



## **KG4 and KG5 CURRICULUM OVERVIEW 2021 – 2022 ACADEMIC YEAR**



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## Mission Statement

The American International School in Cyprus inspires students to become enthusiastic life-long learners who value integrity, cultural diversity, and the pursuit of excellence.

Using an American and international curriculum, our qualified professionals work with the school community to prepare students to be creative, critical thinkers, and socially responsible world citizens.

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## AISC BELIEF STATEMENTS

### We believe that:

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

## INTRODUCTION TO KG4/5

While reading this document, please keep in mind that certain routines and procedures will be influenced due to COVID-19 health and safety regulations. Such changes will be communicated promptly by the Administration.

KG4/5 is a full day program and an exciting and busy time for students at the American International School in Cyprus. Students are actively engaged in literacy, mathematics, social studies, and science activities, including projects that help them explore and understand their world. Creativity and exploration of interests in order to develop a love for learning is paramount. Students are building cities with blocks, creating their own music with instruments, and setting up restaurants to sell their special creations. The KG4/5 program addresses the social and emotional needs of each child. A positive self-image is fundamental for all children. Helping children feel confident about themselves, their ideas, as well as their abilities is central to our beliefs.

### The KG4/5 program includes

- A balanced literacy approach integrating reading, writing, listening and speaking
- Independent reading of predictable texts
- Writing about personal experiences, opinions, and interests
- Interactive writing
- Phonological awareness
- An understanding of basic math concepts through manipulating, counting, and sorting
- A hands-on approach to science and social studies projects
- Specialists classes – including library, music, PE, character education, and art
- Use of technology and multi-media projects

## ACADEMIC AND BEHAVIOURAL EXPECTATIONS

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

### The three 'B's are:

- Be Respectful
- Be Kind
- Be Responsible

Each child has the right to be treated fairly and with respect.

Students who attend AISC are expected to:

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

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





## **REACH for the Heights!**

**R**espect everyone.

**E**xcellence every time.

**A**ccountability for all actions.

**C**aring to create community.

**H**onesty in all our words.

## **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 KG4/5 program uses a comprehensive literacy assessment guided by the Fountas and Pinnell Phonics, Spelling, and Word Study Program to monitor and assess acquisition of early literacy skills. The Developmental Reading Assessment 2 (DRA2) is used to monitor reading progress in the areas of fluency and comprehension and to ensure students are achieving 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).

Each KG4/5 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.

## **BEGINNING OF THE YEAR**

Each child is unique and needs different levels of support and time in settling in at the start of the school year. For some students, it can take only one to two days to settle, while others can take up to a month. Our Kindergarten teachers recognize the importance of allowing ample time for each child to bond with the teachers and his/her peers. The transition time is very important for the child to learn his/her way around the school and get to know our specialist teachers. We are careful to assure children that they are safe and cared for each day. We are very consistent with daily routines to help promote independence and responsibility. During the first few days, it is important that your

child knows that his/her parents are working in partnership with their new teachers. We allow parents to remain in the classroom until 8:30 if the child feels uncomfortable or upset. However, once the child begins to feel more familiar and comfortable with their surroundings, parents should step outside the classroom to encourage the child to trust his/her teachers and have a successful day at school. We are continuously reassuring the children, and would like parents to be our partners in this transition. Parents are welcome in the classroom and there are many opportunities during the year for parents to take an active part in the kindergarten program. In current COVID-19 conditions parent participation in classes is suspended, but hoping to return once allowed.

## 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 KG4/5 homework routine includes the following:

- Daily reading with parents -10 minutes per day
- Weekly home practice related to classroom topics. Practice may include word work, reading list, opportunities for reading response, and math practice

**Overall: KG4/5 students should expect no more than 10 minutes of homework + 10 minutes of reading with an adult helper**

### How Parents Can Help their Children in KG4/5

Minimize distractions, including tv, music, and internet. For expert advice on limiting screen time, especially at this young age, please refer to the [American Association of Pediatrics](#), and [Common Sense Media](#).

- Spend quality time with your child each night.
- Listen to your child read to you or read aloud to your child.
- Be supportive and available to your child, always encouraging them to do try their very best.
- Remind them that it's ok to make mistakes.
- Communicate regularly with your child's teacher by email, in person, or through the daily communication folder.

## 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,

Elementary Vice Principal, Principal or Director, are happy to assist in a problem-solving and guidance-oriented approach.

