



ALEXANDRIA INTERNATIONAL ACADEMY

Newsletter

Exciting Events that we Love to Share!



What Not to Miss

- > Monday, 18 Dec: UN Arabic Language Day

- > Wednesday, 20 Dec: Term 1 reports sent home

- > Wednesday, 20 Dec: Christmas Celebrations

- > Thursday, 21 Dec: Parent Teacher Conferences

- > Sunday, 24 Dec - Sunday, 7 Jan: Winter Break

- > Monday, 8 Jan: Back to School (Term 2)



Dear Parents,

Welcome to the 14th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

Christmas is almost here!

It's finally the end of an amazing first term and year! Our students are enjoying a well-deserved break, and we are excited to welcome them back in 2024!

We wish all our parents who celebrate a Happy Christmas! And to all our AIA community, we wish you a great start to New Year 2024! Happy Holidays everyone!



AIA Fox Review



Message from The Fox Reviewer:

Exciting News: Introducing The Fox Review!

Dear AIA Students,

We are thrilled to announce the launch of our brand-new student newspaper, The Fox Review!

What is The Fox Review?

The Fox Review is not just a newspaper; it's a platform for students, by students. Our mission is to bring you the latest news, exciting stories, and insightful features directly from the heart of AIA. Whether it's campus events, student achievements, or thought-provoking articles, we've got it all covered!

Why Should You Read the Fox Review?

- ➔ **Stay Informed:** Get the inside scoop on all things happening in and around our school. From upcoming events to important announcements, we've got you covered.
- ➔ **Showcasing Talent:** Discover the incredible talents and achievements of your fellow students. The Fox Review is the perfect stage to celebrate the diversity and accomplishments within our school community.
- ➔ **Voice Your Thoughts:** We want to hear from YOU! The Fox Review is open to contributions from students who want to share their opinions, stories, or creative works. Let your voice be heard!
Take a look at Our first issue and share with us your thoughts.

Thank you for your support, and we can't wait to embark on this exciting journey together!

Yours fiercely,

The Fox Reviewer

[CLICK HERE TO READ THE FIRST ISSUE](#)

Special Coverage: Youth Ambassador Programme

We are absolutely thrilled and immensely proud to celebrate the remarkable achievement of student Ibrahim Farghaly for his participation in the prestigious Youth Ambassador Programme under HundrED and the International Baccalaureate Organization (IBO). It is a moment of great honor for our school to have such a driven and dedicated individual representing us on a global platform.

Receiving the certificate of completion from HundrED X IBO is a testament to Ibrahim's exceptional commitment, passion, and active engagement in fostering innovation and positive change within the educational landscape. His involvement in this esteemed program underscores not only his personal dedication but also reflects the values our school community holds dear—values of leadership, innovation, and a commitment to making a meaningful impact.

We wholeheartedly support and encourage Ibrahim's endeavor, knowing that his experience as a Youth Ambassador will not only shape his personal growth but also inspire others within our school community to aim for excellence and contribute meaningfully to the world around us.



hundrED x IBO
Certificate of Completion

HundrED and the International Baccalaureate Organization recognise

Ebrahim Farghaly

For participating in the
Youth Ambassador Programme
September 3rd - December 2nd, 2023

hundrED

I am a
hundrED
Youth
Ambassador

hundrED

December 2nd, 2023
Date


Dr. Nicole Bien
IBO Chief Schools Officer


Anna Paula Herrera
HundrED Community Coordinator


Lasse Leponiemi
HundrED Chief Executive Officer


Festival of Hope



AROUND THE CLASSROOMS

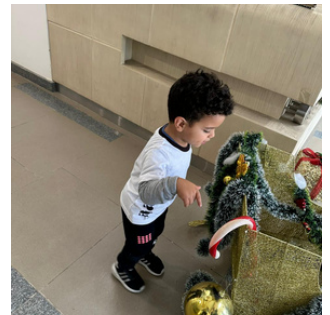
PRE-K

"Merry and bright with these little lights!"
PRE-K learners did a great job when they worked on their Christmas cards, ornaments and the door decoration. They also read Christmas related stories to each other. Well done!



K1-A

K1-A learners had a fun social time as they toured their school to see our holiday decorations and discuss more about it together.



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In celebration of Christmas, Marella learned about the story of Santa Claus and the Christmas tree, which is considered a symbol of eternal life. She created her own tree and placed her picture on it, hopeful for the New Year.





