Greenwood International School
ICT Department

“Grade 10 Graphic Design Final Exam Required Material”

Theory Book: WORKBOOK
Chapter 2: Network and Communication  Page 26 to Page 41

Chapter 5: Software Development Life Cycle  Page 90 to Page 92

Practical Book: TECHNO ENVIRONMENT
Lesson 5: Making the Best Selection  Page 73 to Page 92

Lesson 6: Painting and Retouching  Page 101 to Page 130

Lesson 9: Taking Layers to the Max  Page 183 to Page 190

Note: Worksheets, PowerPoint presentations and any other work in the books related to the above mentioned topics are included.
Grade 10 Final Examination 2017-2018

Required Material

Literature: 50 marks

Unit 6: Argument and Persuasion

I Acknowledge Mine

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

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.

RI 4 Determine the meaning of words and phrases as they are used in a text.

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.

W 2e Establish and maintain a formal style and objective tone.

L 1b Use various types of phrases.

L 5 Demonstrate an understanding of word relationships

Vocabulary:  1. alleviate  2. boisterous  3. complicity  4. stark  5. stridently

1. Review vocabulary handout from:  

2. Literature textbook pgs. 664-677

3. Comprehension section from literature notebook and textbook.
1. Review vocabulary handout from:  
2. Literature textbook pgs. 856- 877
3. Comprehension section from literature notebook and textbook.

**Unit 8: Author’s Style and Voice**

**Poems: “Birches” and “Mending Wall”**

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

- RL 1 Cite strong and thorough textual evidence to support inferences drawn from the text.
- RL 4 Analyze the cumulative impact of specific word choices on meaning and tone.
- W 9a (RL 2) Draw evidence from literary texts to support analysis; determine a theme and how it is refined by specific details.
- L 1b Use various types of phrases to convey specific meanings and add variety and interest to writing.

1. Refer to “Element of poet tree” handout to review literary terms like hyperbole, simile, metaphor, personification, end rhyme, and alliteration.
2. Literature textbook pgs. 886- 893
3. Comprehension section from literature notebook and textbook.

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

_Play “The Tragedy of Julius Caesar”_

_Acta 1, and 2_

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

- 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.
RL 2 Determine the theme or central idea of a text.

RL 3 Analyze how complex characters with conflicting motivations develop, interact with others, and advance the plot or develop the theme.

RL 4 Determine the figurative and connotative meanings of words and phrases as they are used in a text.

Read about William Shakespeare, his writing style, his works,


Refer to Literature textbook pgs. 1198-1219 for Act 1

Refer to Literature textbook pgs. 1220-1237 for Act 2

Review Act 1 and 2 from the play and try to analyze the following:

1. Describe the difference between tone, mood, and setting and discuss how Shakespeare uses each to make the play more interesting.

2. Discuss characteristics of Shakespearean Tragedy.

3. What is main theme of Julius Caesar?

4. In what way does this play differ from most of the tragedies?

5. Analyze Tragedy Brutus and Julius Caesar both have traits that are associated with tragic heroes. In your opinion, which character is really the tragic hero of the play? Explain your response.

6. How did your impression of Cassius change over the course of Julius Caesar? Support your response with details from the play.

7. When Shakespeare wrote Julius Caesar, Europe did not have any democratically elected leaders; most nations were governed by powerful monarchs such as England’s Queen Elizabeth I. How might a modern audience’s reaction to the events in the play “Julius Caesar” differ from the reaction of an Elizabethan audience? Discuss specific examples in your response.

Refer to the notes, handouts, comprehension, and details discussed in class.

**Language: 50 marks**

**Reading Informational Text**

**Unseen Reading Comprehension:**

Questions will focus on the following skills:
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.

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:

A. Persuasive Essay W4

B. Personal Narrative W4

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.

(Refer to your Rubric and guidelines handout.)
Grammar:

1. Infinite phrases
   L1b Use various types of phrases to convey specific meanings and add variety and interest to writing.

