IIS Monthly HIGHLIGHTS

April 2025
Edition



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 01/05/2025
AY: 2024-2025

Dear Parents of the Italian International School,

I hope this letter finds you well. Recently, I examined the impact of education at our school on students who have been in our care since we opened in 2022. It was a very interesting exercise, and I am pleased to share the results of that examination with you. Thank you for your interest.

Sincerely,

Janet DesJardins
Principal

The Transformational Impact of the Italian International School on Future Life Choices

Introduction

Education shapes not only what students know but also who they become. The Italian International School stands as a testament to this principle, offering an environment where every learner—regardless of background, ability, or initial confidence—can thrive. Through nurturing academic support, opportunities for personal growth, and a focus on character-building, the school helps students unlock their potential and envision futures filled with purpose and possibility. A review of three anonymized student journeys over recent years illustrates how this institution transforms learners, academically and personally, setting them on pathways toward empowered life choices.

Academic Growth and Intellectual Development

Across all cases, students demonstrated steady and measurable academic growth in core subjects such as Mathematics, Science, English, and Arabic. In Mathematics and Science, one student progressed from mid-70% achievement scores to consistent high-80% results, revealing an increasing aptitude for analytical reasoning and problem-solving. Another student, initially hesitant with multi-step problems, developed number sense and mental calculation skills, building confidence in real-world applications.

A particularly remarkable case involved a student who, upon joining the school, was significantly below the expected level in Arabic. Over three years, with consistent support and high expectations, this learner not only met but exceeded international performance standards, earning placement in a Gifted and Talented program. This transformation reflects the school's ability to tailor learning experiences that address individual needs while inspiring exceptional outcomes.

In English, reading comprehension and storytelling emerged as strengths across the profiles, with gradual improvements in writing structure and grammar. Students displayed increasing fluency, expanding vocabulary, and a growing capacity for critical discussion, essential for both academic achievement and future leadership roles.

Work Ethic, Responsibility, and Independence

All three student journeys reflected a growing sense of personal responsibility, diligence, and independence. Initially relying on structured support and external guidance, the students developed the skills necessary to manage their time, complete assignments punctually, and take initiative in their learning.

One case demonstrated significant improvements in independent study skills and organization, laying a foundation for success in future, more autonomous learning environments. Another student, once reluctant to take on academic challenges, grew to embrace new tasks with curiosity and resilience—evidence of a shift from passive participation to active ownership of their education.

Participation, Engagement, and Social Collaboration

Transformation extended beyond academic results. Students gradually became more engaged in class discussions, collaborative projects, and school-wide initiatives. One student evolved from a quiet observer into a confident participant and school ambassador, leading assemblies, narrating videos, and hosting events. Another began contributing actively to inquiry-based activities and connecting historical and social topics to contemporary issues, demonstrating developing critical awareness.

Improved communication and interpersonal skills were evident across all cases, positioning students to thrive in team settings and diverse social environments. These qualities are essential not only for academic contexts but also for future professional and community roles.

Leadership Development and Confidence-Building

While each student's starting point varied, the Italian International School successfully cultivated leadership skills and self-confidence. From assuming visible roles in school events to guiding peers in group tasks, students increasingly took initiative and stepped into positions of responsibility.

One learner, who initially struggled with shyness, emerged as a confident, articulate communicator, frequently representing the school in public-facing capacities. Another showed leadership potential through thoughtful contributions to class discussions and a growing ability to advocate for themselves and others.

Higher-Order Thinking, Reflection, and Lifelong Learning Habits

The school's emphasis on inquiry, critical thinking, and reflective practice equipped students with essential cognitive skills. Through exposure to higher-order thinking tasks, Socratic discussions, and project-based learning, students moved beyond rote learning, engaging in analysis, synthesis, and reasoned debate.

Goal-setting exercises and self-assessment activities helped students become reflective, lifelong learners. One case highlighted how a student developed a growth mindset, embracing challenges and viewing setbacks as opportunities for improvement—a mindset that will serve them in academic, professional, and personal spheres.

