



ALEXANDRIA INTERNATIONAL ACADEMY

# Newsletter

Exciting Events that we Love to Share!



## What Not to Miss

- Monday, 29 Jan: Coffee Morning

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- Tuesday, 30 Jan: French Day

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- Thursday, 1 Feb: PD Day (Half day for students)

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- Saturday, 10 Feb: Open Day (for new parents)

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- Monday, 19 Feb: Coffee Morning

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- Wednesday, 21 Feb & Thursday, 22 Feb: Half-term break



Dear Parents,

Welcome to the 18th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

### MY's Students Learner Profile Attributes of the Month!

AIA students are knowledgeable, communicators, reflective, caring, thinkers, open-minded, risk-takers, principled, balanced, and inquirers, and it's time we recognize them for it!

As an IB school, AIA encourages students to cultivate these learning attributes, and utilize them through real-world application. Therefore, every month, teachers will nominate two MY/DP students for each profile that they have truly embodied and emphasized a learner profile, to both celebrate and encourage holistic learners. Let's meet January's Students Learner Profile Learners of the month!

# MY and DP Students Learner Profile Attributes of the Month!

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## **Inquirers:**

Youssef Abdel Rehim, Grade 6

Limar Hussein, Grade 8

## **Knowledgeable:**

Arseiny Tsiolta, Grade 10

Amin Beshara, Grade 10

## **Thinkers:**

Ibrahim Farghaly, Grade 7

Selim Seif ElNasr, Grade 6

## **Communicators:**

Adam Abdel Zaher, Grade 7

Amina ElHamouly, Grade 11

## **Principled:**

Mariam Mossad, Grade 9

Mariam Rashad, Grade 10

## **Open-Minded:**

Adam Barford, Grade 9

Aisha Loukman, Grade 7

## **Caring:**

Rokaya Zaytoun, Grade 11

Mohamed Eid, Grade 8

## **Risk-Takers:**

Ibrahim Farghaly, Grade 7

Jasmine Elganainy, Grade 10

## **Balanced:**

Talia Fathy, Grade 6

Gina Nessim, Grade 7

## **Reflective:**

Yasmina Maher, Grade 6

Khadija ElMasry, Grade 9

## MUN Conference

AIA students have done it again!

Attending KLSMUN, our delegates have demonstrated outstanding participation in their third conference this year, due to their hard work and training sessions, their command of the committees and displayed confidence, they were able to secure 2 Honorable mention awards for AIAMUN Club, showing the true attributes of IB learner profile, being Risk-takers, Communicators, Knowledgeable, Open minded, Principled and Balanced, attributes which must be evident in order to achieve success in MUN.

Congratulations to the delegate of the UK, Jana Sabri, and the delegate of France, Rokaya Zaytoun.

Looking forward to our next conference.



## Interact Club

AIA Interact Club had a delightful visit to El Horeya Shelter, where they spent quality time engaging with the kids through football, various games, and dance. It was a joy-filled experience for everyone involved.





# AROUND THE CLASSROOMS

## PRE-K

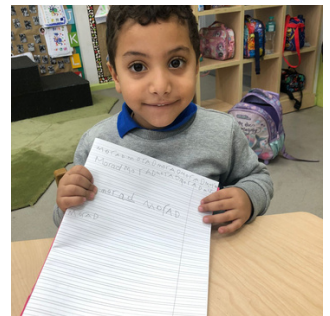
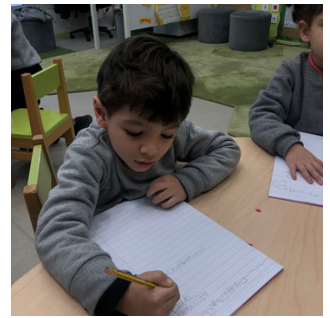
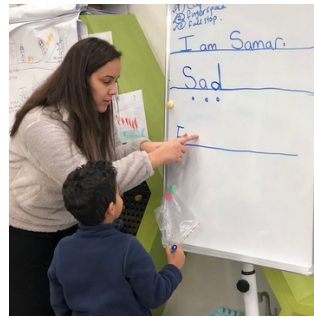
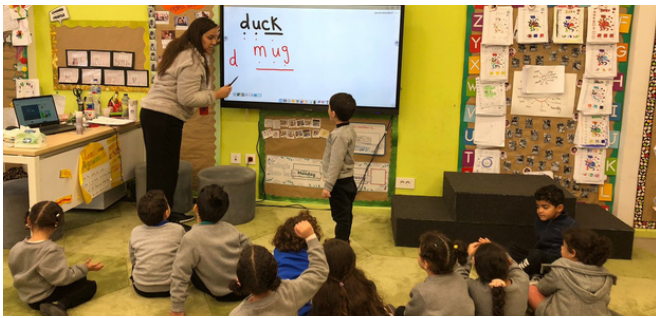
"Mini Matisse maestros in action! PRE-K Picassos conquered the art world with their pint-sized masterpieces – sculptors, printmakers, and draughtsmen in the making!





