

NOVEMBER 2024

ISSUE 10

# NEWSLETTER



## YOU DONT WANT TO MISS

- Wednesday, 27 Nov: PD Day (no school for students)
- Thursday, 28 Nov: Holiday - Thanksgiving
- Thursday, 19 Dec: Parent-Teacher Conferences
- Sunday, 22 Dec - Thursday, 7 Jan: Holiday - Winter Break
- Monday, 8 Jan 2025: Start of Term 2

## ● STUDENT COUNCIL: Elections

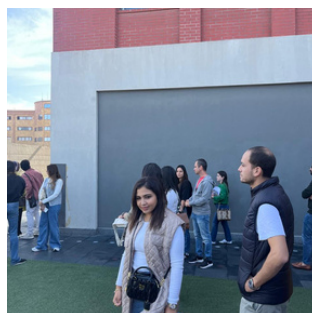
During a recent assembly, our Student Council President, Amina El Hamouly, and Vice President, Amin Beshara, shared their vision for the council and introduced the various roles students can apply for. Together, we're shaping a future full of opportunities and leadership!



# AIA OPEN DAY

## Saturday, 23rd November

Our AIA Open Day on November 23rd was a huge success! By providing an immersive experience, AIA's Open Day allowed parents to gain a deeper understanding of the school's culture, values, and academic programs. It offered an opportunity to ask questions, interact with teachers and students, and envision their child's future at AIA. We extend our sincere gratitude to all who contributed to the success of this event.



# MUN Conference

## Friday, 22nd November

We are thrilled to celebrate the incredible success of our talented AIAMUN team at this year's FASMUN Conference at Forsan International School. With their outstanding dedication, preparation, and teamwork, our delegates shone brightly, bringing home 3 prestigious awards:

- 🏆 Best Delegate
- 🏆 2 Honourable Mentions

Our delegates showcased exceptional debating skills, with nearly all of their resolutions successfully passed. They delivered compelling speeches, asked sharp points of information, and held captivating debates that left a lasting impression.

A special shoutout goes to our first-time delegates and junior assembly students from Grade 7, who proved that talent and confidence have no age limits. Their passion and poise were nothing short of inspiring.

We couldn't be more proud of each and every one of you for representing AIAMUN with such grace, finesse, and competitive spirit. This remarkable achievement is a testament to your hard work and dedication.

This is only the beginning, and we can't wait to see what you'll accomplish next. Way to go, AIAMUN!



# AROUND THE CLASSROOMS

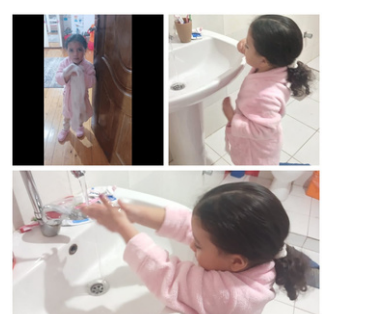
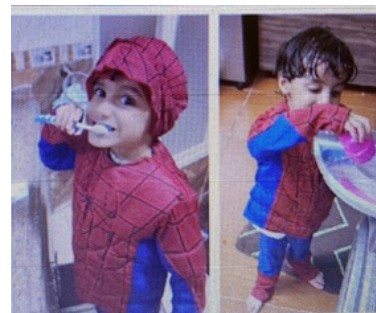
## PRE-K

### Little Matisses at work!

PRE-K B artists explored their creativity, cutting shapes and turning them into masterpieces!



PRE-K B students had such productive and responsible evenings! They helped with laundry, getting their food ready, ate all by themselves, brushed their teeth and ended their day with a bedtime story, showing how responsible and independent they are becoming!



# PRE-K

## Exploring a Colorful World!

PRE-K A students were on a scavenger hunt, discovering and sorting colors all around them. Learning through play is the best way to see the beauty in every hue.



## Expressing Ourselves Through Art!

PRE-K A artists are getting creative as they make their own sculptures, inspired by the vibrant works of Kandinsky and Matisse. Learning about art is a joyful journey of self-expression!



# K1

K1 B students played the Chinese Whisper game, passing a whispered message around a circle and comparing the original to the final version. The activity highlighted the importance of clear communication and showed how messages can change when shared, linking to the inquiry into how stories are created and shared.



