



# GRADE 3 CURRICULUM OVERVIEW

## 2023 – 2024 ACADEMIC YEAR



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## Mission Statement

The mission of the American International School in Cyprus is to develop lifelong learners empowered to achieve **educational excellence**, nurture **personal well-being**, and become responsible **global citizens** who positively impact the world.

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## AISC SHARED VALUES

### At AISC we value:

- Respect for everyone
- Effort toward excellence every time
- Accountability for all our actions
- Caring to create an inclusive community
- Honesty in all we say and do

## LEARNER PROFILE

### As AISC learners we strive to be:

- |                 |               |
|-----------------|---------------|
| • Inquirers     | • Open-Minded |
| • Knowledgeable | • Caring      |
| • Thinkers      | • Risk-Takers |
| • Communicators | • Balanced    |
| • Principled    | • Reflective  |

## INTRODUCTION TO GRADE 3

Grade 3 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, 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. The AISC Human Rights and Responsibilities Policy forms the foundation for respectful interactions in every classroom, workplace and play area across the school.

### HUMAN RIGHTS AND RESPONSIBILITIES POLICY

#### I have the **right** to:

1. Be myself.
2. Be free from name calling, physical or digital harassment, mental abuse, and bullying.
3. Feel proud of what makes me different.
4. My privacy.
5. Learn, make mistakes without embarrassment, and be proud of my success.
6. My own opinion and to agree or disagree with others respectfully.
7. Feel safe at school.

#### I have the **responsibility** to:

1. Accept and respect others as they are.
2. Refrain from and stand up against name calling, physical or digital harassment, mental abuse, and bullying.
3. Recognize and appreciate the differences in others.
4. Protect the privacy of others.
5. Support others in their learning, both in their mistakes and successes.
6. Create an open, safe space for sharing diverse perspectives and opinions.
7. Uphold a safe learning environment.

## AISC Human Rights and Responsibilities

### I have the RIGHT to:

- 1 Be myself.
- 2 Be free from name-calling, physical or digital harassment, mental abuse, and bullying.
- 3 Feel proud of what makes me different.
- 4 My privacy.
- 5 Learn, make mistakes without embarrassment, and be proud of my success.
- 6 My own opinion and to agree or disagree with others respectfully.
- 7 Feel safe at school.

### I have the RESPONSIBILITY to:

- 1 Accept and respect others as they are.
- 2 Refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.
- 3 Recognize and appreciate differences in others.
- 4 Protect the privacy of others.
- 5 Support others in their learning, both in their mistakes and successes.
- 6 Create an open, safe space for sharing diverse perspectives and opinions.
- 7 Uphold a safe learning environment.



## 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 2 (DRA2) is used to monitor reading fluency and comprehension and to ensure students are achieving the developmentally appropriate milestones. Summative assessment in writing takes place before and after each writing unit on the three text types as described by Common Core English Language Arts Standards (opinion, informative, narrative). 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 the Measures of Academic Progress™ (MAP) test. The MAP test, which is a product of the Northwest Evaluation Association, is closely aligned with the 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.

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 three 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 3 student will also develop a digital Personal Learning Portfolio using the Seesaw App. The digital Personal Learning Portfolio is an accumulation of student work, built to demonstrate mastery of grade level concepts, skills, and standards. Parents may access the digital Personal Learning Portfolio at any time through the Seesaw Parent and Family app.

## 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 3 homework routine includes the following:

- Daily reading – 25 minutes per day
- Daily literacy and math practice
- Handwriting and keyboarding practice

**Overall: Grade 3 students should expect no more than 30 minutes of homework + 25 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 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.

### 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.
- In the upper grades, help your child budget their time and plan for assignments.
- Minimize distractions, including tv, music, and internet. For expert advice on limiting screen time, 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.

## 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 3 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.

## 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:

- **Parent-Teacher 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.
- **Elementary 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.
- **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 8:00 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 8:00 am start time each day. Students are dismissed daily at 3:05 pm except on Wednesdays when classes end at 2:10 pm to allow for faculty meetings.

Our daily routines are also guided by the Responsive Classroom approach, which includes morning and end-of-day meetings, connection to academic units, community building, successful management, and social and emotional awareness.

