

## LEARNING TRAILS

### AJB SECONDARY

Grade: 10

Date: Week 9 – 24th to 28th October 2022

SUBJECTS	LESSONS AND CONCEPTS	LEARNING OBJECTIVES	ASSIGNMENTS AND ASSESSMENT
<b>ARABIC LANGUAGE _ ARABS</b>  <b>UNIT:</b> الفصل الدراسي الأول  <b>LESSON:</b> قصة مصباح الحمام	<ul style="list-style-type: none"> <li>مصباح - يضيء</li> <li>الأمل - نفذ - نفذ</li> </ul>	<ul style="list-style-type: none"> <li>أن يكتب المتعلم نبذة عن الكاتب</li> <li>أن يتعرف المتعلم المفردات الجديدة</li> <li>أن يحلل المتعلم عناصر القصة</li> <li>أن يقيم المتعلم أسلوب الكاتب</li> </ul>	<ul style="list-style-type: none"> <li>مناقشة العرض التقديمي</li> <li>مناقشة الطلاب حول أحداث القصة</li> <li>أنشطة متنوعة</li> <li>الواجب: تلخيص القصة</li> </ul>
<b>ARABIC LANGUAGE _ GENERAL HG</b>  <b>UNIT: 1</b>  <b>LESSON:</b> مواطن عالمي	<ul style="list-style-type: none"> <li>التآلف والتراحم</li> <li>معتقدات</li> <li>التقدم الإجتماعي</li> </ul>	<ul style="list-style-type: none"> <li>يتعرف الطالب مفهوم التسامح</li> <li>يتحدث الطالب عن وزارة التسامح في الإمارات</li> <li>أن يصمم الطالب مخططا للتسامح</li> <li>يجيب عن أسئلة الكتاب المدرسي</li> </ul>	<ul style="list-style-type: none"> <li>بوربوينت</li> <li>أنشطة صفية</li> <li>الكتاب المدرسي</li> <li>تدعو الإمارات ( H.W للتسامح والسلام بالعالم , اكتب فقرة (عن ذلك</li> </ul>
<b>ISLAMIC STUDIES _ ARABS</b>  <b>UNIT: 2</b>  <b>LESSON:</b> أصحاب الكهف	<ul style="list-style-type: none"> <li>تستفت</li> <li>المراء</li> <li>العدة</li> <li>الغيب</li> <li>رجما</li> </ul>	<ul style="list-style-type: none"> <li>تلاوة الآيات تلاوة صحيحة مجودة</li> <li>توضيح المعنى الإجمالي للآيات</li> <li>أقوال الناس في عدد أصحاب الكهف</li> <li>الحكمة من ذكر قصة أصحاب الكهف في القرآن</li> </ul>	<ul style="list-style-type: none"> <li>مراجعة البوربوينت للدرس</li> <li>أنشطة صفية</li> <li>أوراق عمل</li> <li>حل أنشطة الكتاب للدرس</li> </ul>
<b>ISLAMIC STUDIES – ENGLISH</b>  <b>UNIT: 2</b>  <b>LESSON:</b> Surah Al Kahf	<ul style="list-style-type: none"> <li>Explain the meaning of surah Al Kahf</li> <li>Explain the seven people of the cave</li> <li>Explain the meaning of the story</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition (Read, Watch, Learn)</li> <li>Learning from Practice</li> <li>Learning from discussion</li> <li>Learning from real life connection/ subject integration/</li> <li>MEP integration</li> <li>Power point video embedded</li> </ul>	<ul style="list-style-type: none"> <li>Online quiz</li> <li>Discussion</li> <li>Daily life</li> <li>PPT</li> <li>Video</li> <li>Textbook</li> </ul>

<p><b>ENGLISH LANGUAGE</b></p> <p><b>UNIT: 1, 3</b></p> <p><b>LESSON:</b></p> <p><b>Reading comprehension</b> <b>[ANTARTIC SPACE and COOKING ON ICE]</b></p> <p><b>Note taking</b> <b>[WAVE POWER and THE DISCOVERY OF AN IMPORTANT FISH]</b></p>	<ul style="list-style-type: none"> <li>To locate the points from the passage given.</li> <li>To write not exceeding word or line limit.</li> <li>To check grammar and spelling and make use of certain punctuations.</li> <li>To locate the points in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>R1 identify and select relevant information</li> <li>R2 understand ideas, opinions and attitudes</li> <li>R3 show understanding of the connections between ideas, opinions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Past paper booklet</li> </ul>
<p><b>MATHEMATICS</b></p> <p><b>UNIT: 3</b></p> <p><b>LESSON: Mensuration</b></p>	<ul style="list-style-type: none"> <li>Chord of a circle</li> <li>Minor and major segment concepts</li> <li>Volume of cylinder and prism</li> </ul>	<ul style="list-style-type: none"> <li>The line from the centre of a circle to the midpoint of a chord bisects the chord at right angles</li> <li>The line from the centre of a circle to the midpoint of a chord bisects the angle subtended by the chord at the centre of the circle.</li> <li>Calculate the area of a segment.</li> <li>To Calculate the volume of a prism</li> <li>To Calculate the volume of a cylinder</li> </ul>	<ul style="list-style-type: none"> <li>Exercise questions</li> <li>Daily practice questions</li> <li>Class test</li> <li>Past papers</li> </ul>
<p><b>PHYSICS</b></p> <p><b>UNIT: 20</b></p> <p><b>LESSON:</b></p> <p><b>Electromagnetic Effects</b></p>	<ul style="list-style-type: none"> <li>Electromagnetic induction</li> <li>Faraday's observation</li> <li>A.C generator</li> </ul>	<ul style="list-style-type: none"> <li>Describe an experiment to demonstrate electromagnetic induction</li> <li>A.C generator</li> <li>Fleming's right-hand rule</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Quiz</li> <li>Peer assessment</li> <li>Mind Map</li> <li>Self assessment</li> </ul>
<p><b>CHEMISTRY</b></p> <p><b>UNIT: Chemical Reactions</b></p>	<ul style="list-style-type: none"> <li>Reversible reaction</li> <li>Irreversible reaction</li> <li>Hydrated compounds</li> </ul>	<ul style="list-style-type: none"> <li>State that some chemical reactions are reversible as shown by the symbol</li> <li>Describe how changing the conditions can</li> </ul>	<ul style="list-style-type: none"> <li>Past paper questions</li> <li>Quiz</li> <li>Peer assessment</li> <li>Mind Map</li> <li>Self assessment</li> </ul>