During their phonics session, K1 B students rotated through three centers to enhance their phonics skills. In the first, they practiced writing the new sounds “C, K, and CK.” The second center focused on fine motor skills as students used playdough to form the sounds. The third center reinforced previous learning through identifying and writing old sounds on whiteboards, improving their handgrip and control. This session combined phonics practice with hands-on activities to support skill development.

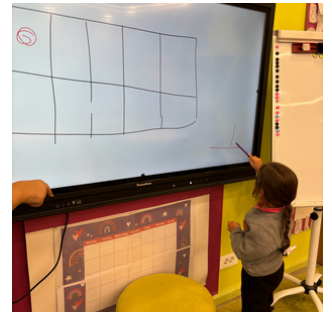
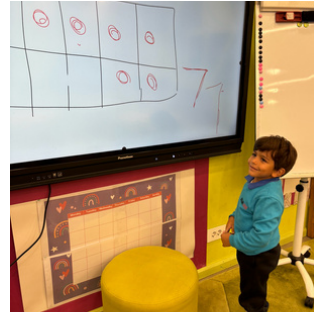
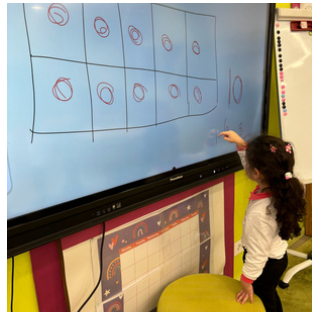


# K1

K1 A students explored emotions through art! They had fun drawing happy faces and sharing what makes us feel happy, sad, and loved, while decorating our very own feeling jars to capture all the feelings!



K1 A learners explored numbers 1 to 10 through hands-on learning with the smart board, play dough, and blocks!



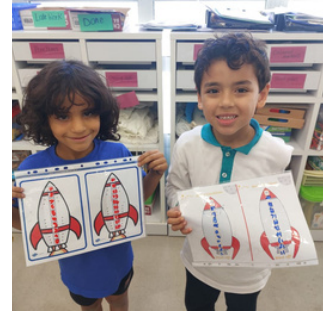
## K2

K2 A and K2 B had a fantastic time exploring the letter sound “ll, ff,ss”, through various interactive activities.

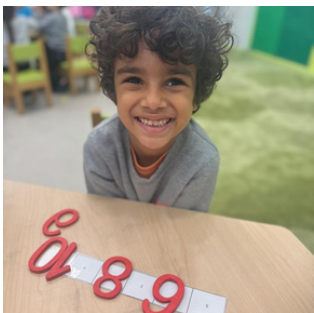
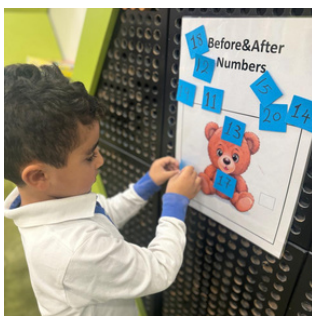


## K2

K2-A had a fantastic time during our math lesson, exploring how to order numbers from 0 to 10! Students practiced arranging number cards in sequence, writing numbers in order, and rolling dice to identify and write the numbers that come before and after. They also worked on arranging different number cards in order and recording the numbers that came before and after. A fun and hands-on way to build their number sense!



K2-B students are diving into the concept of before and after numbers through a variety of fun, hands-on activities! From playing hopscotch and bingo to using counters to find the numbers that come before and after, they're building strong number sense while staying engaged and active.



## K2

K2 A and K2 B went on a journey to learn about our ancestors and how we connect with them. In class, we had the honor of welcoming students' grandparents, who shared their wonderful stories and experiences, helping us understand the connections we share. It was a heartfelt and enriching experience that deepened our understanding of family and heritage!



## Grade 1

During the religious studies lesson, Grade 1 student, Natalie, carried out an impressive activity on arranging the days of creation from the first to the sixth. She thoughtfully explored what God created on each day. Through this activity, she demonstrated her positive engagement and deep understanding of the Bible. She also showed an ability to connect spiritual concepts to reality in a well-organized and thoughtful way.



