

**Greenwood International School**  
**Social Science Department**  
**Semester 2 Required Material**  
**Grade 10**  
**2018-2019**



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## **Accounting**

### **Chapter 8: The six-column worksheet** (page 199→217)

Section 8.1: Preparing the worksheet

Section 8.2: Extending amounts across the worksheet

### **Chapter 9: Financial statements for a sole proprietor** (page 223→246)

Section 9.1: The income statement

Section 9.2: The statement

Section 9.3: The balance sheet

### **Chapter 10: Completing the accounting cycle for a sole proprietor** (page 253→275)

Section 10.1: Preparing closing entries

Section 10.2: Posting closing entries and preparing a post-closing trial balance

### **Chapter 11: Cash Control and Banking Activities** (page 281→302)

Section 11.1: Banking Procedures

Section 11.2: Reconciling the Bank Statement

### **Chapter 12: Payroll Accounting** (page 313→337)

Section 12.1: Calculating Gross Earnings

Section 12.2: Payroll Deductions

Section 12.3: Payroll Records

### **Chapter 13: Payroll Liabilities and Tax Records** (page 343->370)

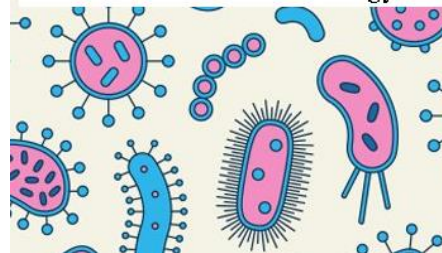
Section 13.1: Journalize and Posting the Payroll

Section 13.2: Employer's Payroll Taxes

Section 13.3: Tax liability payments and Tax reports

**Note: Study from the provided PPTs, all related notes on your copybook and all related problems from your workbook and the textbook.**





Unit	Lesson	Exploration	Title	Page No.	Related Material
3 Matter and energy in living systems	3.1 Photosynthesis	1	Matter and energy in photosynthesis	p. 117	<i>Students are requested to revise all related work: Lab sheets, drop quizzes, quizzes, and the notebook. Study all solved chapter/ section review questions, relate to text questions, MAP questions, and the scientific method + All Levels questions in Refer to a Text (Descartes) + all your related lab sheets (Cellular Respiration and Fermentation). Refer to FROGOS for all the power point presentations &amp; videos.</i>
		2	Transforming light energy into chemical energy	p.121	
	3.2 Cellular Respiration	1	Matter and energy in cellular respiration	p.129	
		2	Using chemical energy	p. 133	
6 The structure and function of DNA	6.1 DNA structure and replication	2	The structure of DNA	Study the given worksheets and use for reference p. 263	
		3	DNA Replication	Study the given worksheets and use for reference p. 266	
	6.2 Protein Synthesis	1	Introduction to protein synthesis	Study the given worksheets and use for reference P. 273	
		2	Transcription	Study the given worksheets and use for reference P.277	
		3	Translation	Study the given worksheets and use for reference P. 279	
5 Cells : Stability and change	5.1 The cell cycle	1	Overview of the cell cycle	Study the given worksheets and use for reference p.223	
	5.2 Mitosis & differentiation	1	Chromosomes	Study the given worksheets and use for reference p.235	
		2	Mitosis and Cytokinesis	Study the given worksheets and use for reference p.237	
Viruses and Prokaryotes	Studying Viruses and Prokaryotes			Study the given worksheets and use for reference	
	Viral Structure and Reproduction				
	Viral Diseases				