## K1-B

K1-B students are learning how to write a sentence, remembering to start their sentence with a capital letter, finger space between each word and ending their sentence with a full stop.



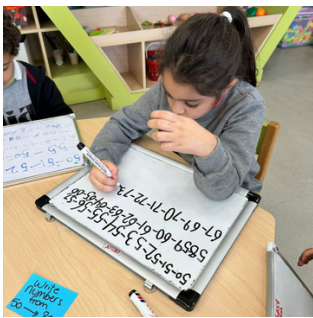
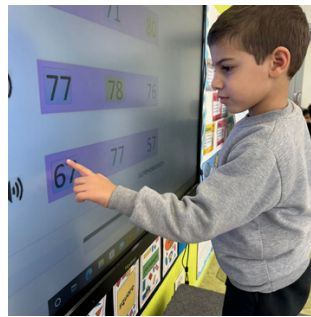
Students happily decorated the little red riding hood characters and cottage with different materials.





## K2

K2 students explored numbers up to 80 through interactive centers. One center employed a touch screen for auditory recognition of the correct number. Another utilized whiteboards, fostering hands-on writing of numbers from 50 to 80. A third involved cutting and sorting activities, reinforcing numerical sequencing. These diverse centers collectively provide a dynamic and engaging approach to developing fundamental numeracy skills in K2 students.



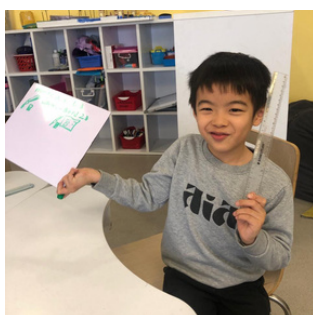
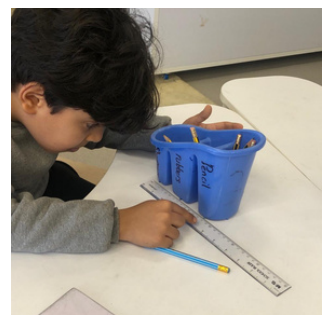


# Grade 1

Through collaborative teamwork, Grade 1 students synthesized their understanding of animal characteristics by creating a comprehensive mind map, fostering critical thinking and communication skills.

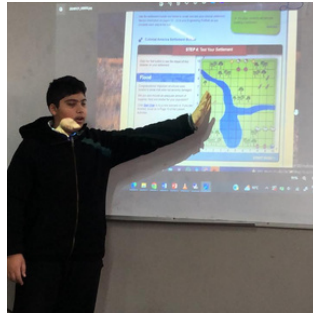
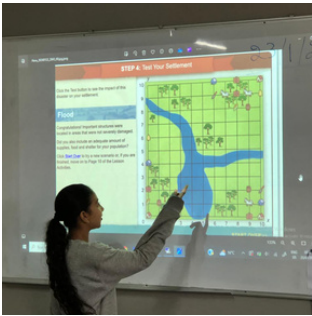


By engaging in hands-on measurement activities using centimeter units, students developed proficiency in accurate measurement techniques, enhanced their understanding of length, and strengthened their ability to compare and contrast various objects.



## Grade 6

Grade 6 students analyzed different types of settlements and characteristics, and decided which kind of settlement do they currently live in. They became risk takers by creating their own hierarchy displaying the types of settlements in order, from the most abundant to the less frequent, and identified the reason behind such hypotheses.



Students created their own settlement using an AI interactive tool, which puts their settlements to the test in case of natural disasters. Giving them the result of such a disaster on their creation, students then have to reflect on the result and modify their settlements again and again until they reach the perfect structure needed to ensure that their settlement would withstand any type of natural disaster. Finally, they reflected on all the different natural disasters and decided which is the worse.