## Grade 3

Grade 3 students teamed up to create their own seasonal calendars, exploring how the Earth's rotation brings about the changing seasons. They identified which months belong to each season and the typical weather patterns we experience. Tied to the theme Where We Are in Place and Time, this activity helped them understand how seasons guide our lives and connect us to the rhythm of nature!



## Grade 4

Grade 4 students energized their minds with a fun group warm-up before exploring the magic of divisibility!



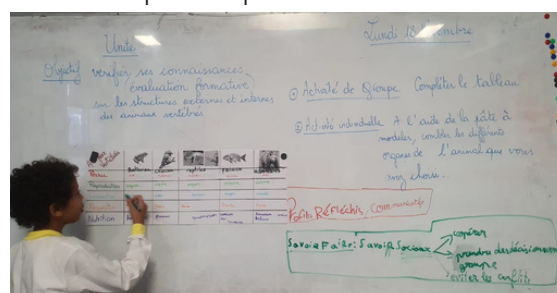
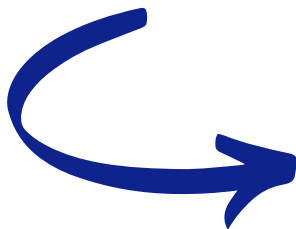
## Primaire 4

Les élèves ont choisi un animal vertébré et appliquent le savoir faire de la motricité fine en comblant les organes de la structure interne des vertèbres.



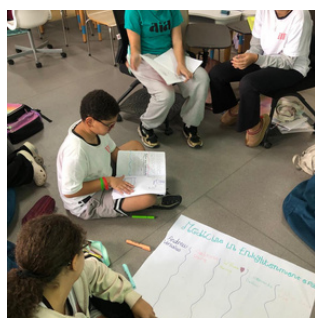
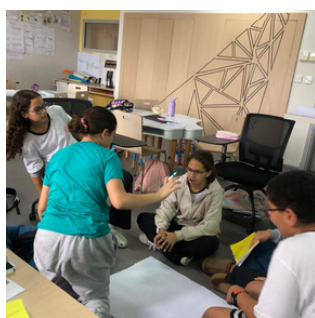
### Evaluation formative en groupe puis individuelle

Partage de la planète - structure interne et externe des vertèbres qui leur permettent de survivre.



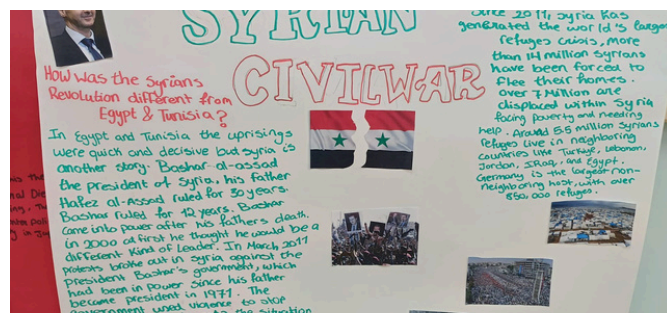
## Grade 7

Grade 7 students worked in collaborative groups to create comparison charts showcasing the pioneering medical breakthroughs of the Enlightenment era. From Andreas Vesalius's revolutionary anatomical studies to Ambrois pare's life-saving anti-infection ointment, students explored how these advancements reshaped medicine and society. This activity strengthened their ATL skills and IB Learner Profile attributes by fostering critical thinking, collaboration, and open-mindedness, as they connected past achievements to modern impacts.

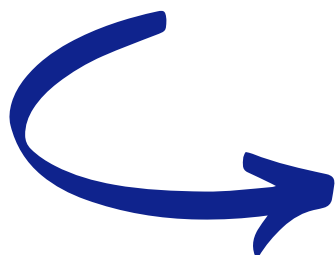


## Grade 8

Inquiry-based learning works wonders in helping students grasp complex historical topics through diverse investigative methods, such as videos, photos, and articles. Not only do students produce outstanding outcomes, but they also pose thought-provoking, higher-order questions—like exploring the relationship between revolutions and terrorism or how superpowers defend their interests at the expense of others. The beauty of inquiry lies in its ability to generate results far beyond what a teacher might initially anticipate. Special thanks to Khaled and Ayesha for their contributions today!



During her French HL Unit of media and news, and as part of the assessment step, Grade 8 student, Joureya, did interactive exercises to conjugate verbs in the gerund, which she will need to discuss about the news.

