



أكاديمية ديار الخاصة
DIYAR PRIVATE ACADEMY

• FUJAIRAH

• DIBBA

DPADG



NEWSLETTER

30th April 2026



Message from the Principal

It has been a pleasure to welcome our students **back to school**, and we would like to sincerely thank our parents for their continued support and cooperation during the period of distance learning. The smooth transition back to on-site learning has been a testament to the strength of our school community.

We are pleased to see that students have returned well-prepared and responsive, particularly in relation to safety expectations. Regular drills and clear routines have ensured that all students are confident and well-equipped to respond appropriately in any emergency situation.

As Ministry of Education restrictions continue to ease, we are optimistic that graduation ceremonies will take place on campus in June. We are currently planning for this and look forward to celebrating these important milestones together. At the same time, we have developed a contingency plan to ensure that these events can proceed in an alternative format should circumstances require.

We would also like to remind parents that there will be no formal final examinations this term. Assessment will instead be based on continuous evaluation by teachers, alongside external assessments including MAP, ABT, IBT, and SBT where applicable. As such, regular attendance remains essential to ensure that students are fully engaged in their learning and that teachers are able to accurately assess their progress.

Thank you once again for your ongoing support.



Wellbeing

Expressive Arts is a fun and supportive way for elementary students to explore their feelings and express themselves creatively. Using activities like drawing and painting children could share their thoughts in ways that don't always require words. This process helped build confidence, relax, improve focus, and develop healthy coping skills. In a safe and encouraging environment, expressive art supports students' emotional well-being while nurturing their imagination and creativity.





• Autism Awareness Month: From Awareness to Acceptance

Awareness is knowing that autism exists; acceptance is ensuring everyone belongs.

April is recognized globally as Autism Awareness Month, a time to build understanding and support for individuals on the autism spectrum. While awareness is an important first step, the focus is now shifting towards acceptance, inclusion, and meaningful support.

At our school, we believe that every child is unique, with their own strengths, interests, and ways of learning. Moving beyond awareness means creating environments where students with autism feel valued, respected, and fully included in all aspects of school life.

An important part of this journey is early identification and intervention. Research consistently shows that early support can significantly enhance communication, social, and learning outcomes, helping children reach their full potential. Together, as a school community, we can foster empathy, celebrate diversity, and ensure that all learners feel a true sense of belonging.





KG Section

• **Back Together Again: A Joyful Return to Classroom Learning**

We are delighted to share the highlights of a truly special and successful month in Kindergarten!

This month marked an important transition for our little learners as we moved from online learning back to in-person teaching. It has been a joyful and heartwarming experience to welcome the children back into the classroom. Their excitement, energy, and enthusiasm have been truly wonderful to see, making this transition incredibly smooth and meaningful for everyone.

Our students adapted exceptionally well to being back at school. They quickly settled into their routines, reconnected with their friends, and embraced hands-on, interactive learning with great eagerness. It has been especially rewarding to see their confidence grow as they engage in classroom discussions, group activities, and play-based learning experiences.

We are extremely proud of how responsibly our KG students followed all evacuation safety protocols. During our drills and safety practices, the children demonstrated excellent listening skills, calm behaviour, and a clear understanding of instructions. They moved safely and efficiently, showing maturity and cooperation beyond their years. Their positive attitude helped ensure that all procedures were carried out smoothly and successfully, creating a safe and well-prepared school environment.

Learning has been progressing beautifully across all areas. Students have been actively participating in literacy and numeracy activities, developing their communication skills, and exploring new concepts through creative and engaging lessons. The return to in-person teaching has allowed for richer interactions, more personalized support, and a deeper connection to learning.

In addition to academics, we have focused on social-emotional development, encouraging kindness, teamwork, and independence. It has been wonderful to see students supporting one another, sharing, and building strong classroom relationships once again.

We would like to thank you, our parents, for your continued support and cooperation throughout this transition. Your encouragement at home plays a vital role in your child's success at school.

We are incredibly proud of our KG students and all that they have achieved this month. We look forward to another exciting month ahead, filled with growth, discovery, and joyful learning!

