

OCTOBER 2024

ISSUE 4

NEWSLETTER



YOU DONT WANT TO MISS

- Sunday, 13 Oct - Thursday, 17 Oct: School Photos
- Tuesday, 22 Oct: Fall Festival
- Thursday, 24 Oct: PD Day (no school for students)
- Sunday, 27 Oct - Thursday, 31 Oct: Holiday - Half Term break
- Friday, 1 Nov: Alexandria Marathon

● SOCIAL ENTERPRISE ACADEMY

Our first introductory session in “The Social Enterprise” after school activity! Each team came up with interests and issues as a beginning to their projects.



STAFF TRAININGS

PROFESSIONAL DEVELOPMENT

AIA PYP educators worked collaboratively to discuss examples and develop training environments for their students. This program also included techniques on effective feedback on student efforts.



● SAFEGUARDING TRAINING

AIA staff had their annual training on school safeguarding systems and programs. This included how to report, what to report, and follow up procedures. This keeps our systems robust and updated.



● FOOTBALL MATCHES

AIA football team won all friendly matches against Everest and Smart schools last week!



AIA Foxes 7 - Smart 1



AIA Foxes 6 - Smart 3



AIA Foxes 4 - Everest 3

AROUND THE CLASSROOMS

PRE-K

Circle by Circle, We're Learning to Count!

PRE-K A creativity in action!



PRE-K A celebrated growth and change at their Talent Showcase!



Getting creative with Shapes!

PRE-K A Art in Action!



PRE-K-K

PRE-K B had fun with numbers from 1 to 20! They counted their body parts, sang a song, and then split into three awesome groups:

Group 1 played dominoes, matching numbers like pros!

Group 2 solved puzzles and created a number timeline, then counted objects and matched them perfectly!

Group 3 built amazing towers with 20 connecting cubes, working together and sharing like champions!

They were caring, took turns, and showed off their communicator skills. What a number-tastic day!



PRE-K B students took on the playground challenge! They went to both the big and small playgrounds. They were amazing communicators, listened well to instructions, and bravely explored new things. They recognized what they could do and what they could work on, showing off their risk-taker spirit. Fun and learning all around!



K1

K1 A learners enjoyed their Math lesson with different activities!



K1 A learners formed words using the first two sets of sounds "SATPIN".

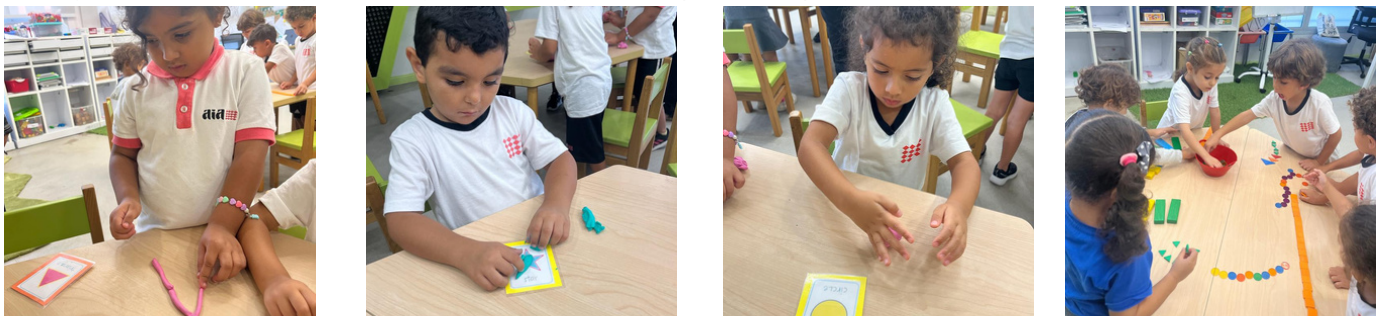


K1

During their English lesson, K1 B learners had a fantastic time exploring the sound /t/ by rotating through different learning centers! They traced the letter using Q-tips and paint, creating colorful masterpieces. They found the 't' sound using their "Magnifying Turtle", blending creativity with phonics. They also practiced writing 't' in the sand box, feeling the texture as they learned.