Conclusion

The educational journeys of these anonymized students vividly illustrate the transformational power of the Italian International School. Through tailored academic support, character-building experiences, and a culture of high expectations, the school shapes confident, capable, and compassionate learners.

Each student's growth—whether in mastering a challenging subject, developing leadership skills, or discovering a love of inquiry—proves that with the right environment, all learners can achieve personal excellence and make empowered, thoughtful life choices. The Italian International School doesn't just prepare students for exams; it prepares them for life.

EARTH DAY



Earth Day

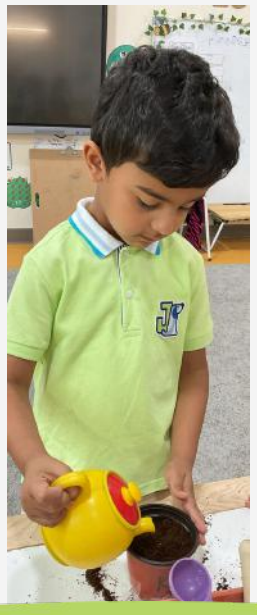
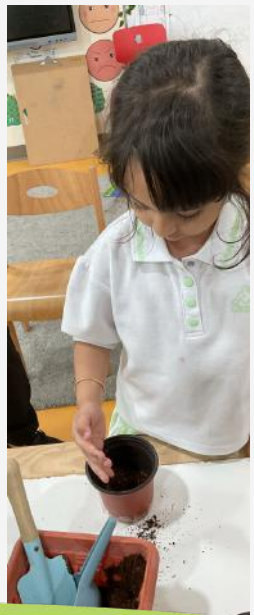
Our students celebrated Earth Day by planting new life into the soil — a beautiful reminder that small hands can make a big difference for our planet.












Breakfast with the Principal

We started the day with a special honor! Our Student and staff of the Month awardees enjoyed a delightful breakfast hosted by our principal, Ms. Janet. Congratulations students!













Planting Activity

Proud to be part of the “Plant UAE” initiative! Today, our students planted 20 saplings with the guidance of the Emirates Environmental Friend Society. A step toward a greener, brighter future!









Melting Magic

Exploring colors through Science

In this hands-on experiment, students observe how crayons undergo a state change from solid to liquid when heated, and then back to solid as they cool, demonstrating the reversible process of melting and solidification.

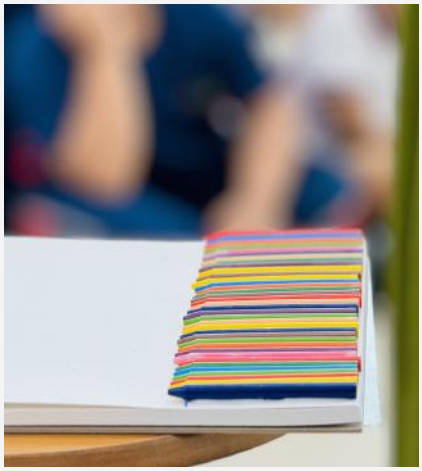














Science Experiment

Curious minds at work!
Our little explorers discovered the magic of mixing baking soda and vinegar — a fun experiment that brought science to life with bubbles and excitement!















RAZ READING COMPETITION

Congratulations to all our amazing readers in the RAZ Reading Competition 2025!
Keep shining and keep reading!

















STUDENT OF THE MONTH AWARDS







Congratulations to all the recipients of the March 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 March 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!

Middle Years Programme



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
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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.

EARLY YEARS

Last month in Early Years was full of fun and learning!

In Pre-K, we learned about animals. The children enjoyed discovering the names of different animals and making their sounds. We also created beautiful butterfly crafts by coloring pasta and using it to decorate our butterflies — the results were fantastic!

In KG1, we finished our animals topic by reading the lovely story “The Rainbow Fish”. The children loved the colorful fish and its shiny scales. To end our project, we made a "P" of "Pesce", using bright colors and lots of imagination.

In KG2, we started our new adventure with shapes! The children learned to recognize and name different shapes, and we even built some shapes using wool. It was a creative and hands-on activity, and the children had so much fun working with new materials.

