



GRADE 5 CURRICULUM OVERVIEW

2023 – 2024 ACADEMIC YEAR



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.

The American International School in Cyprus
11 Kassos Street
P o Box 23847, 1086 Nicosia, Cyprus
Telephone +35722316345 Fax +35722316549
Website <http://www.aisc.ac.cy> E-mail aisc@aisc.ac.cy

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

INTRODUCTION TO GRADE 5

Grade 5 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 and 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 fluency and comprehension and to ensure students are achieving the developmentally appropriate milestones. Summative assessment in writing takes place three times per year in Grade 5. 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 use the data 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 5 student will also develop a digital Personal Learning Portfolio using the OneNote 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 a link provided by the classroom teacher.

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 5 homework routine includes the following:

- Daily reading – 35 minutes per day
- Daily literacy, word work, and math practice
- Project work
- Cursive practice

Overall: Grade 5 students should expect no more than 50 minutes of homework + 35 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 5 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.

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	DAILY
LITERACY	DAILY
MATHEMATICS	DAILY
SCIENCE	6 TIMES
SOCIAL STUDIES	4 TIMES
GREEK LANGUAGE FOR NATIVE SPEAKERS	8 TIMES
GREEK AS A FOREIGN LANGUAGE (FOR INTERNATIONAL STUDENTS)	8 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 5 field trips may include visits to:

- Cultural heritage sites
- Local museums
- Nature walks to local parks
- Art exhibitions
- Visit to a local village
- Greek theater performance
- Overnight trip to Troodos (a 2-night/3-day excursion to integrate the science and social studies curriculum)

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 5 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. 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 5 may include:

- Troodos nature walk and clean-up of nature trail
- The Nicosia Dog Shelter
- Make a Wish Foundation
- Anti-Cancer Society
- Tree-planting

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

In Grade 5, 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 5 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 5 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 5 students are expected to:

- Use grade-level phonics and word analysis skills to decode unfamiliar multisyllabic words
- Read fiction and nonfiction with fluency, accuracy, expression, and purpose
- Quote accurately from a text when explaining what the text says explicitly and when drawing conclusions
- Determine two or more main ideas in a non-fiction text and explain how they are supported by details
- Compare and contrast two or more characters, settings, or events in a text
- Determine theme in a text and compare and contrast how stories in the same genre treat similar themes and topics
- Describe how the point of view of the narrator/speaker influences how events are described
- Compare the structures of two or more non-fiction texts
- Compare, contrast, and analyze multiple accounts of the same event
- Explain how chapters, scenes, or stanzas contribute to the structure of a fiction text
- Assess, evaluate, organize, and use information from a variety of sources in all curriculum areas
- 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 5 students are expected to:

- Recognize spelling patterns and root words to spell unknown words
- Sort unfamiliar words according to different patterns
- Master the Syllable Juncture Spelling patterns and enter the Derivational Constancy stage
- Determine the meaning of academic and domain-specific words in a text
- Use various strategies and tools to determine the meaning of unknown or multiple meaning words (context clues, Greek and Latin roots/affixes, reference materials)
- Demonstrate understanding of word relationships and nuances in word meanings (synonyms, antonyms, shades of meaning)
- Use precise language and domain-specific vocabulary to inform and explain when writing

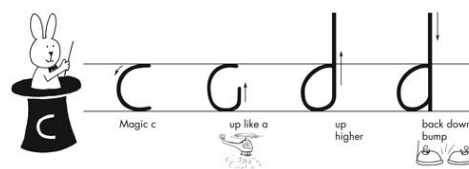
WRITING/ HANDWRITING

Grade 5 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 forming cursive 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 5 students are expected to:

- Write an opinion text that clearly introduces a topic, states an opinion, uses an organizational structure to support their purpose, gives logically ordered reasons that are supported by facts/details, links opinions and reasons, and provides a conclusion
- Write an informative text that clearly introduces a topic, states a general observation and focus, logically groups similar information together, supports the topic with related information, links ideas logically, and provides a conclusion
- Write a narrative text that establishes a situation, organizes events naturally, uses dialogue, descriptive details, and pacing to show the responses of characters to events, uses concrete words and sensory details, and provides a conclusion that follows the events
- Write for specific tasks, purposes, and audiences
- Strengthen writing by planning, revising, editing, rewriting, and trying different approaches
- Use technology to publish writing projects
- Conduct research projects, recall relevant information from experiences, draw and analyze information from texts, take notes, paraphrase and summarize information, and provide a list of sources