During their math lesson, K1 B students explored shapes by collecting and counting them, then brought their creativity to life by modeling the shapes with playdough.



During their math session, K1 B students practiced counting and recognizing numbers through fun, like fingerprint fall tree, counting pumpkins, and matching numbers to their correct spots. A hands-on way to learn while enjoying the seasonal theme!



K2

K2 A and B students dove into the world of responsibilities at home and in class! Through their pictures, they shared valuable lessons about accountability and teamwork.



Engaging with tricky words! K2 A and B learners explored 'you' and 'your' by picking cards, saying the words, and coming up with sentences, piecing together puzzles, turning learning into an interactive adventure!

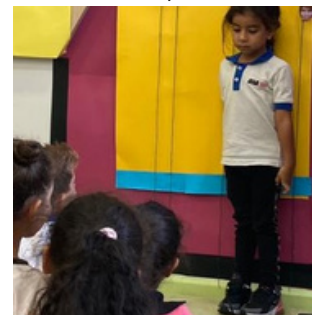


K2

K2 A and B students explored the letter sounds 'C' and 'K' through fun crafts! They made crowns and kites while searching for objects that start with these letters; they had a great time putting together a flower puzzle and matching pictures to each sound. A fun and interactive way to learn!



Measuring fun in class! K2 A and B students had a great time learning about measuring and comparing heights using non-standard units! The students measured their own heights and created a fun class height chart and enjoyed arranging different objects from tallest to shortest. They also used their hands to measure every object around them and compared them to animals, and more!



Grade 1

Grade 1 students practiced kindness by giving compliments and sorting kind vs. unkind actions. This helps them build empathy and responsibility. Reinforcing IB traits like being 'Caring' and 'Principled' while fostering a positive reflective community.



Grade 2

During the religion class, Grade 2 students drew pictures of God's creations and the beautiful scenes in the world that impressed them, helping them learn about these wonders. The students shared their thoughts about nature and its amazing beauty, which helped them develop observation and reflective thinking skills. They also improved their creativity through art. They were encouraged to think about how these scenes made them feel, which deepened their experience.

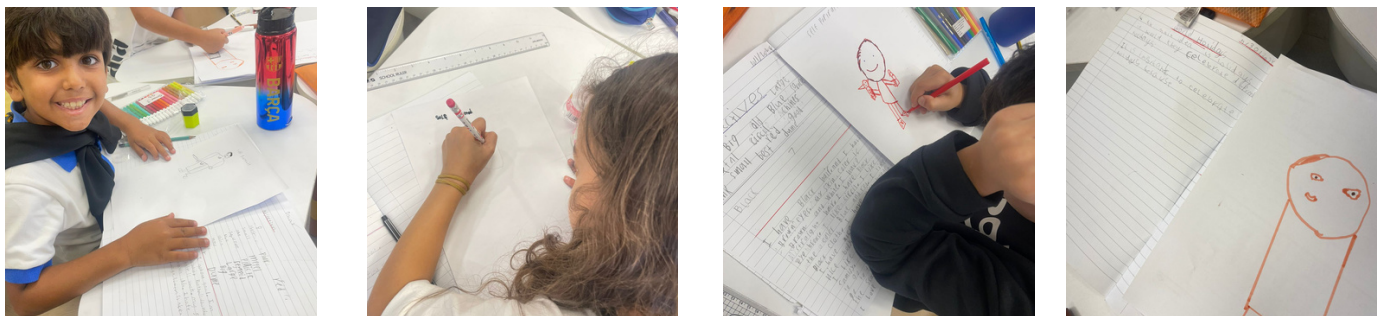


Grade 3

Grade 3 students engaged in a fun activity to visually test and support their understanding of homophones, using creative examples to reinforce the meanings of words that sound alike but have different meanings.

