IIS Monthly

January 2025
Edition

HIGHLIGHTS



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 19/01/2025
AY: 2024-2025

January 30, 2025

Dear Parents,

I hope this letter finds you well. Recently I listened to a presentation by Dr. Jonathan Haidt, a Professor at New York's Stern School of Business who shared his book that was recently released called The Anxious Generation (2024).

His research has delved into the impact of the increase in technology use and smart phones have had on the attention and feelings of self-worth in young people. Historically, children would play outside and occasionally call each other on the telephone. Since 2012 there has been a steady decline in the mental health of our youth, which can be largely attributed to their consumption of technology and online content.

Online, children are exposed to many adult issues and face navigating social relationships via technology. This has left many children feeling depressed and more anxious than ever before. There is a large increase in distraction and non-educational activities.

Use of technology and increased screen time is a worry for both educators and parents. In his book, Dr. Haidt states that "excessive use of technology has potential harmful effects on physical and mental health" (p. 149). Countries like Sweden are backing away from technology use in schools due to the negative impact, especially on the most vulnerable users.

Collectively, we can have an impact on this issue by implementing the following measures:

-no phones before the age of 14 years
-no phones at school,
-no social media before 16 years of age
-more childhood independence and play

Together we can help to break these negative patterns of technology use and help our youth find other ways of connecting. Thank you for your ongoing support.

Sincerely,

Kind Regards
Janet DesJardins
Principal

IB PYP AND MYP AUTHORIZATION

يسعدنا أن نعلن أن المدرسة الإيطالية الدولية أصبحت الآن مدرسة عالمية معتمدة من **منظمة البكالوريا الدولية** (IB) لتقديم برنامج السنوات الابتدائية (PYP) وبرنامج السنوات المتوسطة (MYP). هذا الإنجاز يعكس التزامنا الراسخ بتوفير تعليم دولي عالي الجودة يواكب المعايير العالمية.

The Italian International School is now an **IB World School** authorized to offer both the Primary Years Programme (PYP) and the Middle Years Programme (MYP), demonstrating our commitment to high-quality, international education.

La Italian International School è ora una scuola **autorizzata dall'IB che offre sia** il Programma della scuola primaria (PYP) che il Programma della scuola secondaria di primo grado (MYP) . Siamo orgogliosi di questa autorizzazione che mostra il nostro impegno per un'educazione internazionale di alta qualità.

Primary Years Programme

Middle Years Programme


المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL
IIS Sports Day
27 February 2025
Zayed Cricket Stadium, Khalifa City
GET READY

Oh,
the Places We'll Go!

Early Years Concert



Invitation

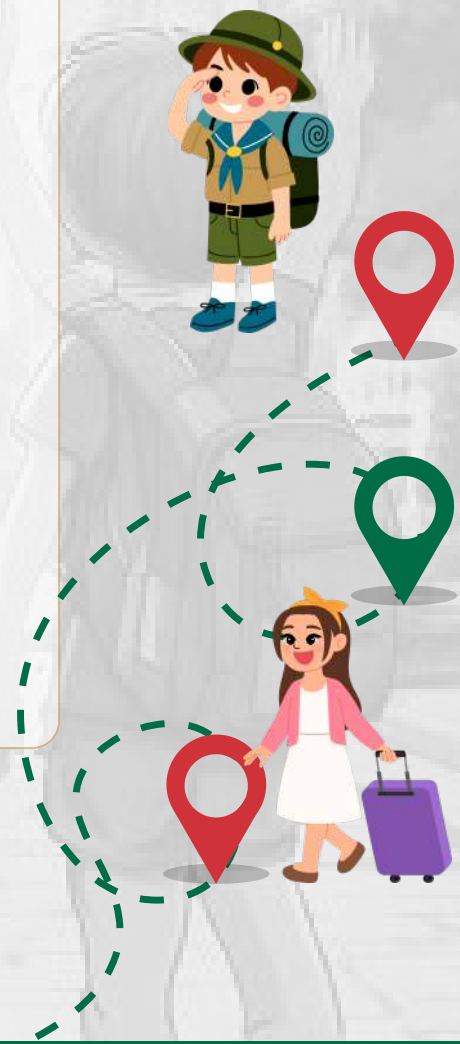
Dear Parents,

You are cordially invited to attend our Early Years Concert – "Oh, the Places We'll Go!"

