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Aim High Study Progress Programme  
Year 10  
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Area for learning	Focus	Activities	Useful Websites/Apps
<b>English Literature</b>	To focus on the relevance of Macbeth as a play and Shakespeare as a playwright in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"><li>• Watch the TED talk provided in the link provided.</li><li>• Watch the trailer of the 2015 movie – Macbeth.</li><li>• Discuss how the movie as a genre in 21<sup>st</sup> century would be different from the presentation of the same as a drama in Elizabethan times.</li></ul>	<p><a href="https://www.youtube.com/watch?v=rD5goS69LT4">https://www.youtube.com/watch?v=rD5goS69LT4</a></p> <p><a href="https://www.youtube.com/watch?v=YqHhKuCQmoY">https://www.youtube.com/watch?v=YqHhKuCQmoY</a></p>
<b>English 1<sup>st</sup> Language</b>	Speech Writing	<p>Watch the famous speeches by Abraham Lincoln, Mother Teresa, Martin Luther King Jr. or any such powerful and inspiring personality.</p> <p>Discuss and present the following information in the form of a brainstorm.</p> <ul style="list-style-type: none"><li>• Your initial feeling or response after having listened to the speech.</li><li>• The occasion and purpose of the speech.</li></ul>	<p><a href="https://www.artofmanliness.com/2008/08/01/the-35-greatest-speeches-in-history/">https://www.artofmanliness.com/2008/08/01/the-35-greatest-speeches-in-history/</a></p> <p><a href="https://www.youtube.com/watch?v=NxHN_JzEoA">https://www.youtube.com/watch?v=NxHN_JzEoA</a></p>



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		<ul style="list-style-type: none"><li>• A brief on the content of the speech.</li><li>• What makes the speech inspiring and motivating.</li><li>• Identify and state persuasive techniques employed.</li></ul>	<a href="https://www.youtube.com/watch?v=I36Nistc9wE">https://www.youtube.com/watch?v=I36Nistc9wE</a>
<b>English</b> <b>2<sup>nd</sup> Language</b>	Reading and Writing Skills	<ul style="list-style-type: none"><li>• Read newspaper and magazine articles, and a wide range of formal and informal letters. (At least one text every day)</li><li>• Annotate them identifying their tone and register.</li><li>• Also comment on the use of punctuation, vocabulary, complex sentence structures and connectives.</li></ul>	<a href="http://www.articleteller.com/how-to-write-an-article">http://www.articleteller.com/how-to-write-an-article</a> <a href="http://blog.ezinearticles.com/2012/09/formal-and-informal-writing-examples.html">http://blog.ezinearticles.com/2012/09/formal-and-informal-writing-examples.html</a> <a href="http://www.tesoltasks.com/Grade10Revision.htm">http://www.tesoltasks.com/Grade10Revision.htm</a>
<b>Mathematics</b> <b>(Additional)</b>	<b>Cumulative frequency curve:</b> To understand and apply concept of cumulative frequency diagram.	Create a group frequency table on the marks your class got for your last math review test. Find median from the table.	<a href="http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev5.shtml">http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/representingdata3hirev5.shtml</a>



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	<p>To construct a cumulative frequency curve for grouped data and to estimate the median and quartiles.</p> <p><b>Histograms:</b> To draw a histogram and interpret it from the given continuous data</p> <p><b>Box and whisker plot</b></p> <p>To construct box and whisker plot when quartiles are given</p> <p>To read and interpret box and whisker plot</p>	<p>Research on the applications of histograms. Differentiate between histograms and bar charts</p> <p>Research on box and whisker plot. Create a box and whisker plot, given quartiles and median.</p> <p>Research on the applications of stem and leaf diagrams. What is the purpose of using this diagram?</p>	<p><a href="https://www.onlinemathlearning.com/cumulative-frequency-graph.html">https://www.onlinemathlearning.com/cumulative-frequency-graph.html</a></p> <p><a href="https://www.mathsisfun.com/data/histograms.html">https://www.mathsisfun.com/data/histograms.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9">https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9</a></p> <p><a href="https://www.youtube.com/watch?v=z41_PBqYuVg">https://www.youtube.com/watch?v=z41_PBqYuVg</a></p> <p><a href="https://www.youtube.com/watch?v=Q2OF86ZUYMs">https://www.youtube.com/watch?v=Q2OF86ZUYMs</a></p>
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	<b>Stem and Leaf Diagrams</b> Construct and interpret stem and leaf diagrams		<a href="http://www.mathsisfun.com/data/stem-leaf-plots.html">www.mathsisfun.com/data/stem-leaf-plots.html</a> <a href="http://www.bbc.com/bitesize/guides/zqymng8/revision/5">www.bbc.com/bitesize/guides/zqymng8/revision/5</a> <a href="http://www.bbc.com/bitesize/guides/zvybkg/revision/7">www.bbc.com/bitesize/guides/zvybkg/revision/7</a>
<b>Mathematics</b> <b>(Extended)</b>			



