## FrogOS: Virtual grade 10

**Unit 2: The Cell**

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<tr>
<th>Module</th>
<th>Lesson</th>
<th>Objectives</th>
<th>Pages</th>
<th>Sessions</th>
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</thead>
</table>
|        | Lesson 1 Cellular Reproduction | 1. Describe the structure of chromosomes  
2. Compare chromatid and chromosome  
3. Identify the two divisions of cell cycle: interphase & mitotic phase  
4. Describe the changes of the stages of Mitosis & Meiosis | pp. 221-230 | 11,12,13 & 14 |
|        | Lesson 2 Sexual reproduction | 1. Compare between haploid and diploid cells  
2. Define crossing over  
3. Compare homologous chromosomes and sister chromatids  
4. List the main stages of meiosis I  
5. Describe the changes in each phase of meiosis | pp.232-244 | 15,17,18, 19, 20, 21 & 22 |

**Unit 5: The diversity of life**

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson</th>
<th>Objectives</th>
<th>Pages</th>
<th>Sessions</th>
</tr>
</thead>
</table>
|        | Lesson 1 Bacteria | 1. Explain the difference between archaea and Bacteria  
2. Understand the diversity of prokaryotic  
3. Identify the major structures of bacteria  
4. Classify bacteria based into their shape  
5. Explain the benefits of bacteria  
6. Explain the binary fission | pp.452-460 | 22,23,24, 25 & 26 |
|        | Lesson 2 Viruses and prion | 1. Define viruses and list its different types  
2. Describe the virus structure,  
3. Compare lytic cycle and lysogenic cycle  
4. Explain the effect of viruses in our life | pp.461-467 | 27,29 & 30 |

*Make sure you study rop quizzes & Scientific Method, Frog-OS sites (Virtual grade 10), graded research paper(s), skill-based assessment paper (Chromosomes), & lab reports.*
# Grade 10 Final Examination 2019-2020

**Required Material**

*Marks Allotted: 25 Marks  
Time Allotted: 1 hour*

## Unit 1: Intercultural Relationships

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

| Lesson 1 | **What is 'Visible' and 'Invisible' Culture?**  
CUS10: Understanding 'cultures' and how different cultures react upon each other. | **Categorize visible and invisible aspects of culture.**  
**Explain the relationship between visible and invisible culture.**  
**Identify at least three features of their own culture, how they have shaped them and reflect on a culture other than theirs.** |
|---|---|
| Lesson 2 | **What are the Different Approaches to Understanding Cultures?**  
CUS10: Understanding 'cultures' and how different cultures react upon each other. | **Compare and contrast different approaches to understanding cultures.**  
**Give one or more examples of culture complexes and traits of the UAE.**  
**Give a definition of ‘emic’ and ‘etic’ approaches to understanding cultures.** |
| Lesson 3 | **What is the Role of Communication within Groups of People with Different Backgrounds?**  
CUS10: Understanding 'cultures' and how different cultures react upon each other. | **Identify at least two examples of high and low contexts and verbal and nonverbal communication.**  
**Rephrase spoken statements to make them direct or indirect.**  
**Identify and describe at least three features of non-verbal communication in the UAE and highlight a minimum of two differences with other cultures.** |
| Lesson 4 | **What are the Challenges to Intercultural Communication?** | **Demonstrate an understanding of the concepts of politically and non-politically** |
CUS10: Understanding 'cultures' and how different cultures react upon each other.

correct language by comparing five examples of each and explaining the differences.

- Give a verbal definition of linear and relational worldviews and provide at least two examples of the worldview held in the UAE.
- Provide at least three practical examples of ways cultural and human diversity can be recognized and appreciated in the UAE.

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

**CCSS.ELA-LITERACY.RI.9-10.8**
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCSS.ELA-LITERACY.L.9-10.4**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**Unit 3: Intercultural Relationships**

**Lesson 1:** What is 'Visible' and 'Invisible' Culture?

**Lesson 2:** What are the Different Approaches to Understanding Cultures?

**Lesson 3:** What is the Role of Communication within Groups of People with Different Backgrounds?

**Lesson 4:** What are the Challenges to Intercultural Communication?

**Vocabulary:** All key terms included in selected lessons.

**Important Note:** Please Refer to your books (volume 2), all notes, handouts, exit quizzes, and classwork on MS Teams, as well as all presentations, and extra resources on Frog OS.