**CALCULATORS ARE NOT ALLOWED.**



## 10TH GRADE

Ch.	Sec.	Title	Pages No.	Related Material
4 The organization of life	1	<i>Ecosystems: Everything is Connected</i>	Study from the reinforcement sheet and for reference you can use pp.93-96	<p><i>Students are requested to revise all related work: Lab sheets, drop quizzes, quizzes, and the notebook. Study all solved chapter/ section review questions, relate to text questions, MAP questions, and the scientific method. Descartes : solar system, Introduction to chemical bonding.</i></p>
	3	<i>The Diversity of Living Things</i>	Use FrogOS site <i>The diversity of living things</i> & pp.102-107	
5 How Ecosystems Work	1	<i>Energy Flow in Ecosystem</i>	Study from the reinforcement sheet & for reference you can use pp.117-123	
	2	<i>The Cycling of Matter</i>	Use FrogOS site: <i>The cycling of matter</i> & pp.124-129	
	3	How Ecosystem Change	Use FrogOS site : <i>How ecosystem changes</i> & pp.129-133	
8 Understanding Populations	1	How Populations Change in Size	Use FrogOS site : <i>How populations change in size</i> & pp.179-202	
	2	<i>How Species Interact with Each Other</i>	Study from the reinforcement sheet and for reference you can use pp.203-209	
9 The Human Population	1	<i>Studying Human Population</i>	Use FrogOS site : <i>Human population</i> & pp. 219-224	
	2	Changing Population Trends	pp. 225-231	
10 Nonrenewable Energy	1	Energy Resources and Fossil Fuels	pp.435-443	

**CALCULATORS ARE NOT ALLOWED.**

## Still Life Drawing:

### Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts

ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.

ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.

ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.

### Objectives:

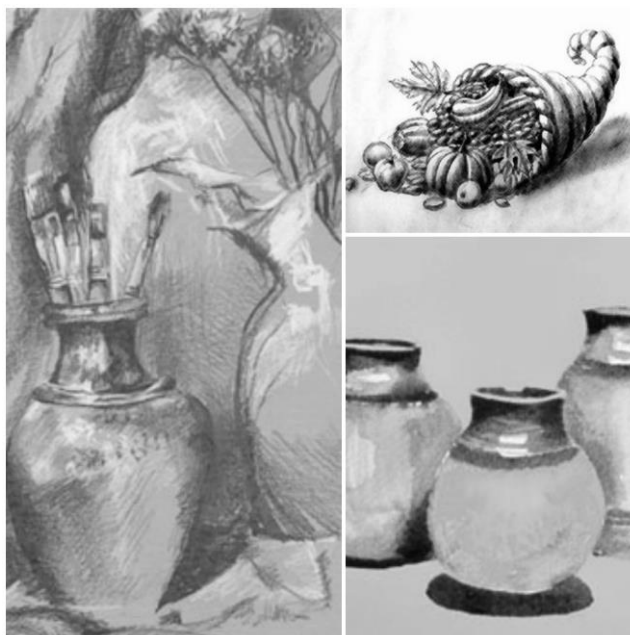
- Students will draw a still life using shading pencils.
- Students will demonstrate their ability to look at something and draw it realistically and demonstrate their knowledge of value with their shading techniques

There are three basic stages in the making of still life drawing:

Step 1: Using line drawing to organize the composition, shapes and proportion of objects.

Step 2: Using various drawing pencils and value shades, students will add value to their drawing changing the flat drawn objects into form using value.

Step 3: Refining the tones to unify all the elements of the still life



Resources:



Greenwood International School  
Teacher: Farah Omar

Gr. 10 Visual Art

Video:

<https://www.youtube.com/watch?v=-WR-FyUQc6I>  
<https://youtu.be/UbTGAORFkKo>

Website:

<https://gis-ae.frogos.net/app/os#>



**Final Exams Required Material (Arabic Subjects)**  
**2018 – 2019**  
**Grade: 10**  
**Arabic : B**

<b>Arabic</b>			
<b>No</b>	<b>الدروس</b>	<b>القواعد</b>	<b>ملاحظات</b>
<b>1</b>	المدن	الفعل – الفاعل – المفعول به	الدفتري + أوراق العمل
<b>2</b>	ترشيد استهلاك الكهرباء	جمع المذكر السالم في حالة الرفع	الدفتري + أوراق العمل
<b>3</b>	العمل التطوعي	الضمائر	الدفتري + أوراق العمل
<b>4</b>	نشيد يا إلهي – يا إلهي		الدفتري + أوراق العمل