Warm regards,

The Kindergarten Team



Pre- KG





KG 1





KG 2

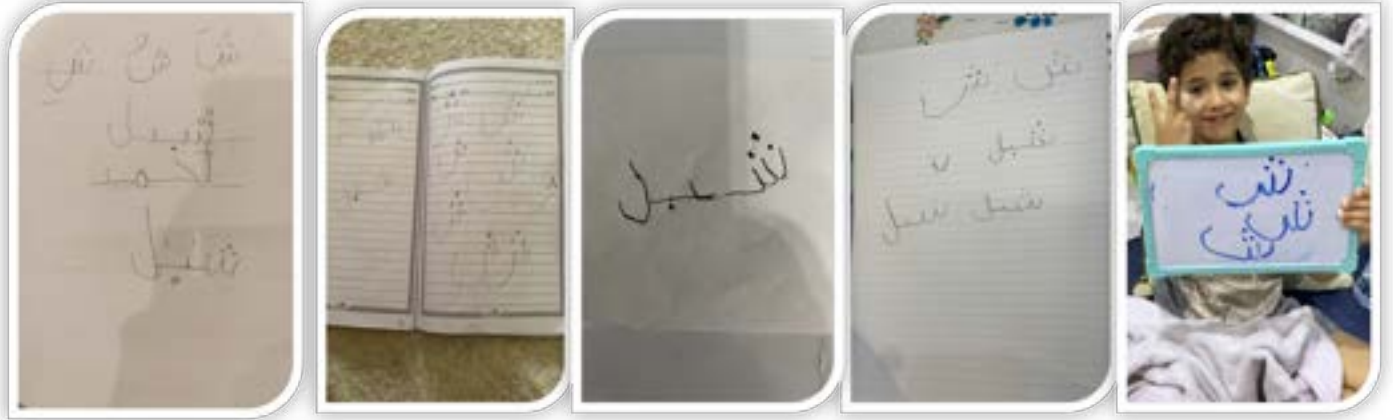




اللغة العربية - Arabic

طلاب الروضة الأولى يتعلمون حرف ش ، ز ، ك ويقومون بعمل أنشطة صفية ممتعة:

ابداعات الأطفال خلال فترة التعلم عن بعد :



تنفيذ الأنشطة الخاصة بحرف ك داخل الصف :





طلاب الروضة الأولى فخورين بالإمارات .



تعلمنا في هذا الشهر الحروف العربية (غ، ح، ت، ص) و قمنا بكتابة جُمَل مفيدة و قمنا بتحليل الكلمات لهذه الحروف بطريقة ممتعة و سهلة في صفوف الروضة الثانية :





Elementary Section - Grades 1-5

Welcome Back, Elementary!

It has been absolutely wonderful to welcome all of our children back into school. Seeing their smiling faces, hearing their laughter in the corridors, and feeling the positive energy around the classrooms has truly been a joy for us all. The return to in-person learning has reminded us just how special our school community is, and how much we value the connections we share each day.

We would like to take a moment to recognise the incredible resilience our students have shown throughout their period of online learning. Adapting to a different way of learning is never easy, yet our children approached it with determination, positivity, and a willingness to try their best. They demonstrated independence, responsibility, and a strong commitment to their learning, which is something we are incredibly proud of.

A huge congratulations goes to all of the children for their online projects. The effort, creativity, and enthusiasm that went into their work was clear to see. We were particularly impressed with how students embraced opportunities to think deeply, explore new ideas, and present their learning in engaging ways.

Our Grade 5 students deserve special recognition for their outstanding presentations on their deep learning projects. They spoke with confidence, clarity, and passion, showcasing not only their knowledge but also their ability to communicate effectively. Their articulation, creativity, and pride in their work were truly fantastic, and they set a wonderful example for younger students across the elementary phase.

We would also like to celebrate the children's participation in our wellbeing art therapy sessions. These sessions have played an important role in supporting our students' emotional wellbeing during a time of change. Expressive Arts provides a safe and enjoyable way for children to explore their feelings and express themselves creatively. Through activities such as drawing, painting, and other artistic experiences, children are able to communicate their thoughts and emotions in ways that do not always require words.