2. Prepositional Phrases L1b

3. Refer to Write Source reference book pgs. 129-131

   **CCSS.ELA-LITERACY.L.9-10.1.B**
   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

4. Commas in Phrases L2
   Refer to Write Source reference book pgs. 7-16

   **CCSS.ELA-LITERACY.L.9-10.1.B**
   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

5. Quotation Marks and Italics (underlining)
   Refer to Write Source reference book pgs. 31-36

6. Hyphen and Dashes
   Refer to Write Source reference book pgs. 22-25

Refer to the grammar handouts, notes, and videos covered in class.

**Wish you all the best**

**Important Note:**

**English Final Examination Paper will be for two hours!**
Mathematics is not only for solving numbers. It’s also for dividing sorrow, subtracting sadness, adding happiness and multiplying love and forgiveness 😊

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<td>6.5: Dividing Polynomials</td>
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**Note:** Study from the online text book (Interactive student addition), note book, Worksheets (1 to 11), and practice the mock test.

**Total: 13 Lessons**

Please don’t forget your Graphic calculators.
## Module | Section Number and Name | Pages
--- | --- | ---
**Unit 5: Trigonometry**
Module 13: Trigonometry with Right Triangles
Lesson 13.1: Tangent Ratio | 590-591 |
Lesson 13.2: Sine and Cosine Ratios | 598-601 |
Module 14: Trigonometry with All Triangles
Lesson 14.1: Law of Sines | 634-636 |
Lesson 14.2: Law of Cosines | 643-645 |
**Unit 6: Properties of Circles**
Module 15: Angles and Segments in Circles
Lesson 15.1: Central Angles and Inscribed Angles | 664-667 |
Lesson 15.2: Angles in Inscribed Quadrilaterals | 674-677 |
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<td>Lesson 18.4 : Volume of Spheres</td>
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**Note:** Study from the online text book, note book, POW, beyond the standard, map to khan worksheets and the mock test.
Accounting

Chapter 9: Financial Statements for a Sole Proprietorship page 223→236
Section 9.1: The Income Statement
Section 9.2: The Statement of Changes in Owner’s Equity
Section 9.3: The Balance Sheet and the Statement of Cash Flows

Chapter 10: Completing the Accounting Cycle for a Sole Proprietorship page 253→265
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 278→294
Section 11.1: Banking Procedures
Section 11.2: Reconciling the Bank Statement

Chapter 12: Payroll Accounting: page 310→324
Section 12.1: Calculating Gross Earnings
Section 12.2: Payroll Deductions
Section 12.3: Payroll Records

+ Revise all related notes, graded class works, quizzes, and problems solved on your worksheets.
+ Solve the Quizzes on the following link for extra practice:
  http://glencoe.mheducation.com/sites/0078688299/student_view0/index.html

GOOD LUCK!
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<td>Diffusion and Osmosis</td>
<td>p. 81</td>
<td>Students are requested to revise all related work: Lab sheets, drop quizzes, and the notebook. Study all solved chapter section review questions, refer to a Text (Descartes) + all your related lab sheets (Osmosis, Cellular Respiration and Fermentation). Refer to FROGOS for all the power point presentations and videos.</td>
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<td>3: The Dynamic earth</td>
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<td>The Hydrosphere and Biosphere</td>
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<td>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: plants lifecycle and animals life cycle. Planet space.</td>
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المادة المطلوبة لاختبارات نهاية العام في المواد العربية
للعام الدراسي 2017 – 2018
الصف : العاشر

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قراءة المقالات وأبيات القصيدة ـ للدروس المحددة ـ من كتاب التصوص
Final Exams Required Material (Arabic Subjects)
2017 – 2018
Grade: 10
Arabic : B

