

OCTOBER 2024

ISSUE 6

NEWSLETTER

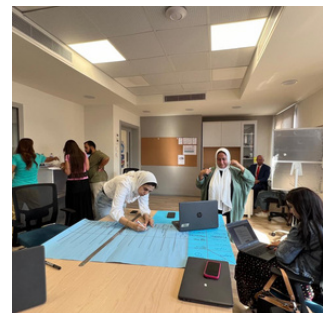
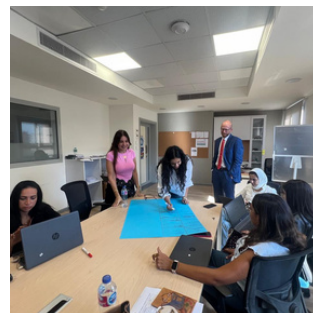


YOU DONT WANT TO MISS

- Thursday, 24 Oct: PD Day (no school for students)
- Sunday, 27 Oct - Thursday, 31 Oct: Holiday - Half Term break
- Friday, 1 Nov: Alexandria Marathon
- Saturday, 9 Nov: Annual Carnival
- Saturday, 23 Nov: Open Day 1

DP INFORMATION SESSION

DP teachers recently participated in a DP Connect session, where they explored horizontal alignment across different DP subjects and the benefits of interdisciplinary learning. The discussion focused on creating cohesive learning experiences that integrate multiple subjects, enhancing both student understanding and collaboration and fostering a more connected learning environment

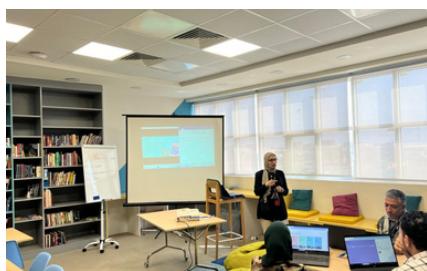


STAFF TRAININGS

PROFESSIONAL DEVELOPMENT

Building Skills for Tomorrow: Collaborative Teaching in Action!

AIA dedicated Arabic team educators participated in a session focused on enhancing students' information literacy skills and ethical AI use through teacher-librarian collaboration! Educators shared insights and explored scenario-based learning using an online visual collaboration platform for brainstorming and interactive idea-sharing. This collaborative approach builds a community of practice among teachers.



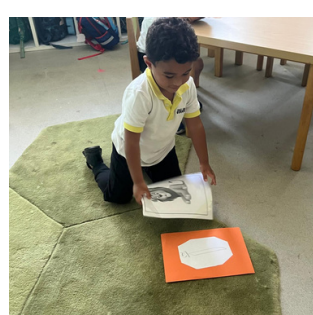
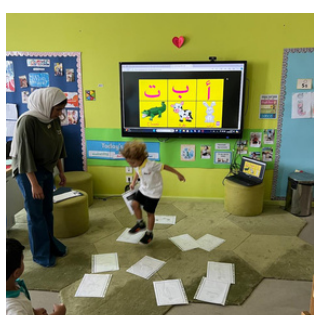
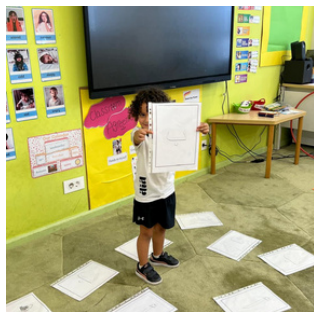
AROUND THE CLASSROOMS

PRE-K

PRE-K B learners had fun exploring how much they've grown! They brought in baby and big outfits to compare sizes and noticed the changes in themselves. During a playful role-play, they 'washed,' 'hung to dry,' and 'ironed' their clothes, practicing life skills while imagining how they'll continue to grow. We talked about what they need to do—like eating healthy and exercising—to grow even bigger and stronger!



PRE-K A and B students engaged in reviewing the letters أ-ب-ج through a series of enjoyable activities, such as jumping on the correct letter for each picture and matching the letters with the corresponding images. These interactive games turned the learning process into a fun and exciting experience.