This creative process is incredibly valuable. It helps children to build confidence, develop self-awareness, and feel a sense of calm and relaxation. It can also improve focus and concentration, while supporting the development of healthy coping strategies. In a safe, nurturing, and encouraging environment, expressive arts allow students to feel heard, supported, and understood. We are delighted to share that our students have fully embraced these sessions—they have been full of creativity, positivity, and, most importantly, great fun.

As we continue through the term, we would like to emphasise the importance of maintaining strong learning habits at home. Your support plays a vital role in reinforcing what children are learning in school. We kindly ask that you continue to encourage your children to regularly use Raz-Kids to develop their reading skills, and Times Tables Rock Stars to strengthen their fluency in multiplication.

It has been fantastic to see so many children engaging with these platforms during the online learning period, and we were proud to award certificates to those who showed dedication and perseverance. These foundational skills in reading and mathematics are essential building blocks for all areas of learning, and consistent practice will help your child grow in confidence and ability.

Thank you, as always, for your continued support. Working together as a school and home community allows us to provide the very best for our children. We are excited for the term ahead and look forward to seeing our students continue to thrive, grow, and succeed





اللغة العربية - Arabic

تميّزت طالبات الصف الرابع في الحصص خلال فترة التّعلم عن بُعد، حيث تم إتباع أفضل ممارسات للتّعلم وتنفيذ العديد من الأنشطة الحركية الممعة خلال تلك الفترة الاستثنائية.

نشاط: ابعثي عن الفعل تحدث في المنزل.

هدف النشاط:

1. تنمية ملاحظة الطالبات للأفعال في حياتهن اليومية.
2. ربط التعلم بحيات الطالبات.
3. تحويل الفعل إلى جملة فعلية صحيحة.
3. إضافة حركة وحساس داخل المسألة.

تحدي السرعة:
أول من تم 3 أمور سريعاً...
أول من يكتب جملة فعلية صحيحاً يحصل على النقاط في الفس

الفعل السريع:
من يعلق صورة في البيت

الحصص الثانية- الجملة الفعلية

نشاط مثير

كاميرا الجملة الفعلية

- نشاط: كاميرا الجملة الفعلية
- أختار مثلاً منكم.
- يختار فعل معلماً.
- يمثّل الفعل بدون صوت.
- أتم تكلمتون الفعل.
- نكتب جملة فعلية في الدرس في الاستخدام الفعل.