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Good Luck
### World History

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<th>The Ottoman Empire</th>
<th>1. Map of the Ottoman Empire (Refer to your maps done in class and the Quiz)</th>
<th>Review all your notes from your notebook. Handouts, documentary, presentations, Worksheets, Graded Classwork and Quizzes.</th>
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<td>5. Mustafa Kemal</td>
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| Japan             | Chapter 15                                                        | All related notes, worksheets, summary sheets, comprehensions and your quiz.                                                      |
|                   | Section 1: Geography of Japan                                     |                                                                                                                                  |
|                   | Section 2: Art and Culture in Heian                               |                                                                                                                                  |
|                   | Section 3: Growth of a Military Society                           |                                                                                                                                  |

| Map Skills        | Map Skills (Ottomans, Turkey and Japan)                           | All related sheets                                                                                                               |

Students are requested to revise all their: Worksheets, Graded Classwork sheets, quizzes, map activity sheets, presentation and the documentary. Please refer to your online Holt textbook and your Notebook.

**Ensure that you have your own stationery including coloring pencils with you.**
The definition of trap in football:
Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground while keeping it in the player’s possession. It can include stopping the ball completely or redirecting the ball in a controlled manner. When trying to stop or slow the ball, players cushion the ball as it moves towards them. It is a key skill for any football player to master.

-Here we will talk about how to trap with chest:

**A-Chest Trap, lighted Ball:**
1. The body should be positioned behind the flight of the ball.
2. Knees should be slightly bent.
3. Elbows should be held away from the body and hands clear of the chest surface.
4. Keep the shoulders and hips square to the ball.
5. Lean back slightly from the trunk of your body to absorb the pace of the ball.
6. Withdraw the chest immediately as the ball is touched.
7. Slightly concave your back to cushion the ball.
8. Touch the ball down to your feet.
9. Lean forward over the ball.
10. Move first touch to space and accelerate.

**B-Chest Trap, Bouncing Ball:**
1. The body should be positioned behind the flight of the ball.
2. Knees should be slightly bent.
3. Elbows should be held away from the body and hands clear of the chest surface.
4. Keep the shoulders and hips square to the ball.
5. Bend at the waist and lean forward over the rising ball.
6. Withdraw the chest immediately as the ball is touched to cushion the ball back down to your feet.
7. Move first touch with feet to space and accelerate.
Football Rules:

1. Number of players = 11 players inside the court (With the goal keeper).
2. Match Duration = 90 min.
3. The game played in 2 equal rounds of 45 minutes.
4. The goal keeper is the only one who is allowed to be in the penalty area.
5. Football world cup is held every 4 years.
6. The minimum number of players in a football team is 7 players.
7. Players are not allowed to wear jewellery such as watches, rings or anything that may harm the players.
8. The team can change players 3 times only.
9. Number of referees: They are 4 referees; one of them is the head referee, 2 assistants (line man) & the last one is responsible for the time and changing players.
10. Federation International of Football Association (FIFA).

BASKETBALL

-BHIND THE BACK PASS: Is a fundamental pass that should definitely be used in some situations. Throwing a behind the back pass is similar to throwing an underhand pass. You put the ball behind your back just like you were doing around the waist ball handling drills, except once you get to the other side; you flick your wrist in the direction the ball should travel. This pass is deceptive and is a great way to build your passing skills. It is however important to learn when it is a good time to throw it, and when it is unnecessary.


**HANDBALL**

Overhead Pass: Throwing arm is at 90 degree angle at the elbow with ball slightly above head height. The whole hand should be behind the ball when it is being thrown. Begin by taking one step forward with the left foot(right-handed).

- **Technical Steps:**
  1. The player starts by standing perpendicular to the target with the body facing right if he is right-handed and vice-versa.
  2. The player's left foot points to the target, with his weight on the right foot if right-handed(reverse directions if left-handed).
  3. The player steps towards the target as he throws with the foot that is on the same side as the arm that will pass the ball.
  4. The player steps forward towards the target as he throws the ball; the shoulder and the hips will rotate while throwing.
  5. Set the ball at waist level before passing the ball.

Remember:
- The player moves towards the arm that will pass the ball.
- Right-handed throwers stand on the left foot and vice-versa.
- Set the ball at the waist level before passing.