PRE-K-K

Big ideas, small details!

PRE-K A learners were hands-on, using drawing and blocks to grasp the concepts of size in a fun and engaging way.



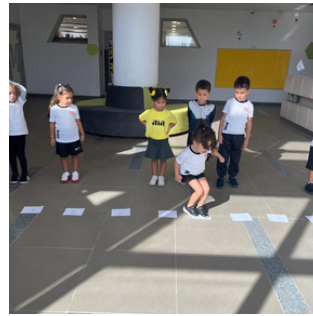
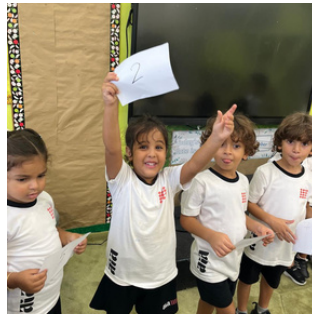
Exploring Sounds Through Playdough Fun!

PRE-K A students creatively shaped their learning as they recap sounds and unleash their imagination!



K1

During their Math lesson, K1 A and B young mathematicians explored number lines through engaging centers!

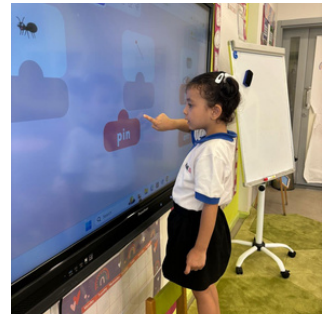


During their Unit of Inquiry lesson, K1 B learners dove into the heartwarming world of "Lost and Found" by Oliver Jeffers! Students explored friendship through an "I See, I Think, I Wonder" activity, crafted playful penguins with playdough, and sorted friendly vs. unfriendly behaviors. Each center allowed them to delve into the story's themes while having fun!



K1

K1 A and B students dove further into first set of Jolly Phonics and blending activities, ! Our little phonics explorers are making amazing progress with their sounds!



K1 A and B students enjoyed learning about the letters **ا** and **ح**. They used some colorful play items available in the classroom and participated in activities that helped them recognize the shapes of these letters at the beginning, middle, and end of words. They were very excited to draw the letters and interact with each other!



K2

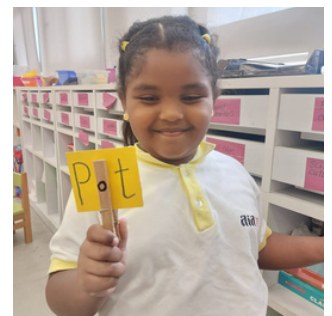
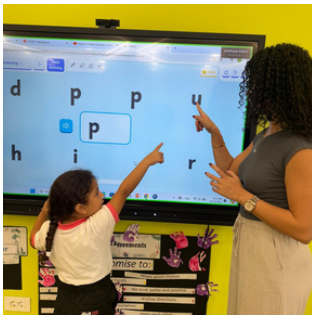
As part of their Unit of Inquiry, K2 A and B learners discovered the importance of workplace relationships and responsibilities! With the help of parents sharing their job experiences, students learnt how teamwork and support make a difference in any role.

We've continued these sessions with our wonderful parents, enhancing our understanding and connection to the world of work! A big thank you to all the parents for making this learning experience so enriching!



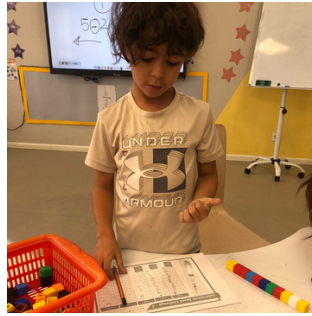
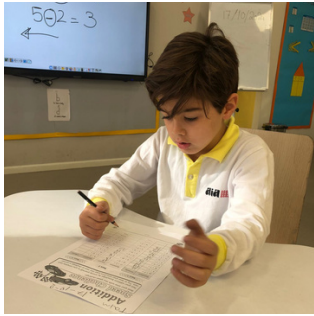
K2

K2 A and B students explored the letter sounds 'C,' 'O,' and 'U' through various engaging activities!

