

CEDARS INTERNATIONAL SCHOOL OF ANGOLA

# CISA NEWSLETTER

JANUARY 2026 RECAP

ISSUE NO.23

## TOP NEWS IN THIS ISSUE

January was an active and engaging month at **CISA**, marked by hands-on learning experiences, creative exploration, and meaningful academic assessments across all grade levels. Students participated in a wide range of activities that strengthened core skills in literacy, numeracy, science, art, and inquiry-based learning, both inside and outside the classroom. The month also included important school updates and events, setting a focused and well-organized tone for the rest of the term.



KG1 SHOW AND TELL



KG2 PATIENT & DOCTOR ROLE PLAY



KG3 EXPLORING O FOR OWL



GRADE 1 EXPLORING EMOTIONS THROUGH ART



GRADE 2 CREATIVE CLAY WORK



GRADE 3 VOCABULARY THROUGH ANTONYMS



GRADE 4 THREADS OF SUSTAINABILITY



## DID YOU KNOW ?

Our Annual **CISA Carnival** will take place on **Saturday, 14 February**, starting at **17:30**.

Join us for an evening filled with fun, music, colorful costumes, and joyful moments as we celebrate together with our students and families!



## DIRECTOR'S WORD

**Dear CISA Community,**

As we begin January 2026, I would like to extend my sincere wishes to all our students, parents, staff, and partners for a year filled with learning, growth, and achievement. The beginning of a new calendar year is also a moment of reflection, an opportunity to reaffirm who we are as a school, what we stand for, and where we are heading.

At **Cedars International School of Angola (CISA)**, our mission has always been clear: to provide an education that meets international standards, prepares students for a global future, and remains rooted in strong values, discipline, and continuous improvement.

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## Continuation of Director's word...

### Our Curricula: A Balanced International Framework

CISA delivers an American-based international education, enriched with globally recognized frameworks. Our academic structure is carefully designed to ensure continuity, rigor, and student-centered learning across all grade levels.

Our core academic approach includes:

- American Curriculum standards, ensuring alignment with international university expectations (Cognia Membership).
- The International Baccalaureate philosophy and frameworks (PYP, MYP, and DP principles), emphasizing inquiry, critical thinking, and global citizenship.
- College Board programs, including SAT and advanced academic pathways, to support international university admission.

These curricula are not applied in isolation. They are integrated within a coherent academic structure that supports differentiation, student support programs, academic integrity, and measurable learning outcomes.

### Educational Frameworks We Follow

Beyond curriculum content, CISA places strong emphasis on how education is delivered, monitored, and improved.

We apply:

- Clear governance and leadership structures
- Continuous assessment and data-informed decision-making
- Structured student support systems
- Professional development for teachers and leaders
- Transparent communication with families

This ensures that learning at CISA is not only rigorous, but also consistent, ethical, and sustainable.

### Why Cognia Matters to CISA

A cornerstone of our institutional development is our membership in Cognia, one of the most respected international accreditation and quality-assurance organizations in the world.

Being part of Cognia means that CISA:

- Aligns with globally recognized education quality standards
- Commits to continuous school improvement, not one-time evaluation
- Engages in regular self-assessment and external professional review
- Ensures accountability in leadership, teaching, learning, and student well-being

Cognia does not provide a curriculum. Instead, it validates that the curricula and systems we use—American, IB-aligned, and College Board-supported—are implemented with integrity, quality, and consistency.

For our community, this translates into:

- Greater confidence in the school's academic direction
- Stronger international recognition of student transcripts
- Clear assurance that CISA is benchmarked against reputable global schools

### Looking Ahead

As we move forward in 2026, CISA will continue strengthening:

- Academic quality and student performance
- Teacher development and leadership capacity
- International partnerships and accreditation pathways
- Transparent collaboration with families

Education is a shared responsibility, and the success of our students depends on the strong partnership between school, family, and community.

Thank you for your continued trust in CISA. Together, we are building not only strong academic foundations, but also responsible global citizens prepared for the future.