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<b>Mathematics (Core)</b>			
<b>Physics</b>	<b><u>Thin converging Lens</u></b> <ul style="list-style-type: none"><li>• Describe the action of a thin converging lens on a beam of light</li><li>• Draw ray diagrams to illustrate the formation of a real image by a single lens</li><li>• Draw ray diagrams to illustrate the</li></ul>	Research on : <ul style="list-style-type: none"><li>• Create a list of questions you would like to ask your teacher. Frame higher order questions using bloom's taxonomy.</li><li>• Real life applications of lenses</li> <li>• Research on: The applications of Electro-magnetic spectrum in the field of crystallography/spectroscopy to study the structure of elements.</li></ul>	<a href="https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zt7srwx/revision/1</a> <a href="https://www.youtube.com/watch?v=xpcX3B4xE7Q">https://www.youtube.com/watch?v=xpcX3B4xE7Q</a> <a href="https://www.physicsclassroom.com/Physics-Interactives/Reflection-and-Mirrors/Optics-Bench/Optics-Bench-Interactive">https://www.physicsclassroom.com/Physics-Interactives/Reflection-and-Mirrors/Optics-Bench/Optics-Bench-Interactive</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdx4t39/revision/3">https://www.bbc.co.uk/bitesize/guides/zdx4t39/revision/3</a>



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	<p>formation of a virtual image by a single lens</p> <ul style="list-style-type: none"><li>• Use and describe the use of a single lens as a magnifying glass.</li></ul> <p><b><u>Dispersion of light</u></b></p> <ul style="list-style-type: none"><li>• Give a qualitative account of the dispersion of light as illustrated by the action on light of a glass prism</li></ul>	.	<p><a href="https://www.youtube.com/watch?v=KCfR_iNsW6k">https://www.youtube.com/watch?v=KCfR_iNsW6k</a></p>
<b>Chemistry</b>	<p><b>TOPIC 1: ACIDS, BASES AND SALTS</b></p> <ul style="list-style-type: none"><li>• Describe neutrality and relative acidity and alkalinity in terms of pH measured using</li></ul>	<ul style="list-style-type: none"><li>• <b><u>Hands on activity:</u></b> Find out the pH value of various household substances by preparing and using cabbage indicator.</li><li>• Fill the Data Sheet attached.</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://www.teachengineering.org/view_activity.php?url=collection/cub_/activities/cub_air/cub_air_lesson06_activity1.xml">https://www.teachengineering.org/view_activity.php?url=collection/cub_/activities/cub_air/cub_air_lesson06_activity1.xml</a></li></ul>



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Universal Indicator paper (whole numbers only)

- Define *acids* and *bases* in terms of proton transfer, limited to aqueous solutions
- Describe the characteristic properties of acids as reactions with metals, bases, carbonates and effect on litmus and methyl orange



Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Cabbage Juice Rainbow Data Sheet

You have 10 cups with different solutions. First, predict the color change of each solution. Next, test each substance by pouring some cabbage juice in each cup until you see a color change. Remember: *Acids* turn the cabbage juice more red, and *bases* turn the cabbage juice blue, yellow or green. Calculate the average pH. Indicate whether the substance is an acid or base.