**Wish you all the best! 😊**
Grade 10 A/B & E/F- Semester 2 Final Examination 2019-2020

Required Material

Michigan State Standards:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principals, strategies and tactics related to movement and performance.

Topics

Section A: Volleyball
Section B: Basketball

(Please refer to your handouts on all two sections on Frog Os)
“Graphic Design Final Exam Required Material”

From “PIXLR E”:
Session 7: Introduction to Pixlr E (Recording available on Teams)
Session 8: Rasterizing and applying gradient to images (Recording available on Teams)
Session 9: Using lasso tool to make selections and selective coloring using Hue and Saturation
(Recording available on Teams)

From “PowerPoint available on FrogOS”:

- Chapter 9 : Understanding your role as a digital citizen
  - 9.1 Assessing the risk of computing
  - 9.2 Avoiding computer viruses
  - 9.3 Protecting computer system and data
  - 9.4 Understanding the role of ethics
  - 9.5 Exploring Privacy Protection Issues

Note: All the work done in worksheets and the content uploaded on FrogOS related to the above-mentioned topics are included
Greenwood International School

ICT Department

Grade 9-10 Design and Advertise

“Final Exam: Required Material”

Workbook:

Session 1: Job Search
- Assignment 2 – Introduction To Microsoft Word
- Assignment 3 – Write A Cover Letter
- Assignment 4 – Write A Resume

Session 2: Create A Flyer
- Assignment 6 – About The Insert Tab
- Assignment 7 – Create A Flyer- Phase 1
- Assignment 8 – Create A Flyer- Phase 2

Session 3: Design A Catalog- Phase 1
- Assignment 9 – About The Page Layout Tab
- Assignment 10 – Catalog Organizer
- Assignment 11– Create The Parts Of The Catalog
- Assignment 12 – Design An Order Form
- Assignment 13 – Add Products To Catalog Pages

Session 4: Design A Catalog- Phase 2
- Assignment 14 – About The References Tab
- Assignment 10 – Insert References

Note: All the work done in worksheets and the content uploaded on FrogOS related to the above-mentioned topics are included
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<thead>
<tr>
<th>Chapter</th>
<th>Lesson 1: Modernization, Development and Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 3</td>
<td>Lesson 2: Types of power in International Relations: Strengths and Weaknesses</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Lesson 2: Sovereignty in World Politics</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Lesson 2: Foreign Policy</td>
</tr>
<tr>
<td></td>
<td>Lesson 3: Role of NGOs in International Relations</td>
</tr>
</tbody>
</table>

Students are requested to refer to Frog OS and Microsoft Teams for their distance learning sessions and recordings, videos, as well as refer to their notes, presentations and homework.
Semester 2 Final Examination 2019-2020

Journalism and Mass media

Required Material

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

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY RL 5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Chapter 5: Interviewing - (P. 84- 103)

Vocabulary: interview, human element, primary source, secondary source, 5 Ws and an H, open-ended question, yes-no question, note-taking language, follow-up question, rapport, third person question, person-on-the-street, news conference

Note: Refer to the Book (Journalism Matters) or to the Journalism Copybook with all the practice and exercises we did on the vocabulary and/or chapter. Additional resources are provided on the chapter’s website named, News Story. Additional resources are provided on the chapter’s website named, Interviewing on FrogOS. The link is as follows

https://gis-ae.frogos.net/interviewing2019
Chapter 6: Writing a News Story - (P. 107- 136)

Vocabulary: lead, direct news lead, hard news story, soft news story, 5 Ws and an H lead, summary lead, indirect lead, delayed lead, feature lead, storytelling lead, nut graf, inverted pyramid, crop test, storytelling pattern, clincher, third person point of view, transition, editing

Note: Refer to the Book (Journalism Matters) or to the Journalism Copybook with all the practice and exercises we did on the vocabulary and/or chapter. Additional resources are provided on the chapter’s website named, News Story on FrogOS. The link is as follows:

https://gis-ae.frogos.net/newsstory

Chapter 10: Writing Features - (P. 215- 232)

Vocabulary: feature, sidebar, news peg, profile, hook, focusing, structure, persona

Note: Refer to the Book (Journalism Matters) or to the Journalism Copybook with all the practice and exercises we did on the vocabulary and/or chapter. Additional resources are provided on the chapter’s website named, News Story on FrogOS. The link is as follows:

https://gis-ae.frogos.net/writingfeatures

Chapter 14: Photojournalism - (P. 278- 300)

