IIS Monthly

March 2025
Edition

HIGHLIGHTS



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 11/04/2025
AY: 2024-2025

March 30, 2025

Dear Parents,

Welcome back to school following Spring Break! We are excited about the learning opportunities that your children will experience this upcoming term. The IB framework is such an incredible tool for us to implement to help us deliver the curriculum. Embedded in the curriculum framework are the learner profile attributes and the ATL (approached to learning) skills that we focus on and help your children acquire.

One important aspect of our program relates to our commitment to develop leaders. Our school owner, Mr. Aref Al Khouri shared his vision with me when I was first hired as Principal, and he asked that we focus on helping our students to become leaders. We have many examples of how we do this at IIS, and one such example is using myself as a description of 'How to Become a Leader' so that students will understand the steps necessary to achieve this goal.

Most recently, I have visited almost all classes from Grades 3-9 to share my story. I share a short presentation that contains the story of my life, from early years until now. My hope is that our children can relate to me and my story, and know, they are already on the right track. Please find a short summary below of some of the things I have shared with the students.

"My Leadership Journey" by Janet DesJardins outlines a personal and progressive path toward leadership, starting from early childhood experiences to professional accomplishments. Here's a summary of the key steps she took to become a leader:

🌱 **Early Foundations**

- Piano Recitals (Age 6): Built confidence and performance skills.
- Grocery Store Work (Age 8): Gained early work ethic and responsibility.
- Sports Participation: Developed teamwork, competitiveness, and resilience.
- Newspaper Delivery (Ages 9–14): Cultivated discipline, time management, and accountability.

📚 **Academic and School Involvement**

- Top Student (Grades 7–8): Demonstrated academic excellence.
- Bus Patrollers Jamboree: Early exposure to leadership through school activities.
- High School Job at KFC (Ages 14–18): Learned customer service and operational best practices like FIFO.

🏕️ **Leadership Development**

- **Bark Lake Leadership Camp (Grade 11):** Engaged in hands-on leadership training and outdoor skills.
- **Student Council (Grade 12):** Elected Social Convenor, gaining peer leadership experience.

👩‍🏫 Career and Global Experience

- Special Needs Teaching: Focused on inclusive education and empathy-driven leadership.
- Moved Abroad (2006): Took initiative for global experience and career advancement in the Netherlands.
- Continued Education: Earned a Master's degree with the highest academic achievement (William A. West Medal). Studied at the Doctoral level earning a post- graduate degree.

✍️ Professional Milestones

- Published Author (2011): Recognized achievement in professional writing.
- Lifelong Learner: Maintains a growth mindset and ongoing learning.

🌍 Summary Thought

The journey emphasizes how early responsibilities, education, extracurriculars, work experience, travel, and continuous learning all contributed to her leadership growth.
When I speak with the students, I engage with them about who amongst them is doing sports, or playing piano, or has done something unique. Most often the students can relate in one way or another. In doing this, it is my hope that they can also see that they too can be a leader, and that they are already on the right path.

Last but not least, I encourage all of them to work hard, do their best, and to learn a lot every day. Together, we will help them become successful and happy adults. Thank you for your ongoing support.

Sincerely,

Janet DesJardins
Principal

IIS Ramadan Festival 2025

54 عـام المجتـمع YEAR OF COMMUNITY UAE

A Memorable Ramadan Celebration!

Our Ramadan Festival was a grand success, filled with joy, togetherness, and unforgettable moments. A heartfelt thank you to everyone who contributed and participated in making this event truly special.








Ramadan
Stival 2025




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Ramadan Festival 2025
A UAE Year of Community Initiative
This plaque commemorates the spirit of unity, generosity, and cultural harmony celebrated during the Ramadan Festival 2025 at Italian International School.
Unveiled by Chairman Mr. Aref Al Khoori, in the presence of esteemed guests, staff, and students, this occasion marks our commitment to fostering a lasting legacy of compassion, togetherness, and community engagement.
4th March 2025
Italian International School

HIGHLIGHTS

MARCH



















Oh,
the Places We'll Go!

Early Years Concert





























Bringing stories to life!

We hosted a fantastic puppet show in collaboration with Italiano di Cultura di Abu Dhabi, sparking creativity and joy among our students.