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

**Additional means of communication include:**

- **Conference Days** are scheduled each year to ensure that parents have regular contact with their child's teachers.
- **Open House** is held at the start of each school year. This is an opportunity for parents and students to meet their teachers and visit their classrooms.
- **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 and is emailed home 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 2:05 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
MUSIC	4 TIMES
PHYSICAL EDUCATION	8 TIMES
ART	4 TIMES
LIBRARY	4 TIMES
SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT	4 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.

**KG4/5 field trips may include visits to:**

- Cultural heritage sites
- Local museums
- A farm
- Local parks
- A bike shop
- A pet shop
- A local market
- The fire station
- The beach
- The dentist
- The bakery



## 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.

Some of the service learning activities for the KG4/5 may include:

- Beach clean-up
- Troodos nature walk and clean-up of nature trail
- Visits to an elderly home

## 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 KG4/5, literacy units focus on the development of emergent reading and writing skills. Students learn to express themselves through spoken language and begin to develop written expression skills. The KG4/5 program provides instruction 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. AISC lower elementary teachers follow a scope and sequence for teaching phonological awareness and phonics skills. Teacher instruction utilizes the Fountas and Pinnell Phonics, Spelling, and Word Study program. Lessons include direct, multisensory, explorative, and guided instruction.

KG4/5 literacy activities may include:

- Songs
- Rhymes
- Short plays
- Read alouds
- Guided Reading
- Shared reading
- Interactive reading
- Oral language activities and experiences
- Writer's Workshop



### READING

Students in KG4/5 develop reading skills through a balanced approach utilizing direct and modelled instruction. Students learn necessary pre-reading and reading skills through multisensory experiences, read alouds, guided reading, and direct instruction.

KG4/5 students are expected to:

- Understand early literacy concepts such as directionality of print and reading from left to right, recognizing names, understanding that words are made of letters and words/sentences have meaning.

- Demonstrate phonological awareness skills such as rhyming, syllabication, onsets and rimes, phonemes, blending and segmenting sounds, and recognize beginning and ending sounds
- Demonstrate letter sound correspondence
- Recognize and identify letter names
- Compare and contrast familiar stories
- Recognize types of texts
- Retell familiar stories, including details about characters, events, and setting
- Understand the role of authors and illustrators
- Begin to use the 8 Comprehension Strategies (Questioning, Prior Knowledge, Visualizing, Summarizing, Making Connections, Evaluating, Synthesizing, Inferring)



## WRITING

KG4/5 students will focus on making basic handwriting strokes, tracing letters, printing their own name, and writing simple, one syllable words. 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.

KG4/5 students are expected to:

- Use drawing, dictating, and writing to write opinion, informative, and narrative texts
- With support, answer questions and take suggestions from peers and adults to strengthen writing
- With support, explore a variety of ways to produce and publish writing
- Know how to write their first name
- Practice writing all letters of the alphabet (upper and lower case) and short words
- Practice printing numerals 1 to 20
- Attach meaning and print to pictures



## SPEAKING & LISTENING

KG4/5 students are expected to:

- Follow 1, 2, and 3-step directions
- Engage in discussions with diverse partners including peers and adults in large and small groups
- Follow agreed upon rules for discussions (taking turns, staying on topic)
- Ask and answer questions about a read aloud text, and topics under discussion
- Ask questions to gain clarification, seek help, or get information
- Describe familiar people, places, things, and events with details

- Speak clearly at different volumes appropriate to situations
- Develop age-appropriate vocabulary
- Build prior knowledge through experiences and read alouds

## LANGUAGE

KG4/5 students are expected to:

- Explore word relationships such as sorting common objects, opposites, shades of meaning
- Identify new meanings of familiar words
- Use the most frequently occurring inflections and affixes such as -ed, -s, re-)
- Capitalize the first word in a sentence and the pronoun
- Use frequently occurring nouns, plural nouns, verbs, and prepositions
- Produce and expand complete sentences
- Recognize and use ending punctuation
- Attempt to spell words phonetically, through inventive spelling or environmental print
- Understand and use question words

## MATH

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

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

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.



**In KG4/5, instructional time in math focuses on the following Critical Content Areas:**

1. Representing, relating, and operating on whole numbers, initially with sets of objects.
2. Describing shapes and space. More learning time in Kindergarten is devoted to number sense than to other topics.

