



**CURRICULUM  
OVERVIEW  
2018 – 2019**

**Our handbook helps our community  
understand how AISC operates**



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## Mission Statement

The American International School in Cyprus inspires students to become enthusiastic life-long learners who value integrity, cultural diversity, and the pursuit of excellence. Using an American and international curriculum, our qualified professionals work with the school community to prepare students to be creative, critical thinkers, and socially responsible world citizens.

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## AISC BELIEF STATEMENTS

### We believe that:

- Everyone must be valued as a unique individual
- Everyone deserves an education, which respects his or her differences
- Understanding and appreciation of diversity and critical to peace and harmony
- The development of all aspects of the individual is essential
- Critical thinking and problem solving are vital in a changing world
- Participation in activities and service learning fosters a sense of self-worth, community, and school ethos
- Technology must be an integral part of the education process
- Learning must be a life-long process for everyone
- Everyone is entitled to have his/her opinion heard and considered
- Everyone has a right to safety, love, and learning

## INTRODUCTION TO GRADE 2

Grade 2 is an engaging and full-day program of exciting learning for students at The American International School in Cyprus. Students are active learners in all subject areas. Through project-based work, emphasis is placed on creativity and exploration which stimulate students' interest in order to develop a love for learning. Successful learning is fundamental to the development of a positive self-image for all children. Helping children feel confident about themselves, their ideas, as well as their abilities, is central to our beliefs.

## ACADEMIC AND BEHAVIOURAL EXPECTATIONS

The American International School in Cyprus' code of behavior for elementary students centers on the three 'B's. At the start of each school year, the children explore the three 'B's with their classroom community and identify their importance whether on a school bus, at Big Toy, in the cafeteria, or in the classroom.

### The three 'B's are:

- Be Respectful
- Be Kind
- Be Responsible

Each child has the right to be treated fairly and with respect. Students who attend AISC are expected to:

- Be honest and trustworthy
- Respect the rights, beliefs, and attitudes of others
- Respect school property and property belonging to others
- Come to school prepared to work
- Complete homework and class assignments to the best of his/her ability
- Be regular and punctual in attendance

The AISC Human Rights Policy forms the foundation for respectful interactions in every classroom, workplace and play area across the school. This is the elementary school version of the policy.

**AISC HUMAN RIGHTS POLICY**  
**The 7 Rights & Freedoms of students as AISC**

- 1** I have the right to be myself
- 2** I have the right to be free from name calling or physical harassment
- 3** I have the right to feel proud of what makes me different
- 4** I have the right to my privacy
- 5** I have the right to learn, make mistakes without embarrassment and be proud of my success
- 6** I have the right to my own opinion and the right to agree or disagree with others respectfully
- 7** I have the right to feel safe at school



## ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject in each grade.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects and performances), that accurately reflect how well a student is achieving the expectations in a subject.

The Developmental Reading Assessment (DRA) is used to monitor reading and literacy progress and to ensure students are achieving the developmentally appropriate milestones. Summative assessment in writing takes place three times per year in Grade 2. Students submit a writing sample based on a writing prompt provided by their teacher. In addition, the elementary uses the Developmental Spelling Analysis (DSA) in order to determine each student's developmental spelling stage according to the Word Journeys program by Kathe Ganske.

Beginning in Grade 2 AISC students take Measures of Academic Progress™ (MAP) test three times per year, Fall, Winter and Spring. The MAP test, which is a product of the Northwest Evaluation Association, is closely aligned with the Virginia and Common Core State Standards. MAP tests are used to determine your child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Mathematics, Reading and Language Usage. Grade 2 students take the Mathematics and Reading MAP tests.

MAP tests are computerized and adapt to be appropriate for your child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. During the three-week testing period, your child will spend a total of about two hours completing these tests however it is important to note that MAP tests are untimed and any student needing additional time will receive it.