SPEAKING AND LISTENING

Grade 5 students are expected to:

- Engage productively in discussions to clarify thoughts, to explore issues, feelings and experiences, to extend understanding, and to interact effectively with others
- Apply active listening skills in the analysis and evaluation of spoken ideas
- Follow agreed-upon rules for discussions and carry out assigned roles
- Come to discussions prepared with previously collected information relevant to the discussion topic
- Ask and answer questions for clarification and make comments that contribute to the discussion and build off the thoughts of others
- Give oral presentations on a topic or text in an organized manner, speaking clearly and at an appropriate rate, and using positive body language and eye contact
- Add audio or visual displays to presentations for enhancement
- Summarize the main points covered by a speaker and explain how reasons and evidence support each point

LANGUAGE

Grade 5 students are expected to:

- Explain the function of conjunctions, prepositions, and interjections
- Form and use perfect verb tense; use tense to convey time; recognize and correct inappropriate shifts in verb tense
- Use correlative conjunctions
- Use correct punctuation and capitalization
- Expand, combine, and reduce sentences for meaning, interest, and style
- Compare and contrast varieties of English
- Interpret similes, metaphors, idioms, adages, and proverbs

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

In Grade 5, instruction focuses on the following Critical Content Areas:

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system, and developing understanding of operations with decimals to hundredths
- Developing fluency with whole number and decimal operations
- Developing understanding of volume.

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 5 social studies, units follow the Project AERO standards and the C3 Framework. Students will connect the past to the present by first learning about the impact of contact situations brought about by early European exploration, and later addressing the effects of today's global economic activities on communities throughout the world. Students will learn about the culture and structure of complex societies prior to European exploration before focusing on the role that religion, government, and economics played in early exploration. Students will then learn about the consequences of contact between these two groups. Fifth graders will then use this knowledge as a context for analyzing the effect of today's global economic activities on communities throughout the world. In addition, Grade 5 students will delve deep into the American Revolution by learning about the perspectives of both the Loyalists and Patriots. Colonial life at the time of the Revolution will also be explored and students will understand the contributing social, political, and economic factors that led to important historical events preceding the Revolutionary War. Special attention will be paid to evaluating and analyzing historical documents and other primary sources, including the Declaration of Independence.



Grade 5 social studies units include:

- Exploration: Contact and Consequence
- The American Colony: Declaration and Revolution

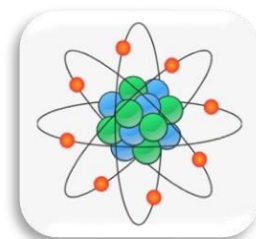
SCIENCE

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 5 Science, the curriculum consists of the following topics of instruction:

- Structure and Properties of Matter
- Matter and Energy in Organisms and Ecosystems
- Earth's Systems
- Space Systems: Stars and the Solar System



By the end of Grade 5, students will be expected to:

- Develop and use the scientific method
- Develop a model to describe that matter is made of particles too small to be seen
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved
- Make observations and measurements to identify materials based on their properties
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances
- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun
- Support an argument that plants get the materials they need for growth chiefly from air and water
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
- Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment
- Support an argument that the gravitational force exerted by Earth on objects is directed down
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

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 5 are exposed to the following concepts: Environment, Culture, Characters, Relationships, Creativity, Balance, Fun, Health, Knowledge.