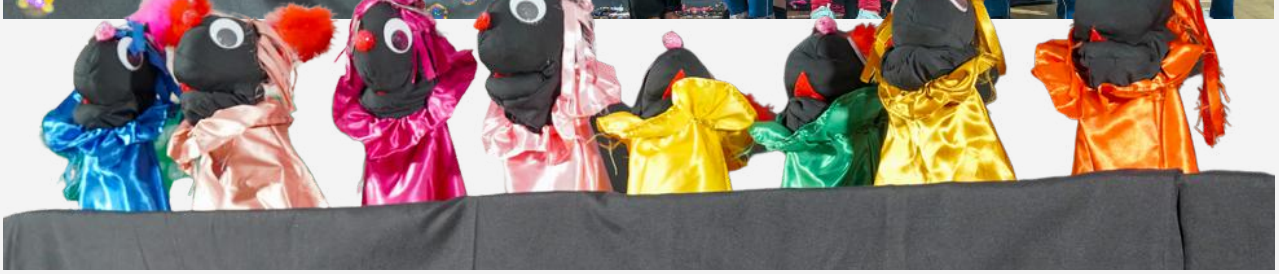












DRESS UP DAY

Our students and teachers dressed up as their favorite book characters to celebrate World Book Day! A day filled with imagination, creativity, and the magic of storytelling!





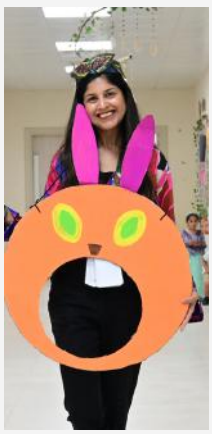




















RAMADAN SHARING

Our kids are embracing the true spirit of Ramadan by sharing and spreading kindness. Their small gestures make a big difference, reminding us all that giving is at the heart of this holy month.













Making a Difference Together!

Our Grade 8 students joined forces with many other students and collaborated with schools in Abu Dhabi under the theme of “Year of Community.” Together, they participated in a beach cleanup campaign at Al Bahia Beach, under the supervision of the Environment Agency – Abu Dhabi.















FISH MARKET VISIT

Our Grade 4 & Grade 5 students embarked on an exciting educational journey to the Abu Dhabi Fish Market as part of IIS Social Studies!

This hands-on experience helped them connect with their environment and appreciate the rich maritime heritage of the UAE. Learning beyond the classroom brings history and culture to life!











HUMANITARIAN DAY

In honor of the humanitarian legacy of the late Sheikh Zayed bin Sultan Al Nahyan, and in support of our local community, the teachers of the Italian International School proudly participated in the community engagement activities organized by the General Command of Abu Dhabi Police at their headquarters in Al Ain.











MOTHERS DAY

A day filled with love, joy, and heartfelt moments! Our students expressed their gratitude and affection through special performances, creative activities, and warm wishes, making Mother's Day a truly memorable celebration at our school.



ODD SOCKS DAY

A day to celebrate uniqueness and spread awareness about individuality and kindness! Our students proudly wore their odd socks to show that being different is something to be celebrated. It was a fun-filled day promoting acceptance, diversity, and self-expression across the school.













PLANTING WITH KG1

Our KG students enjoyed a fun-filled planting activity, learning the importance of nature and sustainability! Watching them nurture their little plants was a heartwarming sight.









STUDENT OF THE MONTH AWARDS



Congratulations to all the recipients of the February 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 February 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.

EARLY YEARS

In PreK we played with animals, creating funny little sheep. The children learned different animal names through songs and games!

In Kg1 we started to create a huge poster about marine animals. The children had fun coloring their little fish, putting seaweed and sand using different painting techniques.

In Kg2 we are studying emotions and we have created wonderful calm jars. The children had a lot of fun coloring them and adding glitter. We also read a very nice book: " Il libro arrabbiato " (The angry book) and we tried our best to calm it down :)







PYP

Grade 1

I giocattoli

In Grade 1 we started our exciting unit on toys. Students shared their favorite toys, learned new vocabulary related to play and free time, and participated in engaging listening activities. They enjoyed thoughtful group discussions and expressed their creativity through drawing. It was a month filled with fun and meaningful learning experiences!



Grade 2

Le professioni

Grade 2 explored jobs in Italian, focusing on "dottore" (doctor), "insegnante" (teacher), and "cuoco" (cook). Students watched a video, drew, and labeled their favorite job or aspiration. They engaged in a fun game identifying various professions through yes/no questions, enhancing their questioning skills and vocabulary while promoting teamwork. Students also participated in matching activities with flashcards and practiced using pronouns to create descriptive sentences about jobs. It was a fantastic experience of learning through play!