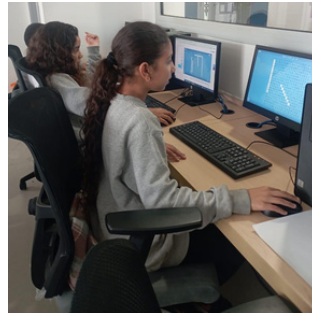
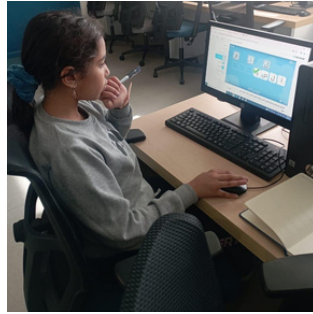
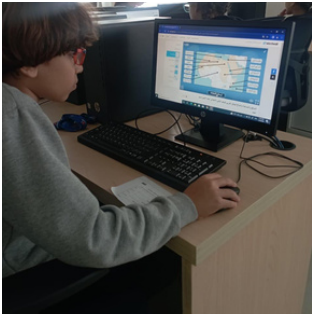


Grade 6 started their STEAM based lessons, recalling their prior knowledge of kinetic, potential, and electrical energy. Students used concept mind map to show their prior knowledge and discuss what they know. They used the hot seat game to define the scientific terms that will be integrated during their design lessons. They then built a bike that will be used to show the energy transfer from electrical to kinetic energy. They also brainstormed the maquette they will use to test the bike on.





During their National Studies class, Grade 6 students continued to assess their prior knowledge of the Arab world, its climatic regions, and countries in the Asian and African continents through engaging educational electronic games. Students demonstrated keen interest and proficiency in these topics, highlighting their solid understanding fostered during the first semester.



## Grade 7

In science as part of our interdisciplinary learning, Gina in Grade 7 was able to make a connection between the motion concept taught in science and engineering design for a robot. This proves that students' abilities has no limit and they can be creative as well as innovative. She used a Bluetooth sensor to control this robot through her phone.



During their Motion Unit - Interdisciplinary Methodologies in STEAM – Grade 7 students engaged in interdisciplinary learning through STEAM (Science, Technology, Engineering, Arts, and Mathematics) methodologies. By integrating these disciplines, students were able to make connections between various subjects while exploring the concept of motion.

**Science:** Students delved into the fundamental principles of motion, learning about motion rules and the factors that influence it.

**Mathematics:** Students utilized mathematical equations to calculate speed, distance, and time, while also practicing units conversion in the context of motion.

**Technology:** Students had the opportunity to apply their knowledge by designing a line path robot, integrating technology with their understanding of motion.

**English:** As part of the interdisciplinary approach, students expanded their vocabulary by learning new terms such as acceleration, deceleration, and displacement in the context of motion.

**Arts:** Students expressed their creativity by using recycled materials to design and construct the body of creative robots, integrating artistic expression with the principles of motion learned in science.

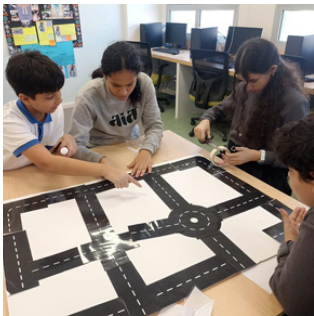
By engaging in these interdisciplinary activities, students were able to gain a holistic understanding of motion, while also developing critical thinking skills and creativity across multiple subject areas.





## Grade 7 and 8

Grade 7 and 8 students started their STEAM based lessons, recalling their prior knowledge of distance, speed, and velocity. Students brainstormed and created missions, measuring the distance of the roads, added round about, and intersections. They then built a car of Legos that will be used to move on the created mission to understand the difference between distance and displacement.