Date: Tuesday, February 25, 2025
Time: 8:30 AM
Venue: Italian International School,
Gate: Entrance No. 2

Join us for a delightful journey as our little explorers take you around the world, celebrating the rich cultures and traditions of India, Hawaii, South Africa, China, Brazil, New Zealand, Mexico, Ireland, the Arab world, and more!

We look forward to seeing you there!





JOIN US

LA BEFANA

On January 6, we honored the beloved Italian tradition of La Befana Day, a celebration filled with joy, sweets, and cultural spirit!











HYDROPONICS HARVESTING



Fresh greens, grown with care.

Last month, our students proudly harvested their hydroponic crops, showcasing their dedication to sustainable farming and innovative learning!













3 WAY CONFERENCE






















Al Isra’ Wal Mi’raj







Our school commemorated Al Isra’ Wal Mi’raj with reflection, learning, and spiritual significance. A meaningful celebration of faith and enlightenment!





HORSE BACK RIDING







Build confidence, connect with horses, and learn valuable life skills through riding and empowerment sessions.



SOD SPORTS DAY

On Thursday, January 30, 2025, some of our (SOD) students of determination in grades KG1 to Grade 3 attended our IIS SOD Sports Day.
Our students participated in different physical activities. These activities were designed for our students of determination and they were fun and uncomplicated.
The purpose of the day was to have fun! We had happy active students and they enjoyed the day. All students received a certificate and a medal.










STUDENT OF THE MONTH AWARDS





Congratulations to all the recipients of the January 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 January 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.*

For more information, please contact research@ibo.org or visit www.ibo.org/research.

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ITALIAN DEPARTMENT



Ms. Cristina De Martino
Head of Italian Curriculum
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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.

In prek we had a lot of fun with the transport.
In kg1 we started exploring animals and we painted our leone.
In kg 2 we are exploring school objects and we colored our astucci with salt.
We also met la Befana and she brought candies and cookies!











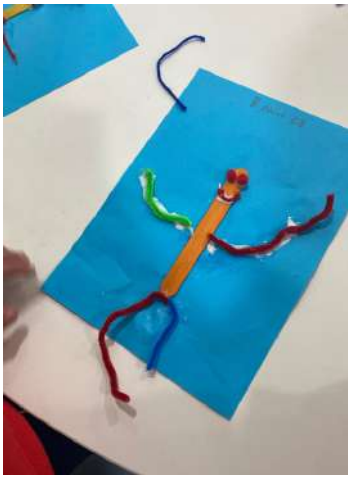


PYP

GRADE 1

We have started working on body and face features vocabulary with Grade 1, and we are building a puppet to label the body parts!





GRADE 2

In Grade 2, we began to investigate the objects in the classroom and the vocabulary in Italian. We also examine prepositions like 'sopra' (above), 'sotto' (under), and 'a sinistra' (to the left) through songs, dances, and mime games!






GRADE 3

In Grade 3, we are studying explorers, with a focus on the famous Italian explorers Marco Polo and Christopher Columbus. We prepared a poster activity about Marco Polo's journey from Venice to China, recreating his travels along the 'Via della Seta' (Silk Road)!"






GRADE 4

"In Grade 4, we have started to work on the city and its vocabulary, including buildings like 'supermercato' (supermarket), 'farmacia' (pharmacy), and 'scuola' (school). We will also explore landmarks such as 'monumento' (monument) and 'parco' (park) as we begin to build a city map using Italian vocabulary!"








GRADE 5

In Grade 5, our students have truly excelled in their language learning journey! They did a fantastic job with their role play using vocabulary from our unit on 'cibo' (food), showcasing their talents during the assembly.

