



ALEXANDRIA INTERNATIONAL ACADEMY

# Newsletter

Exciting Events that we Love to Share!



## What Not to Miss

- > 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

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- > Thursday, 29 Feb: Science Fair



Dear Parents,

Welcome to the 19th edition of our 2023-2024 school year newsletter. We hope you enjoy this week's read!

### Hayah Art Competition Winners!

Out of the thousands of pieces of artwork submitted to the Hayah Art Competition, we are pleased to announce that two of our students have been placed on the winner's list! The winners are:

**Jasmine ElGanainy, Grade 10 - 1st Place in Drawing/Painting Category**

**Rokaya Zaytoun, Grade 11 - 2nd Place in Collage Category**

We are all very proud of them, and look forward to their and all of our students continued success.



# MUN Conference

AIAMUN is proud of its students for their outstanding work and participation in their latest MUN conference at ISE. Our delegates demonstrated great diplomatic qualities that are needed to become an active competitor in the MUN community; even our first timers were prepared and confident to present their arguments and viewpoints.

We are also proud to announce our winner in ISEMUN, the delegate of UK, Jana Sabri and the delegate of China, Amin Beshara.

Keep it up delegates, you are making us proud!



# AROUND THE CLASSROOMS

## PRE-K

During the last art sessions, PRE-K learners described and analyzed shapes and colors different work of Henri Matisse as "Icarus" and "The snail". They created their own art pieces using collage and cutting techniques. They also worked together to create a large collage inspired by "La gerbe" de Matisse.



## K1-A

K1-A students were introduced to the number line.



## K1-B

K1-B students brainstormed with their friends about their prior knowledge of the natural elements.



Students relished exploring various class materials to determine their buoyancy, engaging in collaborative discussions to share the reasons behind sinking or floating.



## K2

K2 students identified and understood the basic needs of living, through a series of interactive centers. In the first center, they illustrated four essential needs, while the second center involved multiple worksheets for distinguishing between needs and wants. In the third center, students categorized images, discerning whether they represented needs or wants.



K2 students explored numbers up to 90 through interactive centers. One center employed a touch screen for auditory recognition and number association. Another utilized whiteboards, fostering hands-on writing of numbers from 80 to 90. A third involved a worksheet, reinforcing numerical sequencing. These diverse centers collectively provided a dynamic and engaging approach to developing their fundamental numeracy skills.

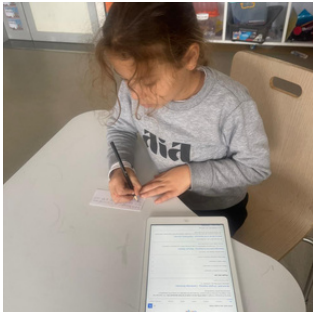


Students explored plant needs in three fun centers. First, they planted seeds to understand what plants require to grow. In the second center, they worked on worksheets to differentiate between things plants need and things they don't. The last center was a cool game on the screen where they pointed out pictures showing what plants need. These activities helped them learn about the essentials for plants in a hands-on and enjoyable way.



## Grade 2

During their unit of inquiry session, Grade 2 were able to distinguish between different types of paintings and they explored the element of each type.



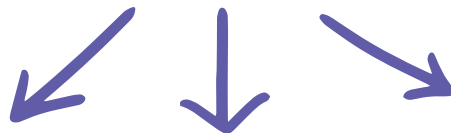
## Grade 3

By the end of the pizza fraction activity, Grade 3 students were able to identify and comprehend the idea that fractions represent parts of whole. They were also able to differentiate between the numerator (representing the parts of the pizza they have) and the denominator (representing the total parts or slices of the pizza).



## Primaire 3

After watching a video about the elements of the story, P3 students identified the elements of a story they had read before in groups. Then, each one of them had a different story to analyse and to identify its elements.

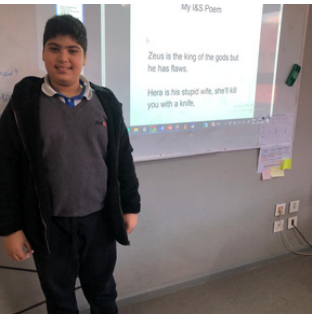


# Grade 6

During their I&S class, Grade 6 students reflected on their everyday lives. They wrote what they have recently done as individuals to help their societies. This enables them to put their actions into perspective and decide to contribute more to their society, and also enhances their practice of the IB Learner profile attributes 'Caring' and 'Principled'.



Grade 6 students embraced their creative side by reflecting on what they have learned through the previous units and creating a work of art that symbolizes ancient civilizations or settlement patterns. Students have created original work like paintings and poems that best reflects their own personality and perspective.



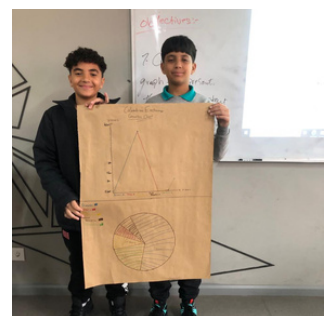


## Grade 7

Grade 7 students researched and used interactive maps in their I&S class to deduce the global effects of the Columbian exchange, classifying them into positive and negative effects for the Europeans, the Native Americans and the global community, to illustrate the different economic and historical perspectives of Columbus's discoveries.