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

MORNING MEETING/CLOSING MEETING	DAILY
LITERACY	DAILY
MATHEMATICS	DAILY
SOCIAL STUDIES/SCIENCE	6 TIMES
GREEK FOR NATIVE SPEAKERS	6 TIMES
GREEK AS A FOREIGN LANGUAGE (FOR INTERNATIONAL STUDENTS)	6 TIMES
MUSIC	4 TIMES
PHYSICAL EDUCATION	6 TIMES
ART	4 TIMES
LIBRARY	2 TIMES
SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT	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 3 field trips may include visits to:**

- Cultural heritage sites
- Local museums
- Caledonia Falls
- Greek theater performance
- Biome study trip



## 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 3 students during the year based on teacher interest and availability: Homework Club, 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/TUTORIALS

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 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.

### Grade 3 field trips may include visits to:

- Troodos nature walk and clean-up of nature trail
- The Nicosia Dog Shelter
- Make A Wish Foundation
- Earthquake Relief Efforts

## 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 the subjects can be found on the Atlas Rubicon [website](#). (Login password: inspire)

### LITERACY

In Grade 3, literacy units focus on the development of reading and writing skills through a Balanced Literacy approach based on the Common Core State Standards in the areas of reading, writing, speaking, listening, phonics, phonological awareness and handwriting.



Grade 3 literacy activities may include:

- Guided Reading
- Shared reading
- Interactive reading
- Reader's theater
- Direct instruction
- Independent reading
- Centers
- Writer's Workshop

### READING

Students in Grade 3 develop reading skills through a balanced approach utilizing direct and modelled instruction. Students learn necessary reading skills through multisensory experiences, read alouds, guided reading, and direct instruction.

Grade 3 students are expected to:

- Use grade-level phonics and word analysis skills to decode words (common affixes, Latin suffixes, multisyllable words, irregularly spelled words)
- Read with accuracy, fluency, expression, and purpose
- Ask and answer questions to demonstrate understanding and refer explicitly to the text for answers
- Identify main idea and how key details support the main idea
- In a non-fiction text, use search tools and text features to locate key facts and increase understanding
- Begin to identify simple text structure in non-fiction texts
- Recount stories and determine the central message, lesson, or moral and how it is conveyed through events in the text



- Describe characters in a story and how their actions contribute to events
- Distinguish between the points of view of narrators or characters
- Identify parts of stories, dramas, and poems (chapter, scene, stanza)
- Compare and contrast theme, setting, and plot of texts written by the same author or about the same characters in a fiction text, and points and key details from various non-fiction texts about the same topic
- Begin to use the 8 Comprehension Strategies (Questioning, Prior Knowledge, Visualizing, Summarizing, Making Connections, Evaluating, Synthesizing, Inferring)

## WORD STUDY

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.

Grade 3 students are expected to:

- Sort unfamiliar words according to different patterns
- Use correct spelling for high frequency sight words, including compound words and regular plurals
- Master the Letter Name and Within Word spelling patterns
- Use a variety of strategies to determine the meaning of unknown or multiple meaning words (context clues, common roots/affixes, Latin roots/affixes, glossaries, dictionaries)
- Understand figurative language, word relationships, and nuances in word meanings

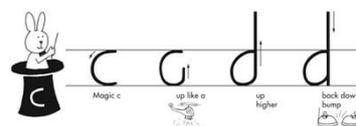
## WRITING/HANDWRITING

Grade 3 students will write narrative, opinion, and informative/explanatory pieces. Students learn and practice handwriting skills through the use of the Handwriting Without Tears program.

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.

Grade 3 students are expected to:

- Write an opinion text in which they introduce a topic, state an opinion, use an organizational structure to provide reasons for their opinion, use linking words and phrases to connect reasons and opinions, and provide a conclusion
- Write an informative text that introduces a topic, organizes related information together, develops the topic with facts and definitions, uses linking words and phrases to connect ideas, and provides a conclusion
- Write a narrative text that establishes a situation, includes a narrator/characters and their thoughts, feelings, dialogue, and actions, uses an organizational structure to allow events to unfold naturally, and provides a sense of closure
- Strengthen writing by planning, editing, and revising
- Use technology to publish and share writing



- Use research projects, past experiences, and print/digital tools to gather information

## **SPEAKING & LISTENING**

Grade 3 students are expected to:

- Follow agreed-upon norms in a variety of collaborative discussions (active listening, taking turns, staying on topic, gaining attention respectfully, ask and answer questions, linking their comments to others')
- Come to discussions prepared, having previously studied a given topic
- Give oral presentations (speaking clearly and at an appropriate pace, use print and digital tools for added emphasis, use complete sentences, provide further details when prompted)
- Show understanding of information provided in a variety of media formats (visual, quantitative, oral)

## **LANGUAGE**

Grade 3 students are expected to:

- Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs
- Use regular/irregular plural nouns, possessive nouns, abstract nouns, regular/irregular verbs, simple verb tenses, comparative/superlative adjectives and adverbs, and coordinating and subordinating conjunctions
- Produce simple, compound, and complex sentences
- Use correct subject-verb and pronoun-antecedent agreement
- Use correct capitalization and punctuation

## **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 Standards for Mathematical Practice from the Common Core State Standards

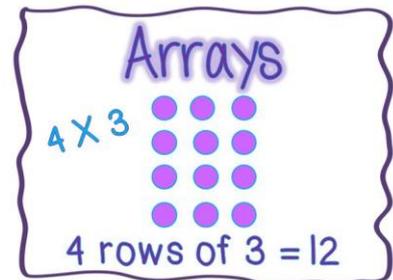
**Instruction focuses on the following Critical Content Areas:**

- Developing understanding of multiplication and division and strategies for multiplication and division within 100
- Developing understanding of fractions, especially unit fractions (fractions with numerator 1)
- Developing understanding of the structure of rectangular arrays and of area

- Describing and analyzing two-dimensional 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 Grade 3 social studies, units follow the Project AERO Standards and the C3 Framework. Students will continue to learn map skills by exploring the geography of the world. They will also apply this knowledge to better understand how a place's geography can influence a community's access to resources. This global lens will be further developed as students learn about the different types of leadership and government throughout the world. Students will also explore how citizens interact with governments to voice concerns and take action for change. Third graders will also deepen their understanding of trade, social class, and the connection between history and culture when they explore Ancient China.

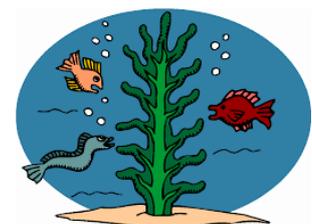
Grade 3 social studies units include:

- World Geography: People, Places, and Resources
- Government, Leadership, and Citizen 'Voice'
- Cultural Case Study: Ancient China



## 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 Next Generation Science Standards (NGSS). The NGSS standards are formed by three combined dimensions. The first dimension is Crosscutting Concepts which assists students in exploring connections between physical science, life science, earth and space science, and engineering design. The second dimension is Science and Engineering Practices which describes what scientists do to investigate problems and how engineers build systems. The third dimension is Disciplinary Core Ideas which provides the key ideas of broad importance within or across a variety of science and engineering disciplines.



In Grade 3 Science, the curriculum consists of the following topics of instruction:

- Forces and Interactions
- Interdependent Relationships in Ecosystems
- Inheritance and Variation of Traits: Life Cycles and Traits
- Weather and Climate

By the end of Grade 3, students will be expected to:

- Develop and use the scientific method
- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- Define a simple design problem that can be solved by applying scientific ideas about magnets
- Construct an argument that some animals form groups that help members survive
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change
- Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- Obtain and combine information to describe climates in different regions of the world
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard

## **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 3 are exposed to the following concepts: Education, Civilization, Friendship, Environment, Celebrations, Transportation, and Adventure.

By the end of Greek 3 students will be able to:

- Communicate orally with clarity and speed
- Read longer texts easily and with accuracy, understand the content of longer texts that have some difficulties (fiction and non-fiction), use their reading skills in their social environment, search for and exploit information
- Communicate in writing with accuracy and efficiency using the form and style that suits in each instance of communication (summary, narrative, poem, diary)
- Enrich their vocabulary (homonyms, synonyms, opposites, compound words)
- Realize the structure and function of the Greek language in communication (in texts, sentences and words)
- Learn, identify, and use metaphors, similarities, future and past tenses, adjectives of nationality, comparative, personal and possessive pronouns.

