



ALEXANDRIA INTERNATIONAL ACADEMY

# Newsletter

Exciting Events that we Love to Share!



## What Not to Miss

- > **Sunday, 5 Nov:**  
Winter Blanket Drive

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- > **Monday, 6 Nov:**  
Coffee Morning

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- > **Saturday, 11 Nov:**  
Annual Carnival

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- > **Wednesday, 22 Nov:** PD Day-  
Day off for students

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- > **Thursday, 23 Nov:**  
Holiday - Thanksgiving



Dear Parents,

Welcome to the 7th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

### **Pink Day: Bake Sale, Tournament and Baheya Visit**

In October, which is international breast cancer awareness month, AIA Student Council organized a dodge ball tournament to collect donations for the Baheya Foundation. They also organized a bake-sale and invited a team from Baheya to join the event and talk about the history of their organization, their volunteering program to help raise awareness.





**NEW DATE** Coffee Morning: Monday, 6th November

We at AIA emphasize the importance of community learning, allowing parents to grow in the school's understanding of the IB program. We'd like to invite all parents to our Coffee Morning on Monday, 30th of October at 2 PM to ask and interact. Our parents are the valuable part of AIA's growth. We look forward to welcoming you! You may bring a friend too. To register and confirm your attendance, please visit AIA social media pages.





## Gaza Relief: Last Call for donations!

AIA Community is deeply saddened and appalled by the recent events in Gaza, the loss of innocent lives, and the suffering experienced by the people of Palestine.

In our attempt to support and take action, we have partnered with the Misr El Kheir Foundation.

Our goal is to donate between 100 – 150 boxes of basic food necessities.

Each box, valued at 350 EGP, will contain:

- **Rice – 2 kg**
- **Pasta – 2 kg**
- **Flour – 2 kg**
- **Chee – 350 g**
- **Tomato paste – 300 g**
- **Tea – 80 g**
- **Salt – 450 g**
- **Tuna – 2 tins**
- **Package white Cheese – 375 g**
- **Corn beef – 1 can**

Kindly send the contents of one box, or more. Food only please, monetary donations cannot be accepted. Deadline for collection is **Sunday, 29th October**.

Misr El Kheir Foundation will come to AIA school, and with the active help of our students who will participate in packing boxes, the Foundation will deliver these boxes to Palestinian families.

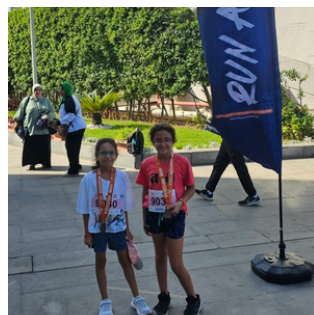
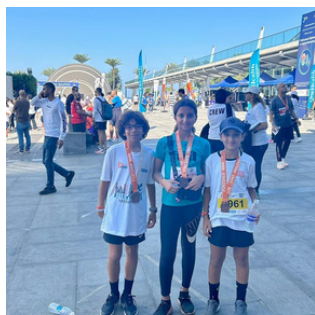
## Professional Development Program

During the recent weekend, AIA hosted an intensive two-day training on IB PYP education, that was led by a PYP consultant and workshop leader. The program enhanced AIA teachers' depth of knowledge and practice in the IB key areas such as transdisciplinary and concept-based curriculum, constructing inquiry, agency, and growth through reflection. High-level professional development events ensure that AIA staff remain on the leading edge of IB education.



# Alexandria Marathon: Friday, 27th October

AIA students and parents participated in Alexandria Marathon. They ran 500m, 2k, and 5k. It was a great opportunity for our community to come together and run for a cause.



# AROUND THE CLASSROOMS

## PRE-K

During their math session, PRE-K learners recognized the numbers and counted different objects and matched them with the correct number. They modeled the communicator and principled learner profile attributes.



## K2

K2 learners nurtured the growth of open-minded and caring young minds while fostering the art of maintaining relationships. Students discussed various situations in group settings and collaboratively brainstormed solutions. This interactive approach not only sharpens their problem-solving skills but also reinforces essential attributes of the learner profile.



## Grade 1

During their Arabic session, Grade 1 students were able to write words with the letter “ن” in them, in different ways.