Grade 7 students created their own graphs and pie charts in their I&S class, by interpreting historical statistical data on the depopulation of the native Americans as a result of the Columbian exchange, enhancing the interdisciplinary perspective between both I&S and math. They also identified the main cause for turning this population into an indigenous one. Students learn to become non-verbal “communicators”, through presenting a type of work that doesn't need further illustration.



## Grade 9

As part of their Movement Lesson and Experiment Analysis, Grade 9 students were tasked with planning an experiment to measure speed and acceleration. Students were divided into two groups, with each group making different connections in their approach to the experiment. Group one focused on connections to distance, while group two made connections with the inclination of a surface.

Throughout the experiment, students collected various data and subsequently came up with conclusions based on their findings. It was evident that the students demonstrated a strong understanding of the Inquiry-based (IB) learner profile, as well as effective communication skills. Their ability to apply inquiry skills and effectively communicate their findings indicates a commendable performance in this task.

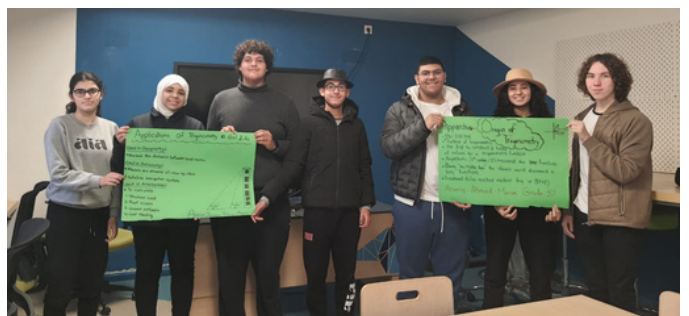


## Grade 10

During their I&S session, Grade 10 students participated in a Scavenger hunt! They collaborated and worked against the clock to solve their World War Mystery, fostering ownership of learning and experiential learning. Scavenger hunts are not only entertaining and fun but they also present the opportunity for team members to bond, collaborate, trust each other and become Risk-takers as well as build their observation and communication skills.



During their Math class, students conducted an inquiry activity, “Exploring Trigonometry”. They were engaged in a comprehensive exploration of trigonometry. This activity aims to foster students’ understanding of trigonometry concepts, while developing their media literacy and communication skills. They were divided into 2 groups, the first group searched for the origin of trigonometry while the other group searched for the usage of trigonometry and its real-life applications. This activity emphasized communication skills as students were engaged in discussions and shared their findings with their peers.



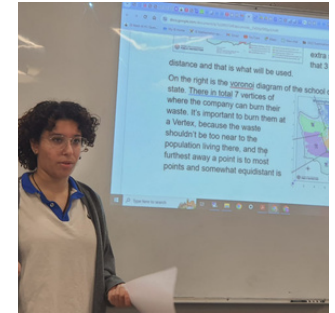
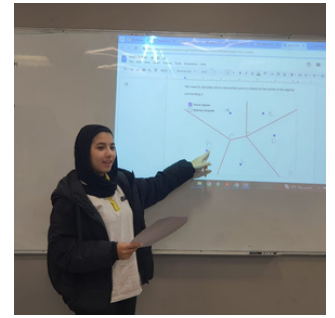
## Grade 10 & 11

French HL Grade 10 and Grade 11 are knowledgeable during their debate. They are training to use the formal French vocabulary specific to MUN conferences to get ready for their MUN conferences in French.



# Grade 11

As an introduction to internal assessment in Maths, Grade 11 students were tasked to conduct an exploration on one of the mathematical topics based on their own choice, so today they showcased their exploration during the math lesson. They presented their explorations, which served as their mini IA, demonstrating their understanding and analytical thinking in mathematics. Following their presentations, they were introduced to the 5 assessment criteria provided by the IB to evaluate their IAs. Through reflection on their own explorations, they learned how to enhance their work based on the insights gained from this process.



During their physics lesson, students conducted an experiment to investigate the flow of charged particles through various materials. They explored how to quantify the electrical properties of the materials and examined the consequences of resistance in conductors.

During their Arabic session, students explored challenges of undocumented immigrants, predicting future obstacles and dramatizing them, before mapping their perspectives on the issue.



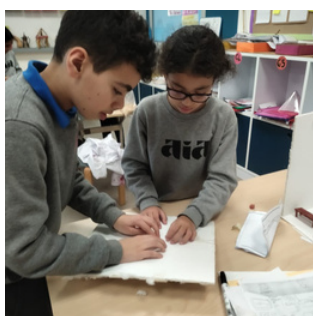
# BEYOND THE CLASSROOMS

## ART

K2 learners finished the design of their turtle shell that they embellished with glitter to shine during the French show!



After finishing installing the various items in their mini gallery, Grade 5 students displayed their work in the hallway. Family and parents are welcome at school to visit our exhibition located outside their classroom.



# BEYOND THE CLASSROOMS

## TRIPS

Grade 1 students dived into the world of production and life cycles at Lamar Farms, witnessing the intricate web of processes that sustain our food system.



Capturing the essence of their Unit of Inquiry “How We Express Ourselves” through Media and Communication at Lamar Farms, Grade 4 students framed moments with their lenses, paving the way for upcoming flyers and brochures.



# BEYOND THE CLASSROOMS

## TRIPS

Grade 2 students visited the Mahmoud Said Museum, where they explored artworks by Mahmoud Said and two other artists, appreciating their talent and creativity. They were able to find out different types of landscapes, portraits, and abstract compositions that showcased the artist's connection to his surroundings and the influence of culture. The visit inspired students to explore different art forms and materials.