K1-B

K1-B students decorated their Christmas cards with excitement! They used their fingerprints and worked hard to write "Merry Christmas" inside. They did it all independently!



Students enthusiastically participated in a discussion about the changing weather, associating winter with cold temperatures and rain. Some joyfully connected winter with snow. Engaging in a playful activity, they pretended to be in the snow, showcasing their emerging understanding of the winter season.



K2

In enhance our understanding about the differences between the past and present, Mrs. Shorouk, Dalida's mom, joined us as a guest speaker. She began by illustrating the evolution of video capturing, using the example of Dalida's recent birthday videos taken with phones, in contrast to the past, when a camera man recorded events for playback on an old video player.



Additionally, Mrs. Shorouk shared personal family traditions, when she and her cousins gathered after Ramadan to make Eid biscuits. To make the learning experience even more engaging, she brought in a biscuit-making machine showed students how to make the biscuits, making the learning experience both educational and fun for everyone involved.



Grade 1

Grade 1 students created and designed their own city, applying knowledge gained from their unit of inquiry “Where We Are in Place and Time” to ensure it reflects unique characteristics.



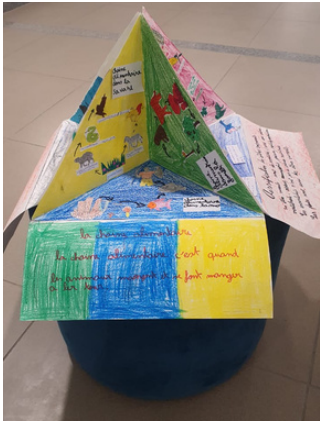
Grade 2

Grade 2 students enthusiastically showcased their newfound knowledge about Egypt historical evolution and geographical location. In a collaborative effort with their parents, the students constructed an Egypt map. This engaging activity not only strengthened their grasp of the subject but also fostered positive collaboration between students and parents.

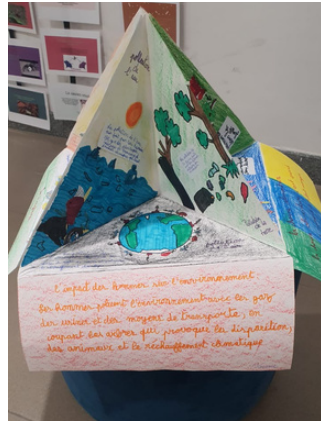


Primaire 3

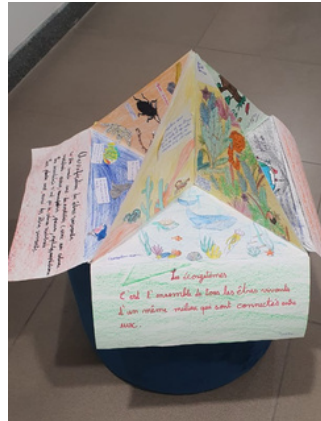
For their summative assessment on the living world, P3 students chose one of the 4 subjects proposed to do this quadrorama:



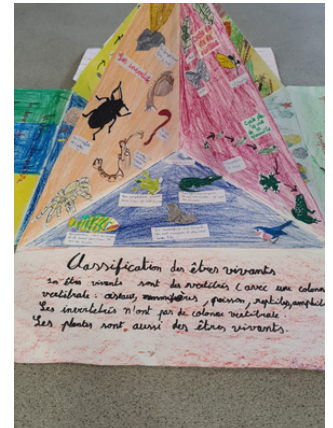
The food chain-
Mirai



Human impact on
the environment-
Laurence

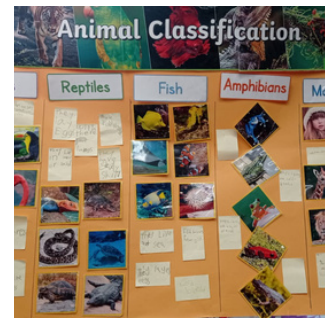


Ecosystems-
Moussa



Classification of
living things-
Mariam

P3 students read and analyzed file facts about animals classifications where they used thinking and analytical skills to order information from the most to the least important, then they extracted the main characteristics of each animal class. They had to use the information to prepare a presentation for Grade 2 students, to explain to them animal classifications and their characteristics.