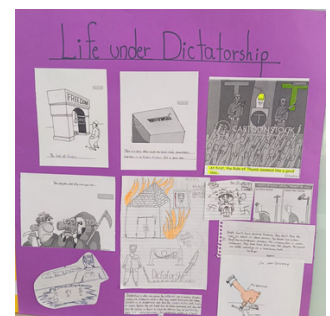
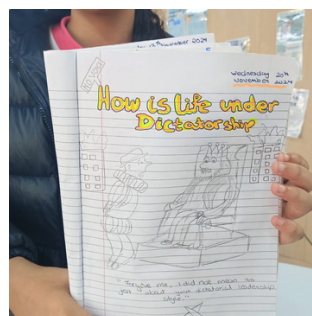
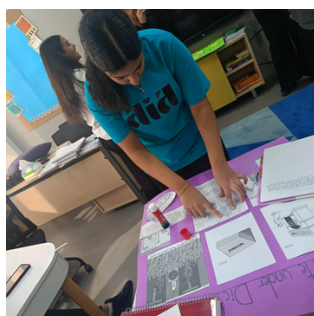
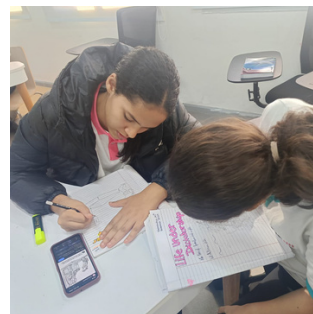


## Grade 8

During their Science session, Grade 8 students built atom models using cookies and M&Ms to learn about electrons. Science is all about creativity and a little bit of sweetness!

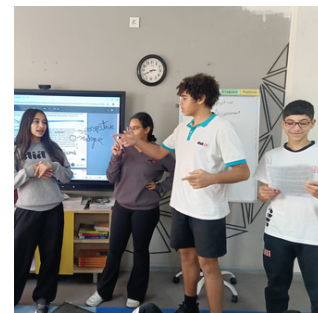


Differentiation by process, which tailors teaching methods to accommodate diverse learning needs, is an effective way to simplify complex topics. Using comics to teach totalitarianism was particularly impactful with great 8 as most of them are visual learners. Grade 8 students analyzed the visuals to explore key concepts of authoritarianism and life under such regimes. By the end of the lesson, they expressed their understanding through their chosen medium—either writing or drawing. Their creativity was truly impressive. In a collaborative follow-up, they added captions to their visuals, producing symbolic and thought-provoking representations of their ideas.

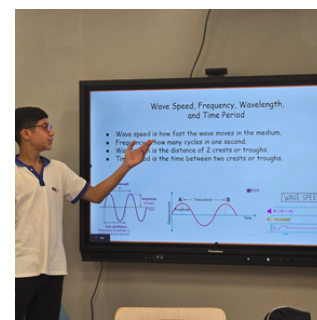
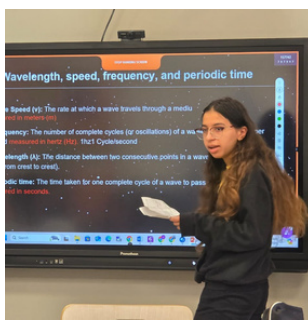
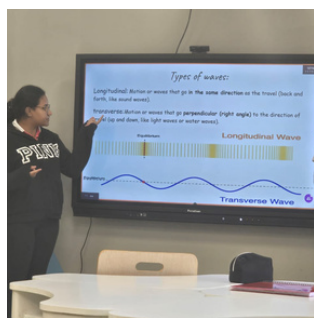


## Grade 9

Grade 9 students read an excerpt from *I Am Malala* to analyze the techniques Malala Yousafzai uses to create vivid imagery and evoke an emotional response in readers. The lesson aimed to help students identify and understand these techniques, not only for analyzing nonfiction but also for applying them in their own writing during the next session. Students worked collaboratively in groups to annotate the text, focusing on the impact of Malala's choices, and then presented their findings to the class.



Grade 9 students presented a comprehensive overview of wave nature, encompassing various types of waves and their fundamental definitions, with the aim of establishing a clear understanding of wave phenomena.