**Once your child's test results are in, teachers are able to:**

- Define flexible groups for instruction
- Personalize instruction
- Link test results to skills and concepts aligned with state standards
- Facilitate goal-setting and student learning plans

Each Grade 2 student is also provided with a Personal Learning Portfolio. The Personal Learning Portfolio is an accumulation of student work, built to demonstrate mastery of grade level concepts, skills and standards. At AISC, we use data to drive instruction. Therefore, the Personal Learning Portfolio clearly shows areas of literacy each child has mastered and specific strands a child needs to improve. The Personal Learning Portfolio will be sent home twice per year to allow students share their wonderful work with their family and for parents to monitor their child's progress during the academic school year. The Grade 2 progressions in the Personal Learning Portfolio include:

- Reading
- Writing
- Grammar
- Word Work
- Math
- Science
- Social Studies

## HOMework

Homework in the elementary grades reinforces learning at home and provides parents with an opportunity to talk to their children about what they are doing in school each day. The purpose of homework is to support the learning of skills and concepts that have been taught in the classroom, to establish habits in organization and responsibility, and to develop a love for reading and learning. At the same time, we recognize that elementary-aged children need to

be allowed time for play and relaxation, socializing with peers, and engaging in sports and other activities which facilitate a healthy and balanced lifestyle.

The Grade 2 homework routine includes the following:

- Daily reading – 20 minutes per day
- Response to literature in Reading Response journal
- Daily word work and math practice

**Overall: Grade 2 students should expect no more than 20-30 minutes of homework + 20 minutes of independent reading**

### Homework Feedback

Teachers provide ongoing homework feedback to students. Homework is not graded as it is considered formative assessment in the elementary and serves to inform next steps in instruction. Students receive meaningful written feedback from their teacher each week in their reading response journal which allows them to see where they are in relation to intended learning and to know what they need to do to reach their learning targets in Literacy.

### How Parents Can Help their Children

- Provide a quiet, well-lit and supervised place to work. The kitchen table, where parent supervision is available, is a great place for homework. Homework should not be done behind the closed door of a child's bedroom.
- Minimize distractions, including tv, music, and internet. For expert advice on limiting screen time, especially at this young age, please refer to the [American Association of Pediatrics](#), and [Common Sense Media](#).
- Listen to your child read to you or read aloud your child.
- Remind them that it's ok to make mistakes.
- Communicate regularly with your child's teacher.
- Be supportive and available to your child, but if you are doing more work than they are, it is time for you to take a break. Homework is for the student. If you find something too difficult for your child to complete, please contact the teacher.
- Attend the Director's Coffee Mornings at AISC in order to receive information about our curriculum, communication procedures, counselling program, and assessment practices.

## STUDY AND ORGANIZATIONAL SKILLS

In the Elementary Program, our teachers guide students to select the appropriate study and organizational tools to be successful students. Grade 2 students are provided with a student agenda book in which they are expected to write their homework at the end of each school day. The agenda book is an excellent resource for study skills and organizational tips. Additionally, students will organize their work in subject specific notebooks and will be introduced to the concept of note-taking following the Cornell Note-Taking system.

## PARENT/TEACHER COMMUNICATION

At AISC, we believe that regular and consistent communication between home and school is vital to student success. Parents are encouraged to email teachers anytime or to schedule an appointment to speak in person. While AISC has an open-door policy, to be sure you receive the attention and time you require, it is best you book an appointment ahead of time.

When parents have a question or concern regarding a school issue, the person or persons most directly associated with the concern involving the welfare of an individual student should be most directly involved with its response. When a concern arises, we believe concerns and problems are best solved at the level where they occur. Thus, we ask parents and students to first speak with those involved to seek solutions. If at that level concerns are not resolved, the School Counselor, Principal or Director, are happy to assist in a problem-solving and guidance-oriented approach.

AISC communication occurs in a variety of ways. As an elementary parent, be sure to read the weekly newsletter sent out by the classroom teacher every Monday. Each week the newsletter will highlight the concepts and keys skills covered in our instructional units as well as dates for upcoming events and other important announcements.

#### **Additional means of communication include:**

- **Conference Days** are scheduled each year to ensure that parents have regular contact with their child's teachers.
- **Open House** is held at the start of each school year. This is an opportunity for parents and students to meet their teachers and visit their classrooms.
- **Curriculum Evening** is held each fall. Parents are invited to come in to meet their child's teachers and receive information about the curriculum expectations and other information about the school.
- **Weekly Director's Coffee Mornings** are hosted each week in the library. Each meeting is dedicated to a specific grade level. Topics of discussion may include school programming, educational issues, and current educational research affecting specific grade levels. Topics are communicated in advance by email and in the Islander Newsletter.
- **Special Information Meetings** are held throughout the school year to provide information to special sections of our school community.
- **The Islander Weekly Newsletter** contains important information and notices of upcoming events at the school. The Islander is the main channel of communication and is updated on the AISC website each week.
- **The AISC Website** is regularly updated with news, events, policy handbooks, educational programs, and a variety of other important information, [www.aisc.ac.cy](http://www.aisc.ac.cy).