Now, we are excited to shift our focus to vocabulary related to 'vacanze' (holidays) in Italian. As we explore the verb 'andare' (to go) and learn the first three persons, the students are creatively engaged in making postcards from Italy and constructing their own Italian passports. This blend of performance and creative projects has made for a vibrant and enriching learning experience!







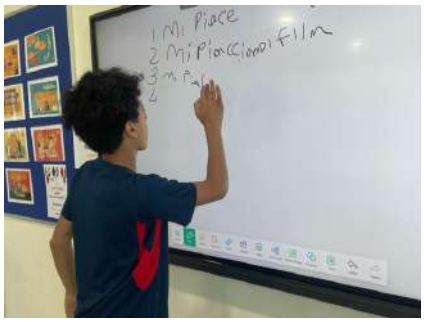


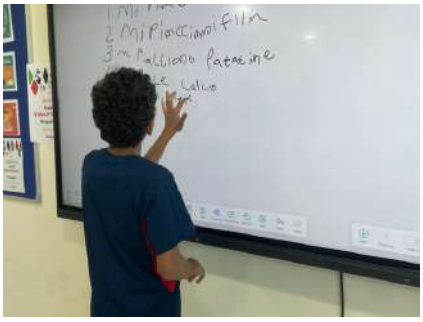
MYP

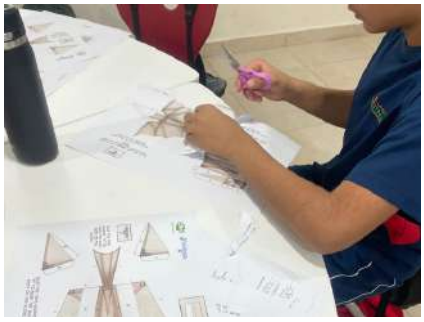
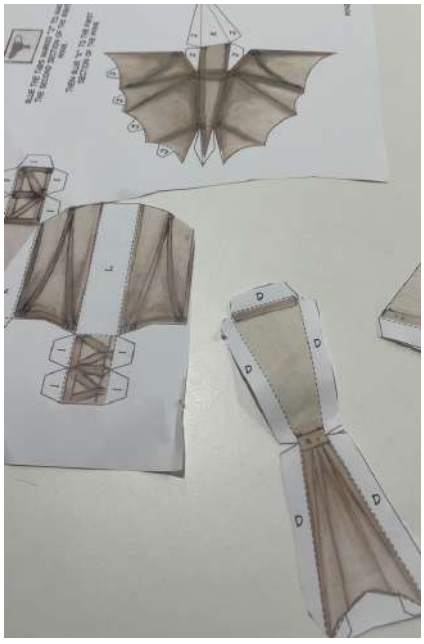
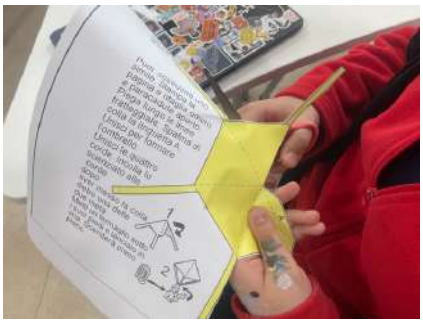
Grade 6 practiced some games with class object names.
Grade 7 practiced sentences with mi piace.
Grade 8 and 9 built two of Leonardo Da Vinci's flying machine (aliante e paracadute).














THE NATIONAL CURRICULUM CORNER



Ms. Amani Al Ghandour
National Curriculum Head
Email: arabic@iischool.ae

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 يناير 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 January 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 يناير بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of January



طلاب ماقبل الروضة يبدعون بعمل نشاط فني لحرف الطاء (ط)
ناتج التعلم :يتعرف الطالب على شكل حرف الطاء وصوته (ط)

Pre-Kindergarten students create an artistic activity for the letter Taa (Taa)
Learning Outcome: The student recognizes the shape of the letter Taa and its sound (Taa)