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## 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 3, students will be able to:

- Greet people in Greek and exchange personal details
- Communicate in basic everyday conversations in Greek
- Follow direction in Greek regarding class' routines and learning experiences orally
- Use vocabulary and phrases about nationality, descriptive adjectives, months, likes and dislikes, shopping
- Conjugate verbs ending in -ω, (present and past tenses)

## EDUCATIONAL TECHNOLOGY

The Grade 3 classroom is equipped with a class set of iPads. The study of computers in the third grade is a transitional experience. Students are introduced to more complex word processing/desktop publishing mediums and should be continuing to develop competency in the area of software/hardware use. Students are also involved in digital citizenship lessons related to media balance and well-being, privacy, security, digital footprint, identity, relationships, communication, cyberbullying, and news and media literacy.

**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 3 includes:**

- Raz Kids (Literacy)
- Newsela (Literacy)
- Typing Club
- Seesaw (Digital Personal Learning Portfolio and Daily Assignments)



## ART

Grade 3 Students have opportunities to explore four specific content strands: Visual Communication and Production; Art History and Cultural Context; Analysis, Evaluation + Critique; and Aesthetics.

Student Artists are exposed to art concepts such as:

- Imaginative and expressive strategies to create works of art with ideas inspired by a variety of sources, including print, non-print, and contemporary media
- Incorporating craftsmanship, the Elements of Art, and unanticipated results of art-making into works of art
- Using observational drawing in preparation for creating works of art
- Utilizing technology to create art
- Interpreting ideas and feelings expressed in personal and others' works of art
- Comparing works of art, elements of architecture, and artifacts of other cultures with those of their culture
- Categorizing works of art by subject matter, including the genres of portrait, landscape, and still life
- Investigating the ways that the art of a culture reflects its people's attitudes, symbols, and beliefs



- Analyzing the works of various artists whose work has been recognized and valued by societies and preserved for future generations to experience
- Exploring a work of art in terms of its effect on the viewer
- Learning interdisciplinary connections with the classroom, especially visual literacy

## MUSIC

Grade 3 students experience the basic concepts of music in a performance context. Concepts to be learned in Grade 3 include:

- |  |   |
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| <ul style="list-style-type: none"> <li>• Rhythms using instruments and body percussion</li> <li>• Rehearsal and performance skills</li> <li>• Singing in pitch using correct posture and blending</li> <li>• Dynamics, tone color, tempo, pitch and texture</li> </ul> | <ul style="list-style-type: none"> <li>• Notation of rhythms, rests and other music symbols</li> <li>• Presentations of orchestral instruments through master classes and musical stories</li> <li>• World music</li> <li>• Samba drumming</li> <li>• Group composition and critique</li> <li>• Music and movement</li> <li>• Film music and composers</li> <li>• Composers from 4 musical eras</li> <li>• Music interpretation and appreciation</li> </ul> |
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## PHYSICAL EDUCATION & DEVELOPMENT

In grade three students continue to focus mainly on skill development. They refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational games and activities. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class.

Grade 3 students will be involved in:

- Distinguishing right, left, unilateral, bilateral and cross lateral movements
- Developing cooperative attitudes
- Learning team concepts and activities and improving basic skills
- Improving hand-eye and perceptual motor coordination
- Physical fitness assessment
- Providing opportunities for increased responsibility in planning organizing and leadership

## 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 Summer Literacy Practice packet. Parents are welcome to use the library throughout the year to check out additional books for their children or for themselves.



## SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT

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 Collaborative for Academic, Social, and Emotional Learner (CASEL) Framework, 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 Discipline:

- Implementation of a school-wide positive discipline approach based on a philosophy that fosters a sense of belonging and contribution and reinforced daily by all staff members.

### 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 3 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
- 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>.

From Grades 3-5, Students are given the opportunity to participate in organized games or to play around the Big Toy area. The organized games are based on a 10-day rotational schedule developed by the elementary PE teacher. Posters around the elementary area and the cafeteria provide a schedule of these organized games for students. These games, which are available every day, include:

- |                    |              |
|--------------------|--------------|
| • Frisbee          | • Basketball |
| • Dodgeball        | • Handball   |
| • Capture the Flag | • Volleyball |
| • Football         | • Kickball   |

## 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 presentation of work from our special classes and the Social-Emotional and Character Development program. These showcases provide a great opportunity for students to develop leadership skills, act independently, and play an active role in their learning.

## 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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