Solution	Predicted Color Change	Actual Color Change	Acid or Base?
Vinegar			
Lemon Juice			
Tomato/Apple Juice			
Distilled Water			
Salt Water			

Calculating Averages Example:  
If pH<sub>1</sub> = 5, pH<sub>2</sub> = 6 and pH<sub>3</sub> = 5, then, the average pH =  $(5 + 6 + 5) \div 3 = 16 \div 3 = 5.3$  Turn over for more →

Air Pollution: Lesson 6, Acid (and Base) Rainbows Activity — Cabbage Juice Rainbow Data Sheet

#### Research:

- Application of acids- bases in the daily life- making of medicines, tooth pastes, etc,
- Enlist various acid bases reactions taking place inside the body. CROSS CURRICULUM: Biology
- Importance of alkaline and acidic medium inside the body- pH specificity for activity of enzymes.
- Effects of acids on the environment- living and non-livings- CROSS CURRICULUM: Environmental Management

- <https://sites.google.com/site/internationalgcsechemistry/year-9-topics/acids-alkalis-and-salts>
- <http://www.memrise.com/course/198260/igcse-chemistry-acids-bases-and-salts/>
- <http://ichemey.blogspot.ae/2013/01/acids-bases-and-salts.html>
- [www.bbc.co.uk/schools/gcsebitesize/science/add\\_aqa/acids/acidsbasesact.shtml](http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/acids/acidsbasesact.shtml)



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	<ul style="list-style-type: none"><li>• Describe the characteristic properties of bases as reactions with acids and with</li><li>• ammonium salts and effect on litmus and methyl orange</li><li>• Describe the displacement of ammonia from its salts</li><li>• Describe the meaning of weak and strong acids and bases</li><li>• Classify oxides as either acidic or basic, related to metallic and non-metallic character</li></ul>	<p><b><u>Planning &amp; Investigation:</u></b></p> <ul style="list-style-type: none"><li>• Plan Investigate the nature of acid- base reactions (neutralization) as endothermic or exothermic reactions by using substances used in the daily life.</li></ul> <p><b><u>Poster making:</u></b></p> <ul style="list-style-type: none"><li>• Prepare a poster showing various reactions of acids and bases in terms of proton or hydroxide donor and proton acceptor Poster must include:<ul style="list-style-type: none"><li>• Word &amp; balanced symbol equations</li><li>• Reactions of acids and oxides of non-metals (Showing nature of non-metal oxides)</li><li>• Reactions of bases, alkalis oxides of metals (Showing nature of metal oxides)</li></ul></li></ul>	
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<b>Biology</b>	<p><b><u>Respiration and Gas exchange in Humans</u></b> <b><u>Gas exchange in Humans</u></b></p> <ul style="list-style-type: none"><li>• To list the features of gas exchange surfaces.</li><li>• To name and identify the important parts of Respiratory system.</li><li>• To differentiate between inspiration and expiration in terms of factors.</li><li>• To explain the role of specialised cells in the gas exchange system.</li><li>• To investigate and describe the effects of physical activity on the rate and depth of breathing.</li></ul> <p><b><u>Respiration</u></b></p>	<ul style="list-style-type: none"><li>• Students will make a list of features required for gas exchange and correlate it with gas exchange system in plants.