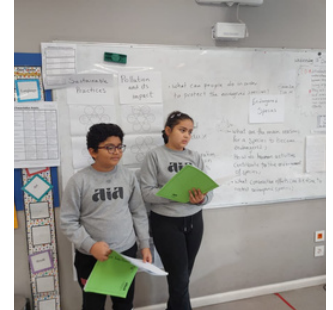


P3 students gave the presentation to Grade 2 students and explained to them what they needed to do as a reflection. They also helped them to organize the information before finalizing the poster.



Grade 4

Through research, Grade 4 students were able to understand and identify various ways individuals and communities can contribute to conservation efforts.



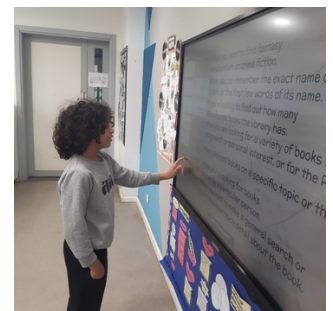
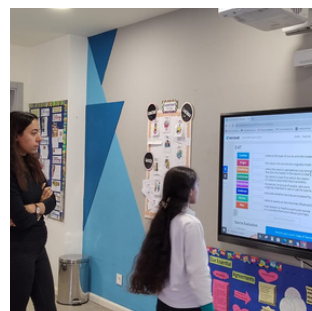
Les élèves de G4 ont consolidé leurs connaissances en français lors du cours en jouant au jeu du serpent et des escaliers. Ils lancent le dé, avancent selon le résultat, et lorsqu'ils atteignent un certain point, ils répondent à une question. C'est une approche interactive et ludique pour renforcer leur compréhension du français.

During their French session, Grade 4 students consolidated their knowledge by playing the snake and stairs game. They rolled the die, advanced accordingly, and when they reached a certain point, they answered a question. It is an interactive and fun approach to strengthen their understanding of French.



Grade 5

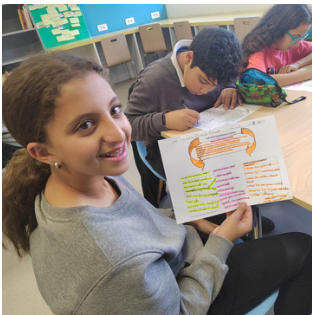
By using different literacy tools, Grade 5 students learned about critical thinking skills, identifying the credible resources, and evaluate arguments to up-skill their research methods and assess alternatives of viewpoints.



Grade 6 and Grade 7

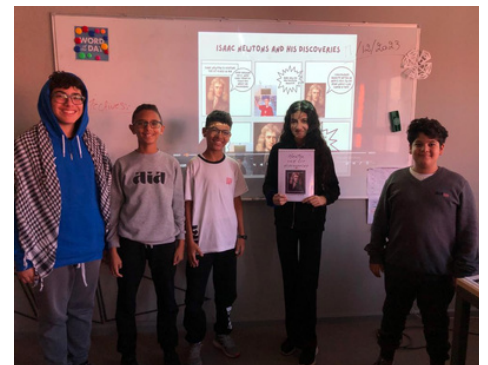
Grades 6 and 7 students utilized the graphic organizer "Individual Experience of Inquiry" as a first-term reflection on the research projects they worked on with their subject teachers!

They revisited their research projects, reflecting on each stage of the inquiry cycle they underwent. They addressed the key aspects: Hardest part of inquiry - Why?, Best part of Inquiry - Why?, and Skills learned/ Insights experienced. They related their reflection to the indicators of the FOSSIL Inquiry Cycle (Framework of Skills for Inquiry Learning): Connect, Wonder, Investigate, Construct, Express, and Reflect. Additionally, they documented the learner profile attributes they developed during their inquiry cycle.



Grade 7

Grade 7 students displayed exceptional work through their I&S term 1 project, where they creatively created their own storyline "comic books" to explain the achievements of their Renaissance scientists of choice but with their own imaginative stories. The work they did falls under the IB learner profile attribute "Risk takers" where they approach uncertainty with forethought and determination; they worked independently and cooperatively to create new ideas and innovative scenarios without guaranteeing the outcome.