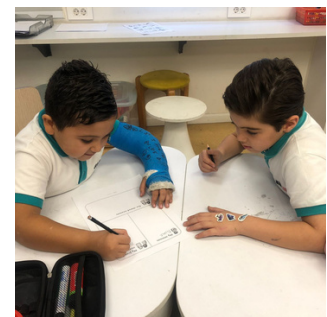


Grade 1

Grade 1 students learnt to solve addition and subtraction problems using various strategies and manipulatives, developing a deeper understanding of mathematical concepts.



As part of their Unit of Inquiry “Who We Are”, Grade 1 students worked in pairs to share their individual interests and write about both their personal and shared interests. Through this activity, they developed communication skills and gained a deeper understanding of their similarities and differences.



Grade 1

During her religion session, Natalie in Grade 1 learnt about Saint Mark, one of the Seventy Apostles, who wrote the Gospel of Mark and founded the Church of Alexandria. This activity allowed her to discover an important historical figure, fostering her curiosity and respect for different traditions.

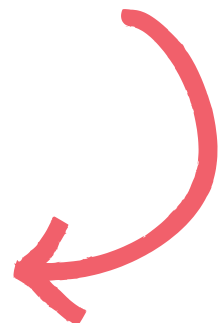


Natalie listened to the lesson “Jesus Loves the Children,” where she learned about the story of Jesus’ invitation to the children. She then participated in drawing a picture of herself with Jesus.



Grade 2 and 4

During their religion class, Maya in Grade 2 and Myvin in Grade 4 learnt the story of David and Goliath, and how David, despite his young age, was able to defeat Goliath. Afterwards, they made a slingshot, which was the tool David used to triumph over Goliath. The students participated in this hands-on activity to embody the story and learn the lessons derived from it.



Grade 3

Grade 3 students enjoyed an outdoor activity in the garden, creating their own 'Identity Trees' to describe themselves, showcasing their unique traits and interests, aligning with the theme "Who We Are."

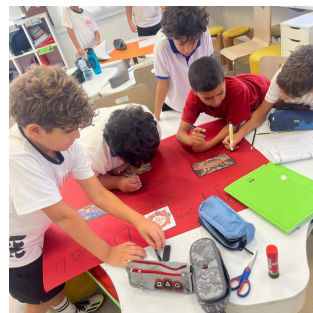


Grade 3 students enjoyed a short movie while independently identifying the plot elements using Freytag's Pyramid! With a strong sense of agency, they worked in groups, assigned roles, and divided tasks to break down the story's exposition, rising action, climax, and more. Collaborative learning at its best!



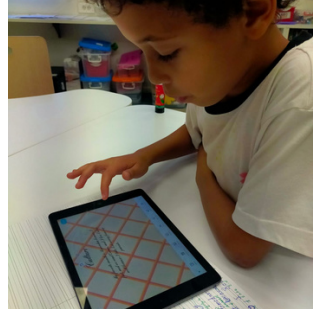
Grade 4

Grade 4 students traveled the globe through teamwork, discovering amazing celebrations and getting ready to share their stories with everyone!



Primaire 4

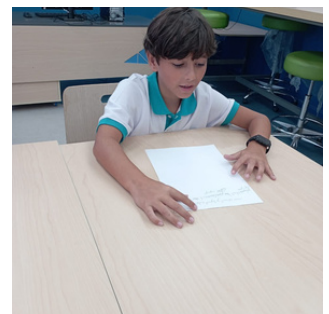
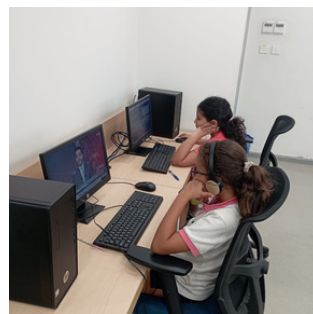
As part of their transdisciplinary theme “Who We Are”, P4 students wrote about their aspects of their identity (e.g., their family background, favorite activities, and cultural traditions). They used PowerPoint or PicCollage to show their work.