## **DAILY ROUTINE**

Classes begin daily at 8:05 am. Getting to school on time is important for students of all ages. Children require a few minutes in the morning to organize themselves for the school day. Coming to school late may result in a confused and disorganized start that may be felt for the entire day. Parents who drive their children to school must ensure that their children arrive on time. While we understand that there may be rare times when tardiness cannot be avoided, we expect that all children will arrive ahead of the 8:05 am start time each day. Students are dismissed daily at 3:05 pm except on Wednesdays when classes end at 2:05 pm to allow for faculty meetings.

The following class periods are based on a 10-day cycle:

MORNING MEETING	DAILY
LITERACY	DAILY
MATHEMATICS	DAILY
GREEK LANGUAGE (FOR MOTHER TONGUE SPEAKERS)	8 TIMES
GREEK AS A FOREIGN LANGUAGE (FOR INTERNATIONAL STUDENTS)	8 TIMES
SOCIAL STUDIES/SCIENCE	6 TIMES
MUSIC	4 TIMES
PHYSICAL EDUCATION	6 TIMES
ART	4 TIMES
LIBRARY	2 TIMES
MIND UP/ COUNSELLING PROGRAM	2 TIMES
HANDWRITING WITHOUT TEARS/KEYBOARDING WITHOUT TEARS	2 TIMES

## FIELD TRIPS

AISC schedules field trips to supplement and enhance the educational program. Students are expected to participate in field trips unless they are ill. Parent chaperones may be requested to provide adequate supervision of students on field trips. The school will determine the cost for transportation and any fees, and notify parents in advance. Students will dress in school uniform on field trips unless notified otherwise.

**Grade 2 field trips may include visits to:**

- Cultural Heritage sites
- Local museums
- Local parks
- Greek Theater Performance



## ACTIVITIES PROGRAM

AISC encourages all students to participate in our after-school activity program beginning at Grade 1. We believe that the activity program must be in harmony with and support the mission of the school and be designed to aid in the total development of students at AISC. The activity program makes a significant and worthwhile contribution to the educational goals of the school by providing individual learning experiences appropriate to the students' interests, needs and abilities. The activities program is based on a philosophy of exposing students to a variety of situations where students can develop their talents, character, pride, and self-worth. Our emphasis on the child places participation above results.

A list of activities is published for the Fall, Winter and Spring sessions, and the children, with the help of their parents, choose which activities they wish to join. These activities may vary from session to session. Utilizing the facilities located on our campus as well as local sports areas, we are able to offer a wide range of activities to our students. Activities are always supervised by our teachers and adult sponsors. Interested parents who wish to offer to sponsor an elementary activity may call the Activities Director. When children are signed up for an activity, they are expected to participate each week unless they are absent from school. Late transportation is provided for children who are regularly bussed to school.

The following are some examples of the activities that may be available to Grade 2 students during the year based on teacher interest and availability: Chinese Language & Culture, Swimming, Choir, Chess Club, Greek Language, Math Games, Soccer, Crafts Club, Tennis, Big Toy Activities, Board Games and Outdoor Games.

In order to participate in an AISC after-school activity (athletic or fine arts) students must follow all AISC rules and guidelines.

## EXTRA HELP

In an effort to further support student learning and to address individual needs, each teacher will be providing extra classes/tutoring after school, between 3:05 pm to 4:00 pm. Should a teacher determine a child would benefit from attending a particular session, parents will be notified. These days will be scheduled prior to the start of tutoring and will occur on the same days each week. AISC provides this service free of charge.

## SERVICE LEARNING

AISC has a tradition of community service which has been extended into a service learning concept. The intent is for service projects to come as a natural extension of the curriculum. These are student-centered activities where planning, action, reflection, and demonstration are all a part of the learning cycle. Each student from Kindergarten through Grade 5 is expected to be a participant in service learning.

It is through these activities that staff, students, and parents work together to experience the concept of service which we hope will continue throughout their futures.