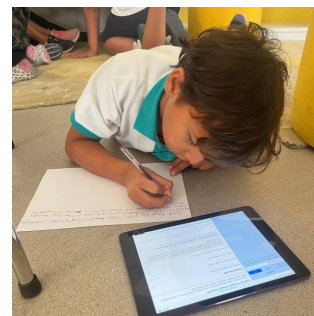
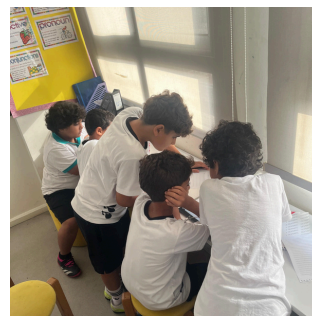
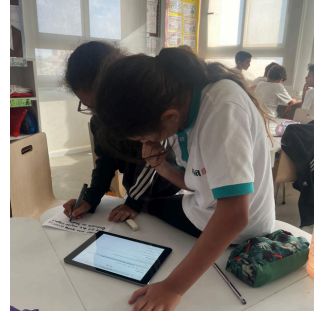
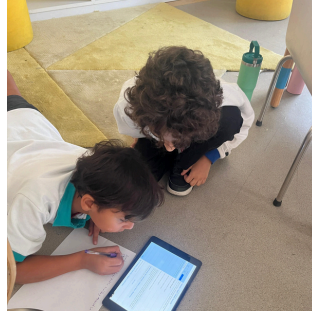


Grade 3 students creatively described and drew themselves using adjectives they've learned, reflecting on their unique traits and identities as part of the theme 'Who We Are.'



Grade 4

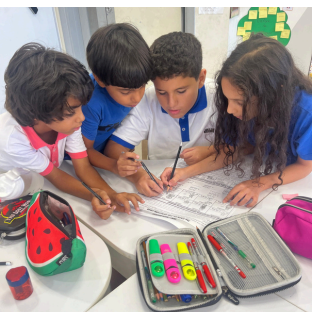
Grade 4 students conducted a research on various celebrations around the world, exploring how different cultures observe special occasions through distinct customs, traditional festivals, and unique practices.



Grade 4 students enthusiastically work in groups, exploring and sharing their ideas about different celebrations from around the world.

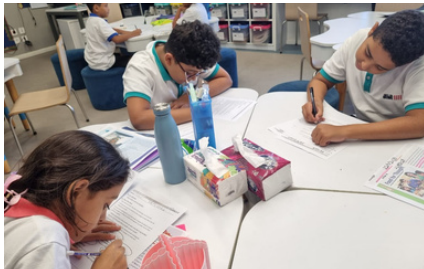
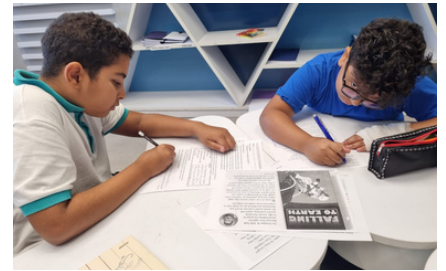
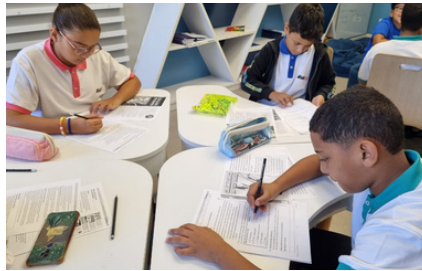


Grade 4 students dove into a math mystery game, solving clues and practicing addition in a fun and exciting way!



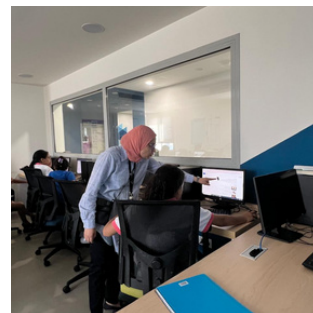
Grade 5

Grade 5 learners have been reading and analyzing both fiction and non-fiction texts related to their unit of inquiry, "Who We Are." The students participated in a Jigsaw activity, where they worked collaboratively to engage with the texts. First, each small group read and discussed their assigned text, developed their own analysis, and then shared their findings with members of other groups. Ultimately, the entire class worked together to synthesize these ideas, creating a comprehensive analysis that reflects the main ideas and thinking drawn from all the texts. This process fostered critical thinking, collaboration, and deeper understanding of the unit's themes.