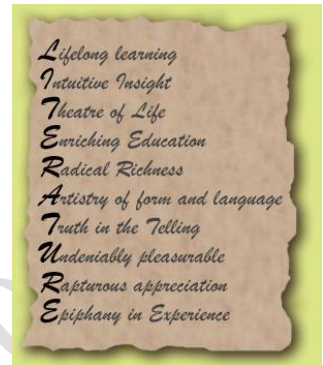
<b>Islamic</b>			
<b>No</b>	<b>Units</b>	<b>Lessons</b>	<b>pages</b>
<b>1</b>	Unit-4	Lesson-1	18-38
<b>2</b>	Unit-4	Lesson-2	40-47
<b>3</b>	Unit-4	Lesson-4	68 -90
<b>4</b>	Unit-5	Lesson-1	110-129
<b>5</b>			All the work done in text book
<b>6</b>			And copy book Related these lessons

**Good Luck**

## Grade 10 Final Examination 2018-19

### Required Material

## Creative Writing Paper (100 Marks)



### Study Resources & Topics:

1. Notes (PDFs of the following chapters) posted on Google classroom:

**Chapter: 17 – Breaking into Journalism**

Pages 233 – 244

**Chapter:19 – Crafting Narrative Non-Fiction**

Pages 263 – 272

**Chapter:20 – Travel Writing: Tales for Armchair Explorers**

Pages 273 – 280

**Chapter:21 – All About Blogging**

Pages 281 – 288



### **Correlating Common Core State Standards:**

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

*Wish you all the best!*

**Important Note:**

**Creative Writing Final Examination Paper will be for two hours!**

\*Supporting study content available at:

- Google classroom: Creative Writing

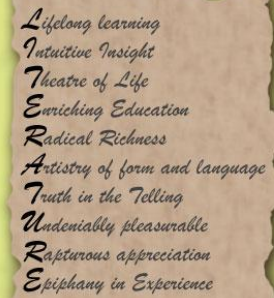


## Grade 10 Final Examination 2018-19

### Required Material

#### English Paper (100 Marks)

#### Literature (50 Marks)



Lifelong learning  
Intuitive Insight  
Theatre of Life  
Enriching Education  
Radical Richness  
Artistry of form and language  
Truth in the Telling  
Undeniably pleasurable  
Rapturous appreciation  
Epiphany in Experience

#### Unit 5: Author's Purpose

##### The Plot Against People

Holt McDougal Literature Student Edition (pages 532 – 537)

#### Benchmarks (Skills) covered according to the Common Core State Standard:

##### **CCSS.ELA-LITERACY.RI.3**

Analyze how the author unfolds a series of ideas, including the order in which the points are made.

##### **CCSS.ELA-LITERACY.RI.4**

Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

- **Comprehension Skills and Text Analysis based on the Literary Selection**
- **Vocabulary:**

tone – diction – syntax – patterns of organization

#### Unit 6: Argument and Persuasion

##### I Acknowledge Mine

Holt McDougal Literature Student Edition (pages 664 – 677)

#### Benchmarks (Skills) covered according to the Common Core State Standard:

### CCSS ELA-LITERACY.RI.2

Determine a central idea of a text and analyze its development, how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### CCSS ELA-LITERACY.RI.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient.

- **Comprehension Skills based and Text Analysis based on the Literary Selection**
- **Vocabulary:**

Stark – boisterous – alleviate – stridently – complicity

## **Unit 7: The Language of Poetry**

*There Will Come Soft Rains / Meeting at Night / The Sound of Night*

Holt McDougal Literature Student Edition (pages 778-785)

### **Benchmarks (Skills) covered according to the Common Core State Standard:**

#### CCSS ELA-LITERACY.RL.4

Analyze the cumulative impact of specific word choices on meaning.

#### CCSS ELA-LITERACY.RL.5

Analyze an author's choices concerning how to structure a text.

#### CCSS ELA-LITERACY.RL.10

Read and comprehend poems.