With respect and commitment,

**Imad Loufi Taha**

**Director**

**Cedars International School of Angola (CISA)**

## DP 1 DEMONSTRATES LEARNING THROUGH MID-SEMESTER SUMMATIVE ASSESSMENTS

DP 1 students took part in their **IBDP** mid-semester summative assessments, designed to evaluate their understanding and mastery of the content covered during the first semester. These assessments provided students with the opportunity to apply knowledge, skills, and critical thinking strategies developed across their subjects. Through structured and rigorous tasks, learners demonstrated their ability to analyze information, make connections, and communicate ideas effectively under assessment conditions. The process also encouraged reflection on learning progress, helping students identify strengths and areas for improvement as they continue their academic journey within the **Diploma Programme**.



**CEDARS INTERNATIONAL  
SCHOOL OF ANGOLA**

HAS TEAMED UP WITH  
**COLLEGEBOARD** TO BECOME AN

**OFFICIAL**

**SAT**®

**TEST CENTER**

**STUDENTS CAN NOW  
REGISTER FOR  
ADMINISTRATIONS IN  
THE SCHOOL YEAR  
2025-2026**

**DATES**

**MARCH 14, 2026**  
REGISTRATION DEADLINE: **FEB 27, 2026**

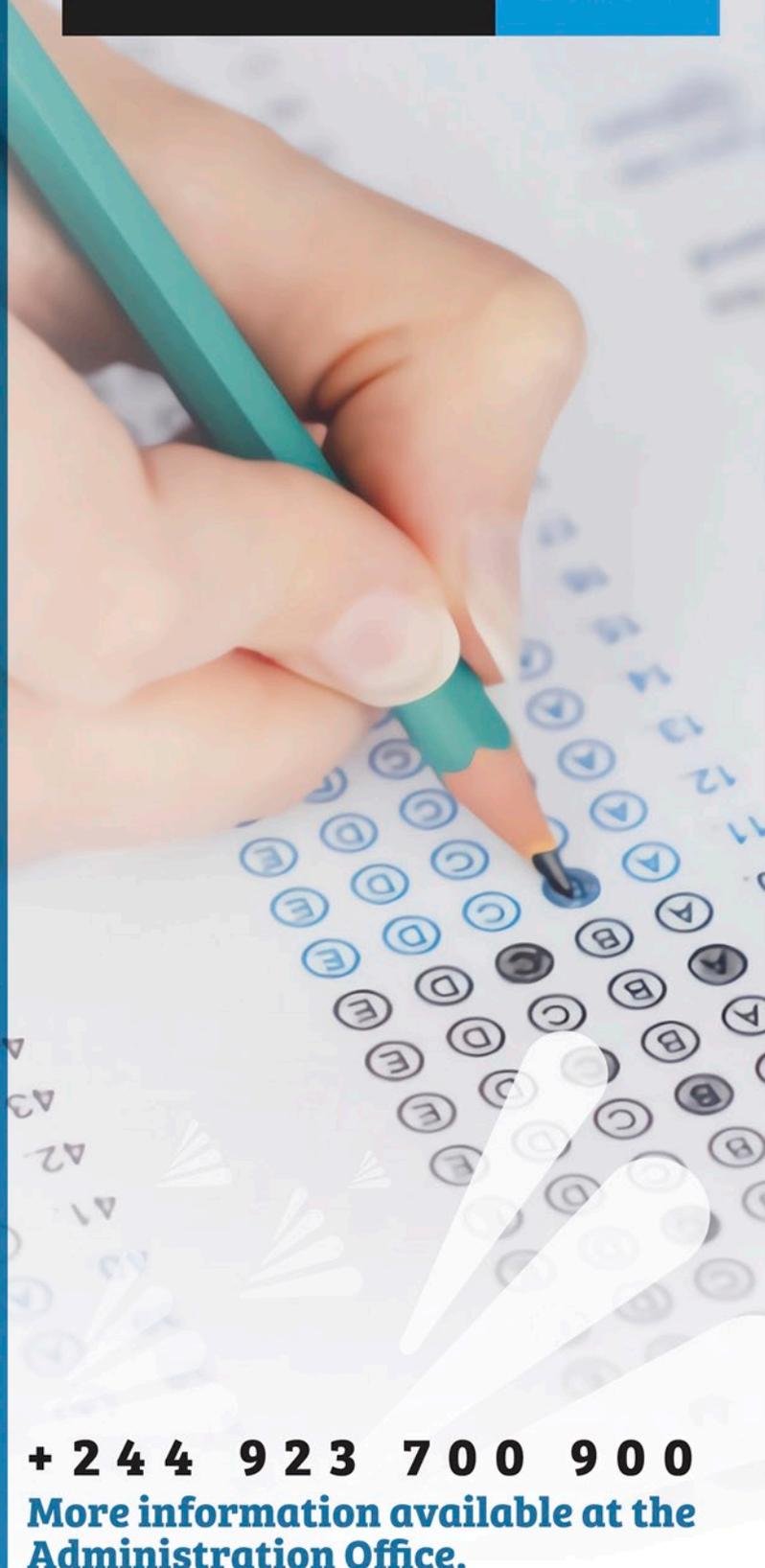
**MAY 2, 2026**  
REGISTRATION DEADLINE: **APRIL 17, 2026**