امثله لمشاركة طلاب الصف الثاني مشاريعهم حول انواع الطاقه

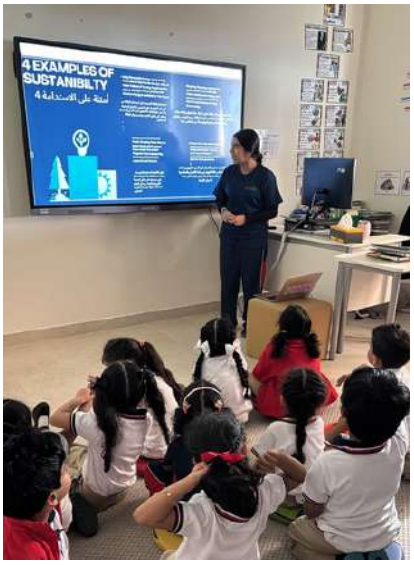
Our G2 project is about kind of energy, well done





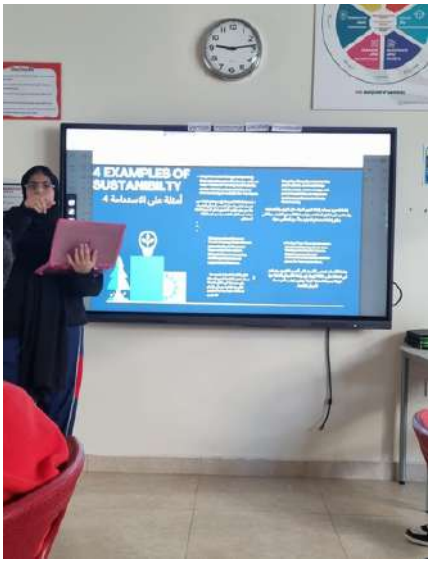
طلاب الصف الخامس أثناء عرض ما قاموا باعداداه حول اختيارهم احد دول مجلس التعاون الخليجي وتوضيح اهم ما يميز تلك الدولة ، احسنتم جميعا.

During our UAE SOCIAL STUDIES, Class G5 B show their work about the Arabian Gulf countries









تماشيا مع نهج دولتنا الحبيبة في دعم فكر القيادة الرشيدة بإعداد جيل قائد ومدرك للقضايا الهامة ودعما وادراكنا من طلابنا لأهمية الوعي بالقضايا البيئية والمحلية والعالمية ، قام عدد كبير من ابنائنا وبناتنا بعمل محاضرة توعوية حول الاستدامة والتعريف بها والحث على ادراك القضايا العالمية وزيادة الفكر التوعوي لدى جميع طلابنا من مرحلة ما قبل الروضة الي الصف التاسع

In alignment with our beloved nation's approach to supporting the wise leadership's vision of preparing a generation of leaders who are aware of important issues—and in recognition of our student's understanding of the importance of awareness of environmental, local, and global issues—a large number of our sons and daughters delivered an awareness lecture on sustainability. The lecture aimed to introduce the concept of sustainability, encourage an understanding of global issues, and enhance awareness among all our students, from pre-kindergarten to grade 9.



وخير جليس في الزمان كتاب: طلابنا من مختلف الصفوف وحصصهم الممتعة للغة العربية بالمكتبة

The best companion in every era is a book: our students from various grades enjoying their engaging Arabic language classes in the library.





طلاب الصف الخامس مع مهاره رسم الخرائط في أثناء ماده الدراسات الاجتماعية
our values students during UAE Social Studies class, improving mapping skills




طلاب الصف الخامس B أثناء تفعيل مهارة القراءة والكتابة والاستماع والتحدث من خلال برنامج ألف أثناء حل درس الجملة الاسمية والفعلية .
Grade 5B students while activating the skills of reading, writing, listening and speaking through the Alef app while answer the lesson the noun and verb sentence





طلاب الصف الخامس B يبدعون في كتابة جمل اسمية عن دولة الإمارات العربية المتحدة تحتوي على أنواع خبر مختلفة .
Grade 5B students are creative in writing noun sentences about the United Arab Emirates that contain different types of predicate.