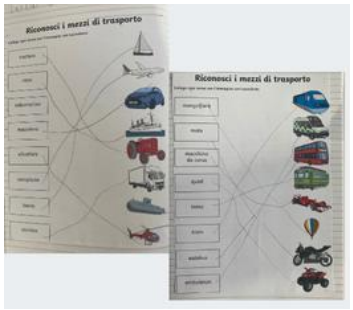


Grade 3

I mezzi di trasporto

Grade 3 began a unit on simple machines and modes of transportation, or "I mezzi di trasporto." Students watched an engaging video and completed a worksheet matching words with images. They explored the fascinating world of Leonardo da Vinci and his incredible inventions, discussing his contributions and creating vibrant posters showcasing different types of transport. Additionally, they completed illustrated vocabulary related to transportation and started building Leonardo da Vinci's parachute. It was a fun and engaging month filled with creativity and collaboration!







PYP

Grade 4
Leonardo Da Vinci
Grade 4 completed a poster project on cities, including those in Italy. The class continued to explore the character of Leonardo da Vinci, discussing his roles as un inventore (an inventor), uno scienziato (a scientist), un artista (an artist), uno scrittore (a writer), un ingegnere (an engineer), un architetto (an architect), and un filosofo (a philosopher). Students learned about his remarkable life and key vocabulary related to his name, dates, and locations through visual presentations, whiteboard discussions, and vocabulary handouts, enriching their learning experience.



Grade 5
I diritti dei bambini
Grade 5 explored children's rights through a video and discussion, brainstorming key terms in Italian. Students wrote about the importance of these rights and played a memory game with laminated cards. They also began creating a "treasure chest" to showcase the rights they consider most important by pairing text and images. It was a meaningful month focused on understanding children's rights!



MYP

Building Italian, One Word at a Time!

After wrapping up their assessments, our MYP students didn't slow down—they dove into an exciting four-week journey to strengthen their Italian language skills! Each week focused on a fundamental building block for creating sentences in Italian, guiding students step by step through the essentials.

Week 1: They explored definite and indefinite articles, learning how to choose the right "the" or "a" in Italian.

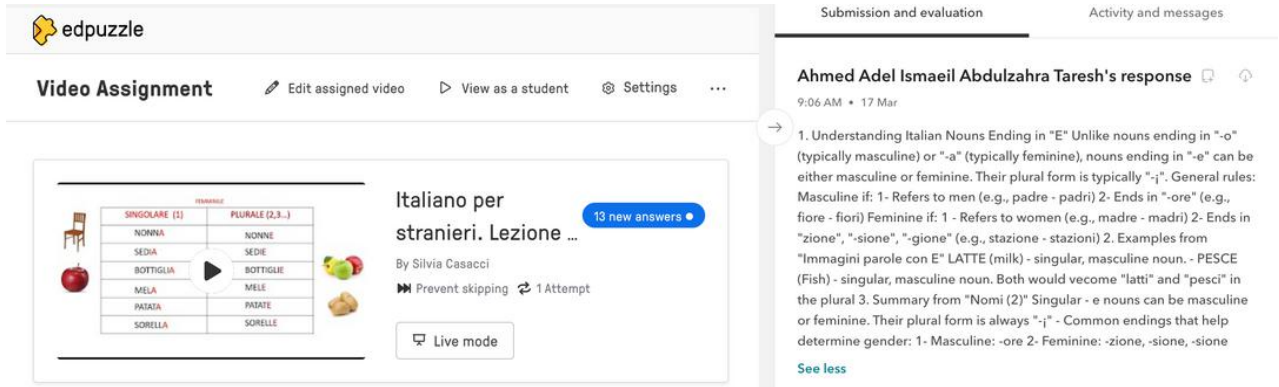
Week 2: The spotlight was on nouns, helping students expand their vocabulary and match the right article with each noun.

Week 3: Students rolled up their sleeves to work on the present tense of regular verbs, putting action into their sentences.

Week 4: Finally, they added color and detail with adjectives, bringing their Italian expressions to life!

This focused path gave students the tools to begin forming full sentences confidently, and it was inspiring to see their progress week by week. Bravi, ragazzi!