We are so proud of all the children for their great work and enthusiasm!--







ITALIAN DEPARTMENT

APRIL

PYP

This month in **Grade 1** , we wrapped up our unit on toys with a fun treasure hunt and explored new vocabulary with the letters M, D, and B. We also kicked off our exciting new unit on animals, learning about creatures in the air, land, water, and underground. We'll continue to explore different animal habitats through songs, games, and written activities. Thank you for your continued support in our learning journey!

In **Grade 2**, we explored "Professioni" (Jobs) and learned the hard and soft sounds of the letter C in Italian. We began reading "Il Signor Acqua" to set the stage for our new inquiry unit on materials, focusing on clothing (I vestiti) and related vocabulary. It’s been an exciting month of learning!

In **Grade 3** , we wrapped up our exploration of simple machines and Leonardo da Vinci's inventions. Students created parachutes and designed flying machines, showcasing their creativity. We also kicked off our new topic in Italian, focusing on sports and related vocabulary.

This month, in **Grade 4**, we continued our collaborative Leonardo da Vinci lap book, with each student focusing on different aspects of his life and works. We reviewed Italian art vocabulary and began exploring renewable energy in our inquiry class. For our language focus, we'll shift to the topic of family, diving into vocabulary and descriptions. It’s been a month filled with creativity and discovery!

In **Grade 5**, we wrapped up our exploration of children's rights and responsibilities, engaging in meaningful discussions. We held an assembly on children's rights, and students began their first exhibition project, brainstorming how their chosen topics connect to Italy's culture and language. Their ideas are documented in exhibition journals on Toddle, laying the groundwork for their creative exploration. Exciting times ahead!













PYP


BERRETTO
GUANTI
SCIARPA
CAPPOTTO
STIVALI
MAGLIONE
IL FANTASTICO VIAGGIO DEL SIGNOR ACQUA


M
D
B







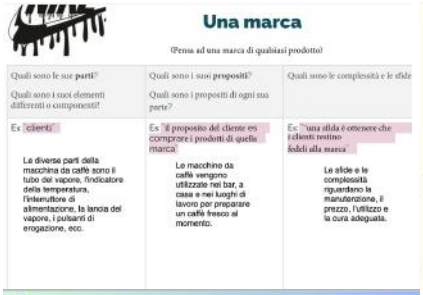


MYP

GR6 The sixth-grade students have embarked on an engaging interdisciplinary unit focused on weather and climate. They have been exploring the months of the year and the changing seasons, while also developing their language skills by learning to describe weather conditions using a variety of adjectives, verbs, and adverbs.

GR7 The seventh-grade students have been engaged in the unit titled "Italy: A European Country." This unit aims to equip them with essential geographical facts about the "Belpaese" while expanding their related vocabulary. The students are now able to describe Italy's geography in detail and have gained familiarity with its physical and political features, including: fiumi, montagne, laghi, regioni, città...

GR8 / GR 9 Eighth and ninth grade students are working on the concept of sustainable fashion and fast fashion. During this project, they will explore the differences between sustainable fashion, which aims to reduce environmental impact and promote fair working conditions, and fast fashion, which is characterized by rapid production and low costs. During this unit the students will explore the Italian language learning about clothes, style, materials, shapes vocabulary.















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 وتجوديه
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 CORNER



Ms. Amani Al Ghandour
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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

THE NATIONAL CURRICULUM DEPARTMENT

قسم منهاج وزارة التربية والتعليم

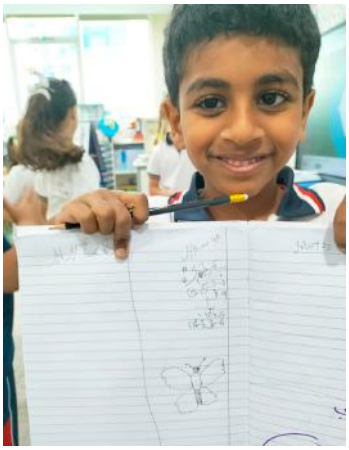
أهلا ومرحبا بكم أعزائنا الكرام
تحية من القلب للقلب
يسعدنا ويشرفنا استقبال شهر أبريل بوجودكم معنا بالمدرسة الإيطالية الدولية بأبوظبي ، ويشرفنا مشاركتنا معكم بعض ما قدمه قسم منهاج وزارة التربية بالتعليم مع أبنائنا وبناتنا الأعزاء