<p><b>LESSON: Reversible reactions and equilibrium</b></p>	<ul style="list-style-type: none"> <li>• Anhydrous compounds</li> <li>• Cobalt chloride</li> <li>• Copper sulfate</li> </ul>	<p>change the direction of a reversible reaction for:</p> <ul style="list-style-type: none"> <li>• the effect of heat on hydrated compounds</li> <li>• the addition of water to anhydrous Compounds limited to copper(II) sulfate and cobalt(II) chloride</li> <li>• State that a reversible reaction in a closed system is at equilibrium when:</li> <li>• the rate of the forward reaction is equal to the rate of the reverse reaction</li> <li>• (b) the concentrations of reactants and products are no longer changing</li> </ul>	
<p><b>BIOLOGY</b></p> <p><b>UNIT: Coordination and response</b></p> <p><b>LESSON: 14.5 Tropic responses</b></p>	<ul style="list-style-type: none"> <li>• Describe gravitropism as a response in which parts of a plant grow towards or away from gravity</li> <li>• Describe phototropism as a response in which parts of a plant grow towards or away from the direction of the light source</li> <li>• Investigate and describe gravitropism and phototropism in shoots and root</li> </ul>	<ul style="list-style-type: none"> <li>• Explain phototropism and gravitropism of a shoot as examples of the chemical control of plant growth</li> </ul> <p>5 Explain the role of auxin in controlling shoot growth, limited to:</p> <p>(a) auxin is made in the shoot tip</p> <p>(b) auxin diffuses through the plant from the shoot tip</p> <p>(c) auxin is unequally distributed in response to light and gravity</p> <p>(d) auxin stimulates cell elongation</p>	<ul style="list-style-type: none"> <li>• Progressive test</li> <li>• Past paper questions</li> <li>• Worksheets</li> <li>• Handouts</li> </ul>
<p><b>INFORMATION &amp; COMMUNICATION TECHNOLOGY (ICT)</b></p> <p><b>UNIT: 8</b></p> <p><b>LESSON: Safety and security</b></p>	<ul style="list-style-type: none"> <li>• Physical Safety</li> <li>• E Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Describe common physical safety issues and what causes them, e.g. electrocution from spilling drinks, fire from sockets being overloaded or equipment overheating, tripping over trailing cables</li> </ul>	<ul style="list-style-type: none"> <li>• PPTs</li> <li>• Worksheets</li> <li>• Assessments</li> <li>• Flip Classes</li> </ul>

		<ul style="list-style-type: none"> <li>Describe some simple strategies for preventing these issues</li> <li>Evaluate own use of IT equipment and develop strategies to minimize the potential safety risk</li> <li>Discuss why e-safety is needed</li> <li>Evaluate own use of the internet and use strategies to minimize the potential dangers, e.g. only using websites recommended by teachers, only using a learner-friendly search engine</li> <li>Evaluate own use of email and use strategies to minimize the potential dangers, including only emailing people</li> </ul>	
<p><b>ECONOMICS</b></p> <p><b>UNIT:</b></p> <p><b>LESSON:</b></p>	<ul style="list-style-type: none"> <li>EMPLOYMENT AND UNEMPLOYMENT</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the causes and types of unemployment</li> <li>Discussion on the policies to reduce unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Structured questions</li> <li>Case studies</li> <li>Oral questioning</li> </ul>
<p><b>ACCOUNTING</b></p> <p><b>UNIT: Financial Statements</b></p> <p><b>LESSON: Incomplete records</b></p>	<ul style="list-style-type: none"> <li>Statement of affairs</li> <li>Trade receivables and payables account</li> <li>Mark up and margin</li> </ul>	<ul style="list-style-type: none"> <li>To formulate financial statements from incomplete records</li> </ul>	<ul style="list-style-type: none"> <li>Formats</li> <li>Structured questions</li> </ul>
<p><b>BUSINESS STUDIES</b></p> <p><b>UNIT: 4</b></p> <p><b>LESSON:4.2</b></p>	<ul style="list-style-type: none"> <li>Costs, scale of production and break-even analysis</li> </ul>	<ul style="list-style-type: none"> <li>To Classifying costs using examples, e.g. fixed, variable, average, total.</li> <li>To Use cost data to help make simple cost-based decisions, e.g. to stop production or continue</li> </ul>	<ul style="list-style-type: none"> <li>Progressive test</li> <li>Solving case studies</li> </ul>