**JUNE 6, 2026**  
REGISTRATION DEADLINE: **MAY 22, 2026**

**CISA**   
Cedars International  
School of Angola

 CollegeBoard

**SAT**®



**+ 2 4 4 9 2 3 7 0 0 9 0 0**  
More information available at the  
**Administration Office.**



# KG1 SHOW AND TELL

In this KG1 show and tell activity, students engaged in a meaningful and interactive experience designed to **strengthen communication and social skills**. Learners were encouraged to bring their favorite toys or personal objects from home and share them with the rest of the class. Each student had the opportunity to present their item, describe it using simple language, and explain why it is special or important to them. **This process supported language development by encouraging vocabulary use, sentence formation, and clear expression of ideas.** The activity also helped students practice **public speaking in a safe and supportive environment while learning to listen attentively and respectfully to their peers.** Through sharing, turn-taking, and active listening, students **developed confidence, social awareness, and a sense of belonging**, making the experience both engaging and valuable for early childhood development.





## KG2

# PATIENT & DOCTOR ROLE PLAY

In this **KG2 role-play activity**, students explored vocabulary related to patients and doctors through **imaginative and guided play**. Learners took turns acting as doctors and patients, using simple props and familiar scenarios to understand what happens when a sick child visits a doctor. Through dialogue and interaction, students learned and practiced new words connected to health, feelings, and medical care, such as symptoms, check-ups, and treatment. The activity helped children understand the role of a doctor and the importance of seeking help when unwell. By engaging in role-play, **students strengthened language development, social skills, and confidence** while making meaningful connections to real-life experiences in a supportive and engaging environment.



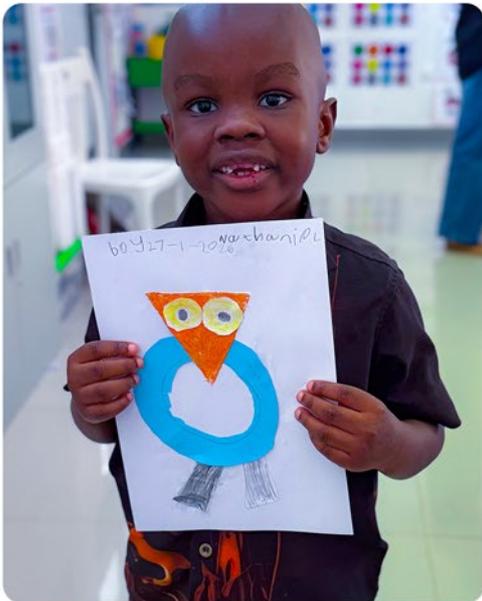




# KG3

## EXPLORING O FOR OWL

In **KG3**, students took part in a creative art activity connected to the **Letter of the Week**, focusing on **O for Owl**. Through hands-on collage work, learners **designed their own owl artworks** by selecting, arranging, and assembling different materials. This process helped **strengthen fine motor skills** while reinforcing letter recognition in an engaging and meaningful way. The activity was thoughtfully linked to the Unit of Inquiry, where students explored sounds produced by both living and non-living things, allowing them to make connections between visual art, literacy, and inquiry-based learning. By combining creativity with sensory exploration, the experience supported holistic development and **encouraged students to build understanding across subject areas in a purposeful and enjoyable learning environment.**





# KG3

## CUT-AND-PASTE ACTIVITY

KG3 students participated in a hands-on cut-and-paste activity designed to help them understand how a table is properly set. Learners carefully arranged pictures representing plates, cutlery, and other table items in the correct order, strengthening fine motor skills through cutting, positioning, and gluing. As they worked, students discussed everyday mealtime routines and the importance of table manners, making meaningful connections between classroom learning and real-life situations. This activity encouraged awareness of orderly behaviour, social etiquette, and responsibility during shared meals, supporting the development of practical life skills in an engaging and age-appropriate way.