</li><li>• Students will create a model of respiratory system using clay, cotton and other craft materials.</li><li>• Students will recall some of the specialised cells they have learnt and create a mind map specifying their functions.</li><li>• Students will use lime water as a test for carbon dioxide to investigate the difference in composition between inspired and expired air.</li><li>• Students will compare between aerobic and anaerobic respiration using a venn diagram.</li><li>• Students will research on the use of anaerobic respiration in terms of biotechnology.</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.ivyroses.com/Biology/Transport/exchange-surface-features.php">http://www.ivyroses.com/Biology/Transport/exchange-surface-features.php</a></li><li>• <a href="https://youtu.be/D4a-HOvzmQY">https://youtu.be/D4a-HOvzmQY</a></li><li>• <a href="http://respiratorysystemforthewin.weebly.com/specialized-cells.html">http://respiratorysystemforthewin.weebly.com/specialized-cells.html</a></li><li>• <a href="https://youtu.be/Yy7poCBDBvE">https://youtu.be/Yy7poCBDBvE</a></li><li>• <a href="http://www.bbc.co.uk/bitesize/standard/biology/the_body_in_action/the_need_for_energy/revision/2/">http://www.bbc.co.uk/bitesize/standard/biology/the_body_in_action/the_need_for_energy/revision/2/</a></li><li>• <a href="https://youtu.be/sbG6rpfy07Y">https://youtu.be/sbG6rpfy07Y</a></li><li>• <a href="https://youtu.be/D-dWv4V4Vcl">https://youtu.be/D-dWv4V4Vcl</a></li><li>• <a href="https://youtu.be/tddW8Zkyatw">https://youtu.be/tddW8Zkyatw</a></li><li>• <a href="https://youtu.be/nltE8Lz6tRQ">https://youtu.be/nltE8Lz6tRQ</a></li></ul>
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	<ul style="list-style-type: none"> <li>To state the uses of energy in the human body.</li> <li>To define and state the word equation for aerobic respiration.</li> <li>To define and state the word equation for anaerobic respiration.</li> <li>To investigate the uptake of oxygen by respiring organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Students will carry out an investigation on uptake of oxygen and prepare a detailed report on it</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://youtu.be/GfD55C9v38">https://youtu.be/GfD55C9v38</a></li> <li><a href="https://youtu.be/sVTDF6xZMKg">https://youtu.be/sVTDF6xZMKg</a></li> </ul>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Basic proportions and methods of making :</li> <li>Principles involved in the different methods of making – Biscuits, cookies, scones and cakes</li> </ul>	<u>How to Adjust a Recipe</u> <b>Flapjacks</b> <span style="float: right;"><b>Serves: 10</b></span> 120g butter 100g dark brown soft sugar 4 tablespoons golden syrup 250g rolled oats 40g sultanas or raisins	<ul style="list-style-type: none"> <li><a href="http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_processing_and_nutrition">http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_processing_and_nutrition</a></li> <li><a href="https://opentextbc.ca/basiciktchenandfoodservicemanage">https://opentextbc.ca/basiciktchenandfoodservicemanage</a></li> </ul>