Grade 6

During their online research about inspiring figures in their lives, Grade 6 students learned to choose reliable sources and paraphrase the information they found. They also practiced how to cite these sources correctly. Additionally, students used a Word document to practice right-to-left alignment for Arabic text. The teacher and the librarian, Ms Tasneem, collaborated to enhance the students' information literacy skills.



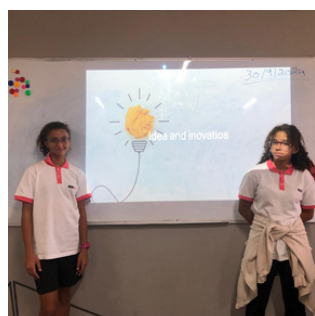
Grade 7

Through this hands-on model creation of the heliocentric and geocentric systems, Grade 7 students developed research skills by investigating the evolution of astronomical theories and enhanced communication skills by clearly presenting their findings to peers. Additionally, they reflected on each other's work, fostering critical thinking and constructive feedback.

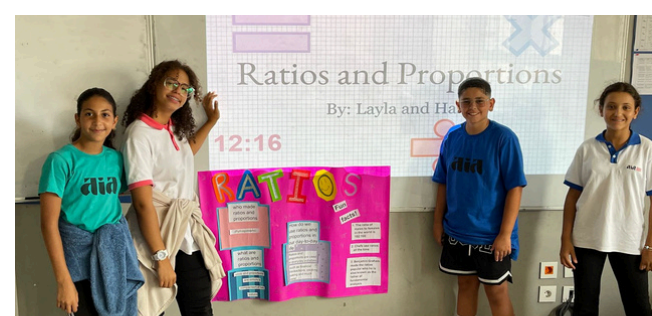
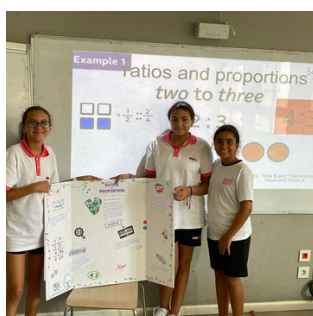
The activity promotes inquiry as a central IB Learner Profile attribute, encouraging students to ask thoughtful questions and explore the shifting nature of scientific knowledge over time



In this dynamic I&S research activity, Grade 7 students will delve into the distinctions between ideas and innovations, fostering their research and presentation skills. By collaborating in pairs, they will explore the significance of their chosen topic, demonstrating the IB Learner Profile attribute of Inquirers, as they seek knowledge and develop understanding through inquiry. This aligns with the Approaches to Learning (ATL) focus on developing effective communication and critical thinking.



During their Maths session, Grade 7 students presented their researches about ratios and proportions and their usage in our daily life. They did amazing by embracing their presentation skills, group work and research skills.

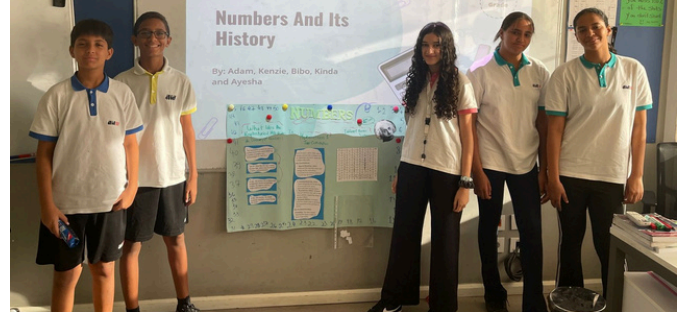
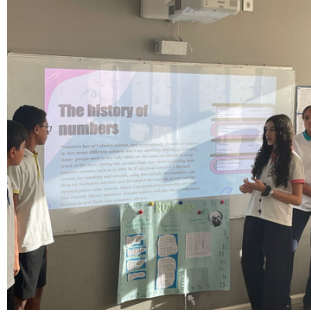


During their French HL Media Unit, Grade 7 students took advantage of the grammar lesson about "impératif" to give advice to young people. Each one chose an image under which they wrote an appropriate piece of advice.