**Body mass index (BMI) is:**

- A measure of body fat based on height and weight that applies to adult men and women.
  - **Underweight** 19.
  - **Normal weight** 19 ➔ 25.
  - **Over weight** 26 ➔ 30.
  - **Obesity** 31 ➔ greatest

- **Overweight** is having extra body weight from muscles, bones, fats, and water.
• Obesity is having a high amount of extra body fat.
• Many factors can contribute to a person’s weight; these factors include environment, family, history, genetics and metabolism.
  - Metabolism: It’s the way body changes food and oxygen into energy.

**Energy Balance:**

- It’s important to maintain a healthy weight, the amount of energy or calories you get from food and drinks.
- Energy in: It’s the energy your body uses for things like breathing, digesting and being physically fit.
- Energy Out: The same amount of (energy in) and (energy out) overtime energy balance.
  - More (energy in) than (energy out) overtime gain in weight.
  - More (energy out) than (energy in) loss in weight.

A healthy weight is very important because it helps you control many diseases such as heart diseases, breathing problems, high blood pressure, diabetes and certain cancers. So it helps you lower your risk for developing these problems, makes you feel good about yourself and gives you more energy to enjoy life.

**50 BEST FOOD FOR WOMEN**

- **Food for Your Heart:**
  1-Salmon  2-Dark Chocolate  3-Walnuts
  4-Sprouted Garlic  5-Olive Oil  6-Apples
  7-Oatmeal  8-Beans

- **Food That Boost Your Brainpower:**
  9-Shrimp  10-Cinnamon  11-Blueberries
  12-Almond Butter  13-Turmeric  14-Tomatoes
  15-Whole Grain Bread  16-Peanuts  17-Green
  18-Pomegranate

- **Food That Boost Your Immunity And Mood:**
  19-Rooibos Tea  20-Portabella Mushrooms  21-Brazil Nuts
  22-Beets  23-Red Peppers  24-Cilantro
  25- Sweet Potatoes  26-Shiitake Mushrooms  27-Spa Water
  28-Natto
● **Food For Fertility:**
29-Grass-Fed Beef                      30-Flax Seeds                      31- Yogurt
32-Nettle                             33-Cranberry Juice                34-Oysters
35-Lentils

● **Food For You And Baby:**
36-Spinach                           37-Pumpkin Seeds                  38-Quinoa
39-Broccoli                          40-Ginger                          41-Almond Milk
42-Eggs                              43-Asparagus                       44-Cod

● **Food to Get You through Menopause:**
45-Sage                               46-Guacamole                      47-Bananas
48-Goji Berries                      49-Kale                            50-Chickpeas

**Volleyball**
-Killing: Schmidt simply describes attacking in volleyball as a three- step process:
  - Run to the ball.
  - Jump to the ball.
  - Throw your hand through the ball.

**Approach**
Your movement to the ball in attacking plays an important role. Your approach develops horizontal momentum that can be transferred into a strong vertical jump. From there your torso must be in a position to generate torque to facilitate your ability to reach as high as possible when contacting the ball.

**Four step approach**
The four-step approach is the best way to move to the ball for an attack. The following steps describe the four-step approach for a right-handed hitter; a left-handed hitter uses the opposite footwork.

**Step 1**
Start a step behind the(3m) line facing the net with your weight on your left foot and at a 45-degree angle to where you intend to hit the ball. Take a small step toward the net with your right foot and begin to lean forward, keeping a slight bend in your knees.

**Step 2**
Take a larger step with your left foot and bend deeper at the knee and at the waist. Keep your arms relaxed and by your sides.

**Step 3**
Leap off your left foot and reach with your right foot so that your third step is long. When you place your right foot on the ground, point your toe towards the court and parallel to the
net. While taking the third step, swing your arms and hands back and lean forward with your shoulders.

**Step 4**

Rotate your hips and plant your left foot parallel to your right foot about shoulder-width apart. Draw both arms forward and overhead as you transfer your horizontal momentum up and jump to the ball, use both feet to jump.