#### CCSS ELA-LITERACY.L.4b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

- **Comprehension Skills based and Text Analysis based on the Literary Selection**
- **Vocabulary:**

Rhyme – end rhyme – alliteration – onomatopoeia – stanza – rhyme scheme – couplet

## **Unit 11: The Tragedy of Julius Caesar**

*Act 1 (Scenes 1 – 3)*

Holt McDougal Literature Student Edition (pages 1198 – 1298)

**Benchmarks (Skills) covered according to the Common Core State Standard:**

**CCSS ELA-LITERACY.RL 4**

Analyze the cumulative impact of specific word choices on meaning.

**CCSS ELA-LITERACY.RL 5**

Analyze an author's choices concerning how to structure a text. RL 10 Read and comprehend poems.

**CCSS ELA-LITERACY.L 4b**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

- **Comprehension Skills based and Text Analysis based on the Literary Selection**
- **Vocabulary:**

Aside – tragedy – tragic hero – tragic flaw – soliloquies

**Novel: Pride and Prejudice by Jane Austen**

**Chapters 1 – 10**

**Pages 3-48**

**Benchmarks (Skills) covered according to the Common Core State Standard:**

**CCSS RL 1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS RL 2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS RL 3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Read about Jane Austen and her writing style.
- Review the following from chapters 1-10 of the novel:
  - Background (Salient features of the Regency Period)
  - Context
  - Plot Overview
  - Analysis of Major Characters (The Bennets, Mr.Bingley, Mr.Darcy, etc.)
  - Themes (Love, reputation, class)
  - Symbols (Pemberley)

# **Language (50 Marks)**

## **Reading Informational Text (TOEFL Reading Skills 1, 2, and 3)**

### **Unseen Reading Comprehension:**

#### **Benchmarks (skills) covered according to the Common Core State Standards:**

##### **CCSS.ELA-LITERACY.RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### **CCSS.ELA-LITERACY.RI.9-10.2**

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

##### **CCSS.ELA-LITERACY.RI.9-10.3**

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

##### **CCSS.ELA-LITERACY.RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

##### **CCSS.ELA-LITERACY.RI.9-10.7**

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## **Writing:**

### **1. Write a summary**

##### **CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### **CCSS.ELA-LITERACY.W.9-10.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **2. Writing a critical review**

##### **CCSS.ELA-LITERACY.W.9-10.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-LITERACY.W.9-10.1.A**

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.9-10.1.B**

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**CCSS.ELA-LITERACY.W.9-10.1.C**

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-LITERACY.W.9-10.1.D**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.9-10.1.E**

Provide a concluding statement or section that follows from and supports the argument presented.

**(Refer to your rubrics and guidelines handouts given in class.)**

## **Grammar (Refer to the Write Source Skills Book)**

### **Benchmarks (Skills) covered according to the Common Core State Standard:**

**CCSS.ELA-LITERACY.L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.9-10.1.B**

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CCSS.ELA-LITERACY.L.9-10.2.B**

Use a colon to introduce a list or quotation.

1. Phrases (pages 129 – 134)
  - i. Verbal Phrases
  - ii. Prepositional Phrases
  - iii. Appositive Phrases
  - iv. Absolute Phrases

- v. Effective Phrases
- 2. Colons and semi-colons (pages 17 – 21)
- 3. Sentence Problems
  - i. Comma Splices – page 166
  - ii. Run-on sentences – page 167
  - iii. Unparallel construction – page 173



*Wish you all the best!*

**Important Note:**

**English Final Examination Paper will be for three hours!**

\*Supporting study content available at:

- FrogOS Page: Girls of 10
- Google classrooms: 10 A and 10 B



## Grade 10 Final Examination 2018-19

### Required Material

Marks Allotted: 60 Marks

Time Allotted: 1 hour

### Unit CUS10: Intercultural Relationships

#### Lesson by Pillars (ME Curriculum Area):

Lesson 1	What is visible and invisible culture?	<ul style="list-style-type: none"><li>• CUS10 – Understanding ‘culture’ and how cultures react upon each other</li></ul>
Lesson 4	What are the challenges to intercultural communication?	<ul style="list-style-type: none"><li>• CUS10 – Understanding ‘culture’ and how cultures react upon each other</li></ul>
Lesson 6	What are the values needed for intercultural understanding?	<ul style="list-style-type: none"><li>• CUS10 – Understanding ‘culture’ and how cultures react upon each other</li></ul>