مهمة التحدي لطالبات الميزات

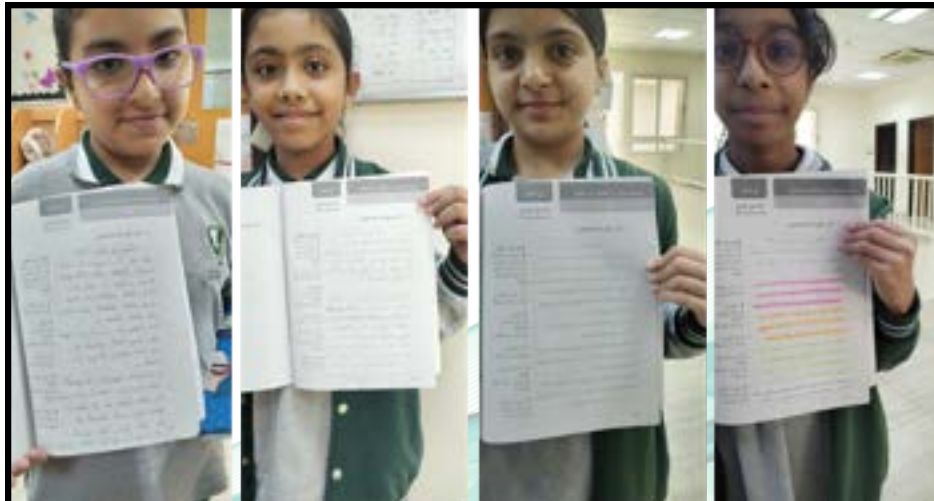
عنوان المهمة:
أكتب فقرات أصناف أوبيا

مفاتيح التقييمية باستخدام العنصر الفعلية

مقطع من المسألة بين تلقيا الطالبات للنشاط

أثناء عرض نتائج بحث الطالبات عن الفعل في المنزل

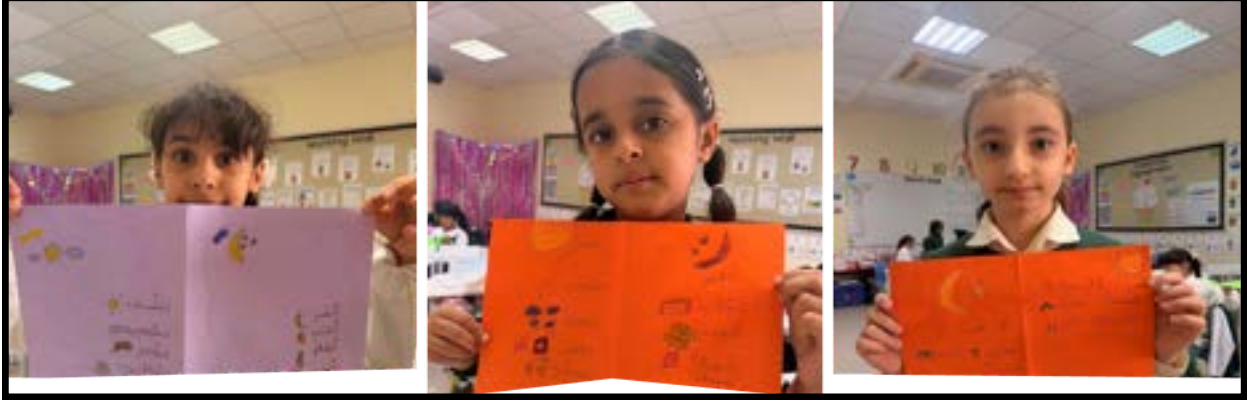
تميزت طالبات الصف الخامس بكتابة نصوص إقناعية عن أهمية ترك الخجل والتعلي بالقوة والشجاعة . وذكرن فيه الأسباب والأدلة.





اللام الشمسية واللام القمرية

صمّمت الطالبات بطاقة تعليمية تضم كلمات باللام الشمسية والقمرية، الأمر الذي أسهم في ترسيخ مهارة التمييز بينهما، وتعميق استيعابهنّ لهذا المفهوم اللغوي بأسلوب تطبيقي فعّال.

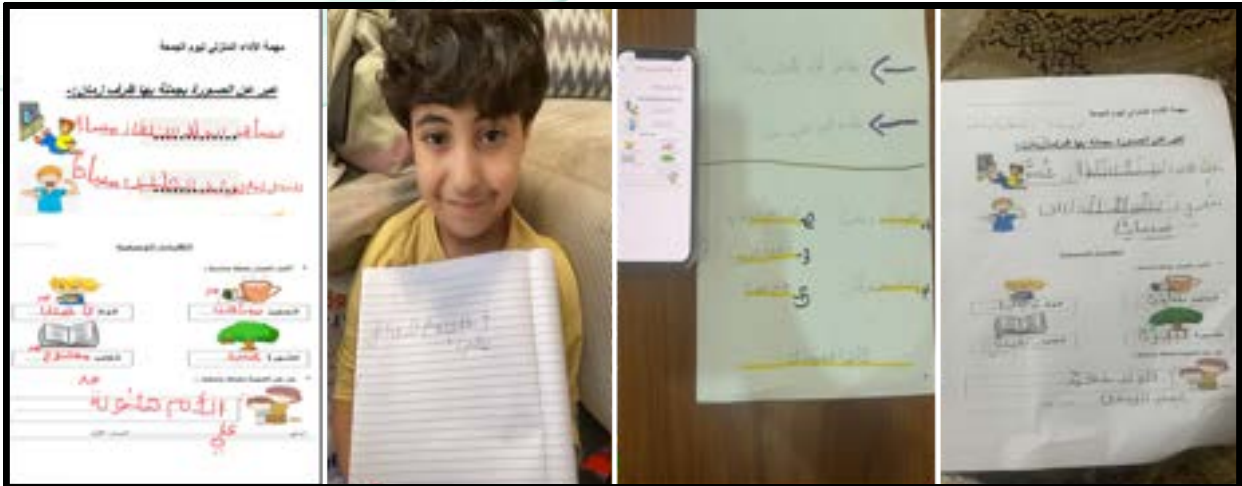


الطلاب تعلّموا كيفية صنعون بطاقات تهنئة وكتابة رسائل إلى أحبائهم.