قسم منهاج وزارة التربية والتعليم



اماني الغندور
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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

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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

THE NATIONAL CURRICULUM DEPARTMENT

قسم منهاج وزارة التربية والتعليم

أهلا ومرحبا بكم أعزائنا الكرام
تحية من القلب للقلب
يسعدنا ويشرفنا استقبال شهر مارس 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 March 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 مارس بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of march



فرحة الطلاب بقدوم شهر رمضان المبارك
The joy of thestudents on the arrival of the holy month of Ramadan














تحتفل دولة الإمارات العربية المتحدة في شهر مارس من كل عام بـ"شهر القراءة"، الذي شكّل منذ انطلاقه علامة فارقة في إثراء المعرفة المجتمعية، وتعزيز مكانة الدولة كوجهة ثقافية وفكرية على المستويين الإقليمي والعالمي. يُعدّ شهر القراءة مناسبة وطنية سنوية تشارك فيها مختلف المؤسسات الحكومية والخاصة والتعليمية.

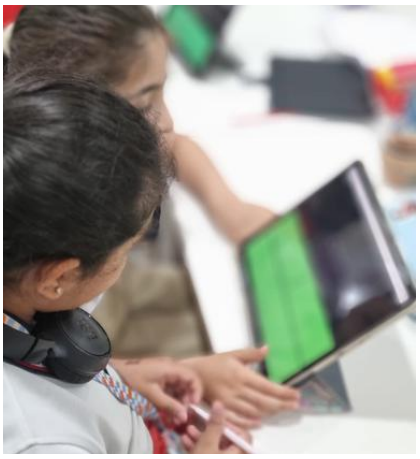
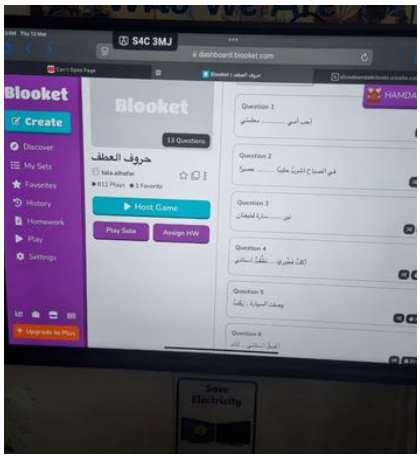
Every year in March, the UAE celebrates "Reading Month," which, since its launch, has been a milestone in enriching the knowledge base of society and strengthening the country's position as a cultural and intellectual destination at the regional and global levels. Reading Month is an annual national occasion in which various governmental, private, and educational institutions participate.

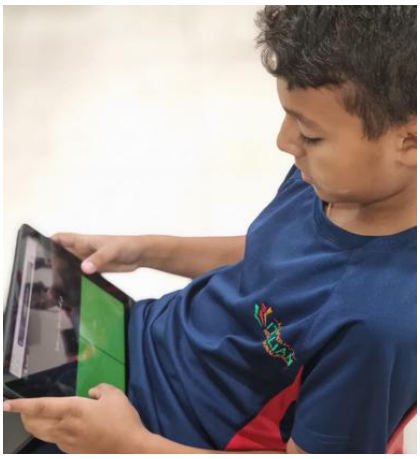
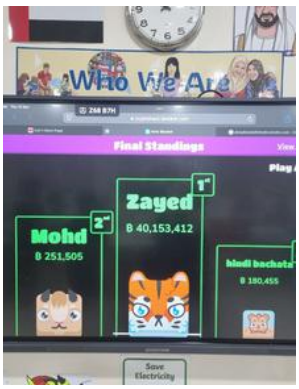
Our amazing students really enjoyed their time in multipurpose room during the Arabic lesson we have so many activities here thanks our beloved students