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	<p>made by creaming, melting, one-stage, rubbing-in and whisking methods.</p> <ul style="list-style-type: none"><li>• Pastries – shortcrust, flaky and rough puff.</li><li>• Sauces – pouring and coating; roux and blended methods.</li><li>• Batters – thin (pouring) and coating.</li><li>• Sweet and savoury yeast products</li></ul>	<p><b>How much of each ingredient would you need to make flapjacks for:</b> 2 people 5 people</p> <p><b>Extension</b> How much of each ingredient is needed to make flapjack for 9 people?</p>	<p><a href="#">ment/chapter/convert-and-adjust-recipes-and-formulas/</a></p>
<b>Economics</b>	<p>The role of trade unions</p>	<ul style="list-style-type: none"><li>• Research about the Industrial dispute that had happened in Hero Honda in Gurgaon(India) in 2006 and evaluate the consequences that the company had to face due to it</li></ul>	<p><a href="https://www.google.com/">https://www.google.com/</a></p> <p><a href="http://www.authorstream.com/Presentation/shrutithejas-1215446-hero-honda-strike-case-final-ppt/">http://www.authorstream.com/Presentation/shrutithejas-1215446-hero-honda-strike-case-final-ppt/</a></p>



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<p><b>ACCOUNTING</b></p>	<p>To recognize the reason for the difference between bank balance as per cash book and pass book</p> <p>To determine correct bank balance as per cash book.</p>	<ul style="list-style-type: none"> <li>• Research on the need of preparing Bank Reconciliation Statement and also Identify the reasons for differences between the cash book balance and the bank statement balance</li> <li>• Draw up the format for bank reconciliation Statement.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.myaccountinglabs.com">www.myaccountinglabs.com</a></li> <li>• <a href="http://www.gceguide.com">www.gceguide.com</a></li> <li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li> <li>• Text book</li> </ul>
<p><b>Business Studies</b></p>	<ul style="list-style-type: none"> <li>• To explain the economic objectives of government and to understand the business cycle.</li> <li>• To explain the ways in which activity might be affected by government economic decisions and how business might respond.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a poster discussing the social cost and social benefits of business activities.</li> <li>2. Prepare a mind map on Globalisation and its threats and opportunities .</li> <li>3. Discuss the negative impacts of business on the natural environment</li> <li>4. Write an editorial on Ethical issues in business firms in Dubai.</li> <li>5. Write a debate on “ Business should produce goods and services: Profitable or Environmental Beneficial</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="http://www.tutor2u.net">www.tutor2u.net</a></li> <li>• Newspapers and Magazines Text Book</li> </ul>



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		6. Discuss the role of government in controlling illegal business activities with at least two countries example .	
<b>Travel and Tourism</b>	To understand the major influencers in travel industry. Learn how location/ global position, climatic conditions are favourable for this industry.	<p>Dubai as a Tourism Destination:</p> <ul style="list-style-type: none"> <li>• What are the factors that attract tourists to Dubai?</li> <li>• How do these factors influence the tourism growth?</li> <li>• What is the importance of growing tourism industry in Dubai?</li> </ul> <p>You could present your findings as a Report.</p>	<ul style="list-style-type: none"> <li>• <a href="#">The UAE's tourist or visitor guide</a></li> <li>• <a href="#">UAE tourist board's Destination Manual</a></li> <li>• <a href="#">Internet sites, e.g., local attractions and destinations.</a></li> <li>• <a href="#">The Columbus Guide to World Tourist Attractions</a></li> </ul> <p><a href="https://prezi.com/pamxm1oxeot4/dubai-as-a-tourism-destination/">https://prezi.com/pamxm1oxeot4/dubai-as-a-tourism-destination/</a></p>
<b>Sociology</b>	<p>Topic: Education</p> <p>Learning Objective: To assess the different levels of achievement by gender, social class, and ethnicity</p>	<p>Suggest 2 reasons why girls overtook boys in educational achievement in the UK in the 1990's?</p> <p>What is meant by cultural capital and why is it important in education?</p>	Cambridge IGCSE Sociology coursebook



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	including cultural material and linguistic factors.		
<b>Psychology</b>	<p>Topic : Neurological damage and its effects.</p> <p>Learning Objective How neurological damage can occur and the wide variety of effects?</p>	<p>Introduction to the problems associated with visual agnosia and prosopagnosia ?</p> <p>The impact of damage to the pre-frontal cortex?</p> <p>Why case studies are used for studying such disorders?: To analyse the impact of neurological damage on human brain</p>	<p><a href="https://www.belmarrahealth.com/visual-agnosia-causes-symptoms-diagnosis-treatment/">https://www.belmarrahealth.com/visual-agnosia-causes-symptoms-diagnosis-treatment/</a></p> <p><a href="https://visualagnosia.weebly.com/prosopagnosia.html">https://visualagnosia.weebly.com/prosopagnosia.html</a></p> <p><a href="https://visualagnosia.weebly.com/prosopagnosia.html">https://visualagnosia.weebly.com/prosopagnosia.html</a></p>
<b>Geography</b>	<p>Topic: Measuring rivers and coasts</p> <p>Lesson objective: To examine the different ways to measure rivers and coasts.</p>	<p>Create a power point to show what are the different ways to measure river velocity, discharge, cross section, gradient, coastal longshore drift and sediment size.</p>	<p><a href="https://igcserevision.wordpress.com/humanities/geography-0460/paper-4-alternative-to-coursework/">https://igcserevision.wordpress.com/humanities/geography-0460/paper-4-alternative-to-coursework/</a></p>