#### Benchmarks (Skills) covered according to the Common Core State Standard:

##### **CCSS.ELA-LITERACY.RL.9-10.4**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

##### **CCSS.ELA-LITERACY.RI.8.2**

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### Unit CUS10:

#### Lesson 1 – What is visible and invisible culture?

Moral Education – Second Semester Textbook pages 4 to 15

#### Vocabulary:

1. Culture
2. Visible culture

3. Invisible culture
4. Stereotype
5. Creed
6. Fusion nation
7. Integrate
8. Expats

### Lesson 4 – What are the challenges to intercultural communication?

Moral Education – Second Semester Textbook pages 38 to 51

#### Vocabulary:

1. Culture shock
2. Affective
3. Behavioral
4. Cognitive
5. Holistic
6. Politically correct
7. Ethnocentrism

### Lesson 6 – What are the values needed for intercultural understanding?

Moral Education – Second Semester Textbook pages 68 to 79

#### Vocabulary:

1. Values

*Wish you all the best!*







## **Grade 10 Final Examination 2018-2019**

### **Required Material**

#### **Michigan State Standards:**

1. Students should be able to demonstrate competency in a variety of motor skills and movement patterns.
2. Students should be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Students should be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Students should be able to exhibit responsible personal and social behavior that respects self and others.
5. Students should be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### **Topics**

Section A: Basketball

Section B: Volleyball

**(please refer to your handouts on both basketball and volleyball)**





Greenwood International School

**ICT Department**

## “Grade 10 ICT Final Exam Required Material”

### Practical Book: “Photoshop CS5”:

Lesson 1	Exploring Photoshop	Page 7 to page 20
Lesson 5	Make the Best Selections	Page 73 to page 92
Lesson 6	Painting and Retouching	Page 102 to page 129

### Theory: E-Book “Computers Understanding Technology”:

Link: [www.paradigmeducation.com/ebooks](http://www.paradigmeducation.com/ebooks)

Chapter 1	Touring Our Digital World	Page 2 to page 40
Chapter 9	Understanding Your Role as A digital Citizen: Security, Privacy and Ethics	Page 362 to page 419

**Note:** Work in the copybooks and PowerPoint presentation related to the above-mentioned topics, are included.



**Greenwood International School**  
**Math Department**  
**Grade :10**  
**Subject :ALGEBRA I**  
**Teacher: Femi Antony**  
**E-mail: femi.a@greenwood.sch.ae**



**Final Exam**  
**Required Material**  
**2018- 2019**

Chapter/Module	Section Number and Name	Pages Online book
Unit 6: Exponential Relationships Module 15 : Geometric Sequences and Exponential Functions Module 16 : Exponential Equations and Models	Lesson 15.1 : Understanding Geometric Sequences	532-533
	Lesson 15.2 : Constructing Geometric Sequences	541-544
	Lesson 15.3 : Constructing Exponential Functions	550-553
	Lesson 15.4 : Graphing Exponential Functions	561-562
	Lesson 16.1 : Using Graphs and Properties to Solve Equations with Exponents	584-585
	Lesson 16.2 : Modeling Exponential Growth and Decay	593-595
Unit 9: Quadratic Equations and Modeling Module 21 : Using Factors to Solve Quadratic Equations Module 22 : Using Square Roots to Solve Quadratic Equations	Lesson 21.2 : Solving Equations by Factoring $ax^2 + bx + c$	787-789
	Lesson 21.3 : Using Special Factors to Solve Equations	798-799
	Lesson 22.2 : Solving Equations by Completing the Square	824-825
	Lesson 22.3 : Using the Quadratic Formula to Solve Equations	833-834
	Lesson 22.4 : Choosing a Method for Solving Quadratic Equations	842-844
	Lesson 22.5 : Solving Nonlinear Systems	850-852
Map Skills	Solve exponential equations using exponent properties	Khan Academy
	Interquartile range (IQR)	Khan Academy
	Positive and negative linear associations from scatter plots	Khan Academy
	Describing scatterplots	Khan