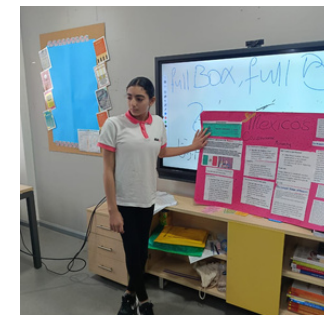


Grade 8

Grade 8 students had the experience of showing their presentation, research and teamwork skills as they had a group project about History of Numbers and its effects on human civilization development.



During their Individuals and Societies session, Grade 8 students recently completed a collaborative research project on the political systems of Mexico, England, Saudi Arabia, and Vatican City. They presented their findings through a variety of outputs, including presentations, posters, and an impressive magazine, receiving constructive feedback on their presentation skills.

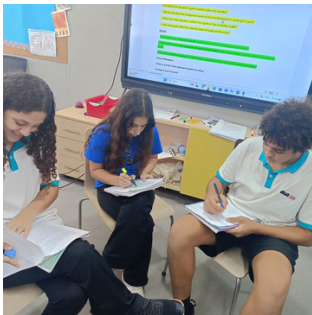


During her French HL Unit about inventions, and as part of learning the passive voice, Joureya used this card game to transform sentences from active to passive voice and vice versa.



Grade 9

During Literature class, Grade 9 students recently engaged in a ***Connect-Extend-Challenge*** thinking routine to deepen their understanding of Edgar Allan Poe's authorial choices in *The Tell-Tale Heart*. Through focused discussions, students explored how Poe builds tension and suspense, particularly through the first-person narrative and the unreliable nature of the narrator. Students connected these techniques to the story's central themes of madness and guilt, identifying key moments where the rising suspense intensified the narrator's mental instability. They then extended their analysis by reflecting on how these authorial choices enriched their interpretation of the narrator's guilt and madness, challenging them to view the text from new perspectives. This exercise not only sharpened students' analytical skills but also enhanced their appreciation of how Poe's masterful storytelling creates a compelling and immersive reading experience.



During their Language and Literature class, Grade 9 students engaged in a dynamic lesson that involved comparing and contrasting the theme of guilt across different texts by analyzing Lady Macbeth's sleepwalking scene.

To further deepen their understanding, they listened to various musical pieces as an introduction to tone and mood. This led to the creation of a collaborative word cloud, helping them expand their vocabulary on these concepts. The activity encouraged students to reflect on how different tones and moods affect readers' experiences, making the lesson both interactive and insightful.



In their I&S class, Grade 9 students created their own maps and war plans, aiming to avoid historical mistakes and minimize losses. By using creative thinking skills, they develop innovative strategies and solutions, embodying the risk-taker profile as they explore bold, responsible approaches to warfare and conflict resolution.



Grade 9

During their N.S lesson, Grade 9 students applied what they had learned through teamwork and effective collaboration. They worked on enhancing their communication skills while forming groups, where they identified the locations of climate regions, forests, and animals on the maps of different continents. The groups discussed their findings with each other, which contributed to developing critical thinking and inquiry-based learning. This activity helped students deepen their understanding of geographical concepts, thereby enhancing their practical application on the maps and giving them a broader perspective on the topics covered in the first unit.

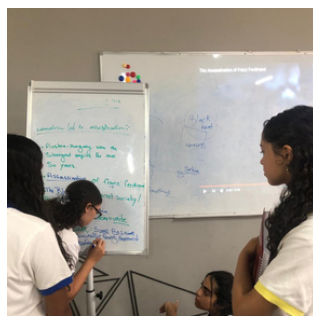


After analyzing the tone in *Honey in the Sun* and identifying elements such as juxtaposition, repetition, diction, and sensory details that shape it, Grade 9 students engaged in a collaborative writing activity. They rewrote the same scene using three different tones—ominous, happy, and anxious—demonstrating creativity and insight. Through this exercise, they explored how specific techniques, like word choice and sensory details, can dramatically alter the reader's experience and the overall impact of the scene.