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

Vocabulary: photojournalist, composition, lens, film, aperture, shutter, exposure, time exposure f-stop, film speed, depth of field, telephoto lens, wide-angle lens, zoom lens, sizing, stand-alone

Note: Refer to the Book (Journalism Matters) or to the Journalism Copybook with all the practice and exercises we did on the vocabulary and/or chapter. Additional resources are provided on the chapter’s website named, Photojournalism on FrogOS. The link is as follows:

https://gis-ae.frogos.net/photojournalism

Note: always refer to the worksheets and sites for each chapter for revision!

Wish you all the best

* Note: The final exam will be 1 hour and 30 minutes.
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<th>Section Number and Name</th>
<th>Pages Online book</th>
</tr>
</thead>
<tbody>
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<td>Lesson 13.1 : Understanding Piecewise-Defined Functions</td>
<td>466-469</td>
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<tr>
<td>Piecewise-Defined Functions</td>
<td>Lesson 13.2 : Absolute Value Functions and Transformations</td>
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<td>Lesson 13.3 : Solving Absolute Value Equations</td>
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<td>Lesson 13.4 : Solving Absolute Value Inequalities</td>
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<tr>
<td><strong>Unit 6:</strong> Exponential</td>
<td>Lesson 14.2 : Simplifying Expressions with Rational</td>
<td>517-518</td>
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<tr>
<td>Relationships</td>
<td>Exponents and Radicals</td>
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</tr>
<tr>
<td>Module 14 : Rational Exponents</td>
<td>Lesson 15.2 : Constructing Geometric Sequences</td>
<td>541-543</td>
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<tr>
<td>and Radicals</td>
<td>Lesson 15.3 : Constructing Exponential Functions</td>
<td>551-553</td>
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<tr>
<td>Module 15 : Geometric Sequences</td>
<td>Lesson 15.4 : Graphing Exponential Functions</td>
<td>561-562</td>
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<tr>
<td>and Exponential Functions</td>
<td>Lesson 16.1 : Using Graphs and Properties to Solve</td>
<td>584-585</td>
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<td>Equations with Exponents</td>
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<td>and Modeling</td>
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<td>Module 23: Linear, exponential</td>
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<td>and Quadratic Models.</td>
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<td>Lesson 24.2 : Understanding Inverse Functions</td>
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<td>Lesson 24.3 : Graphing Square Root Functions</td>
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<td>Module 15: Angles and Segments in Circles</td>
<td>15.1 Central Angles and Inscribed Angles</td>
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<td>15.2 Angles in Inscribed Quadrilaterals</td>
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<td>15.3 Tangents and Circumscribed Angles</td>
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<td>15.4 Segment Relationships in Circles</td>
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<td>15.5 Angle Relationships in Circles</td>
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<td>16.2: Arc Length and Radian Measure</td>
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<td>16.3 Sector Area</td>
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<td>21.2 Permutation and Probability.</td>
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<td>21.3 Combination and probability</td>
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### FrogOS: Distance learning Nutrition & Health

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<td>Emerging infectious diseases</td>
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<td>Carbohydrates, Fats, and proteins</td>
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<td>Ch.8/lesson 1</td>
<td>pp. 192- 199</td>
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<td>Vitamins, Minerals, and Water</td>
<td>16, 17, 18</td>
<td>Ch.8/Lesson 2</td>
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<td>Safely Managing your weight</td>
<td>19, 20, 21</td>
<td>Ch.9/Lesson 2</td>
<td>pp. 226-232</td>
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<td>OTHERS</td>
<td>Enzymes</td>
<td>2, 3, 4</td>
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<td>Enzymes lab</td>
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<td></td>
<td>Nutrition Lab</td>
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**Make sure to study uploaded presentations, book pages, worksheets, concept maps, CORONA research, uploaded drop quizzes, and Labs**
Drama Semester 1 Final Examination 2019-2020