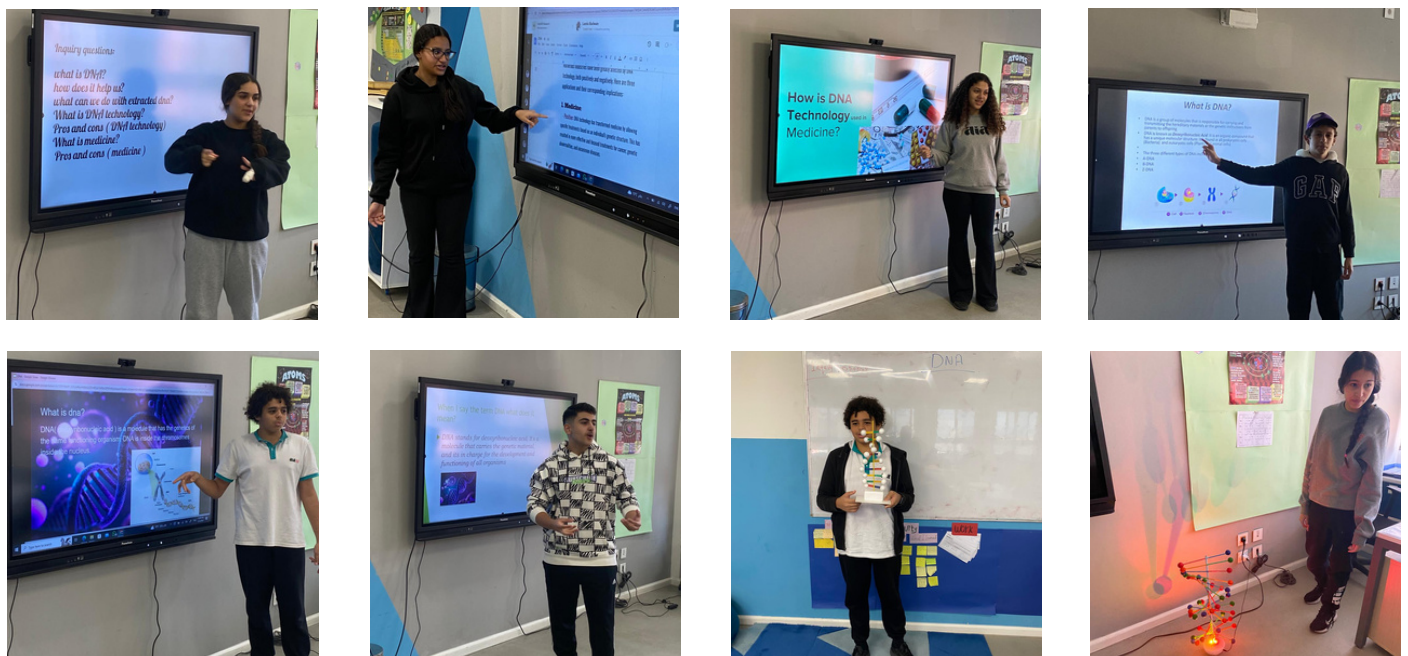


# Grade 8

Grade 8 students created links of their I&S studies and content to various subjects such as Math, Art, Arabic and design. This shows the students' comprehension of transdisciplinary approaches and adopting different perspectives of the same content, allowing them to become Risk-takers as well as communicators through giving them the opportunity to reflect on everything they are learning.



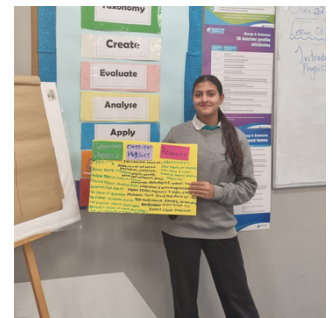
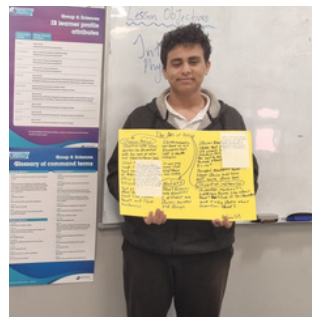
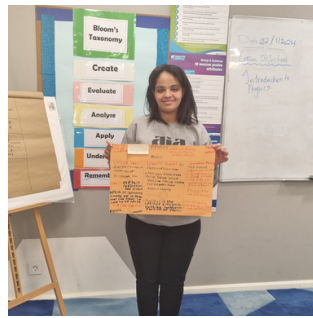
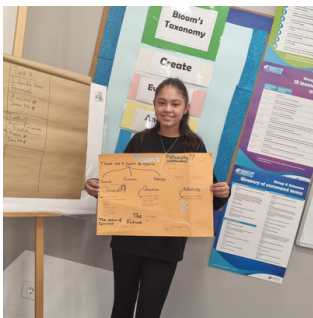
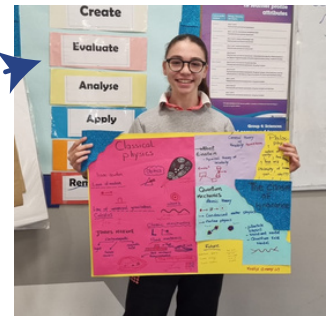
Grade 8 students created their DNA models and conducted research on DNA technology. They demonstrated proficiency in defining the research question, utilized diverse research methods, and presented information coherently. The reflection on real-world applications highlighted the students' analytical skills.