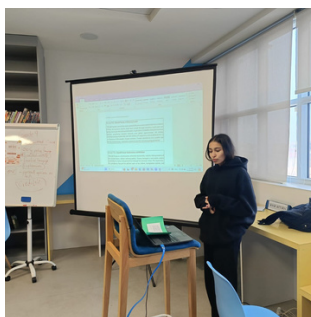
## Grade 9

During the review lesson on “World Topography” for Grade 9 students, an interactive learning approach was employed to assess their understanding. A range of activities was carried out, including identifying geographical locations on maps, answering complex multiple-choice and essay questions, and interpreting maps through digital tools. These activities promoted effective collaboration, encouraging students to apply critical thinking to analyze and synthesize information. Communication skills were further developed through group discussions, while the use of digital tools fostered problem-solving and creativity. This diverse approach provided students with opportunities for self-reflection, enabling them to evaluate their understanding and identify areas for improvement in their learning.



The best thing about an IB education is that it equips students with skills for life, not just for exams. Today, Grade 9 students focused on the ATL skill of identifying bias. We explored four excerpts from biographies of two contemporary figures—Donald Trump and Bassem Youssef—chosen for their relevance and relatability.

In groups, students analyzed the indicators of bias and objectivity in the texts, then presented their findings. Through this activity, they not only deepened their understanding of authorial choices but also honed their critical reading skills, empowering them to approach information with discernment and resist manipulation.



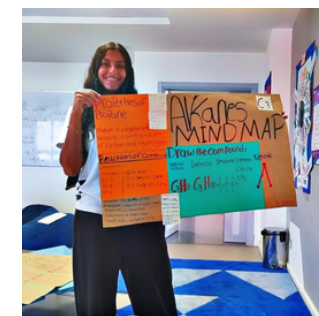
# Grade 10

## Engaging Minds in Chemistry: Exploring Alkanes

During their Chemistry session, Grade 10 students delved into the fascinating world of alkanes in an interactive and collaborative learning activity that showcased their creativity, critical thinking, and teamwork.

The lesson began with an introduction to the properties, reactions, and mechanisms of alkanes. Each student was then assigned an alkane chain, ranging from simple methane to more complex octane, based on their readiness and comfort level. Their task? To create a mind map that illustrated their understanding of the alkane's properties, ways to represent its structure (molecular, structural, and skeletal), and its key reactions and mechanisms.

Once the mind maps were completed, the students participated in a "bus activity". Moving from station to station, they reviewed their peers' work, leaving thoughtful and constructive feedback. This dynamic activity encouraged students to analyze and appreciate different perspectives, fostering a deeper understanding of the subject.



During their history lesson on "Political and Administrative Life During the Pharaonic Era," Grade 10 students collaborated in groups, demonstrating collaboration and communication skills as they presented sections of the lesson. They used critical thinking to analyze and answer inquiry-based questions, deepening their understanding of the topic. The use of an educational game helped develop their problem-solving skills and creativity. Additionally, students engaged in self-reflection to assess their understanding and identify areas for improvement.



During his French SL the city unit, and as part of an assessment, Grade 10 student, Adam, completed this interactive exercise to reinforce his learning of the directions used to navigate the city.



## Grade 11

DPI Business Management students engaged in a lively debate to determine the best fit approach for two challenging case studies: GlobalTech's and Technova. Through collaboration, they analyzed and debated the merits of mergers, acquisitions, takeovers, strategic alliances and franchising, evaluating the strategic implications for each company. Using critical thinking and communication, students collaborated to present evidence-based arguments, considering diverse perspectives and aligning with the Thinker and Communicator learner profiles to apply theoretical concepts to real world scenarios.



As part of developing writing and speaking skills in Standard Arabic, DPI student, Jasmine, assumed the role of an interviewer, engaging with Arabic language teachers to explore the differences between the IB system and other educational systems in the teaching of Arabic. Additionally, she interviewed the IB Coordinator, Mrs. Mai, to gain insight into the qualities of an IB educator and the unique teaching methodologies within the IB framework. Through this activity, the student demonstrated her ability to articulate her ideas clearly, enhancing her communication skills and precision in questioning, while effectively using Standard Arabic in an academic context.



# BEYOND THE CLASSROOMS

## CAS

Grade 9 students showed teamwork and care by painting a public school classroom as part of their community service.