As part of their summative assessment on cultures of countries, P4 students, in groups of two, chose a country and worked on their presentation and communication skills.

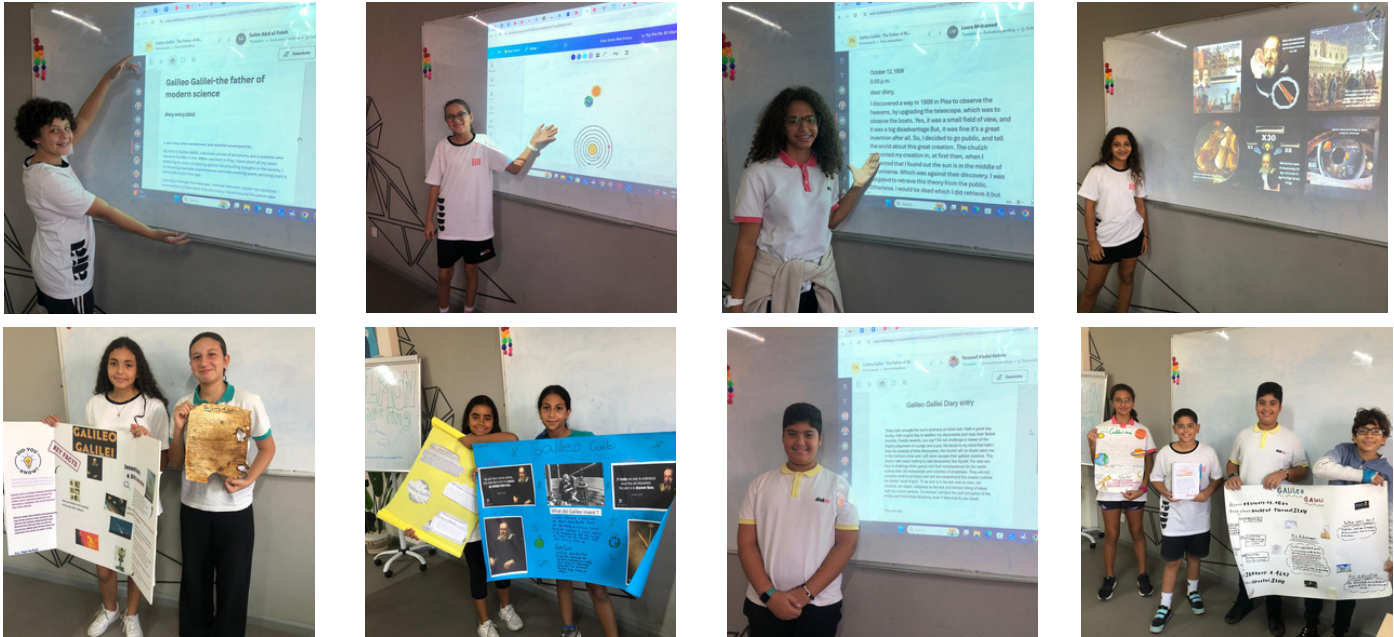


During their National Studies lesson, P4 students gathered information about the Suez Canal and engaged in discussions to determine the sources of this information, assessing whether they were reliable primary sources or potentially inaccurate secondary sources. This activity enhanced their critical thinking skills and improved their ability to differentiate between various sources of information.



Grade 7

During their I&S session, Grade 7 students have researched and created projects on Galileo Galilei, focusing on his inventions, such as the telescope, and his significant contributions to modern science. For this assignment, students investigated how Galileo challenged traditional views, like the geocentric model, and introduced the heliocentric theory and the scientific method through creative visuals and written explanations (Comic strip, creative poster or diary entry among other options). By using critical thinking as well as research skills while demonstrating the Inquirer learner profile, students explored how Galileo's work reshaped the way we understand our universe.