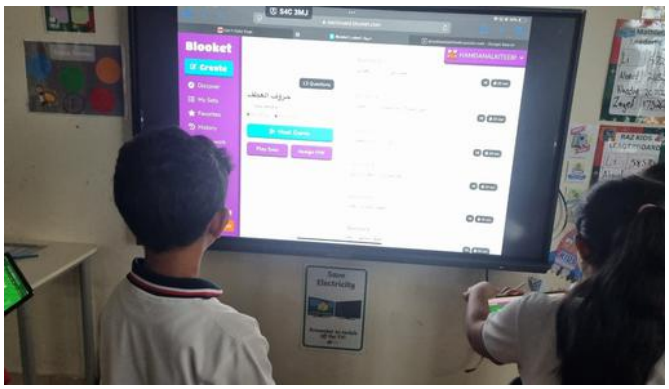


جزء من أعمال الطلاب داخل حصه الدراسات الاجتماعية والتربية الوطنية

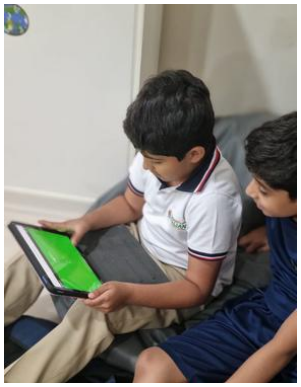
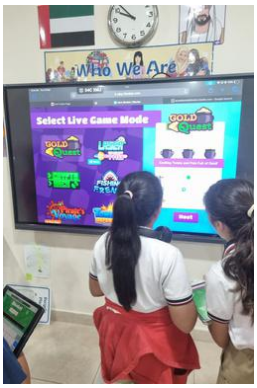
Students work during UAE IIS

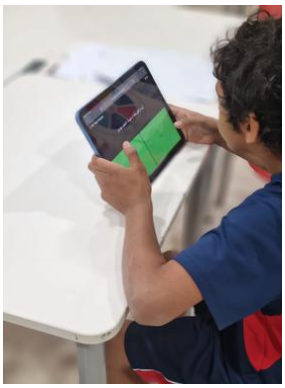
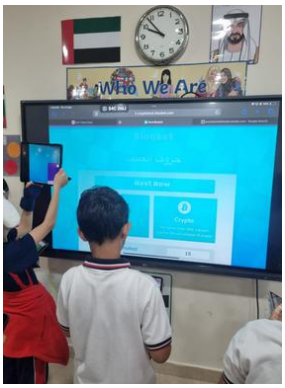







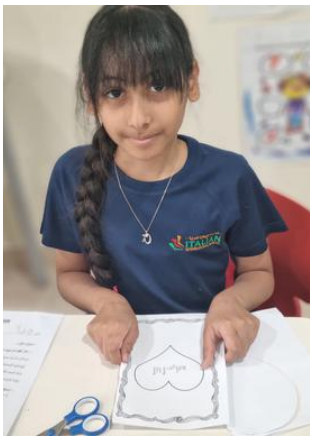
التعلم عن طريق اللعب باستخدام الأنشطة التفاعلية (بلوكيت) مع طلاب الصف الثالث

Learning through play using technology with grade 3A students

















بطاقات الحب والامتنان من طلابنا للأمهات الغاليات

Love and gratitude cards from our students to our dear mothers.


عيد أم سعيد
MOTHER'S DAY
عيد
أم سعيد
مارس 21
عيد أم سعيد يا أمي أحبج وايد!!


عيد أم سعيد!
إلى أمي الرائعة، التي
لطالما كانت مصدر حبي
ودعمي وإرشادي. شكرًا
لكِ على كل ما تفعلينه.


عيد أم سعيد
لا يمكنني أن أكون ممتنةً أكثر مما أنا عليه بالفعل لأنعم بأم محبة ومهتمة مثلك. أريدك فقط أن تعرفي أنك دائما في أفكاري
حتى لو كنت على بعد أميال. وسواء قلت ذلك أو لا
يا أمي، أحبك
عيد أم سعيد
أنت لست مجرد أم ، أنت بطلة
نحبك !





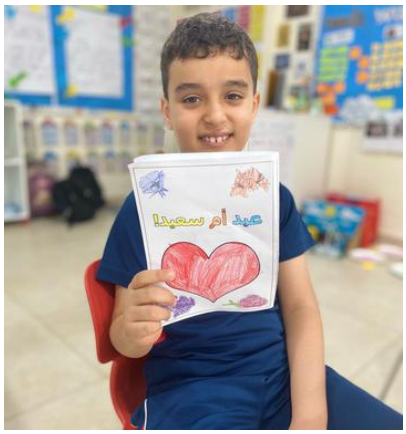
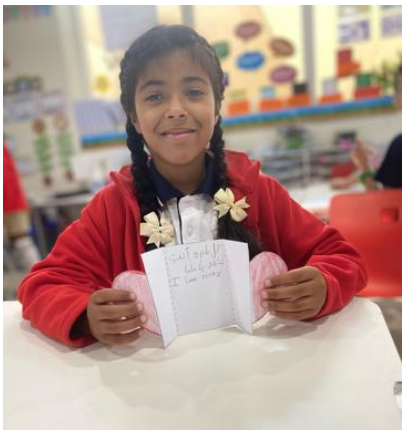