Some of the service learning activities for Grade 2 may include:

- Beach clean-up
- Troodos nature walk and clean-up of nature trail
- Tree-Planting
- The Nicosia Dog Shelter

## ENGLISH LANGUAGE LEARNER'S PROGRAM (ELL)

The services provided at AISC for students learning English as a second language, vary according to student needs. Our delivery models include:

### Sheltered Classes (Separate Class)

The emphasis is placed on communicative skills with daily instruction in vocabulary and oral language acquisition as well as listening, reading, and writing skills. Sheltered classes follow the identical curriculum of regular classes, but instruction moves at a slower pace to assure student comprehension of the material. Student accommodations may include extra time for assignments and tests, reduced reading and writing assignments, and instruction in study skills.

### Resource Classes (Separate Class)

The emphasis in a resource class is placed on advanced language skills including increased and more complex reading and writing assignments.

In coordination with regular classroom teachers, the ELL course materials complement what is taught in the content areas of science, social studies, and math. We work closely with all classroom teachers to ensure that all curriculum objectives are addressed.

### Inclusion (In Regular Class)

The emphasis of the inclusion delivery model is to support students, as they become independent learners. We continue to work with the regular classroom teachers to provide necessary accommodations and strategies.

Students are individually assessed upon arrival and are scheduled for the ELL services that will meet their needs. During the school year, assessments are ongoing to assure appropriate services for student growth and success. Please refer to the Tuition Schedule for related costs.

## LEARNING SUPPORT CENTER (LSC)

The AISC Learning Support Center was established in 1993 to provide students with mild learning difficulties an opportunity to receive the additional assistance necessary for academic success.

AISC offers services to students with mild learning disabilities, such as mild attention deficit disorders (ADD/ADHD), and mild dyslexia.

Our services include:

- Support in a separate classroom (Resource)
- Support in the regular classroom (Inclusion)
- Learning Strategies class (for Middle and High school)
- Assistance in the development of behavior modification programs

In order for a student to receive learning support services at AISC, the school requires documented evidence that indicates a learning disability. The standard documentation is a psychological educational evaluation. It must be noted that even in the presence of a learning disability, all students must be able to function academically in the regular education classroom. All students must meet the standards and objectives for their grade level without any modifications, or changes to the curriculum.

We work closely with classroom teachers on strategies and accommodations for student success. Please refer to the Tuition Schedule for related costs.

## COURSE DESCRIPTIONS

The Common Core and Virginia State Standards as well as the curriculum maps for all subjects can be found on the Atlas Rubicon [website](#). (Login password: inspire)

### LITERACY

A Balanced Literacy Approach is used in the classroom to differentiate for all reading abilities. Literacy centers are created so students can practice their literacy skills in meaningful activities while the teacher meets with small reading groups targeting specific skills toward helping students become more fluent readers. The literacy program is individualized for all our students based on their abilities.

In Grade 2, students have Reader's Workshop time which focuses on shared reading, whole group instruction, flexible reading groups, independent reading and conferencing with the teacher. Students also have Writer's Workshop time which focuses on modeled, shared and interactive writing, whole group instruction, smaller instructional writing groups, independent and creating writing time, which includes student-teacher conferences. The 6+1 Writing Traits curriculum is integrated to meet the Virginia State Standards of Learning. The Writing Traits helps students understand what good writing is and how they can achieve it. Grade 2 students will show an



increased proficiency in their ability to communicate in a written format such as in stories, reports, letters and directions. A range of writing genres will be taught at this level. Word work and Ganske's developmental and diagnostic spelling approach is used to help students develop their writing and written communication.

At AISC we implement a Balanced Literacy Approach because we believe students learn at different rates, students' rates of biological maturity vary, students do not learn the same things at the same point in time, and students' background knowledge and experiences with the social and physical world are highly variable and strongly influence their development.