The first couple steps of your approach should be somewhat slow, but momentum should increase quickly so that the last two steps are fast. This is called a crescendo approach. Sometimes there is not enough time or space to perform all four steps. Middle hitters, for instance, might only be able to get two steps off the net before they need to begin their approach. While you may lose momentum, power and reach, you must be able to adapt and put yourself in the best position possible to aggressively attack the ball. If you have time for only two steps, then use the last two steps to plant to the set, jump and swing. If you have time for three, use the last three. VOLLEYBALL is a game of opportunity, not perfection and requires players to make constant adjustments in order to get the most out of every rally.

**Volleyball Court**

![Volleyball Court Diagram](image)

**Arm Swing**

- After you are in the air and both hands are up to reach for the ball, draw your dominant elbow back and bend the elbow so that your hand comes behind your head.
- Your elbows should be at the same height with both hands up, making a T at your shoulders. Rotate your hips and shoulders toward the opponent’s court in order to add torque to your attack.
- Reach your dominant elbow to the ball and extend your hand to follow while letting your nondominant arm fall and bend naturally (you don’t need to focus on this; it should do it on its own). With a large palm, drive your hand through the center of the ball while at maximum jump height, allowing your wrist to naturally snap over the ball.
Let your hand fall back to your hip after you make contact and get into position to play defence.

**Athletics**

**LONG JUMP**

† **4 Steps to the long jump:**

1-APPROACH 2-TAKE-OFF
3-IN THE AIR 4-LANDING

**1-APPROACH:**
- Speed. The most dominate factor, it takes time to accelerate 6 seconds or 50-60 meters to reach full speed. Accelerate to the desired controlled speed and maintain it to the board.
- Body Position, erect at the plant.
- Run through and off the board; don’t freeze on the penultimate step.
- Take-Off, is a part of the approach.

**2-THE TAKE-OFF:**
- It’s the last part of approach.
- Slight lowering of the center of gravity.
  - Shorten last step slightly by being quick off the penultimate step (don’t freeze on the penultimate).
  - Freeze leg and opposite arm drive up (Beamon).
- Take-Off position as important as speed.
  - Last three steps.
  - Body synchronicity.
  - Pay attention to the hips and center of mass.

**3-IN THE AIR:**
- The key is a great knee drive and have tall take-off from the board.
- Style in the air not as important.
- Forestall the natural rotation in the air as long as possible by rotating arms high above head.
- Hang style.
  - Free fight; all body parts fall at the same rate.

**IN THE AIR/ PREPARATION FOR LANDING**
- Bring heals tight under butt and lift the knees.
- Get nose to the knees.
- Drive arms down past hips.

**4-THE LANDING:**
- Depends on approach and take-off.
- Position in the air sets up the landing.
- Feet land a head of center of mass.
- Don’t set back in the pit.
- Butt slides over feet imprints.
• Drive arms forward and then down and past the hips just prior to landing if possible.

Athletic (Track & Field Court)
The Rules
Basketball is a team sport. Two teams of five players each try to score by shooting a ball through a hoop elevated 10 feet above the ground. The game is played on a rectangular floor called the court, and there is a hoop at each end. The court is divided into two main sections by the mid-court line. If the offensive team puts the ball into play behind the mid-court line, it has ten seconds to get the ball over the mid-court line. If it doesn’t, then the defense gets the ball. Once the offensive team gets the ball over the mid-court line, it can no longer have possession of the ball in the area in back of the line. If it does, the defense is awarded the ball.

The ball is moved down the court toward the basket by passing or dribbling. The team with the ball is called the offense. The team without the ball is called the defense. They try to steal the ball, contest shots, steal and deflect passes, and garner rebounds.
When a team makes a basket, they score two points and the ball goes to the other team. If a basket, or field goal, is made outside of the three-point arc, then that basket is worth three points. A free throw is worth one point. Free throws are awarded to a team according to some formats involving the number of fouls committed in a half and/or the type of foul committed.