Required Material

Marks Allotted: 20 Marks Time Allotted: 1 hour

Unit 1: Exploration

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<tr>
<th>Chapter</th>
<th>FrogOS Site Link</th>
<th>Key. Vocabulary</th>
<th>Michigan Merit State Standards</th>
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<tbody>
<tr>
<td>Chapter 2: Directing and Producing</td>
<td><a href="https://gis-">https://gis-</a> ae.frogos.net/ea601af5578a2252deab6f ea01cbe5a0</td>
<td>• Apron • arena stage • Downstage • House production concept • proscenium stage • scenery • stage manager • thrust stage • upstage</td>
<td>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design. ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Batten • Cue • drop or backdrop • Flat • platform • property or prop • set • stage crew • throw</td>
<td>ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</td>
</tr>
<tr>
<td>Chapter 3: Technical Theatre</td>
<td><a href="https://gis-">https://gis-</a> ae.frogos.net/40e1d5b580255b932ae2c ec498f2e993</td>
<td>• Director’s Staff • Producer’s Staff • Design Team • Types of Stages • Stage Crew • Costumes and Makeup Safety Tips</td>
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## Unit 2: Preparation

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<th>Key. Vocabulary</th>
<th>Michigan Merit State Standards</th>
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</table>
| Chapter 5: Directing and Producing | [https://gis-ae.frogos.net/0d2891fa400fd28e7eb2a1f1959863de](https://gis-ae.frogos.net/0d2891fa400fd28e7eb2a1f1959863de) | - blocking  
- conventions  
- Dénouement  
- Exposition  
- Farce  
- ground plan  
- inciting incident  
- level  
- Plane  
- royalty  
- stage (verb) | ART.VA.I.HS.5 Responsibly and safely manage materials and tools. |

| Chapter 10: Acting | [https://gis-ae.frogos.net/5ecbe1cd9af0382b17264914b7604795](https://gis-ae.frogos.net/5ecbe1cd9af0382b17264914b7604795) | - Choreographer  
- Mime  
- multimedia  
- musical theatre  
- Principal  
- production number  
- Reader’s Theatre  
- screenplay  
- stage combat | ART.VA.V.HS. 3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. |

## Unit 4: Specialization

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<th>FrogOS Site Link</th>
<th>Key. Vocabulary</th>
<th>Michigan Merit State Standards</th>
</tr>
</thead>
</table>
| Chapter 10: Acting | [https://gis-ae.frogos.net/5ecbe1cd9af0382b17264914b7604795](https://gis-ae.frogos.net/5ecbe1cd9af0382b17264914b7604795) | - Choreographer  
- Mime  
- multimedia  
- musical theatre  
- Principal  
- production number  
- Reader’s Theatre  
- screenplay  
- stage combat | ART.VA.V.HS. 3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. |

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Wish you all the best!
## Required Material (Arabic B)
### 2019 - 2020
#### Grade: 10

### Arabic

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<th>Lesson</th>
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<td>درس القيادة المتهورة</td>
<td>10-16</td>
<td>كتاب العربية تجمعنا – المجلد الثاني – level10</td>
</tr>
<tr>
<td>2</td>
<td>درس إعادة التدوير</td>
<td>50-57</td>
<td>كتاب العربية تجمعنا – المجلد الثاني – level10</td>
</tr>
<tr>
<td>3</td>
<td>درس إكسبو دبي 2020</td>
<td>28-35</td>
<td>كتاب العربية تجمعنا – المجلد الثالث – level10</td>
</tr>
<tr>
<td>4</td>
<td>القواعد: 1 – المبتدأ وأنواع الخبر</td>
<td>الدفتر وأوراق العمل</td>
<td>All the work done in the class – frogos-teams</td>
</tr>
<tr>
<td>5</td>
<td>الدفتر وأوراق العمل</td>
<td>2 – إعراب جمع المؤول السالم</td>
<td>All the work done in the class – frogos-teams</td>
</tr>
<tr>
<td>6</td>
<td>الدفتر وأوراق العمل</td>
<td>البلاغة: 1 - التشبيه</td>
<td>All the work done in the class – frogos-teams</td>
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<tr>
<td>7</td>
<td>الدفتر وأوراق العمل</td>
<td>2 – التعبير الحقيقي والتعبير المجازي</td>
<td>All the work done in the class – frogos-teams</td>
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### Islamic

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<td>Lesson-1</td>
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<td>2</td>
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<tr>
<td>3</td>
<td>Unit-4</td>
<td>Lesson-4</td>
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<td>Unit-5</td>
<td>Lesson-1</td>
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<tr>
<td>5</td>
<td>All the work done in textbook, and worksheets</td>
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All the work done in the class – frogos-teams
Greenwood International School – English Department