# GRADE 1

## EXPLORING EMOTIONS THROUGH ART

While exploring the line of inquiry focused on the diverse ways people express themselves, **Grade 1A and 1B** learners participated in a simple yet meaningful **puzzle-based activity centered on emotions**. Students observed a variety of emotion cards, identified each emotion, and practiced writing the correct emotion words to demonstrate understanding. Learners also **expressed their creativity by colouring the emotion cards, adding a personal and expressive element to the task**. Through this activity, students developed greater emotional awareness and learned to recognize and name feelings as an important form of self-expression. The experience **strengthened vocabulary development, observation skills, and fine motor coordination**, while also providing teachers with clear evidence of learners' understanding in an engaging and enjoyable learning environment.





## GRADE 2

# EXPLORES ABORIGINAL-INSPIRED ART

In this **Grade 2** art activity, students embarked on a creative journey inspired by the **traditional dot painting techniques of Indigenous Australian culture**. Through this exploration, learners were encouraged to connect imagination with global perspectives while deepening their understanding of how art reflects culture, identity, and storytelling. Using repetitive dot patterns, rhythm, and color, students created unique artworks that expressed movement and personal interpretation while remaining aligned with the shared concept of perspective. The activity highlighted how a single artistic style can be interpreted in many ways, reinforcing the idea that **different viewpoints enrich creative expression**. This experience supported **SDG 10: Reduced Inequalities** by promoting cultural appreciation, respect for diversity, and an understanding of perspectives beyond students' own cultural context.







# GRADE 2

## EXPLORES PERSPECTIVE WITH CLOUD ART

Grade 2 students engaged in a creative cloud art project designed to introduce and explore the concept of perspective. Learners began by creating cloud shapes using cotton, carefully arranging the material to form abstract and open-ended shapes. Once completed, students rotated their artwork and observed it from different angles, discovering how a simple change in viewpoint could reveal entirely new forms. Using these shapes as a foundation, learners then drew detailed animals and objects, transforming their clouds into creative visual stories. This activity encouraged students to look beyond the obvious, strengthened creative thinking, and helped them understand how perspective influences interpretation and artistic expression, reinforcing the idea that new ideas often emerge when we change the way we look at things.





# GRADE 2 CREATIVE CLAY WORK

In this **Grade 2** art activity, students explored the first line of inquiry focused on **how we demonstrate and enjoy our imagination**. Learners used clay as a hands-on medium to transform abstract ideas from their imagination into tangible, three-dimensional forms. Through shaping, molding, and refining their creations, students were encouraged to experiment freely and express personal ideas in a concrete way. This process not only nurtured creative expression but also supported the development of fine motor skills, patience, and attention to detail. The activity allowed learners to experience how imagination can be communicated through form and texture, reinforcing the joy of creating and expressing ideas through art.





## GRADE 2

# LEARNING ABOUT THE ARABIC LETTER ذ

In this **Grade 2** Arabic activity, students worked with corn kernel illustration outlines as part of a lesson **focused on reinforcing the Arabic letter ذ (thaal)**. Learners carefully colored the kernel outlines, connecting the letter to the vocabulary word ذُرَّة (corn) in a clear and age-appropriate way. As students engaged with the activity, they discussed the letter sound and practiced identifying it within familiar words, strengthening phonetic awareness. The coloring process also supported concentration and fine motor development, allowing learners to work with care and attention. By linking visual representation with language learning, the **lesson helped make the letter-sound connection meaningful and memorable**, supporting early Arabic literacy through a simple yet effective creative task.