During their French HL Media Unit, students chose verbs that are conjugated with the auxiliary verb 'être.' Then, they selected one of the verbs from the list to create oral sentences in the passé composé."



During their French HL Media Unit, as a final assessment exercise focused on negation and restriction, students had fun rolling the dice so that each person could orally create an appropriate negative sentence according to the game's instructions.



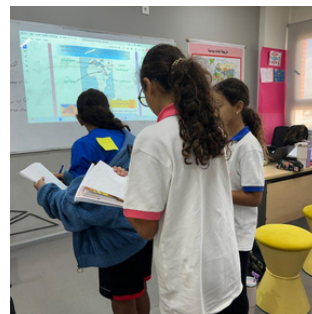
Grade 6

During the science session, Grade 6 students created their own fossil models and examined real starfish and shells. They also discovered how these ancient treasures tell the story of our planet's history.



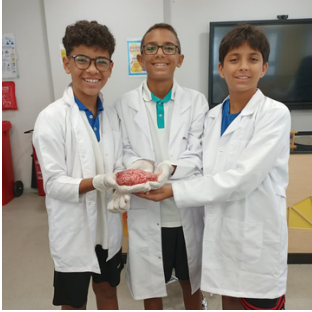
Grade 7

Grade 7 students were assessed in National Studies through an interactive activity.



Grade 8

During their science session, Grade 8 students took a great step embracing the IB spirit of being risk-takers, dissecting a brain to uncover its mysteries. Their curiosity and courage are what science is all about!



During their Science session, Grade 8 students turned candy into creativity by building their own nerve cell models proving that science can be both fun and tasty!



Grade 8 students demonstrating the 'Communicator' learner profile by taking amazing notes using different methods throughout the lesson and through their research. Keep up the great work!



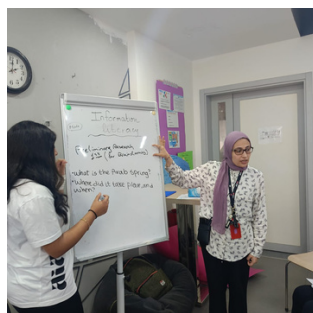
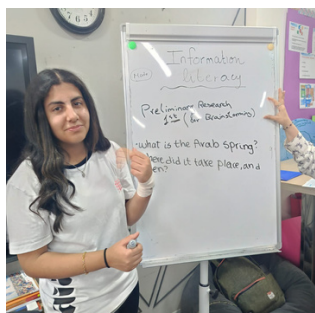
Grade 8

In alignment with the MYP global context of Fairness and Development, which encourages students to connect with real-life situations and develop a deeper awareness of global issues, Grade 8 Individuals and Societies students began the unit by exploring the Egyptian constitution. Building on this foundation, they engaged with an article from The Guardian discussing Tunisia's voting process, using it as a lens to identify elements of flawed democracy.

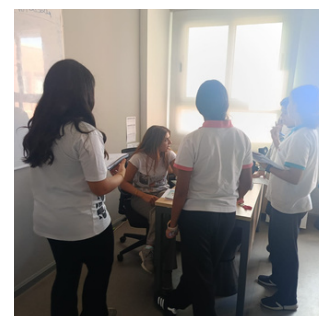
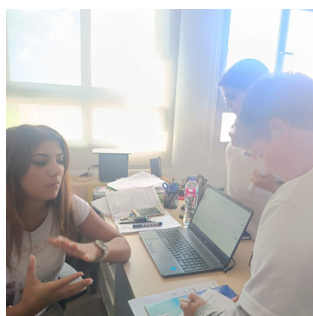
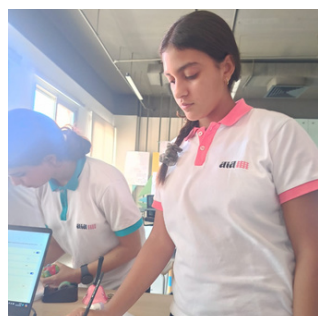


This hands-on approach allowed students to enhance their critical thinking and communication skills through close reading, analysis, and summarization of key points. It also sparked their curiosity about the Arab Spring, a pivotal moment in contemporary history, which many were unfamiliar with. Our aim is to foster globally aware students who are sensitive to current issues and equipped with the knowledge to understand and engage with the world around them.