Salam and welcome, Dear Parents
A heartfelt greeting from heart to heart.
We are delighted and honored to April 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 أبريل بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of April



طلاب الروضة يبدعون بعمل نشاط فني لحرف الياء (يقطين)
Kindergarten 2 students create an artistic activity for the letter YAA (pumpkin)



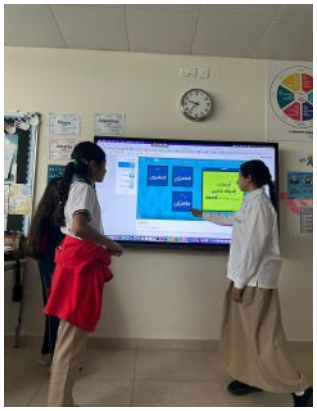
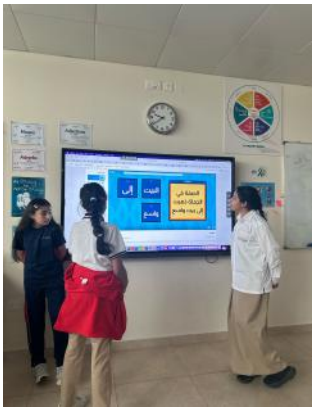






طلاب الصف الأول A يبدعون في تكوين وتركيب كلمات تحتوي على حرف الفاء ، والتعبير عنها بالرسم .

Grade 1A students are creative in forming and composing words that contain the letter Fa, and expressing them in drawing.


طالبات الصف السادس تطبقن حكم الإخفاء الحقيقي على سورة الملك المقررة

Grade 6 girls compete during a lesson on adjectival construction.



فتيات الصف السادس تتعاونَّ أثناء نشاط تطبيقي على درس التركيب النعتي

Grade 6 girls compete during a lesson on adjectival construction.



طلابنا يستمتعون بحصة اللغة العربية بالمكتبة

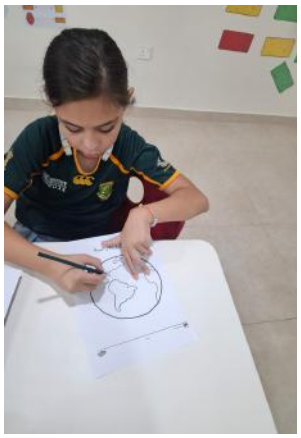
Our Students enjoying the Library Arabic Class

























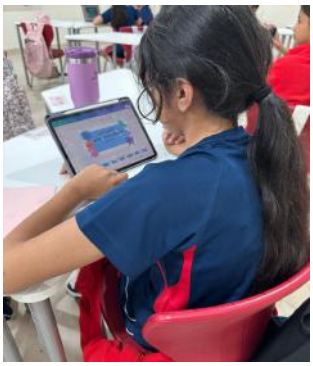

يوم الأرض والأنشطة المختلفة مع مختلف الصفوف

Earth Day and various activities with different grades












طالبات الصف السادس يُعِدْنَ ويقدمن مشاريع في مادة التربية الإسلامية

Grade 6 girls Preparing and presenting Islamic studies projects







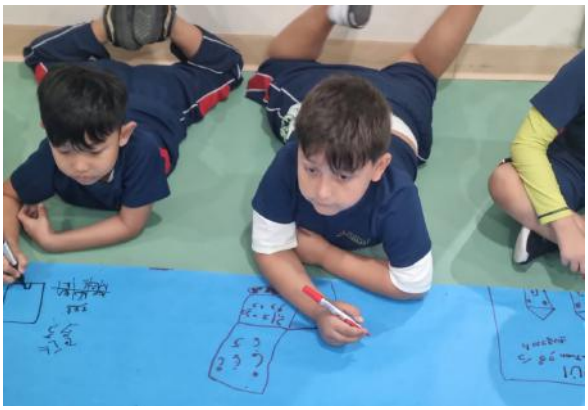


طلاب الروضة والتعلم عن طريق الانشطة لحرف الهاء

Kg students enjoyed learning about letter Ha with different activities










طلابنا غير الناطقين بالعربية مع حصة المراجعة للحروف التي تمت دراستها من قبل

Our Non_Native students during Arabic Class reviewing the letters with drawing examples of the things that included it.