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<b>History</b>	<u>Topic : World War II</u>  <u>Learning Objective:</u>  To what extent was Hitler's policy aims responsible for WW2	<hr/> Make a presentation on: How Nazi policies of expansion led to World War II	<a href="https://www.youtube.com/watch?v=7kbM_F51pc0">https://www.youtube.com/watch?v=7kbM_F51pc0</a>
<b>Global Perspectives</b>	INDIVIDUAL REPORT	Choose one topic out of the 8 topics designated for IR. Choose one key issue in the topic: <ul style="list-style-type: none"><li>• Write a research question</li><li>• Research the issue using reliable sources.</li><li>• Write a report of 1000 words. Make sure it has the following:<ul style="list-style-type: none"><li>• various perspectives</li><li>• analysis of causes and consequences</li><li>• courses of action</li><li>• analysis of selective sources used</li></ul></li></ul> -Reflection and conclusion	Various sources chosen by the learner



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<b>Environmental Management</b>	WATER AND ITS MANAGEMENT	Explore the key issues associated with water and its management globally along with UNSDG#6. Create a short presentation of your choice.	<a href="https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-6-clean-water-and-sanitation.html">https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-6-clean-water-and-sanitation.html</a>
<b>ICT</b>	<p><b><u>TOPIC</u></b></p> <p>Computer Networking</p> <p><b><u>LEARNING OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyse various types of network</li> <li>• Students will be able to define and illustrate how to configure a small network</li> </ul>	<p>Develop a project, as a real life scenario of a company, on Computer Networking, highlighting</p> <ul style="list-style-type: none"> <li>• Network Devices</li> <li>• IP and the MAC</li> <li>• WiFi Bluetooth</li> <li>• Types of internets and networks</li> <li>• Network Issues and communications</li> </ul> <p>Also discuss and help the child to research on how to set up and configure a small network. Encourage the child to research and read online to get information, but write in their own words after understanding.</p>	<p><a href="https://www.saylor.org/.../Computer-Networking-Principles-Bonaventure">https://www.saylor.org/.../Computer-Networking-Principles-Bonaventure</a></p> <p><a href="https://www.memorize.com/grade-10-computer-networking">https://www.memorize.com/grade-10-computer-networking</a></p>





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	Student will be able to list out networking issues.		
<b>Computer Science</b>	<p><b>Topic:</b> Logic Circuits</p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>• Students will be able to define the functions of NOT, AND, OR, NAND, NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs.</li><li>• Students will be able to produce truth tables for given logic circuits.</li></ul>	<p>A logic gate implements a Boolean function and thus performs a logical operation on one or several logic inputs in order to produce a single logic output. A logic gate often uses diodes or transistors that act like electronic switches. The output of one gate can be wired to the inputs of one or more other gates.</p> <ul style="list-style-type: none"><li>• Encourage your child to design the digital circuit system of the vehicle with two sensors as input. Also ask them to discover the practical use of the circuit.</li><li>• Motivate your child to construct a truth table for the digital circuit system they developed.</li><li>• Discuss with your child about design procedures for designing combinational circuits.</li></ul>	<p><a href="http://www.youtube.com/watch?v=76g8EM4DVU">www.youtube.com/watch?v=76g8EM4DVU</a></p> <p><a href="http://www.softpedia.com/get/Others/Home-Education/Logic-Gate-Simulator.html">www.softpedia.com/get/Others/Home-Education/Logic-Gate-Simulator.html</a></p>



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	<ul style="list-style-type: none"> <li>Students will be able to recognise and use the following standard symbols used to represent logic gates.</li> </ul>	<p>Support your child to explore different online applications for developing logic circuits.</p>	
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>Skill acquisition and psychology</li> <li>Leisure and recreation</li> <li>Growth in leisure activities</li> <li>The sports development pyramid</li> <li>Sponsorship</li> <li>Media</li> <li>Global events</li> <li>Professional and amateur performers</li> <li>Technology</li> </ul>	<ol style="list-style-type: none"> <li>Create a case study for a sport you are interested in, illustrating pathways through the sports development pyramid.</li> <li>Create separate mind maps to summarise the benefits and possible drawbacks of sponsorship for the various parties affected. Add examples.</li> <li>What do you think about hosting global events? Is it something you think your city/country should become involved in? What would be the benefits for your city/county? What possible drawbacks can you see? What kind of events could your country host?</li> </ol>	<p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p> <p><a href="http://www.teachpe.com">www.teachpe.com</a></p>