طلابنا غير الناطقين باللغة العربية مع بعض حصص اللغة العربية والتربية الإسلامية

Our non-Arabic speaking students along with some Arabic language and Islamic education classes.







طلاب الصف الخامس B يبدعون في كتابة جمل اسمية عن دولة الإمارات العربية المتحدة تحتوي على أنواع خبر مختلفة .

Grade 5B students are creative in writing noun sentences about the United Arab Emirates that contain different types of predicate.



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

INCLUSION DEPARTMENT

SOD Festival (January 24, 2025)

On Friday, January 24, 2025, some of our (SOD) students of determination in grades KG2 to Grade 3 attended a SOD Festival at the Russian School in Abu Dhabi.

Our students participated in amazing arts, music and physical activities.

This festival was held to celebrate diversity in our schools.











Inclusion Article

Positive Parenting Tips Every Parent Should Know

As parents, we strive to nurture, protect and guide our children through each stage of their lives. However, it's not always a smooth and easy path. As they grow and develop, there are times when our kids display undesirable or unexplainable behavior—and we don't always know how to help them when they struggle.

While these parenting pains can be frustrating, there are positive parenting tips on how to stay calm and encourage more acceptable behavior.

Positive parenting focuses on teaching children what type of behavior is acceptable. These techniques help to get the desired behavior we want and allow children to become mentally healthier and better adjusted.

1. Give your child lots of nurturing physical attention. It seems simple, but children like hugs, cuddles and holding hands. Show them the affection they desire. If they aren't overly affectionate, that's okay. Know how your child likes to be nurtured and comforted.

2. Offer a variety of activities for them to do

Children are more likely to misbehave when they are bored, so provide lots of engaging indoor and outdoor activities for your child such as reading, games, puzzles, science projects, nature walks, blanket tents, etc.

3. Set clear limits on your child's behavior

Sit down and have a family discussion on the family rules in your home. Let your child know what the consequences will be if they break the rules. Rules should be few, fair, easy to follow, enforceable and positively stated.

4. Don't feed into their emotional outbursts

If your child misbehaves, stay calm and give them clear instructions to stop misbehaving and tell them what you would like them to do instead. Use specific praise with your child if they stop.

5. Have realistic expectations

All children misbehave at times, and it is inevitable that you will have some discipline challenges. Trying to be the perfect parent—and expecting the perfectly behaved kid—can set you up for frustration and disappointment.

6. Don't forget to take care of yourself

It is difficult to be a calm, relaxed parent if you are stressed, feeling anxious or down. Try to find time every day—or at least once a week—to let yourself unwind or do something that you enjoy. We know as parents it is difficult to do, but give yourself permission to take time for yourself. It makes a difference.

7. Don't forget to give your child positive attention

Your kids need positive attention. If they do not receive positive attention from family, they may choose to seek out negative attention. This is because negative attention is still attention, and any attention is better than being ignored. Remember to communicate with your child. Love and care are the greatest healers.

8. Guide your child through their mistakes & weaknesses

Punishing a child is not as effective as using praise and rewards. Rather than focusing on weaknesses, find ways to assist your child in developing to their full potential. When encouraged, children will acquire talents to compensate for any deficiencies.

9. Avoid negative emotional reactions to your child's behavior

If your child has problems with control, negative responses will only make them feel worse. Use short and mild verbal phrases/acronyms to remind your child to focus.

10. Parent by example (Model what you expect)

Think of your kids like a copy machine who will mimic everything you do. If you make poor choices in behavior, you are giving them permission to act in the same ways. Check in with yourself, and don't lose it in front of the children.

11. Don't ever give up on your child!

All of your child's problems can be worked through with humor, goodwill and perseverance. With proper parental support, even the most troublesome teens can become amazing people.

Adopting these tips for your family may take a little adjusting, but stick with it, and you will see and love the results. When we take compassion and kindness into parenting practices, we are going to have much better outcomes and the whole family is going to be happier and healthier.

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

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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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