Grade 10

In this engaging I&S class activity, Grade 10 students practiced their communication skills by analyzing, summarizing and discussing the assassination of Archduke Franz Ferdinand, linking historical events to modern implications. Through collaboration, they embodied the IB Learner Profile attribute of Open-Mindedness, considering multiple perspectives and fostering a deeper understanding of world history. This aligns with the (ATL) focus on developing effective teamwork and critical thinking skills.



Grade 10 I&S students each investigated one of the key causes of WWI using the acronym MANIA (Militarism, Alliances, Nationalism, Imperialism, Assassination). By creating visual aids and presentations to share with their classmates, they enhanced their research and communication skills. Throughout this process, they demonstrated the IB Learner Profile attributes of being 'Knowledgeable' and 'Open-minded' as they deepen their understanding of the war's complex origins.



In an interactive educational game, Grade 10 students searched for cards to deduce the topic of today's history lesson. After group discussions, they correctly rearranged the cards and shared their predictions based on analysis and available information. The activity fostered fruitful discussions, allowing students to listen to one another and explain their choices while receiving peer feedback, enhancing their critical thinking and collaboration skills. Finally, questions were posed to connect the lesson to real-life situations, helping students apply their knowledge and deepen their understanding of the concepts discussed.

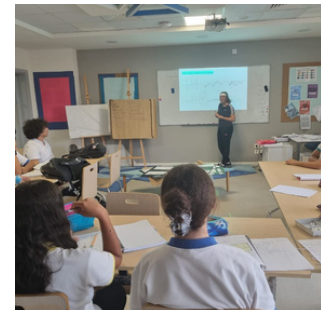


During his French SL. Media unit, while exploring different types of media and vocabulary related to computers, Grade 10 student, Adam, matched the names of the computer components with their images.



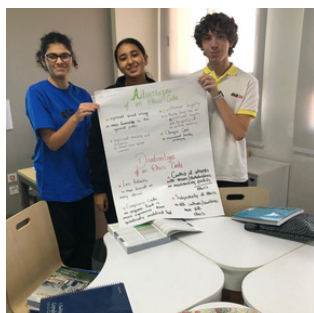
Grade 10

During their Chemistry class, DP student Jana demonstrated exceptional care and expertise in organic chemistry. She took the initiative to assist her peers in solving complex organic chemistry questions, showcasing both her knowledge and dedication to collaborative learning.

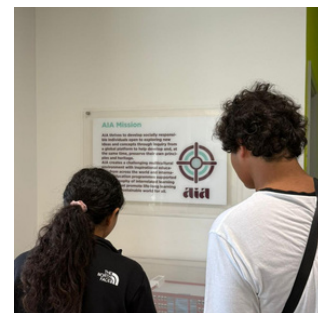


Grade 11

In this activity, DPI Business Management students will explore the key concept of Ethics by debating the pros and cons of ethical objectives and practices in real-world businesses. This connects to the Thinking Skills ATL as students will critically analyze ethical dilemmas and construct well-reasoned arguments. It also ties to the Principled IB Learner Profile attribute, encouraging students to reflect on integrity and fairness in business decision-making.

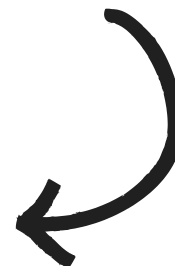
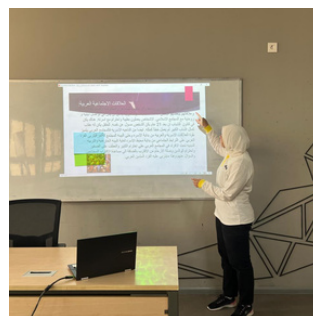


DPI Business Management students reflected on AIA's vision and mission statements, evaluating their appeal to different stakeholders and how well they're reflected in daily operations within the school. This activity fosters critical thinking as students analyze the alignment between the statements and real-world practice, while also encouraging them to be reflective, a key attribute of the IB Learner Profile.