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<b>ART</b>	AO2 and AO3	<ul style="list-style-type: none"><li>To practice in the refinement and development of ideas and personal outcomes. Engaging and experimentation with a range of media, materials and techniques, including new media. Exploration of manipulative skills necessary to compose and try interesting outcomes.</li></ul>	<a href="http://www.studentartguide.com">www.studentartguide.com</a>
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<p><b>French</b></p>	<ul style="list-style-type: none"><li>• <b><u>Topics:</u></b></li><li>• <b><u>My body and my health:</u></b><ul style="list-style-type: none"><li>➤ <b><u>Coin révision A1</u></b></li><li>➤ <b><u>Coin révision A2 (1/2)</u></b></li></ul></li><li>• <b><u>My family and my friends, at home and abroad</u></b><ul style="list-style-type: none"><li>➤ <b><u>Self, family, pets, personal relationships</u></b></li><li>➤ <b><u>Ma famille (nom et âge)</u></b></li><li>➤ <b><u>Comment _____ sont-ils physiquement?</u></b></li><li>➤ <b><u>Les adjectifs possessifs</u></b></li><li>➤ <b><u>Comment sont-ils de caractères?</u></b></li></ul></li></ul>	<p><b>Activities</b> : students go through the different links (practice/exercices) to practice the different topics :</p> <p><b><u>Writing :</u></b> Students to write a text when they needs to :</p> <ul style="list-style-type: none"><li>- Present and describe yourself with details</li><li>- Present and describe your family with details and pets.</li></ul> <p><b><u>Speaking :</u></b> Students to make a presentation (podcast/ video), when they needs to :</p> <ul style="list-style-type: none"><li>- Present and describe yourself with details</li><li>- Present and describe your family with details and pets.</li></ul> <p><b><u>Pratique :</u></b></p> <ul style="list-style-type: none"><li>• <a href="https://www.bonjourdefrance.com/exercices/contenu/se-presenter-en-francais.html">https://www.bonjourdefrance.com/exercices/contenu/se-presenter-en-francais.html</a></li></ul>	<p><b>Useful links and website :</b></p> <ul style="list-style-type: none"><li>▪ <b><u>Vocabulaires :</u></b> <a href="https://www.podcastfrancaisfacile.com/debutant/se-presenter-en-francais.html">https://www.podcastfrancaisfacile.com/debutant/se-presenter-en-francais.html</a> <a href="https://www.lepointdufle.net/penseigner/lexique-parler-de-soi-fiches-pedagogiques.htm">https://www.lepointdufle.net/penseigner/lexique-parler-de-soi-fiches-pedagogiques.htm</a> <a href="https://quizlet.com/210392338/7-french-je-me-presente-vocabulaire-flash-cards/">https://quizlet.com/210392338/7-french-je-me-presente-vocabulaire-flash-cards/</a> <a href="https://www.languEFR.net/2017/10/vocabulaire-pour-se-presenter-en.html?fullpost">https://www.languEFR.net/2017/10/vocabulaire-pour-se-presenter-en.html?fullpost</a></li><li>▪ <b><u>Grammar :</u></b></li></ul>
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	<p>➤ <b>Les rapports avec les autres</b></p>	<ul style="list-style-type: none"><li>• <a href="https://www.lepointdufle.net/p/lexique_parler_de_soi.htm">https://www.lepointdufle.net/p/lexique_parler_de_soi.htm</a></li><li>• <a href="https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-40301.php">https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-40301.php</a></li><li>• <a href="https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html">https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html</a></li></ul> <p><a href="https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/">https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/</a></p>	<p><a href="https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html">https://www.jerevise.fr/determinant-adjectif-possessif-grammaire.html</a></p> <p><a href="https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/">https://www.francepodcasts.com/2020/06/11/les-adjectifs-possessifs/</a></p>
Arabic	<p>الاستثناء: TOPIC</p> <p>Learning objectives:</p> <p>* أن يفرق بين أنواع أسلوب الاستثناء .</p> <p>* أن يعرب أسلوب الاستثناء بإلا .</p> <p>أن يستخدم أسلوب الاستثناء في التعبير عن المواقف .</p>	<p>يستخرج أسلوب الاستثناء في الجمل</p> <p>يحدد الطالب إعراب الاسم الاستثناء</p> <p>يكتب جملاً مَوْظَفاً أسلوب الاستثناء</p>	<p><a href="https://ar.wikipedia.o">https://ar.wikipedia.o</a></p> <p><a href="https://www.youtube.com/watch?v=aolAU4mpnXE">https://www.youtube.com/watch?v=aolAU4mpnXE</a></p>