Grade 6,7 and 8

Reflecting on their unit, Grades 6,7,8 attended a talk given by Prof. Dr. Marwa Hassan, Professor of Rehabilitation and Physical Medicine, Faculty of Medicine, Alexandria University. This allowed them to better understand the purpose behind what they are doing and its application in real life. The doctor gave the students feedback on their designs and what they built. Students explained their chosen designs and the challenges they faced.



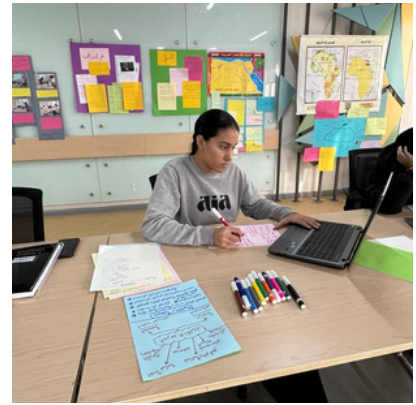
Grade 8

Collaboration and creativity are key to engage in a productive learning experience. Grade 8 students collaboratively created their own full scale campaigns for their end of Term I&S project, to raise awareness on two crucial topics: domestic violence and the Palestinian Israeli conflict. The awareness campaigns included the creation of original flyers, logos, speeches and PowerPoint to educate everyone about those issues and help create innovative solutions.



Grade 11

During their Arabic session, as part of their revision session before the first term exam, Grade 11 students reviewed their written tasks by creating a list of recurring mistakes that might affect the quality of their writing. They corrected these mistakes and also drew mind maps to help remember different writing styles.



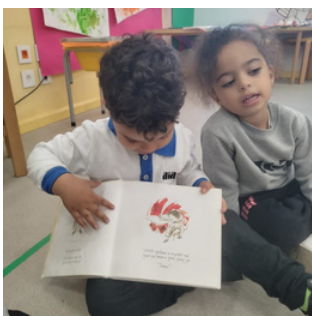
BEYOND THE CLASSROOMS

ART

To continue creating their texture book, PRE-K students learned about crushable materials. They first did a water race using a squeeze sponge to move the water from one race to another. Then in class, they selected only objects that could be squished. They made a collage of these for the page of their book. They also explored the notion of squashing by playing with paint in a closed plastic folder.



To continue their unit of inquiry about stories, now knowing very well the story of Washti in "The dot", K1A and K1B learners told the story themselves using the pictures from the book. They then differentiated between a point (which is full) and a circle (which is empty) by sorting the different tools that we were going to use next. They first worked in groups to master the point and circle tools, ending up creating their individual masterpiece.



To continue their unit of inquiry on the city of Alexandria, Grade 1 students analyzed monuments in order to compare them with known 3D shapes. They show creativity by creating these monuments using various recycled materials.



As part of their unit of inquiry “Where We Are in Place and Time”, Grade 2 students continued their investigation into hieroglyphs by playing a guessing game then they improved their work of reproducing the hieroglyphs on the papyrus made by them and then they were risk taker enough to write a short sentence on real papyrus.



As part of their unit of inquiry “Sharing the Planet” about the structure of living things, Grade 4 learners described and labeled a dandelion. Then they explored the printing technique of monoprinting which reveals all the details of the foliage such as the specific contours and the veins.



BEYOND THE CLASSROOMS

TRIPS

As a part of their Unit of Inquiry "Family History", K2 students went on a field trip and visited the Royal Jewelry Museum. The children had the chance to explore the artefacts and heirlooms that belongs to Egypt's royal family, which tell many stories from the past and are part of our cultural heritage.



BEYOND THE CLASSROOMS

TRIPS

As part of their Unit of Inquiry "Where We Are in Place and Time", Grade 2 students went on a field trip and visited the Alexandria National Museum. Students had the chance to explore the artifacts that narrate the story of Alexandria and Egypt. The museum mainly focuses on three collections spread over three floors:

Floor 1: Pharaonic era. The mummies are shown in a recreation of a funerary chamber.

Floor 2: Artifacts from the Hellenistic period and Roman period.

Floor 3: Ancient Egyptian, Coptic, and the Muslim world as well as 19th and 20th century.



BEYOND THE CLASSROOMS

GYMNASTICS

K2 students enjoyed their bouncing session on the yoga ball. The yoga ball increases abdominal and back muscle strength, increase balance and stability, and develops overall control and strength of the core body muscles.

The also self- challenged themselves to open splits using yoga block, increasing their flexibility and developing gymnastics skills.