By the end of Greek 5 students will be able to:

- Read easily and with accuracy all different kinds of texts
- Trace and analyze different text types (articles and literature), evaluate, and explain the use and importance of different text types and be able to comment on the texts and make connections with everyday life
- Identify and use all the basic Greek Grammar (use correctly verbs' moods and tenses, impersonal verbs, adjectives ending in -ος,-ο/ -ων,-ούσα, -ον, adjectives in -ης, -ια, ή/ -ύς,-ία,-'υ, the degrees of comparison for adjectives and adverbs) and Syntax (identify and use correctly conditional sentences, conclusive and final sentences, casual sentences)
- Use enriched vocabulary (compound verbs, vocabulary related to books and music)
- Express their opinion orally and in written form by using arguments to support it and by evaluating the positives and negatives characteristics of a situation/fact
- Write 5 paragraph narratives, 5 paragraph descriptive essays, formal/informal letter, formal invitations, animals' scientific description
- Search and exploit information from different resources (texts and webs)
-

Α α Β β Γ γ Δ δ
Ε ε Ζ ζ Η η Θ θ
Ι ι Κ κ Λ λ Μ μ
Ν ν Ξ ξ Ο ο Π π
Ρ ρ Σ σς Τ τ Υ υ
Φ φ Χ χ Ψ ψ Ω ω

GREEK AS 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 5, students will:



- Greet people in Greek, exchange personal details, express their opinion about simple concepts
- Communicate in everyday conversations in Greek
- Follow direction in Greek regarding class' routines and learning experiences both orally and in a written form
- Use vocabulary and phrases about T.V. radio and newspapers, food choices, fitness, sports, Greek Mythology, and traditions
- Read longer texts in Greek (fiction and non-fiction) and are able to write a summary in Greek language
- Research and make a short P.P. Presentation in Greek about Greek Mythology

EDUCATIONAL TECHNOLOGY

The Grade 5 classroom is equipped with a class set of iPads. Fifth graders learn to use a more advanced word processing program and their problem-solving efforts are expected to show more maturity and depth. They should be able to demonstrate basic competence in the use of a variety of software. 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 5 includes:

- Spelling City (Spelling and Vocabulary)
- Newsela (Literacy)
- Typing Club
- Microsoft Teams
- OneNote



ART

Grade 5 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:

- Steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art
- Completing works of art with attention to detail, the Elements of Art, and fine craftsmanship
- Expressing personal ideas, images, and themes through artistic choices of media, techniques, and subject matter
- Identifying and applying ethical decisions in art making
- Using observational drawing in preparation for creating works of art
- Utilizing technology to create art
- Creating works of art that connect ideas, art forms, or cultural themes to personal experiences
- Comparing and contrasting abstract, representational, and nonrepresentational works of art
- Investigating how personal beliefs and culture influence responses to works of art, and how criteria used to assess the value of art may vary from one culture to another
- Interpreting and analyzing works of art based on visual properties and context
- Investigating how artists contribute to society



MUSIC

Grade 5 students experience the basic concepts of music in a performance context.

Concepts to be learned in Grade 5 include:

- Perform and recognize rhythms note values, rests, and rhythms.
- Composition and performance skills using percussion and non-percussion instruments.
- Develop reflection and critique skills.
- Singing in pitch, using a score, with use of dynamics and balance awareness.
- Rehearsal and performance skills
- Basic aural skills
- Dynamics, tone color, tempo, pitch, texture, form and style
- Exploration of classical music composers, modern day composers and world music.
- Music technology
- Music and movement
- Film music and composers
- Composers from 4 musical eras
- Music interpretation and appreciation
- Compare and contrast musical works, using music terminology



PHYSICAL EDUCATION & DEVELOPMENT

Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in games and activities. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle.



Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Grade 5 students will be involved in:

- Developing awareness of methods to improve individual fitness levels
- Developing skills through games, drills and practice
- Learning rules and strategies unique to many activities
- Developing social skills necessary to work in a group setting
- Gaining self confidence in performing many different physical activities
- Developing an appreciation for individual differences

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 5 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
- Dodgeball
- Capture the Flag
- Football
- Basketball
- Handball

- Volleyball

- 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 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.

The American International School in Cyprus
11 Kassos Street
P o Box 23847, 1086 Nicosia, Cyprus
Telephone +35722316345 Fax +35722316549
Website <http://www.aisc.ac.cy> E-mail aisc@aisc.ac.cy