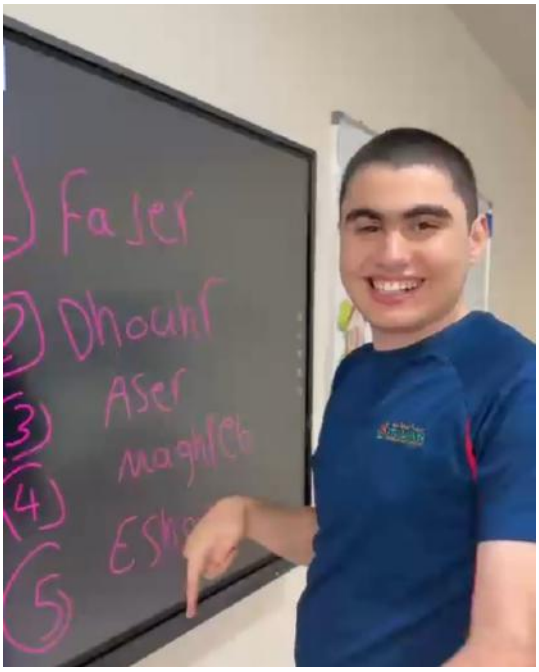






The Morning Quran Club

حلقات تحفيظ القرآن الكريم الصباحية



Adam Gr8 achieved his goals and now he knows the five prayers Keep it up Adam

آدم بالصف الثامن ماشاء يتقدم بحصة التربية الإسلامية استطاع قراءة ومعرفة الصلاوات الخمس.







حصة التربية الوطنية ومشاركتهم المتميزة مع مختلف الانشطة والاستراتيجيات والمشاريع أحسنتم أحبتي

Our students during the UAE social studies shared their experiences

THE NATIONAL CURRICULUM DEPARTMENT



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

To honor Autism Awareness Month this April, some of our students had the opportunity to visit The Louvre in Abu Dhabi on Thursday, April 17. The New England Center for Children Clinic collaborated with The Louvre to organize an Autism Awareness Day.
Our students actively engaged in various activities throughout the day and had a wonderful time exploring The Children's Museum at The Louvre, fully immersing themselves in the festivities.
IIS is extremely proud to have eight Autistic students in our school community.
Our Inclusion Team (Mr. Christo, Ms. Musuleng, Ms. Nomsa and Ms. Mercy) accompanied our students on this amazing day.
















INCLUSION AT IIS

What are the benefits of playing board and card games with children

Board games are a fun way to improve learning, functioning skills and attention spans.
Board games also bring families closer together, encourage friendships, teach life skills and develop the brain.
Let's learn more!

1. Games Develop Children's Brains
It's thought that children can develop their brains by playing games which require them to be strategic and solve problems.
2. Children learn new skills
Preschoolers can work on learning numbers, colours, READING and taking turns through board games.
3. Games which require several players, teach Social Skills
Games teach social skills such as, Waiting your turn, being a good loser/winner and also teamwork.
4. Games teach kids how to follow instructions & rules
One thing that all games have in common are instructions and rules! Games are a fun way to work on following instructions, without it feeling boring and tiresome for the child. Following instructions is a skill that kids will need to navigate adult life.
5. Helps with Impulsive Control
Board games help children work on their fine motor skills by setting up the board and putting the tokens inside. By taking care and putting in effort to setting the board up, it is hoped that any bad behaviour won't occur.
6. Kids learn Problem solving skills through games
Games that have the right mix of luck and strategy are perfect for developing problem solving skills. When a game uses this mix of luck and strategy it simulates real life. Games that help kids think up strategies to get around these setbacks and still come out on top, can help kids develop skills to conquer life's difficulties.
7. Board games can lengthen kids attention spans
Learning to sit and wait your turn has great social benefits, but it can also lengthen a child's attention span. This is ideal for children with low attention spans as it allows for continued learning.
8. Mastering skills such as READING which can challenging for those with dyslexia and ADHD can be made fun through games
Kids who struggle with reading or math can be helped by playing specific games that target the areas they need to work on. Some board games are designed to help children practise HIGH-FREQUENCY and EXCEPTION words in English.