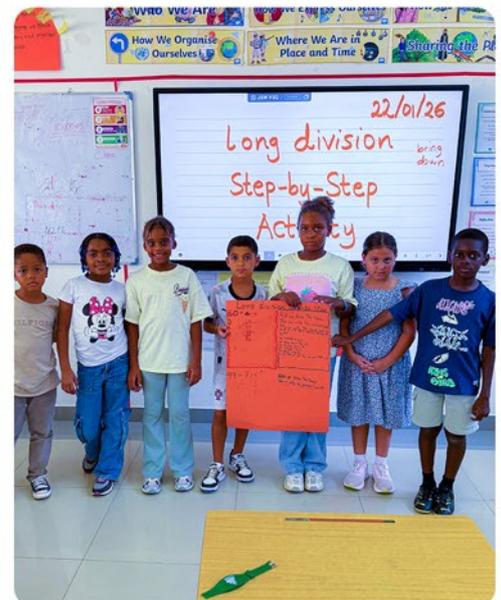
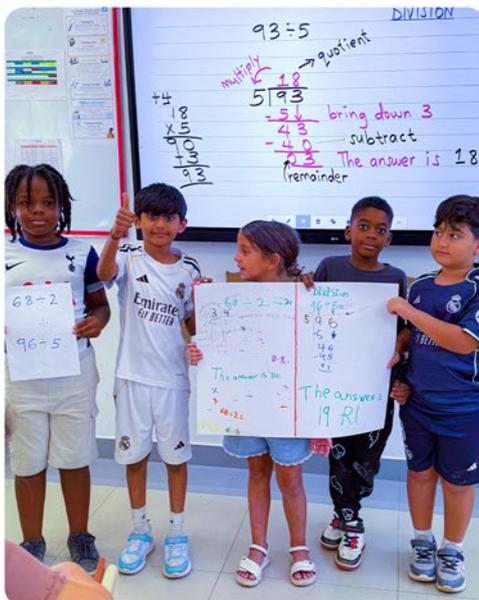
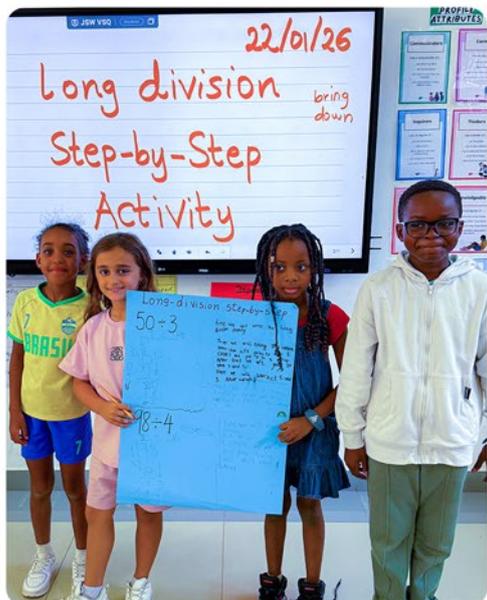
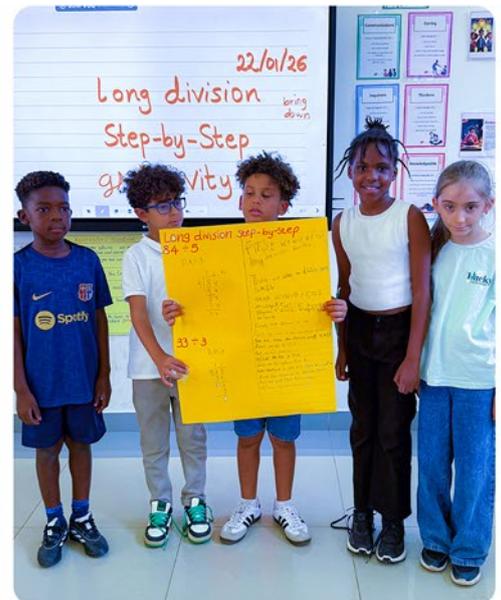
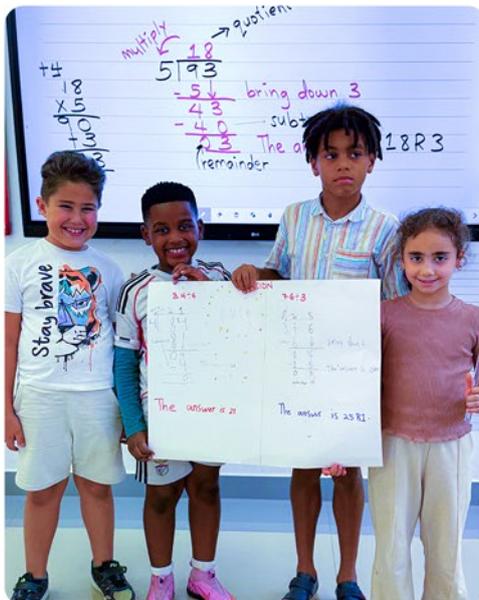
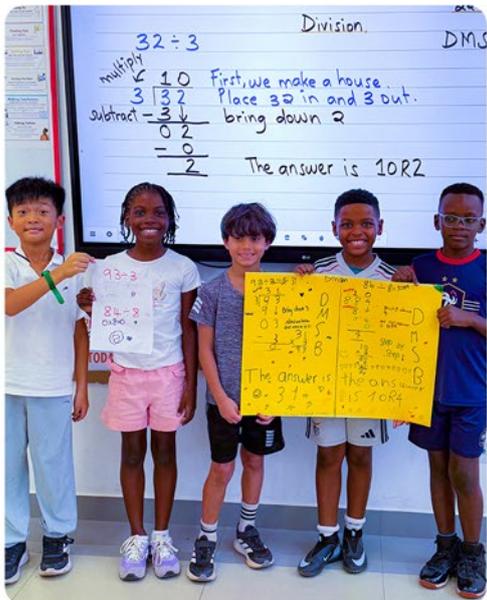




