International School with our all-inclusive Birthday Packages! From savory delights like homemade Chicken Tenders and Mini Burgers to sweet treats such as Cupcakes and Jelly Shots, we've got everything covered*. Enjoy exciting activities like Cupcake Decorating and Pizza Making.

Please note that event decorations are not included in the package. However, the school can arrange decorations for an additional rate depending on your requirements.

Contact us now to book your child's unforgettable birthday celebration!

canteen.iischool.ae

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LA CUCINA

ANNOUNCEMENTS

LA CUCINA

SAVOUR ITALIAN EXCELLENCE

ITALIAN INTERNATIONAL SCHOOL | CANTEEN

La Cucina Bevande

AMERICANO	S 10	M 13	L 13
SINGLE EXPRESSO	S 10	M 12	L 12
DOUBLE EXPRESSO	S 12	M 12	L 12
CAFÉ LATTE		M 14	L 16
CAPPUCCINO		M 14	L 16
SPANISH LATTE		M 17	L 19
ICED SPANISH LATTE		M 17	L 19
DECAFF COFFEE		M 17	L 17
MOCHACCINO		M 14	L 16

Almond / Coconut Milk : 4.00 / Oat Milk: 6.00

MILK - 300 ml	L 6.50	Almond / Coconut Milk :	8.00	Oat Milk:	10.00
CARAMEL	L 3.00	Almond / Coconut Milk / Oat Milk:			3.00
VANILA	L 3.00	Almond / Coconut Milk / Oat Milk:			3.00
EARL GREY TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00
ENGLISH BREAKFAST TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00
GREEN TEA & MINT TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00



Succo de fruita & acqua / Fruit Juice & Water

Al Rawabi Fruit Juice : 5.00

Sunblast Juice

Apple, Banana, Strawberry : 5.00
Apple, Mango : 5.00
Apple, Guava : 5.00
Orange : 5.00

Fiji Water - 500 ml (Mineral Water) : 8.00
MonViso - 500 ml - Italy (Mineral Water) : 6.00
Voss - Sparkling - 800 ml - Norway : 12.00
Voss - Still - 800 ml - Norway : 12.00
Voss - Still - 500 ml PET - Norway :
Al Ain Water 300 / 500 ml : 1.00

NOT FOR SALE DURING SCHOOL HOURS

Lipton Iced Tea (Lemon) : 6.00
Lipton Iced Tea (Peach) : 6.00
Lipton Iced Tea (Tropical) : 6.00

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ANNOUNCEMENTS

- **Registration is Now Open** for the AY 2024 - 2025 from Preschool to Grade 9.
- Parents now have the convenience of **paying tuition fees online** and in installments. Click the below image.



Italian International School

Italian International School is a premium IB candidate school where English is the language of learning, and the educational experience is enriched with Arabic and Italian language and culture.

IIS Khalifa City / Feb 9, 2024

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