إبداعات الطلاب في صفوف اللغة العربية



الوظائف / Jobs Poster



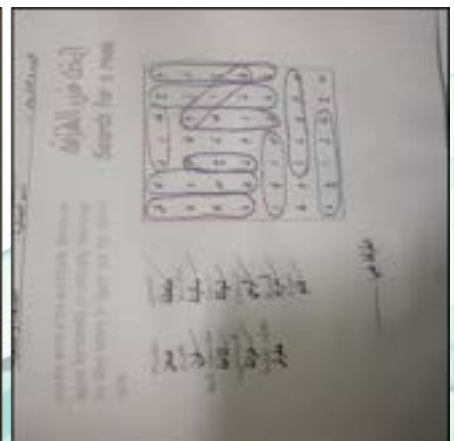
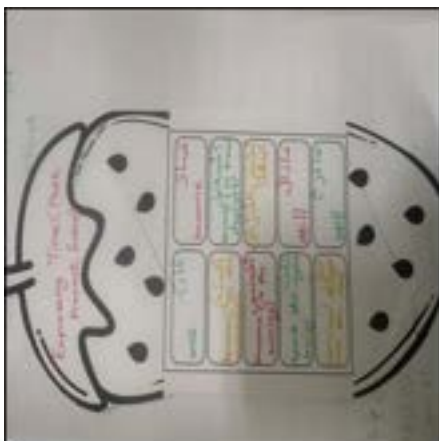
ملفردات الألوان / Colors



تصميم الطالبة / Student Design



صفوف اللغة العربية لغير الناطقين بالعربية





الدراسات الإجتماعية - Social Studies

مشاركات الصف الثالث في درس الحسن بن هيثم وتفاعلهم من خلال رسم الخرائط الذهنية وشرحها الذهنية



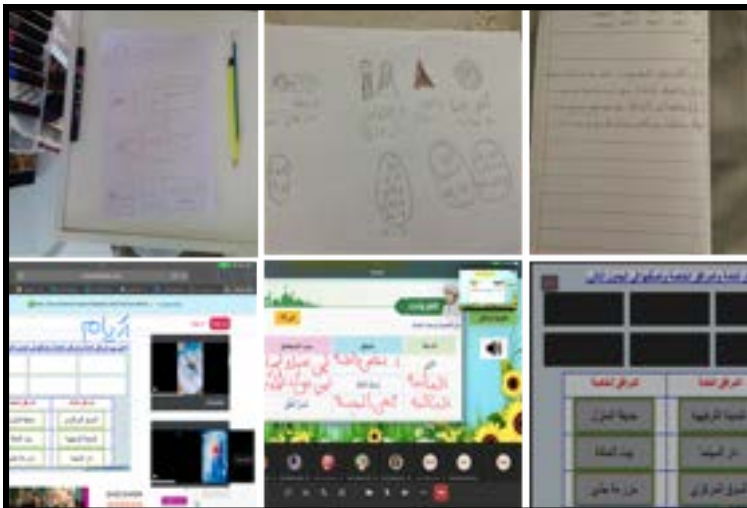
يسرني أن أشارككم إبداعات طلابتي من الصف الرابع، حيث أبدعن في شرح درس "إبداعات جدي"، وتميزن في إثراء المادة بأساليب مميزة تعكس فهمن العميق وحبهن للتعلم.



التربية الإسلامية - Islamic

إبداعات الصف الرابع، الخامس في التعلم عن بعد مع الأنشطة

إبداعات الصف الأول ف التعلم عن بعد مع الأنشطة والألعاب من خلال دمج التقنية بالتعلم (woodwall_ quizzes_nearpod_live worksheets)





Middle & High School Section

• HOS Roundup

April has been a month of change for our school community. We began the term with a period of online learning, where teaching and learning looked a little different from our usual routines.

I would like to take this opportunity to sincerely thank you for your continued support during this time. Supporting our girls to stay engaged, focused, and positive while learning from behind screens is no small task, and your partnership made a real difference.

On 20th April we were delighted to welcome all students back onto campus. It has been wonderful to see the school full again—classrooms active, corridors busy, and students reconnecting with their teachers and peers.