Final Exam – World Literature, Grade 10

Literature, Novel Study, Vocabulary, Grammar and Writing Skills: Common Core Standards

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<tr>
<th>Literature:</th>
<th><strong>RL.9-10.1</strong>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.9-10.2</strong>: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary:</td>
<td><strong>L.9-10.4</strong>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>Grammar:</td>
<td><strong>L.9-10.1</strong>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Writing Skills:</td>
<td><strong>W.9-10.3</strong>: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
</tbody>
</table>

→ Platforms for Resources ←

- Frog OS
- Microsoft Teams
- Microsoft Office
- Gmail
- HMH Online

♦ This is the Final Exam in English worth 20%. Go through the required materials carefully. If you have any questions or doubts please refer to your facilitator before the exam’s assigned date. Allow ample of time for revision and preparation. On behalf of the English Department, we wish you the best of luck!

- Ms. Zeina Younes (HOD) and Mr. Rabih Bou Jaoudeh (Coordinator)
Historical Context / Literary Analysis: Part A

1. **Unseen Text: Comprehension**
   An unseen passage with comprehension questions that follow suitable for your grade-level.

2. **Unit 4: Hard-Won Liberty, Elsewhere**
   Briefly: refer to all the notes you wrote in class; refer to the PPT’s uploaded on Microsoft Teams. You should be able to handle the historical background of the era.

3. **Unit 5: Responses to Change, 5 P.M Tuesday, August 23, 2005**
   Briefly: refer to all the notes you wrote in class; refer to the PPT’s uploaded on Microsoft Teams. You should be able to handle the historical background of the era.

Selections and Vocabulary: Part A

1. **Elsewhere – Derek Walcott**
   Briefly: for vocabulary words required refer to the online PPT’s uploaded on Microsoft Teams.

2. **5 P.M Tuesday, August 23, 2005 – Patricia Smith**
   Briefly: for vocabulary words required refer to the online PPT’s uploaded on Microsoft Teams.

Grammar: Part B

1. **Dangling Modifiers**
2. **Types of pronouns – including:**
   a. Personal
   b. Possessive
   c. Reflexive
   d. Emphatic
   e. Interrogative
   f. Relative Pronouns
   Go through your notes and any PPT’s uploaded on Microsoft Teams.

Writing Skills: Part B

1. **Analyzing a Picture Writing Task:**
   We are surrounded by photographs in our daily lives—family snapshots, colorful advertisements, newspaper images of war and peace, etc. The writing task involves writing an informative essay in response to what is happening in the assigned picture.

Best of luck!

Stay Safe!
Greenwood International School – English Department

Final Exam – Creative Writing, Grades 9 & 10

Literary Devices and Writing Skills: Common Core Standards

<table>
<thead>
<tr>
<th>Literary Devices</th>
<th>W.9.10.2: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purpose, and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W.9.10.3: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Skills:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

→ Platforms for Resources ←

<table>
<thead>
<tr>
<th></th>
<th>Frog OS</th>
<th>Microsoft Teams</th>
<th>Microsoft Office</th>
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</table>

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- Ms. Zeina Younes (HOD) and Mr. Rabih Bou Jaoudeh (Coordinator)
Section A: Literary Devices for Creative Writing

1. Diary Writing: Use different formats of a diary and their effectiveness.
   Briefly: refer to all the notes you wrote in class; refer to the PPT’s uploaded on Microsoft Teams.

2. Writing for Children: Understanding the needs of different groups.
   Briefly: refer to all the notes you wrote in class; refer to the PPT’s uploaded on Microsoft Teams.

3. Breaking into Journalism: Understand the world of Newspapers, and magazines.
   Briefly: refer to all the notes you wrote in class; refer to the PPT’s uploaded on Microsoft Teams.

Section B: Writing Skills

1. Writing Tasks:

   A. Write for a Standard: Diary Writing and Writing for children

   B. Write for Creativity: Story Writing

Best of luck!