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	<p><b>TOPIC</b></p> <p>قصيدة شيخ العرب</p> <p><b>Learning objectives:</b></p> <p>أن يفسر المتعلم أبيات النص بإسلوبه. أن يحلل المتعلم النص الشعري تحليلاً نقدياً.</p>	<p>يستنتج الفكرة الرئيسة والأفكار الفرعية مع ذكر الدليل يوضح مواطن الجمال والأساليب البلاغية وشرح الأبيات يوظف معاني المفردات الجديدة في جمل توضح معناها وفق سياقها في النص</p>	<p><a href="https://www.youtube.com/watch?v=6zwR5V-ts7k">https://www.youtube.com/watch?v=6zwR5V-ts7k</a></p>
<p><b>Islamic Education</b> <b>(Arabs)</b></p>	<p>العفة – رعاية الرسول صلى الله عليه وسلم لأهل بيته</p> <p><b>Learning objectives:</b></p> <p>يعرف مفهوم العفة يوضح العلاقة بين الاستعفاف والمروءة</p>	<p>يحرص الطالب على حفظ سور الكهف يكتب موضوعاً عن العفة وأثارها على الفرد والمجتمع يكتب موضوعاً عن رعايته صلى الله عليه وسلم لأهل بيته</p>	<p><a href="https://www.youtube.com/watch?v=9ArCNu1TS4w">https://www.youtube.com/watch?v=9ArCNu1TS4w</a> <a href="https://www.youtube.com/watch?v=H12YXlkSHKc">https://www.youtube.com/watch?v=H12YXlkSHKc</a></p>



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	<p>يبين أنواع العفة يذكر نماذج للعفة من القرآن الكريم يحلل آثار العفة الاجتماعية. يقترح قواعد وقائية للعفة يستنتج مقومات حياة الرسول (ص) الزوجية يبين رعايته لأسرته يبين أن الرسول (ص) هو النموذج الكامل للاقتداء به والتأسي في كل شيء يستنتج ابرز جوانب المودة والرحمة في تعامله مع زوجاته (ص)</p>		
<b>Islamic Education (Non Arabs)</b>	<p>TOPIC: Topic : Faith in the Unseen</p>	<p>Write down an essay showing the importance of faith in the unseen and its good effects on believers.</p>	<p><a href="https://www.youtube.com/watch?v=gpp_0AkLW5o&amp;t=183s">https://www.youtube.com/watch?v=gpp_0AkLW5o&amp;t=183s</a></p>



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	<p>Learning objective :</p> <ul style="list-style-type: none"><li>❖ Explain the importance of believing in the Unseen.</li><li>❖ Find evidences of the expansive omniscience of Allah from the holy Qur'an.</li></ul> <p>Mention the benefits of the belief in the unseen.</p> <p>Topic: The Prophet's Method in taking care of his family</p> <ul style="list-style-type: none"><li>❖ Explain how the Prophet (PBUH) took care of his family.</li></ul> <p>Highlight the aspects of love and mercifulness in the way the Prophet (PBUH) treated his wives.</p>	<p>Create a video how the prophet use to take care of his family. And how important is the unit of family in societies.</p>	<p><a href="https://www.youtube.com/watch?v=-IkzTW6QSgho">https://www.youtube.com/watch?v=-IkzTW6QSgho</a></p>
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