As we move forward, our focus is on returning to normal routines and high expectations. This includes maintaining strong standards in:

- Behavior for learning
- Respectful interactions
- Full and correct school uniform

These expectations are essential in creating a calm, focused, and positive environment where all students can succeed.

Homeroom time has been focused on 'proud of the UAE' theme reflecting on the recent uncertain times and our pride in those that kept us safe.

Term 3 is always a busy and exciting time, with opportunities for growth, achievement, and celebration. We look forward to continuing to work closely with you to support your daughters in finishing the academic year strong, confident, and proud of their progress.

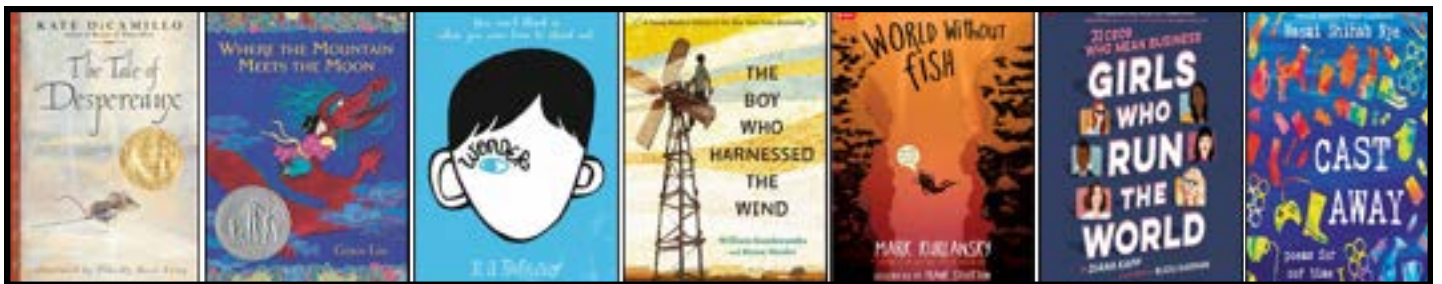
Thank you, as always, for your ongoing support.





• English

In Term 3, students in **grades 6–12** are engaged in reading a class novel. For most of our students, this is the first time they are reading a complete novel together as a class. Students had access to a pdf version of the text during distance learning and are now able to read from the books while in the classroom. English teachers have reported that students are engaged, focused, and enjoying the depth and drama of reading a full novel.



Through close reading of the novels this term, students in both middle and high school are improving in reading comprehension and analysis of characters, plot elements, and author's choices.

Students can continue to develop these skills by reading independently 30 minutes per day. Research shows that students naturally improve in reading comprehension, vocabulary, and even writing by reading for pleasure 30 minutes per day. This leads to higher test scores, better grades, and more confidence.





Math: Middle School

IMYC Project: Leadership Data - Driven Leaders

Our Grade 7 students stepped into the role of Student Leadership Consultants, taking on the challenge of identifying issues within their school community. Using mathematical analysis, critical thinking, and teamwork, they explored problems, designed practical solutions, and proposed ideas that could create meaningful positive change. This exciting inquiry and project-based IMYC Leadership task gave students the opportunity to lead, influence, and make a real impact, showing that leadership is not just about titles, but about taking data-informed actions to inspire improvement.



IMYC Math Project – RISK Design the Safest Zone in the UAE

Our Grade 6D students stepped into the role of planners, taking on the challenge of designing the safest zone within a map of the UAE. Using their knowledge of coordinates, perimeter, and area, they carefully analyzed locations and justified why their chosen safe zone was the best option.

Smart Water Storage Prototype Using a Cylinder, Cone, and Sphere

1. My Prototype Sketch

2. My Scientific Notation Table

Part	Shape	Dimensions	Volume Formula	Volume
Cylinder	Cylinder	Radius: 1.5 cm, Height: 10 cm	$V = \pi r^2 h$	$V = \pi (1.5)^2 (10) = 22.5\pi \text{ cm}^3$
Cone	Cone	Radius: 1.5 cm, Height: 5 cm	$V = \frac{1}{3} \pi r^2 h$	$V = \frac{1}{3} \pi (1.5)^2 (5) = 3.75\pi \text{ cm}^3$
Sphere	Sphere	Radius: 1.5 cm	$V = \frac{4}{3} \pi r^3$	$V = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Total Capacity				$41.25\pi \text{ cm}^3$