# GRADE 3

## BUILDING DIVISION SKILLS TOGETHER

Grade 3A and 3B students engaged in a Mathematics activity focused on long division, working with problems both with and without remainders. Learners worked collaboratively in groups to practise step-by-step division strategies, supporting one another as they solved increasingly challenging problems. Throughout the activity, students were encouraged to discuss their methods, check for accuracy, and reflect on different approaches to reaching a solution. Each group then presented their problem-solving process to the class, explaining their reasoning and mathematical thinking. This activity helped build confidence, improve accuracy, and develop clear communication skills while reinforcing a strong understanding of long division through cooperative learning.

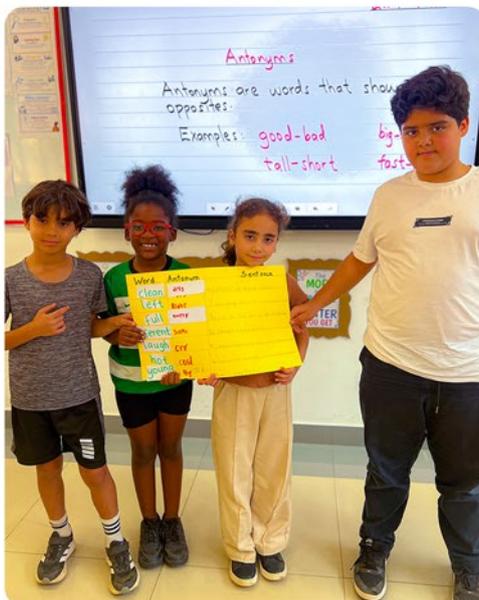
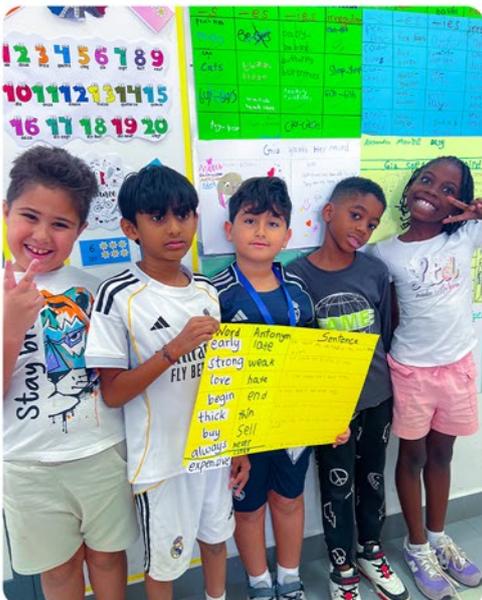
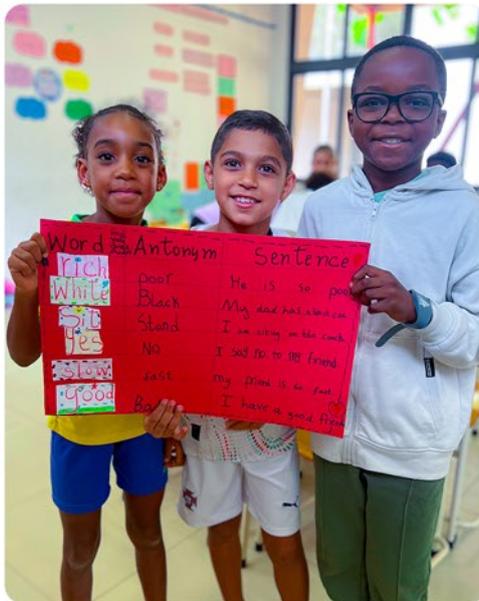