## READING

By the end of Grade 2, students will be expected to:

- Demonstrate an active interest and appreciation of reading in a variety of printed materials
- Read with fluency, expression and comprehension using appropriate comprehension strategies (questioning, prior knowledge, visualizing, summarizing, making connections, evaluating synthesizing, inferring)
- Identify and apply phonics rules
- Apply word identification strategies, such as visual cues and prediction
- Identify elements of character, setting, plot, main idea and supporting details
- Make reasonable predictions of outcomes prior to the conclusion of the story
- Know and use a number of high frequency words
- Self-correct when something does not make sense and rereads when meaning has been lost
- Retell and summarize text in order with details
- Uses illustrations and prior experiences to infer, deduce, predict and make meaning from text
- Make connections with elements of the story
- Identify and talk about several different forms of texts (genres)
- Discuss the way characters get represented in stories
- Distinguish reality from fantasy
- Engage in Sustained Silent Reading (SSR) and regular home reading
- Show enjoyment when being read to and discuss favorite authors and books
- Submit a daily reading log indicating the date, the book title, the number of pages read, and the total reading time
- Begin to use the 8 Comprehension Strategies (Questioning, Prior Knowledge, Visualizing, Summarizing, Making Connections, Evaluating, Synthesizing, Inferring)



## SPELLING

Ganske's developmental spelling approach is used at AISC. We diagnose abilities, teach patterns and use word work activities to help students understand conventional rules to spelling.

By the end of Grade 2, students will be expected to:

- Recognize, read and write Grade 2 Fry High Frequency Word List
- Expand spelling proficiency to mastery of commonly used words in their written work

- Utilize spelling patterns with new words in their writing
- Begin to use spelling references and apply phonetic rules to assist their spelling

## SPEAKING AND LISTENING

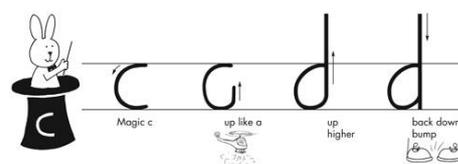
By the end of Grade 2, students will be expected to:

- Express ideas clearly and contribute relevantly to group discussions
- Listen attentively to peers and adults
- Follow directions and ask basic questions to obtain needed information
- Use correct grammar in their speaking

## WRITING/ HANDWRITING

By the end of Grade 2, students will be expected to:

- Use the 6 + 1 Writing Traits to enhance writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation)
- Plan and formulate a sequenced story containing all elements
- Consistently apply mechanics
- Recognize and correct fragmented and run-on sentences
- Edit and revise writing
- Practice initial reference and research skills
- Brainstorm for ideas
- Organize information with graphic organizers, such as story maps, webs and event frames
- Use graphic organizers to plan their writing
- Verbalize their writing plan to a partner or teacher
- Use available technology to write
- Handwriting Without Tears is a multisensory handwriting program that develops writing fluency

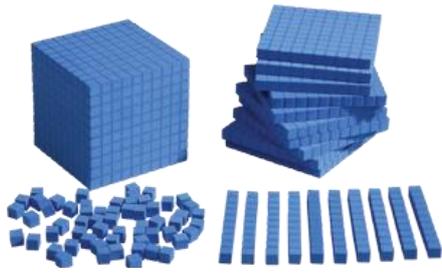


and instruction. Students will learn how to build strong habits in printing letters, words and sentences. The short and explicit lessons are interactive with movement and music and will be well implemented in our literacy block through word study centers.

## MATH

Math learning in the 21st century is comprised by creativity, rich collaborative tasks, the use of mathematical tools, critical thinking, and problem solving. In addition to using a variety of open source instructional materials, AISC teachers are guided by the following documents to inform instruction and develop learning experiences in math:

- Common Core State Standards of Learning
- National Council of Teachers of Mathematics (NCTM) Focal Points.
- K-8 Progressions and Critical Areas by Erma Anderson, Math and Science Education Consultant
- The 8 Common Core Standards for Mathematical Practice



In Grade 2, instruction focuses on the following Critical Content Areas:

- Extending understanding of base-ten notation
- Building fluency with addition and subtraction
- Using standard units of measure
- Describing and analyzing shapes

The 8 Standards for Mathematical Practice include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## SOCIAL STUDIES

In Social Studies, students will develop their map skills and demonstrate an understanding of basic economic concepts. They will identify individuals who have improved the lives of others and they will recognize the value of diversity of origin, culture, and traditions within a society. They will be introduced to skills which promote historical thinking, geographical analysis, economic decision-making, and responsible citizenship. In addition, students will create innovative projects to facilitate our Social Studies curriculum.