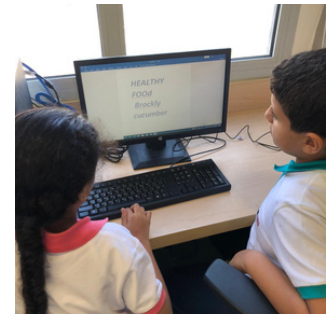
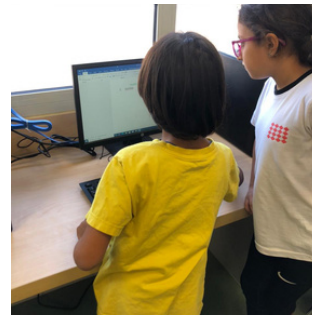
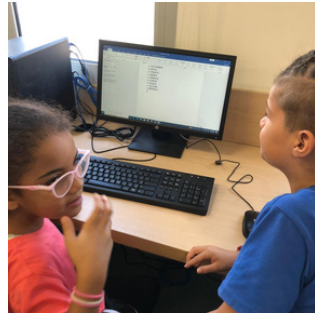
## Grade 2

During their Arabic session, Grade 2 students worked in centers to apply some grammar rules and practice reading.



## Grade 3/P3

Grade 3 students were introduced to the word document and used it to make a list of healthy food choices. They learned how to make lists using numbers and bullet points.



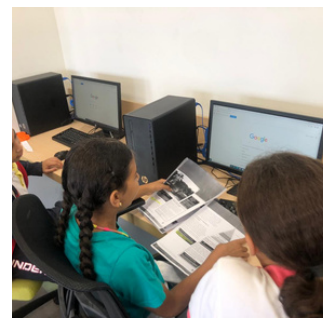
## Primaire 3

P3 students played a game where they had to eat two different types of food and had to write what the differences between both of them were. Then, they reflected on the game by differentiating between fiction and nonfiction texts the same way they did with food. They illustrated some of the differences between fiction and nonfiction texts, in addition to identifying the concepts of fiction and nonfiction.



# Grade 6

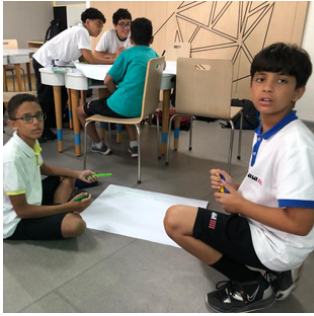
Grade 6 students were divided into groups to search and learn about new terminology that will help them during their project. One of the groups were introduced to the spike prime kit which will be used as the material in this project. Before students started to work on their research, with the assistance of Ms. Tasneem, they recalled the difference between quoting, paraphrasing and summarizing their collected data. They also learned how to add in-text citation following the MLA citation style. Students presented their understanding of each topic to the rest of the class and gave each other constructive feedback.



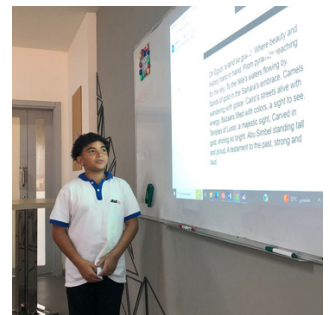
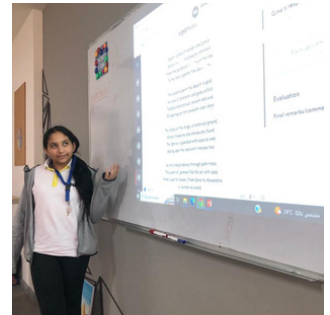


# Grade 7

Grade 7 students worked in groups creating original current global solutions to authentic problems using the step by step scientific method, collecting data, testing their hypothesis and communicating their problems of choice. They also shared their conclusion with the rest of the class, putting into perspective and receiving feedback.



Grade 7 students reflected what they have studied about the Renaissance, imagining themselves as prominent figures in that era like Leonardo DaVinci and creating a piece of Art that describes and shows the beauty of our country. This enables students to become great “Communicators”, expressing themselves confidently and creatively in more than one language and in many ways. Some of the options they chose were: 1. Writing a poem; 2. A canvas painting with an icon or a beautiful picture that symbolizes the beauty of our country; 3. A song that they will later sing in class.



I&S collaborated with Art for students who chose option 2 (canvas painting), this would help them better reflect and connect between I&S content and Art creativity.



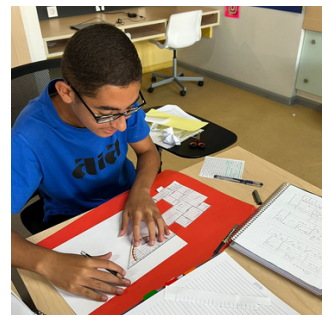
## Grade 8

Grade 8 students analyzed the case study of “North Korea” in the ATL Activity, which allowed them to formulate an argument based on what they have read in the sources to enable them to better identify and correlate characteristics of dictatorships and how they affect the people living within those totalitarian nations. This also aligns with the “Inquirer” IB learner profile.