In a pursuit of developing information and media literacy skills, Grade 8 students, in collaboration with Ms. Tasneem, the librarian, learned how to craft good research questions, aligned with Criterion B: Investigating. They applied critical thinking to analyze effective questions and used communication skills to exchange ideas. In the next lesson, they will further develop their research skills by conducting a survey with their parents on the Arab Spring.

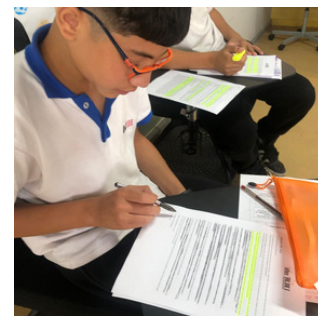


Grade 8 students began their preliminary research by conducting a survey with their teachers on the uprisings of the Arab Spring. They gained valuable insights from their knowledgeable teachers, making the experience highly rewarding. This process not only deepened their understanding of contemporary history but also helped them connect with their own identity while exploring the roots of many current global issues.



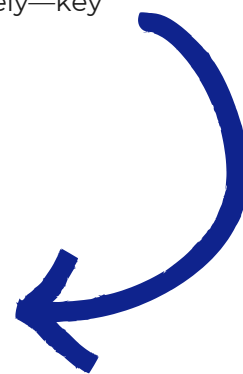
Grade 9

Grade 9 students held a writing workshop in the library to develop skills that enhance their writing voice and make it more compelling. Using textual analysis books, they explored key writing techniques, explained them to one another, and analyzed sample essays that demonstrated these strategies. They also annotated the essays following the PEEL method, which they use in guided analysis.

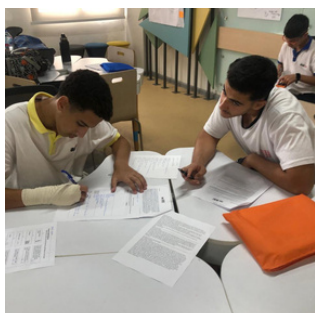


Writing is a Process

Grade 9 students, after planning and learning essential techniques, are now drafting their first pieces under timed conditions. Writing plays a vital role in IB Language A, fostering the critical skills required for success in the Diploma Programme. Through this process, students develop the ability to think analytically, express ideas clearly, and manage time effectively—key competencies for their academic journey.



Grade 9 I&S students stepped into the shoes of WWI soldiers as they read and analyzed real letters from the trenches. Working in pairs, they filled out a life-in-the-trenches chart, exploring the soldiers' feelings, awful conditions, and experiences. Later, they censored the letters just like in wartime. This task develops empathy, critical thinking, and communication skills, connecting to ATL skills of research and reflection.

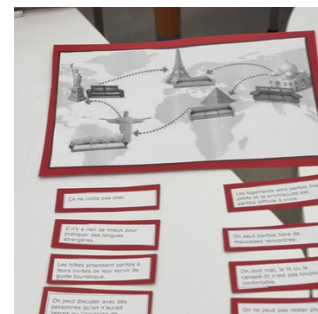
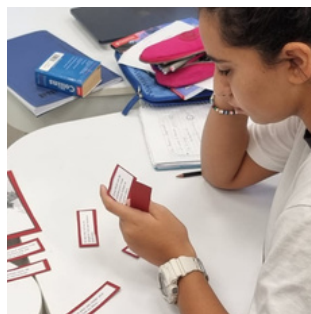


During their French SL Environment Unit, and to reuse the vocabulary acquired in the unit, Grade 9 students formed sentences with the new words to talk about positive and negative impact towards the Earth.