# GRADE 3

# VOCABULARY THROUGH ANTONYMS

Grade 3A and 3B students took part in an English language activity focused on **developing vocabulary and deepening their understanding of antonyms**. Students were provided with a list of words and challenged to identify and write the correct antonym for each one. To demonstrate comprehension, learners then used both the original word and its opposite accurately within complete sentences. This process encouraged careful word choice, reinforced sentence structure, and supported language precision. Through discussion and practice, students became more aware of how word meaning can change depending on context. **By comparing contrasting meanings, learners strengthened their vocabulary skills and gained greater confidence in expressing ideas clearly and effectively in written English.**





## GRADE 4

# EXPLORE ANCIENT POTTERY TECHNIQUES

Students in **Grade 4A, 4B, and 4C** explored ancient hand-building **pottery techniques using dough**, learning how early communities shaped everyday objects before the use of modern technology. Learners rolled, pinched, and formed the dough to create simple pottery-inspired shapes, experiencing the skill and patience required for hand-crafted production. Once their forms were complete, students added color to their creations, enhancing the visual detail and personal expression of each piece. This activity **encouraged creativity while helping students understand how traditional craftsmanship relied on available materials and manual techniques**. By connecting history, art, and design, **students reflected on how technological advancements have transformed the way objects are created today**.





# GRADE 4

## THREADS OF SUSTAINABILITY

Learners in Grade 4A, 4B, and 4C explored the intersection of nature, craftsmanship, and innovation through a hands-on weaving challenge. Divided into groups, students participated in a friendly race between “Artisans” using traditional loom-inspired techniques and a “Fast Fashion Lab” experimenting with paper weaving to simulate modern mass production. Through this comparison, learners experienced firsthand the contrast between slow, skill-based craftsmanship and rapid, large-scale manufacturing. The activity prompted students to reflect on how natural and recycled materials—such as wool, flax, or plastic—are transformed through technology into everyday clothing. By connecting ancient practices with modern production methods, students learned that every thread carries a story about our environment and progress, aligning meaningfully with SDG 12: Responsible Consumption and Production.





# GRADE 5

## ARABIC READING THROUGH PHONICS

In this Grade 5 literacy activity, students focused on developing reading skills through phonics by forming words using individual sounds written on each egg. Learners were presented with a variety of sound combinations and challenged to read, blend, and arrange them correctly to create meaningful words. This hands-on approach encouraged active participation and supported phonemic awareness by helping students recognize how sounds work together to form words. Through repeated practice and collaboration, students strengthened decoding skills, improved reading fluency, and built confidence in applying phonics strategies, reinforcing a strong foundation for accurate and effective reading.





# GRADE 5

## EXPLORE HISTORY, MEDIA, AND GOVERNANCE

Grade 5A and 5B students took part in a field trip to the Museum of the Armed Forces in Luanda as part of their inquiry into the connections between media, government, and culture. During the visit, **students explored historical exhibits that highlighted Angola's military history and the role of national institutions in shaping society.** Through guided observations and discussions, learners examined how historical events are represented, communicated, and preserved. The experience helped students make **meaningful connections between past and present, encouraging critical thinking about how information is shared and how governments and media contribute to shaping collective memory.** This learning experience aligned with **SDG 16: Peace, Justice and Strong Institutions**, reinforcing the importance of strong institutions, historical awareness, and informed citizenship.