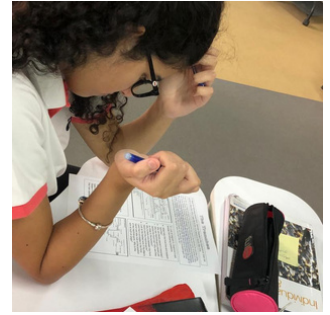


## Grade 10

Through reading “House Taken Over” translated work by Julio Cortazar, Grade 10 students focused on the literary device of imagery. To achieve an understanding of the importance of imagery and precision of language, students annotated descriptive language of the text. Students then shifted into an interdisciplinary display of knowledge implementation of art (perspective- measurements) by using their annotations to create a mapping of the house described. Each student highlighted different descriptive language and ended up with a slightly different home mapping- which emphasizes the effects of language on each individual reader.

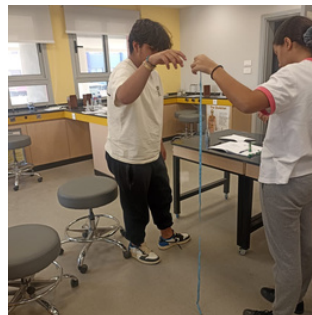
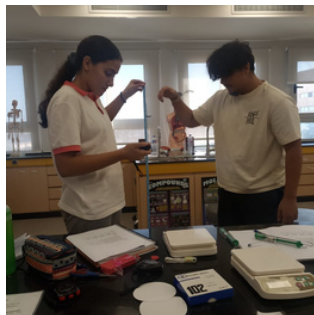


Grade 10 students analyzed the trenches structure, identifying front lines, support lines and communication trenches. They solved the puzzle of how communication was taking place in the trenches and putting all the items together to form the most effective structure to create the most powerful trench.

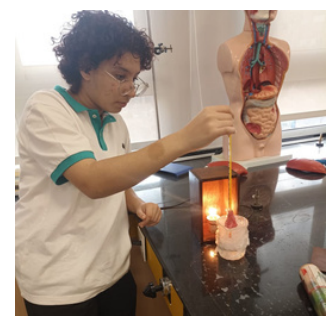


## Grade 11

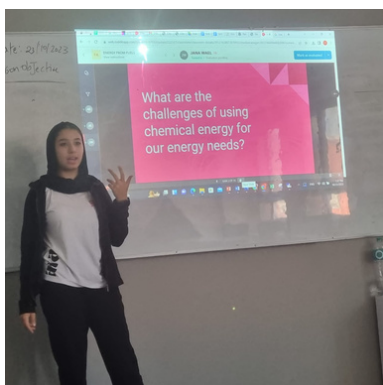
During their Physics practical session, Grade 11 students investigated the free-fall acceleration through the experiment "the free falling cone". Students were inquirers and thinkers discussing how to evaluate the experiment.



Through an experiment, Grade 11 students understood how greenhouse gases are trapped near the Earth's surface causing the greenhouse effect by trapping the carbon dioxide released from the reaction between acetic acid and sodium hydrogen carbonate and recording the increase in temperature.



During their Chemistry session, Grade 11 students submitted their second scientific research about the energy from fuels and its disadvantages. They used their studies, research skills and experiment to represent their amazing work.



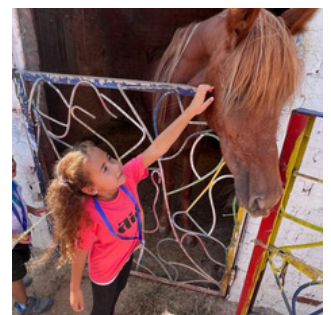
During their IBDP Arabic-B HL session, as a reflective task, photographs were displayed of the activities carried out by students during the first unit. The students classified the images as they saw fit and wrote reflective comments that show the usefulness of each image topic for student learning during this unit of study.



# BEYOND THE CLASSROOMS

## TRIPS

When you mix curious kids with a dash of adventure, you get a trip full of giggles, discoveries, and unforgettable fun! Dive into these awesome snapshots of K1 A, K1 B and K2's trip and relive the excitement!



## LIBRARY

Grade 1 students learned about book components and elements. Some started working on a fiction story of their own, characters, illustrations, plot, cover page, etc.