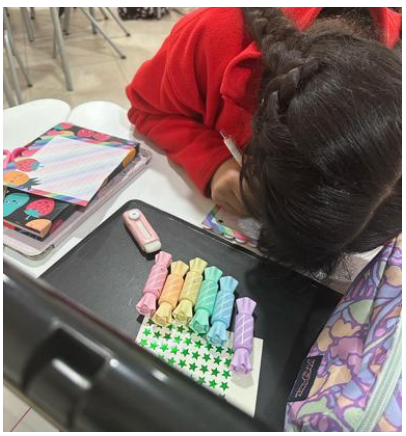









عيد أم سعيدا



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

Let us all think about Autism during the month of April, Key facts about Autism

- Autism – also referred to as autism spectrum disorder–constitutes a diverse group of conditions related to development of the brain.
- About 1 in 100 children has autism.
- Characteristics may be detected in early childhood, but autism is often not diagnosed until much later.
- The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support.
- Evidence-based psychosocial interventions can improve communication and social skills, with a positive impact on the well-being and quality of life of both autistic people and their caregivers.
- Care for people with autism needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity and support.

Extensive research using a variety of different methods and conducted over many years has demonstrated that the measles, mumps and rubella vaccine does not cause autism. Studies that were interpreted as indicating any such link were flawed, and some of the authors had undeclared biases that influenced what they reported about their research (2,3,4).
Evidence also shows that other childhood vaccines do not increase the risk of autism. Extensive research into the preservative thiomersal and the additive aluminium that are contained in some inactivated vaccines strongly concluded that these constituents in childhood vaccines do not increase the risk of autism.

Assessment and care

A broad range of interventions, from early childhood and across the life span, can optimize the development, health, well-being and quality of life of autistic people. Timely access to early evidence-based psychosocial interventions can improve the ability of autistic children to communicate effectively and interact socially. The monitoring of child development as part of routine maternal and child health care is recommended.
It is important that, once autism has been diagnosed, children, adolescents and adults with autism and their carers are offered relevant information, services, referrals, and practical support, in accordance with their individual and evolving needs and preferences.

INCLUSION AT IIS

The health-care needs of people with autism are complex and require a range of integrated services, that include health promotion, care and rehabilitation. Collaboration between the health sector and other sectors, particularly education, employment and social care, is important.
Interventions for people with autism and other developmental disabilities need to be designed and delivered with the participation of people living with these conditions. Care needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity and support.

Human rights

All people, including people with autism, have the right to the enjoyment of the highest attainable standard of physical and mental health.
And yet, autistic people are often subject to stigma and discrimination, including unjust deprivation of health care, education and opportunities to engage and participate in their communities.
People with autism have the same health problems as the general population. However, they may, in addition, have specific health-care needs related to autism or other co-occurring conditions. They may be more vulnerable to developing chronic noncommunicable conditions because of behavioural risk factors such as physical inactivity and poor dietary preferences, and are at greater risk of violence, injury and abuse.
People with autism require accessible health services for general health-care needs like the rest of the population, including promotive and preventive services and treatment of acute and chronic illness. Nevertheless, autistic people have higher rates of unmet health-care needs compared with the general population. They are also more vulnerable during humanitarian emergencies. A common barrier is created by health-care providers' inadequate knowledge and understanding of autism.

Overview

Autism spectrum disorders (ASD) are a diverse group of conditions. They are characterized by some degree of difficulty with social interaction and communication. Other characteristics are atypical patterns of activities and behaviours, such as difficulty with transition from one activity to another, a focus on details and unusual reactions to sensations.
The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Autism often has an impact on education and employment opportunities. In addition, the demands on families providing care and support can be significant. Societal attitudes and the level of support provided by local and national authorities are important factors determining the quality of life of people with autism.

INCLUSION AT IIS

Characteristics of autism may be detected in early childhood, but autism is often not diagnosed until much later.
People with autism often have co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder as well as challenging behaviours such as difficulty sleeping and self-injury. The level of intellectual functioning among autistic people varies widely, extending from profound impairment to superior levels.

Epidemiology

It is estimated that worldwide about 1 in 100 children has autism (1). This estimate represents an average figure, and reported prevalence varies substantially across studies. Some well-controlled studies have, however, reported figures that are substantially higher. The prevalence of autism in many low- and middle-income countries is unknown.

Causes

Available scientific evidence suggests that there are probably many factors that make a child more likely to have autism, including environmental and genetic factors.

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

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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 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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