Stay Safe!
Greenwood International School – English Department

Final Exam – Research and Study Skills, Grade 10

<table>
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<tr>
<th>Exam Section(s):</th>
<th>Description:</th>
<th>Common Core Standards:</th>
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</thead>
<tbody>
<tr>
<td>Section A:</td>
<td>Craft and Structure</td>
<td>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).</td>
</tr>
<tr>
<td>Section B:</td>
<td>Integration of knowledge and ideas</td>
<td>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td>Section C:</td>
<td>Key Ideas and Details</td>
<td>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.</td>
</tr>
</tbody>
</table>

Platforms for Resources

| Frog OS | Microsoft Teams | Microsoft Office | Gmail | Book |

♦ This is the Final Exam in Research and Study Skills worth 20%. Go through the required materials carefully. If you have any questions or doubts please refer to your facilitator before the exam’s assigned date. Allow ample of time for revision and preparation. On behalf of the English Department, we wish you the best of luck!

Ms. Zeina Younes (HOD), Mr. Rabih Bou Jaoudeh (Coordinator), & Mr. Osama Hammouda
Chapters included:

1. Chapter 12: Critical Thinking (p. 253)
2. Chapter 13: Writing at University Level (p. 273)
3. Chapter 14: Developing Your Academic Writing (p. 301)
4. Chapter 15: Writing Essays (p. 319)
5. Chapter 17: Devising Your Revision and Exam Strategy (p. 373)

Vocabulary:

Critical thinking, writing process, writing block, proof-reading, revision, tactics, revision pitfalls, action plan

♦ Note: Refer to your book, notes, and online sessions (MS Teams) for all the material you need.

Best of luck!

Stay Safe!
### FrogOS: Virtual integrated science grade 10

<table>
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<th>Unit</th>
<th>Lesson</th>
<th>Objectives</th>
<th>Pages/Sessions</th>
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<tr>
<td><strong>Unit 4</strong></td>
<td><strong>Matter</strong></td>
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</table>
| 16.2 | Masses of atoms | 1. Identify atomic number and mass number  
2. Define isotopes  
3. Calculate the average atomic mass | pp.495-497  
Sessions 4, 5, & 6 |
| 16.3 | The periodic table | 1. Identify the element group and period and locate the element in the periodic table  
2. Describe the characteristics of metals, nonmetals, & metalloid  
3. Explain the trend of atomic radius of the group and period  
4. Explain the trend of electronegativity in the group and period | pp.502-505  
Sessions 7,8, & 9 |
| **Unit 5** | **Reactions** | | |
| 19.1 | Chemical change | 1. Define and identify the reactants and products  
2. State law of conservation of matter  
3. Write a chemical equation  
4. Balance a chemical reaction  
5. Identify the number of particle of one mole  
6. Calculate the molar mass of a compound and element | pp.582-589  
Sessions 10,11,12, 13,15,16, & 17 |
| 19.2 | Classifying chemical reaction | 1. Classify reactions into combustion, decomposition, & synthesis  
2. Predict the product of single and double displacement  
3. Define oxidation and reduction reaction  
4. Identify the redox reaction | pp.590-593  
Sessions 18 & 19 |
| **Unit 6** | **Application of chemistry** | | |
| 22.1 | Acids and Bases | 1. Describe the characteristics of acids and bases  
2. Classify acids and bases  
3. Write a reaction between an acid and base  
4. Define neutralization reaction | pp.678-683  
Sessions 20,21,22, & 23 |

Make sure you study drop quizzes & scientific method
Gr 9E,F and 10 E, F Visual Art (Elective) Required Material for Semester II Final Exam 2019-2020

**Michigan Standards and Benchmarks for Visual Arts**

ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist’s intent using art vocabulary and terminology. (21st Century Skills: I.2, I.3, I.6, II.1)

ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork. (21st Century Skills: I.3, II.1, III.4)

**History of Art:**

The exam will be based on famous artist’s life, career, paintings and style of work famous. The artists to be studied for exam are as follow:

1. Leonardo Da Vinci
2. Claude Monet
3. Vincent Van Gogh

All the document all are available on FrogOs-> Grade 9 & 10 Visual Art -> Art History

FrogOs website: [https://gis-ae.frogos.net/app/os#](https://gis-ae.frogos.net/app/os#)

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**Best of Luck**
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<td>التّقديم والتأخير</td>
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اللغة الإنجليزية

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<td>من ص 54 : 61 الجزء الثاني</td>
<td>الدنيا دار عمل</td>
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<td>من ص 8 : 15 الجزء الثالث</td>
<td>نبي الله موسى</td>
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<td>من ص 20 : 27 الجزء الثاني</td>
<td>السنة النبوية</td>
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ملاحظات