In Grade 2 Social Studies, the curriculum consists of the following units of instruction:

- Responsibilities of Citizens of a Community
- Ancient China and Egypt
- Basic Economics

By the end of Grade 2, students will be expected to:

- Understand the importance of civics and the responsibility of a good citizen
- Recognize citizens who improved the lives of other citizens
- Understand the economics of natural, human and capital resources
- Understand basic geographical terminology and concepts (map skills, regions, environments and communities)
- Identify, compare and contrast traits in the lives of people in another culture with their own (architecture, inventions, calendars and language)



## SCIENCE

In Science, students will be collaborating in many small group experiments, as well as independent studies to facilitate learning, observing, discovering, experimenting and wondering about science concepts. Our hands-on, inquiry-based science program is enhanced by the *Engineering is Elementary Curriculum*, which encourages children to apply what they know about science and math to real-world learning experiences. The program is further

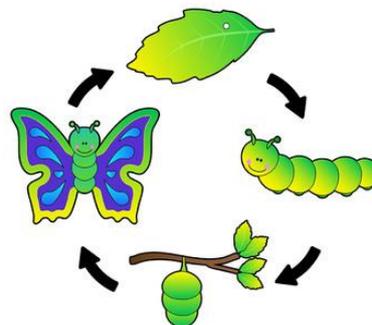
driven by the *Science Companion Curriculum* which provides students with opportunities to wonder about the world as they draw, write, discuss, and reflect on the science exploration they do in and out of the classroom.

In Grade 2 Science, the curriculum consists of the following units of instruction:

- The Life Cycles
- Magnets
- Sound

By the end of Grade 2, students will be expected to:

- Make detailed observations
- Draw conclusions
- Recognize unusual or unexpected data
- Validate information
- Recognize the interdependence of living and nonliving things



### Science Fair

Grade 2 students are also expected to participate in the Annual AISC Science Fair by preparing an individual or group experiment and presenting them to the AISC Community. Students prepare for their science fair experiment while being exposed to the scientific method of developing and testing a hypothesis, collecting information through observation of their experiments, and forming a conclusion.

## GREEK LANGUAGE FOR NATIVE SPEAKERS

The Greek course for native speakers focuses on the development of listening, reading, speaking and writing skills on a variety of topics and concepts. The students study different kinds of texts, grammar, syntax, and vocabulary that will provide them with all the necessary skills for the Middle School Greek Native Program.

Students also explore aspects of the countries where Greek is spoken in an effort to learn their history, traditions and culture. In addition, students learn to appreciate and value the Greek Literature.

Group activities, participation in class, individual work in class and at home are essential elements of this course.

In Greek classes, students in Grade 2 are exposed to the following concepts: Transportation, Communication, Tradition, Culture, Civilization.

By the end of Greek 2 students will be able to:

- Read and understand written texts; fiction and non-fiction
- Search for, discover, understand and use information from texts
- Formulate written texts in the form of a 3-paragraph essay

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- Create a birthday invitation, a birthday card, and an advertisement, describe objects and persons, write messages for recipients, keep notes
- Come in contact with literature; read independently literary books and reflect on them
- Use effectively Greek to Greek dictionaries
- Conjugate nouns and verbs, distinguish genitive (plural- singular), separate the words into syllables, recognize and use correctly punctuation marks, put words in an alphabetical order

## GREEK AS A FOREIGN LANGUAGE

The Greek course for non-native speakers focuses on the development of listening, reading, speaking and writing skills on a variety of topics that mainly emphasize the students' personal life and immediate environment. The students study vocabulary and grammar that will allow them to begin understanding and communicating with native Greek speakers.

Students also explore aspects of the countries where Greek is spoken in an effort to learn their geography, background, famous personalities and culture.

Group activities and participation in class are an essential element of this course.

By the end of Grade 2, students will be able to:

- Understand and use basic vocabulary and phrases about family, school, numbers up to 100, clothes, seasons, days, etc.
- Sing more advance Greek songs
- Recognize and write all the letters and diphthongs of the Greek alphabet
- Read and write their names and some words in Greek
- Take part in dialogues
- Become familiar with the culture and traditions of Cyprus
- Share traditions of their homeland



## EDUCATIONAL TECHNOLOGY

The Grade 2 classroom is equipped with a class set of iPads. At the second grade level the students continue exploring and becoming familiar with the computer and its components through the use of the mouse and keyboard. Basic eye-hand coordination and exploration for language development continues. The emphasis at this stage shifts, to focus on developing language and math skills through the use of appropriate grade level software. And additional emphasis continues to be having fun while exploring new areas of learning.