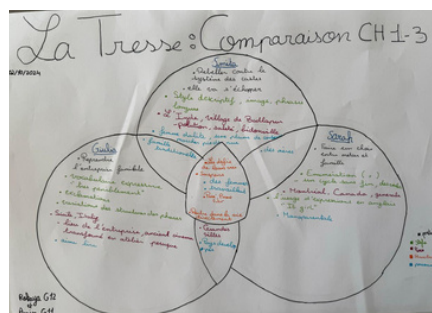
Grade 11

In the Social Organization unit, DPI student, Jasmine, conducted a comprehensive study of the differences between family and social relationships in Arab and Western societies during her Arabic class. Drawing on her experience as a Canadian citizen who lived in a Western community, she identified similarities and differences between the two cultures. She presented her findings through a presentation and then drew a Venn Diagram to illustrate the commonalities and distinctions she discovered. This study enhanced her analytical skills and her ability to visually articulate complex ideas.



Grade 11 & 12

During their French B HL, and to prepare for their Internal Oral assessment, DP1 and DP2 students explored their literary book *La Tresse* by Laetitia Colombani. Rokaya and Amin approached the novel with a strong analytical mindset, comparing the linguistic techniques and characters from the first three chapters. They used their research and notes to create a Venn diagram comparing the three characters and made relevant predictions about the rest of the novel.



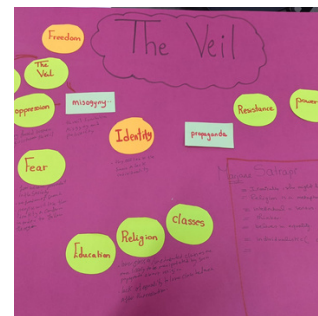
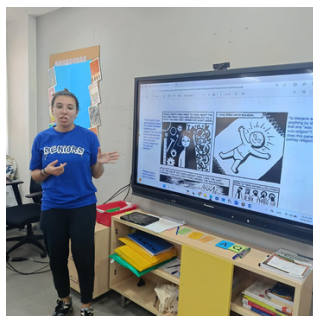
Grade 12

Dr. Mohamed Saleh, a lecturer at the Faculty of Fine Arts, Department of Print Design, visited DP2 students during their Arabic class to deliver an insightful lecture on "The Relationship Between Art and Culture" as part of the *Human Ingenuity* unit. During the lecture, Dr. Saleh took the students on a journey through different historical periods, exploring how culture evolved and manifested itself in various art forms. The students then analyzed several artworks, reflecting their deep understanding of how art expresses cultural identity over time. This enriching experience enhanced the students' critical and analytical thinking skills, linking art to cultural heritage.

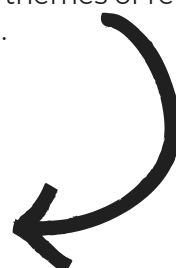
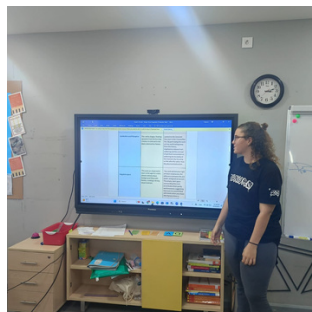
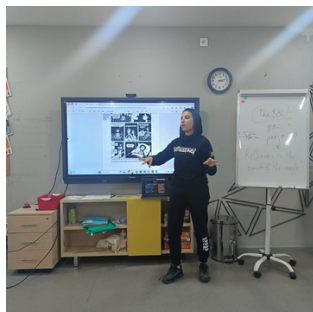
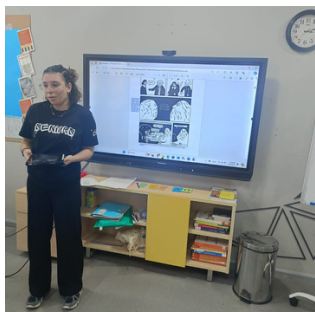