# Grade 9

Grade 9 students summarised their understanding of physics concepts in a Map chart; students picked a topic that they interested to learn more about and shared their findings with colleagues.



As an introduction to the study of Part Two of the novel:

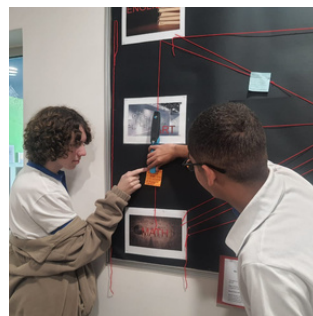
## طموح جارية

Grade 9 students retrieved chapters from Part One by writing summaries for them and providing a brief overview of each character, whether main or secondary. Then, they predicted the ending of the novel and what will happen to the protagonists at the end of the story. students expressed their various opinions regarding the developments of the previous events.



## Grade 10

During their Maths session, Grade 10 students participated in an interdisciplinary approach to enhance their learning by integrating various subjects. **Physics** is incorporated to calculate distance, time, and speed, creating a connection between mathematical concepts and real-world applications. The inclusion of **Arts** involves constructing geometric shapes in both 2D and 3D, fostering a visual understanding of mathematical principles. **Technology** is integrated through the use of the Desmos interactive interface, allowing students to investigate and model various functions, enhancing their computational and analytical skills. Additionally, **English** is integrated to focus on new vocabulary and decoding word problems, strengthening students' ability to comprehend and solve mathematical problems presented in context form. Students showed those connections between Math and other subjects on the interdisciplinary interactive display board.



Grade 10 students conducted an experiment to extract DNA from a variety of cells. They successfully extracted a visible mass of DNA from different fruits and visually compared the amounts collected. This experiment was designed to provide students with fundamental concepts crucial for understanding agricultural biotechnology, emphasizing that DNA is present in the cells of all living organisms, including the food we eat.





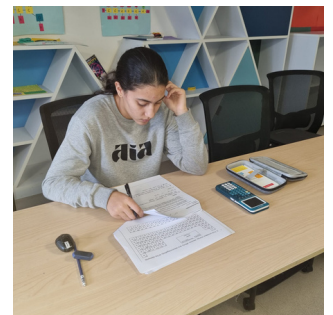
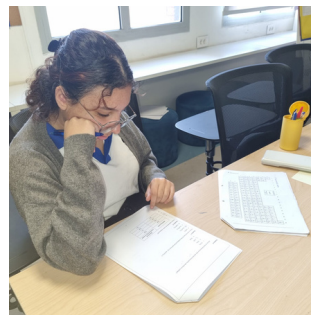
# Grade 11

As an introduction to the Arabic oral exam and as a reflection of the students' understanding of the five themes upon which the high-level Arabic B curriculum is based, Grade 11 students organized the questions that each theme may address in the exam according to their own perspectives. They got to know similarities between some themes in certain questions and the possibility of their presence in more than one theme. Then, they formulated their own questions that they believe align with the themes..



Grade 11 students wrote an exam on Structure 2.1 Ionic bonding, practiced past paper questions and constructive feedback was given to students.

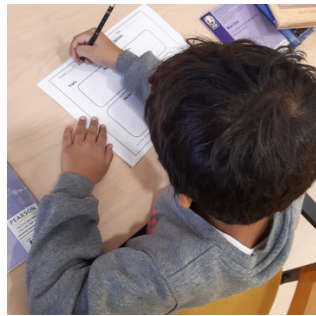
Grade 11 students wrote an exam on Structure 2.1 Ionic bonding , practiced past paper questions and constructive feedback was given to students.



# BEYOND THE CLASSROOMS

## LIBRARY

Grade 2 students utilized Pearson BaccaLaureate PYP Readers at Level 2 for non-fiction materials, sharing their thoughts on the books. They additionally penned reflections on the supporting evidence that influenced their opinions, drawing from their understanding gained during the Unit of Inquiry on Facts, Opinions, and Point of View.



## GYMNASTICS

Bouncing into fun and fitness at K2 gymnastics trampoline class!