9. Board games can bridge gaps between kids
For shy and unconfident children, playing board games can help them in social situations by putting them at ease as they find common ground in playing a game together. This can reduce their social anxiety and reassure them of their surroundings and situations.
10. Playing games brings families and friends together
Games bring people closer together and help families work on relationships without digital distractions. Games are a great way to build an inter-generational bridge.

Here's some ideas for you!

The best family board games

- Overall best family board game: Ticket to Ride
- Best budget family board game: Articulate for Kids
- Funniest family board game: Throw Throw Burrito
- Best family board game for parties: Chicken Vs Hotdog
- Best family board game to learn strategy: Carcassonne
- Best classic family board game: Labyrinth
- Most replayable family board game: Scotland Yard
- Best family board game for Traitors fans: The Chameleon

Best card games for families

- Best family card game: Dobble
- Best budget family card game: Uno Flip!
- Best quick play family card game: Taco Cat Goat Cheese Pizza
- Best card game for family holidays: Exploding Kittens
- Best family card game for small groups: P for Pizza

Best games for younger children

- Best board game for young children: Monopoly Junior 2-in-1
- Best educational game for kids: Cheeky Monkeys
- Best board game for preschoolers: Shopping List
- Best family team game: The Sock Game

Best games for older children

- Best board game for age 10+: Catan
- Most humorous game for families: Cards Against Humanity Family Edition
- Best board game for teenagers: Herd Mentality
- Best board game to learn strategy: Monkey Palace

INCLUSION AT IIS





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

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!

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LA CUCINA

ANNOUNCEMENTS

LA CUCINA

SAVOUR ITALIAN EXCELLENCE

ITALIAN INTERNATIONAL SCHOOL | CANTEEN

La Cucina Bevande

HOT DRINKS

Single Shot Espresso	10.00
Double Shot Espresso	12.00
Americano M/S	13.00
Cappuccino (M)	14.00
Cappuccino (L)	16.00
Latte (M)	14.00
Latte(L)	16.00
Flat White(M)	14.00
Flat White(L)	16.00
Spanish Latte (M)	17.00
Spanish Latte (L)	19.00
Mochaccino (M)	14.00
Mochaccino (L)	16.00
Cortado	15.00
Hot Chocolate	15.00

DRINKS

Laban 180ml	3.00
Sunblast 200ml	5.00
300ml Juice	5.00
180ml Juice	3.00
Greek Yogurt	6.50
Riviere Water 500ml	1.00
Evian Sparkling Water 330ml	8.00
Voss Water 500ml	8.00
Fiji Water 500ml	8.00

SALADS & SNACKS

Caeser Salad	15.00
Chicken Caesar Salad	20.00
F.f Protein Puffs	13.00
F.f Protein Chocolates (Salted / Caramel/White Chocolate)	12.00
F.F Protein Chocolate Brownie	17.00
Zaartar Croissant	4.00
Cheese Croissant	3.00

ICED DRINKS

Iced Latte	15.00
Iced Spanish Latte	19.00
Iced Chocolate	15.00
Iced Matcha Latte	24.00

OTHER MILK DRINKS

Normal Milk	10.00
Oat / Almond/ Coconut Milk	6.00

SYRUP/FLAVORS

Vanilla / Caramel	3.00



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ANNOUNCEMENTS

- **Registration is Now Open** for the AY 2025 - 2026 from Preschool to Grade 10.
- 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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