**AISC elementary classrooms integrate the International Society for Technology in Education (ISTE) Standards. ISTE standards are related to:**

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts



**Software used in Grade 2 includes:**

- Raz Kids (Literacy)
- Newsela (Literacy)
- Keyboarding Without Tears (KWT)
- Rosetta Stone

## ART

Grade 2 Students have opportunities to creatively develop and express their interests, ideas, and feelings.

Young Artists are exposed to simple art concepts such as:

- Using a range of art tools, materials, and techniques to explore a variety of art-making problems
- Manipulating materials with a purpose to create works of art inspired by real, imaginary, and literary sources of inspiration
- Creating drawings from observation
- Utilizing technology to create art
- Incorporating the traditions of craftsmanship and responsibility in their work to develop personal qualities required for artistry, such as, persistence and patience
- Using the elements of art and related vocabulary, including shape, space, color/basic color mixing, patterns, form, line, and perspective to express ideas, experiences, and feelings in visual forms
- Respect for materials and attitudes about art
- Exploring art from different historical periods and cultures to investigate and discuss variations in artistic style
- Investigating works of art in terms of its effect on the viewer and explaining why works of art have value
- Learning interdisciplinary connections with the classroom, especially visually literacy



## MUSIC

Grade 2 students experience the basic concepts of music in a performance context. Some of the concepts to be learned in Grade 2 include:

## MUSIC MATTERS!



- Rhythms using instruments and body percussion
- Rehearsal and performance skills
- Singing in pitch using correct posture, and blending
- Dynamics, tone color, tempo and pitch.
- Notation of rhythms and rests
- Presentations of orchestral instruments through master classes and musical stories
- World music
- Samba drumming master classes
- Group composition and reflection, using percussion instruments
- Music and movement
- Film music and composers
- Music interpretation and appreciation

## PHYSICAL EDUCATION & DEVELOPMENT

Students in second grade begin to apply locomotor skill patterns. They vary movement patterns and begin to combine skills in educational games and activities. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts and the benefits of physical activity. Students work cooperatively and responsibly in groups. They participate in physical activities at school and identify opportunities to participate in physical activities outside of school.

Grade 2 students will be involved in:

- Distinguishing right, left, unilateral, bilateral and cross lateral movements
- Developing cooperative attitudes
- Learning team concepts and activities
- Improving hand-eye and perceptual motor coordination



## LIBRARY TIME

Library time is an important component of the elementary schedule. Children come to the library to have a story read to them, read independently, research, and check out books to take home. They are given the freedom to explore the different areas and search for books of their choice with the guidance of the Librarian. The Librarian coordinates lessons with classroom teachers to provide optimum support materials and ideas for classroom activities and research. The children learn that books are meant to be cared for as well as shared and enjoyed. Children in the early elementary grades (K-2) check out one book at a time per week. Children in the later grades (3-5) check out two books at a time per week. The library does not charge fines for overdue books but lost books are the responsibility of each patron. The library is open from 8:00 am to 4:00 pm Monday to Friday. Books can be checked out over the summer. Suggested book lists for summer reading are sent home with the final report cards but are available at any time. Parents are welcome to use the library throughout the year to check out additional books for their children or for themselves.



# CHARACTER EDUCATION/COUNSELLING PROGRAM

The AISC Elementary Counseling program respects students' values, rights and beliefs while addressing academic, personal, social and emotional developmental needs of every student. The AISC Elementary Counseling Program is aligned with the Virginia State Standards for School Counseling which reflects the progression of student growth throughout the school experience and focuses on academic, career and personal/social development. The Elementary Counselor is an educator and advocate who supports students in the following ways:

**1. Positive Behavioral Intervention System:**

- Implementation of a schoolwide positive behavioral intervention system based on a philosophy of positive behavioral support and reinforced daily by staff members and secondary students.

**2. Character education:**

- Weekly social and emotional well-being educational lessons which teach themes including, but not limited to: Personal Organization, Communication, Cooperation, Sportsmanship, Strategies to Focus Attention, and Self-Esteem.
- The MindUP Mindfulness Program which focuses on social and emotional skills. The program is based on cognitive neuroscience and works in parallel to the Virginia State Standards for School Counseling. It teaches students to self-monitor, self-regulate and engage in focused concentration that leads to academic success. The counselor visits the Grade 2 classroom once per week to work with students on mindfulness techniques through the MindUP program.
- Class counseling on topics such as friendship, love, sadness, anxiety, and cooperation skills.
- Regular collaboration with the classroom teachers, administrators, staff members and parents to ensure that students needs are met.