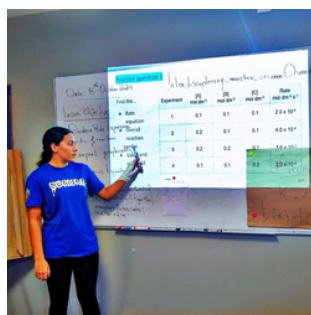
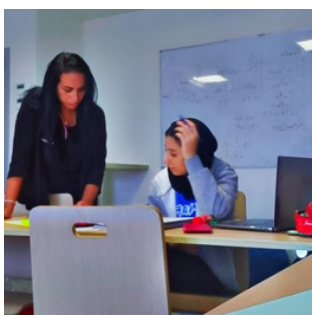
Grade 11

During their French SL Travel Unit, DP1 atudents categorized sentences discussing the positive and negative aspects of couchsurfing when exploring this way of travelling.

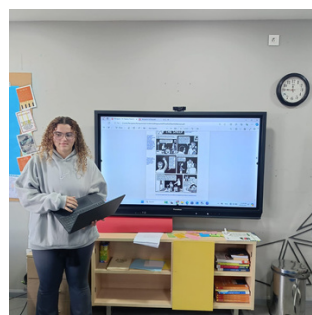
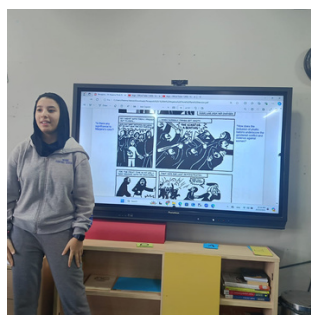
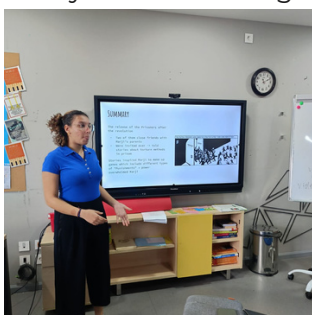


Grade 12

During their chemistry HL Lesson, DP2 students had an interdisciplinary lesson connecting chemistry and math where they were able to make link of arrhenius equation in math and chemistry.



DP2 students presented the chapters they read, as they analyzed impactful panels to foster engaging discussions, demonstrated progress in understanding the context, and connected their analysis to relevant global issues.



BEYOND THE CLASSROOMS

CAS

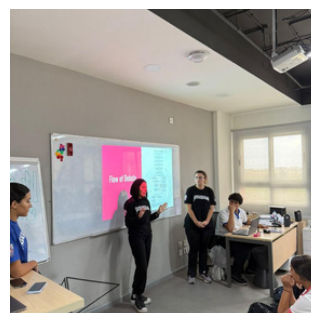
CAS project Step 3: Action

In this phase, the students headed to Mansheya to purchase the necessary school supplies. They then began packing the items, ensuring that each student would receive a pack containing all the essentials like pencils, pens, notebooks, and full school uniform.



MUN

Our MUN training continues as experienced delegates guide the new team through conference procedures and the flow of debate in an actual MUN conference. This session focused on key elements such as the role of delegates, motions, and resolution drafting, all in preparation for our next event. Students engaged actively in Q&A sessions, ensuring they're ready to navigate the formalities and dynamics of MUN with confidence!



BEYOND THE CLASSROOMS

FOOTBALL

Early Years started the football season with footwork training and sensory football training.



BEYOND THE CLASSROOMS

BOOK TASTING CAFE

PYP and MY students got the chance to explore a variety of books in a cozy, café-inspired setting. This event was designed to spark a love for reading by offering students a 'taste' of different genres and authors. Students browsed through different stations, sampled books, and jotted down their thoughts or favorite finds in a "book menu." The goal was to encourage curiosity and discussion around reading in a relaxed, social environment.