Grade 12

In their literature class, students emphasized the importance of hexagonal thinking routines to stimulate their critical thinking and deepen their conceptual understanding. DP2 students used this method to connect key concepts from *Persepolis*, exploring the symbolism of the veil. Through thoughtful discussions, they unpacked its multifaceted meanings, linking it to broader themes such as politics, gender, and identity, particularly in the context of post-Islamic revolution Iran. This exercise not only fostered insightful dialogue but also encouraged students to think critically about the intersections of culture, power, and personal expression.



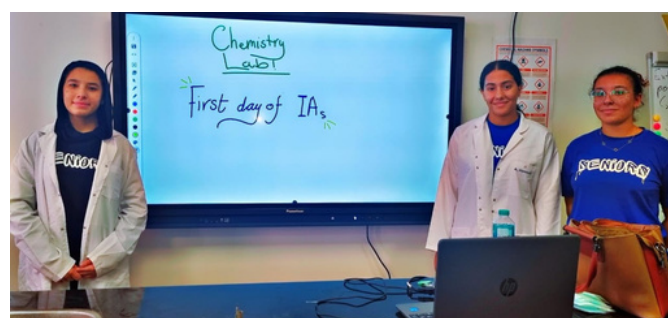
During their Language & Literature class, DP 2 students engaged in a thoughtful discussion on Chapter 2 of *Persepolis*, "The Bicycle." They analyzed Marjane Satrapi's authorial choices and their impact on both narrative and visual storytelling. Through the exploration of panel composition, symbolism, and the use of black-and-white imagery, students deepened their understanding of how visual elements can enhance the reader's experience. By focusing on these techniques, they developed their visual literacy and gained insights into how Satrapi portrays themes of revolution, resistance, and personal growth within the context of the Iranian Revolution.



Kicking Off Internal Assessments in Chemistry!
DP2 students have officially begun their internal assessments journey, starting with Chemistry. The first practical trial was a remarkable experience, showcasing the students' enthusiasm and dedication to their studies.

During the trial, students explored key concepts through hands-on experiments, fostering both teamwork and critical thinking skills. The engagement and curiosity demonstrated were truly exceptional, setting a positive tone for the assessments ahead.

We look forward to seeing how these experiences shape their understanding and passion for chemistry in the coming weeks



BEYOND THE CLASSROOMS

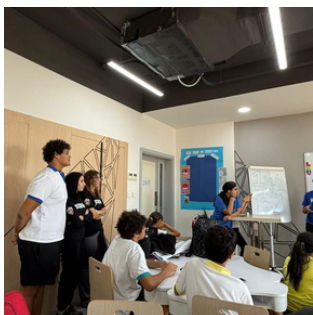
LIBRARY

During their library session, K2 B students dove into the beautiful Scholastic guided-reading book *My World* – a recent addition to our shelves! This story was a perfect reflection of the students' current Unit of Inquiry: Who We Are. After the reading, the students were inspired that they reflected on "their world" and shared their thoughts and ideas with creativity and excitement. It was incredible to see how they connected the story to their own lives and expressed themselves in such imaginative ways.



MUN

In our first MUN orientation session of the year, we welcomed new delegates, passed down expertise from experienced members, and outlined the main goals and purpose of MUN. Through a presentation created by our Sec Gen and leaders of AIAMUN as well as an engaging Q&A, we ensured all new members fully understood their roles and the impact they can make. Encouraging them to become the leaders of tomorrow, we emphasized the importance of having a voice and claiming the space to use it. This session, tied to the global context of globalization and sustainability, strengthened their thinking and communication skills, fostering key IB Learner Profile attributes.



BEYOND THE CLASSROOMS

TRIPS

K2A and B students had a blast during their trip to Fagnoon! They played, sang, and got creative designing their photo frames, painted silk screen tote bags, and even baked bread. The adventure continued as they fed the farm animals and wrapped up the day with some fun jumping on the huge trampoline. What an unforgettable experience!