Fouling a shooter always results in two or three free throws being awarded the shooter, depending upon where he was when he shot. If he was beyond the three-point line, then he gets three shots. Other types of fouls do not result in free throws being awarded until a certain number have accumulated during a half. Once that number is reached, then the player who was fouled is awarded a ‘1-and-1’ opportunity. If he makes his first free throw, he gets to attempt a second. If he misses the first shot, the ball is live on the rebound.

Each game is divided into sections. All levels have two halves. In college, each half is twenty minutes long. In high school and below, the halves are divided into eight (and sometimes, six) minute quarters. In the pros, quarters are twelve minutes long. There is a gap of several minutes between halves. Gaps between quarters are relatively short. If the score is tied at the end of regulation, then overtime periods of various lengths are played until a winner emerges.

Each team is assigned a basket or goal to defend. This means that the other basket is their scoring basket. At halftime, the teams switch goals. The game begins with one player from either team at center court. A referee will toss the ball up between the two. The player that gets his hands on the ball will tip it to a teammate. This is called a tip-off. In addition to stealing the ball from an opposing player, there are other ways for a team to get the ball.

One such way is if the other team commits a foul or violation.

**FOULS**
- Hitting
- Pushing
- Slapping
- Holding

**Tips to improve dribbling & ball handling**

1. **Dribble the ball hard.** The more time the ball spends in your hand, the more control you have of the ball. The harder you dribble, the quicker it gets back in your hand.

2. **Head up at all times.** Look at the rim or a spot on the wall during all practice.

3. **Use your finger tips to control the ball,** not your palm.

4. **Use your imagination.** Picture when and how you would use each of the dribbles.
5. **Teach mentality.** There is too much dribbling for no reason in our game today. I like to teach that the primary purpose for putting the ball on the floor is to get a lay-up. If you don't have an opportunity, don't put it on the floor.

6. **Basketball is a game of length. Work on lengthening the dribble.** Work to get your opportunities with 1 dribble. You don't beat defence with your dribble. You beat people with your feet; you SEPARATE from your defence with the dribble.

7. **Basketball is also a game of angles. Try to move in straight lines.** When ever you make an "East-West" move (something that takes you toward the sideline), re-capture a "North-South" path (direct line to the basket) as quickly as possible.

8. **Don't do things in 2 dribbles that you can do in 1.**

9. **Practice outside your comfort zone.** Experiment; go faster than you are used to, use your imagination. When working on new skills, don't be concerned with losing the ball. Just pick it up and do it again. If you practice only things that are comfortable, then you will never improve.
TYPES OF PASSES

**Basic Variations:**

- Chest Pass
- Bounce Pass
- Overhead Pass
- Wrap Around Pass

**Advanced Variations:**

- Baseball Pass
- Dribble Pass
- Behind-the-Back Pass
- Pick and Roll Pass

**TEACHING POINTS**

When teaching passing, points of emphasis should be:

- A good pass is a pass a teammate can catch.
- When passing, step toward your receiver.
- When catching, step toward the pass.
- Like shooting, the ball should have a backspin to it. This is accomplished by following through on every pass.

**Basic Passes**

**CHEST PASS**

The chest pass is named so because the pass originates from the chest. It is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When the pass is thrown, the fingers are rotated behind the ball and the thumbs are turned down. The resulting follow through has the back of the hands facing one another with the thumbs straight down. The ball should have a nice backspin.

When throwing a chest pass, the players should strive to throw it to the receiver's chest level. Passes that go low to high or high to low are difficult to catch.
BOUNCE PASS

The bounce pass is thrown with the same motion however it is aimed at the floor. It should be thrown far enough out that the ball bounces waist high to the receiver. Some say try to throw it 3/4 of the way to the receiver, and that may be a good reference point to start, but each player has to experiment how far to throw it so it bounces to the receiver properly. Putting a proper and consistent backspin on the pass will make the distance easier to judge.