- 3. Intervention programs** for students needing extended support through small group counseling when extended support is needed. At times, a small group of children may need counseling support outside of the regular classroom setting in order to cope with emotional and social skills.

**4. Individual extended support through:**

- Individual counseling and/or behavioral interventions for students who may be struggling socially and emotionally
- Learning Support services
- Responsive Services – when a crisis arises and immediate counseling support is needed

**5. Oversight and implementation of the AISC Child Protection Policy**

For more information on Counseling at AISC, please refer to the Elementary Counseling Handbook on the AISC Website.

## RECESS

Elementary recess time provides our students with a much-needed break from the rigor of the academic day. Big Toy time at AISC is a safe and well-supervised play time which allows student to participate in free play and gives students opportunities to rest, move, imagine, problem-solve, cooperate, share, and socialize. The importance of free play time in a well-supervised setting is widely documented in the educational research and has been shown to have positive effects on children's concentration throughout the rest of the school day. At AISC, recess time will not be withheld for academic or punitive reasons. For more information on the importance of play time, please see the American Association of Pediatrics, <http://pediatrics.aappublications.org/content/131/1/183>.

## ASSEMBLIES

Elementary assemblies play an important role in the program as they provide a fun and educational venue for students to demonstrate the work they are doing in their classes. Assembly topics are aligned with the units of study at each grade level. Additional assemblies will include Character Development and Awards programs. These showcases provide a great opportunity for students to develop leadership skills, act independently, and play an active role in their learning. Parents are invited to attend assemblies at 2:25 pm each Friday afternoon. On rare occasions, assembly dates and times may be adjusted. Parents will be notified in such cases.

## SUMMER WORK

Research has shown that over the summer months students often regress in their academic skills by one month or more. Each year, considerable instructional time is spent reviewing skills and knowledge lost over the summer months. The summer learning effect has been observed in schools around the world and can contribute to a widening gap in achievement over time. This data reinforces the importance of reading and practicing Math and Literacy skills over the summer holiday. For this reason, we have created calendars with fun Math and Literacy activities for your child to complete over the summer months.

These summer activities will enable your child to review concepts and reinforce skills learned during the past school year. The work they do over the summer will be turned in to your child's teacher and reviewed in class during Group Share and Evaluation time at the start of the school year. Summer work can be found on the AISC Website at the end of each school year, <https://www.aisc.ac.cy/academics/summer-work/>.

## MEMBERSHIPS AND ACCREDITATION



The American International School in Cyprus is accredited by the following organizations:

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COUNCIL OF INTERNATIONAL SCHOOLS  
INTERNATIONAL BACCALAUREATE ORGANIZATION  
CYPRUS MINISTRY OF EDUCATION

The American International School in Cyprus is a proud member of the following organizations:

EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS  
NATIONAL HONOR SOCIETY  
MEDITERANNEAN ASSOCIATION OF INTERNATIONAL SCHOOLS  
NEAR –EAST SOUTH ASIA ASSOCIATION OF INTERNATIONAL SCHOOLS  
CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

Founded in 1987, The American International School in Cyprus is a private, coeducational, college preparatory school. We are proud to provide a first class American and international university preparatory education within the Cyprus local community that incorporates Greek as a First Language program for our Cypriot students. AISC serves a unique function in the Cyprus community, offering the only American system program in Cyprus while providing our students with the option of the International Baccalaureate program for the last two years of secondary school.

AISC is owned by Educational Services Overseas Limited (ESOL), a leading regional school operator headed by Mr. Walid Abushakra. ESOL has an established, twenty-five-year track record of operating some of the region's leading American and British curriculum schools. A large number of graduates from ESOL's schools have gone on to attend some of the world's leading universities in the United States of America and the United Kingdom.

Our program develops the whole child by nurturing sense of worth, leadership, academic excellence and independence. We have a strong focus on service learning. Our students participate regularly in community service and character-building life experiences, locally and abroad. An AISC education is rich with diverse learning experiences and opportunities for personal achievements.

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