		Academy
	Create histograms	Khan Academy
	Transforming functions	Khan Academy
	Simplify rational expressions: common binomial factors	Khan Academy
	Simplify rational expressions: common monomial factors	Khan Academy

**Note:** Study from the text book, notes, and previous tests.



**Greenwood International School**  
**Math Department**  
**Grade : 10 A/B/E/F**  
**Subject : Mathematics (Geometry)**  
**Teacher's E-mail:**  
[Rabih.a@greenwood.sch.ae](mailto:Rabih.a@greenwood.sch.ae)  
[wissam.ezz@greenwood.sch.ae](mailto:wissam.ezz@greenwood.sch.ae)



**Final Exam**  
**Required Material**  
**2018-2019**

Chapter/Module	Section Number and Name	Pages
Module 7: Properties of Triangles	7.1 Interior and Exterior Angles	313-326
	7.2 Isosceles and Equilateral Triangles	327-340
	7.3 Triangle Inequalities	341-352
Module 8: Special Segments in Triangles	8.1 Perpendicular Bisectors of Triangles	359-370
	8.2 Angle Bisectors of Triangles	371-380
	8.3 Medians and Altitudes of Triangles	381-394
	8.4 Midsegments of Triangles	395-404
Module 15: Angles and Segments in Circles	15.1 Central Angles and Inscribed Angles	779-792
	15.2 Angles in Inscribed Quadrilaterals	793-804
	15.3 Tangents and Circumscribed Angles	805-814
	15.4 Segment Relationships in Circles	815-828
	15.5 Angle Relationships in Circles	829-842

MAP skills: (khan Academy)

- ✓ Arc length
- ✓ Area of a sector
- ✓ Points inside/outside/on a circle
- ✓ Features of a circle from its graph
- ✓ Write a standard equation of a circle
- ✓ Features of a circle from its standard equation
- ✓ Volume of spheres
- ✓ Volume of cones
- ✓ Volume of Cylinder



المادة المطلوبة لاختبارات نهاية العام في المواد العربية  
 للعام الدراسي 2018 – 2019  
 الصف : العاشر

اللغة العربية			
الصفحات	اسم الدرس	الرقم	الموضوع
من ص 67 إلى ص 70 النصوص الأدبية + من ص 164 إلى ص 169 التطبيقات اللغوية	زعتن وزنجبيل	1	قراءة
من ص 75 إلى ص 85 كتاب النصوص الأدبية + من ص 177 إلى ص 182 التطبيقات اللغوية	الشاعر النمر	2	
ص 47 كتاب النصوص الأدبية + من ص 284 إلى ص 288 التطبيقات اللغوية	شيخ العرب	1	محفوظات
كتاب التطبيقات اللغوية ص 266 وحتى ص 269	أسلوب الاختصاص	1	قواعد
مما سبق دراسته ص 121 إلى ص 126 كتاب التطبيقات اللغوية	صيغ المبالغة	2	
مما سبق دراسته	الجملة الاسمية	3	
مما سبق دراسته	الجملة الفعلية	4	
من ص 274 إلى ص 277 كتاب التطبيقات اللغوية	الطباق والمقابلة	1	البلاغة
من الخبرات السابقة ص 138 إلى ص 141	الاستعارة	2	
			ملاحظات

التربية الإسلامية			
الصفحات	اسم الدرس	الرقم	الموضوع
من ص 83-110 ج 3	ذو القرنين الرجل الصالح من سورة الكهف	1	قرآن
		2	
من ص 20-25 ج 3	جهود العلماء في حفظ السنة	1	حديث
		2	
من ص 82-88 ج 3	الشيخ أحمد بن عبد العزيز آل مبارك	1	سيرة و شخصيات
		2	
من ص 26-33 ج 3	الإيمان بالغيب	1	عقائد و عبادات
من ص 34-41 ج 3	طاعة ولي الأمر	2	
			ملاحظات