# GRADE 6 & 7 EXPLORES SCIENCE AT CLL

Grade 6 & 7 students visited Centro de Ciência de Luanda as part of a science-focused educational trip designed to extend learning beyond the classroom. During the visit, **students engaged with a variety of interactive exhibits and practical demonstrations that illustrated scientific concepts** in an engaging and accessible way. By observing experiments, exploring cause-and-effect relationships, and interacting with hands-on displays, learners were able to deepen their understanding of topics studied in class. The experience stimulated curiosity, encouraged inquiry, and highlighted the relevance of science in everyday life, supporting **SDG 9: Industry, Innovation and Infrastructure** by fostering interest in innovation, scientific thinking, and technological development.





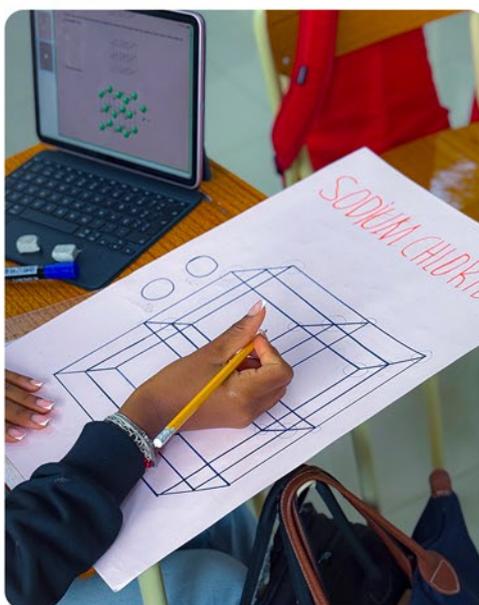






# GRADE 10SC BUILDS A COLLABORATIVE PERIODIC TABLE

In this **Grade 10SC** Chemistry activity, students worked collaboratively to construct a class-owned Periodic Table that will serve as a key reference throughout upcoming units. Each group was assigned a specific set of elements and tasked with researching their properties, symbols, and classifications before contributing them to the larger display. This collaborative process encouraged **teamwork, attention to detail, and a deeper understanding of chemical structure and organization**. Once completed, the Periodic Table was displayed on the classroom wall, creating a shared learning resource that students can continually refer to as they progress through more advanced chemistry concepts.





# FRAMES OF JANUARY





# JANUARY BROADCASTS

## Important: School Email Use

Dear Parents,

As previously announced, please be informed that starting Monday, 05 January 2026 (the first day of the second trimester) ,the school will no longer process or reply to any emails sent from addresses outside the official CISA email system.

Only emails sent from the official family email accounts ending with @cisaedu.com will be accepted and answered.

We kindly ask you to take this matter seriously. Using non-official or personal email addresses creates significant security, verification, and follow-up challenges, and causes unnecessary complications both for families and for the school. At this stage, it has become impossible to reliably verify multiple external email addresses for the same family.

What you need to do now:

- Please log in to your official family email (@cisaedu.com) as soon as possible
- Ensure that the email is active and working properly
- Use this email exclusively for all communication with the school

This measure is essential to maintain data security, accurate communication, and efficient follow-up.

Thank you for your understanding and cooperation.

Kind regards,

## CISA Email Usage Update

Dear CISA Parents,

Thank you for your cooperation.

We are pleased to share that over 80% of families are now using the official CISA email (@cisaedu.com).

This has significantly improved communication, making it faster, clearer, and more secure and accurate. We kindly encourage the remaining families to use the official email to ensure smooth and secure communication.

Best regards,

## CISA Carnival & Holiday Notice

Dear Parents,

We are pleased to inform you that our Annual CISA Carnival will be held on Saturday, 14 February 2026.

This joyful celebration will include colorful costumes, music, and fun activities for our students.

Children are invited to come dressed in their favorite costumes; we kindly remind families to select outfits that are age-appropriate and respectful, without violent, scary, or weapon-related accessories.

Further details regarding the schedule and logistics will be shared soon.

Additionally, please be informed that for this academic year, the Angolan National Carnival holiday has been officially set for Monday, 16 February and Tuesday, 17 February, during which CISA will be closed.

The updated school calendar reflecting these changes is attached for your reference.

We thank you for your attention and cooperation.

Best regards,