OVERHEAD PASS

The overhead pass is often used as an outlet pass. Bring the ball directly above your forehead with both hands on the side of the ball and follow through. Aim for the teammate’s chin. Some coaches advise not bring the ball behind your head, because it can get stolen and it takes a split-second longer to throw the pass.

WRAP AROUND PASS

Step around the defense with your non-pivot foot. Pass the ball with one hand (outside hand). It can be used as an air or a bounce pass. You will often see the wrap-around, air pass on the perimeter and the wrap-around, bounce pass to make an entry into the post.

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- A measure of body fat based on height and weight that applies to adult men and women.
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  - Normal weight 19 $\rightarrow$ 25.
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- Overweight is having extra body weight from muscles, bones, fats, and water.
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• Many factors can contribute to a person’s weight; these factors include environment, family, history, genetics and metabolism.
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**Energy Balance:**

• It’s important to maintain a healthy weight, the amount of energy or calories you get from food and drinks.

• Energy in: It’s the energy your body uses for things like breathing, digesting and being physically fit.

• Energy Out: The same amount of (energy in) and (energy out) overtime energy balance.

• More (energy in) than (energy out) overtime → gain in weight.

• More (energy out) than (energy in) → loss in weight.

A healthy weight is very important because it helps you control many diseases such as heart diseases, breathing problems, high blood pressure, diabetes and certain cancers. So it helps you lower your risk for developing these problems, makes you feel good about yourself and gives you more energy to enjoy life.

**Volleyball**

M.NG.06.02 : demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

M.MS.06.06 : perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings
Serve:

A player stands behind the inline and serves the ball, in an attempt to drive it into the opponent's court. His or her main objective is to make it land inside the court; it is also desirable to set the ball's direction, speed and acceleration so that it becomes difficult for the receiver to handle it properly. A serve is called an "ace" when the ball lands directly onto the court or travels outside the court after being touched by an opponent.
In contemporary volleyball, many types of serves are employed:
Underhand: a serve in which the player strikes the ball below the waist instead of tossing it up and striking it with an overhand throwing motion. Underhand serves are considered very easy to receive and are rarely employed in high-level competitions.
Sky ball serve: a specific type of underhand serve occasionally used in beach volleyball, where the ball is hit so high it comes down almost in a straight line. This serve was invented and employed almost exclusively by the Brazilian team in the early 1980s and is now considered outdated. In Brazil, this serve is called Jornada nas Estrelas (Star Trek).

Topspin: an overhand serve where the player tosses the ball high and hits it with a wrist span, giving it topspin which causes it to drop faster than it would otherwise and helps maintain a straight flight path. Topspin serves are generally hit hard and aimed at a specific returner or part of the court. Standing topspin serves are rarely used above the high school level of play.

Float: an overhand serve where the ball is hit with no spin so that its path becomes unpredictable, akin to a knuckleball in baseball.
Jump serve: an overhand serve where the ball is first tossing high in the air, then the player makes a timed approach and jumps to make contact with the ball, hitting it with much pace and topspin. This is the most popular serve amongst college and professional teams.

Jump float: an overhand serve where the ball is tossed high enough that the player may jump before hitting it similarly to a standing float serve. The ball is tossed lower than a topspin jump serve, but contact is still made while in the air. This serve is
becoming more popular amongst college and professional players because it has a certain unpredictability in its flight pattern.

Pass:

Also called reception, the pass is the attempt by a team to properly handle the opponent's serve, or any form of attack. Proper handling includes not only preventing the ball from touching the court, but also making it reach the position where the setter is standing quickly and precisely.

The skill of passing involves fundamentally two specific techniques: underarm pass, or bump, where the ball touches the inside part of the joined forearms or platform, at waist line; and overhand pass, where it is handled with the fingertips, like a set, above the head. Either are acceptable in professional and beach volleyball, however there are much tighter regulations on the overhand pass in beach volleyball.
Football Rules:

1. Number of players= 11 players inside the court (With the goal keeper).
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4. The goal keeper is the only one who is allowed to be in the penalty area.
5. Football world cup is held every 4 years.
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