## SOCIAL DEVELOPMENT

Kindergarten is a special time for social-emotional development. Children are learning how to make friends and form relationships and they are learning to become independent people. With this in mind, and with the support of the classroom teacher and partnership with parents, by the end of KG4/5, students are expected to:

- Show an individual awareness of self as a member of the family and community
- Name and understand roles of community helpers
- Show an awareness of different cultures
- Play and work cooperatively
- Respect self, others and the environment
- Share and take turns
- Seek appropriate amount of adult attention
- Follow classroom norms and agreements
- Accept roles of leader and follower
- Display self-control
- Accept responsibility for behavior and work
- Make good decision

## SOCIAL STUDIES

In KG4/5, social studies units follow the Project AERO Standards and the C3 Framework. Students will focus on an understanding of 'self' and how the individual is connected to a family, a school, and a community. Students begin the year by learning about rules, responsibility, and what it means to be a good classroom citizen. Students also learn about the concept of identity by understanding what makes people similar and different. An exploration of beginning map skills helps students build spatial awareness of their school and neighborhood while the concepts of needs and wants expose young learners to economics. Students will also learn about the role that community helpers play in creating safe communities.

KG4/5 social studies units include:

- My School Community: Rules & Responsibilities
- Self and Others: Is Everyone Unique?
- The Community Around Me and How It Works

## 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 KG4/5 Science, the curriculum consists of the following topics of instruction:

- Pushes and Pulls
- Interdependent Relationships in Ecosystems
- Weather and Climate

During the KG4/5 year, students will be expected to:

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull
- Use observations to describe patterns of what plants and animals (including humans) need to survive
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
- Make observations to determine the effect of sunlight on Earth's surface
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
- Use and share observations of local weather conditions to describe patterns over time
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather



### **Our School Garden**

Our kindergarteners love to plant, pull weeds, harvest, and eat the produce that comes from our organic raised-bed vegetable garden! They have the opportunity to see the life cycle of a plant from seed to harvest to table.

## **EDUCATIONAL TECHNOLOGY**

KG 5 students are introduced to basic technology skills, keyboarding skills, and a unit related to digital citizenship. The emphasis of this early stage is on having fun while exploring new areas of learning.

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

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



**Software used in KG4/5 includes:**

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

## ART



KG4/5 Students have opportunities to creatively develop and express their ideas, experiences, and feelings.

Young Artists are exposed to beginning art concepts such as:

- Using a range of art tools, materials, and techniques to create personal responses to art-making problems
  - Beginning to manipulate materials with a purpose to express ideas, experiences, and feelings in visual forms
  - Learning about the elements of art, including color, line, shape, texture and pattern
  - Creating drawings from observation
  - Utilizing technology to create art
  - Respect for materials and attitudes about art
- Exploring the concept that people in all cultures create works of art
  - Identifying people who make art as “artists”

## FINE MOTOR DEVELOPMENT

By the end of KG4/5, students will:

- Demonstrate motor skills including cutting, gluing, tracing, coloring and folding
- Demonstrate self-help skills including dressing, zipping, buttoning, snapping, etc.
- Demonstrate pencil control

## MUSIC

In music classes, students in KG4/5 are exposed to simple music concepts such as:

- Rhythm, using percussion instruments and body percussion
- Improving pitch through singing
- Performance
- Music interpretation and appreciation
- Music and movement
- Tempo, pitch, articulation and dynamic changes
- Basic note values
- Musical stories and composers
- Composing music to a story, color or graphic design

## MUSIC MATTERS!



## PHYSICAL EDUCATION

During the Kindergarten years students should demonstrate continuous improvement in movement under very simple conditions. Students develop fundamental skill patterns and begin to learn key movement concepts that help them perform in a variety of educational games and activities. Students learn to use safe practices, cooperate with and respect others, and follow classroom norms and agreements. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle.

In Physical education classes, students in KG4/5 are exposed to:

- Energetic outdoor activities
- A range of ways in which to use their bodies in physical activity and to use their bodies to express ideas and feelings
  - Running, jumping, skipping, climbing, balancing, throwing and catching, with increasing skill and confidence
  - Working with others cooperatively in physical play and games
  - Activities using the fine motor movements of their fingers and hands
  - Safely using equipment
  - A love of physical activity and play and a positive attitude for leading a healthy, active lifestyle



## 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 Social-Emotional and Character Development program respects students' values, rights and beliefs while addressing academic, personal, social and emotional developmental needs of every student. The AISC Elementary Counseling Program is aligned with the Virginia State Standards for School Counseling which reflects the progression of student growth throughout the school experience and focuses on academic, career and personal/social development. The Elementary Counselor 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 KG4/5 classroom twice 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> .

## 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 levels. Additional assemblies will include presentation of work from our special classes and the Social-Emotional and Character Development program. These showcase events 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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