3. My Volume Calculations

Cylinder: $V = \pi r^2 h = \pi (1.5)^2 (10) = 22.5\pi \text{ cm}^3$
 Cone: $V = \frac{1}{3} \pi r^2 h = \frac{1}{3} \pi (1.5)^2 (5) = 3.75\pi \text{ cm}^3$
 Sphere: $V = \frac{4}{3} \pi r^3 = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Composite Total: $V = 41.25\pi \text{ cm}^3$

My Implementation: My water storage design uses a cylinder, cone, and sphere connected together. I used the same measurements I found my sketch for the cylinder, cone, and sphere. I used the same measurements for the cylinder, cone, and sphere. I used the same measurements for the cylinder, cone, and sphere. I used the same measurements for the cylinder, cone, and sphere.

Grade 8 students applied their understanding of the volume of cylinders, cones, and spheres by designing their own Smart Water Storage Prototype. Through this project, students connected mathematics to a real-life situation by exploring how different 3D shapes can be used to store and manage water efficiently.

Students created detailed sketches of their prototypes, identified the cylinder, cone, and sphere components, and calculated the volume of each part using the correct formulas. They also used scientific notation to represent large or small measurements and explained how their design could support water storage in a practical and sustainable way.

This activity encouraged students to think critically, solve real-world problems, and show creativity while strengthening their mathematical reasoning and communication skills. It was a great opportunity for students to see how maths can be used in engineering, design, and sustainability.

SMART WATER STORAGE PROTOTYPE

1. My Prototype Sketch

2. My Volume Calculations

Cylinder: $V = \pi r^2 h = \pi (1.5)^2 (10) = 22.5\pi \text{ cm}^3$
 Sphere: $V = \frac{4}{3} \pi r^3 = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Total Capacity: $V = 37.5\pi \text{ cm}^3$

Cone Project Smart water storage

1. My Prototype Sketch

2. My Volume Calculations

Cone: $V = \frac{1}{3} \pi r^2 h = \frac{1}{3} \pi (1.5)^2 (10) = 7.5\pi \text{ cm}^3$
 Sphere: $V = \frac{4}{3} \pi r^3 = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Total Capacity: $V = 22.5\pi \text{ cm}^3$

IMYC PROJECT: DEVELOPMENT SMART WATER STORAGE PROTOTYPE

1. My Prototype Sketch

2. My Volume Calculations

Cylinder: $V = \pi r^2 h = \pi (1.5)^2 (10) = 22.5\pi \text{ cm}^3$
 Sphere: $V = \frac{4}{3} \pi r^3 = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Total Capacity: $V = 37.5\pi \text{ cm}^3$

3. My Implementation: My water storage design uses a cylinder and a sphere connected together. I used the same measurements I found my sketch for the cylinder and sphere. I used the same measurements for the cylinder and sphere. I used the same measurements for the cylinder and sphere.

IMYC DEVELOPMENT TASK 2: APPLY VOLUME IN REAL LIFE

PROJECT: DESIGNING A WATER STORAGE SYSTEM

Disseptary: Aam Mohamed
 Class: 8C
 School: Iqbal Private Academy

1. My Prototype Sketch

2. My Volume Calculations

Cylinder: $V = \pi r^2 h = \pi (1.5)^2 (10) = 22.5\pi \text{ cm}^3$
 Sphere: $V = \frac{4}{3} \pi r^3 = \frac{4}{3} \pi (1.5)^3 = 15\pi \text{ cm}^3$
Total Capacity: $V = 37.5\pi \text{ cm}^3$

3. My Implementation: My water storage design uses a cylinder and a sphere connected together. I used the same measurements I found my sketch for the cylinder and sphere. I used the same measurements for the cylinder and sphere. I used the same measurements for the cylinder and sphere.



Math: High School

SDG 17 – Partnership in Goals

Task 3: Parallel Lines, Transversals, and Reasoning


Step 1: Observe (About 15-20 minutes)

- Where do you see parallel lines? Highways, bridges, building edges, train tracks.
- What else can you think of? (Elevator?) In air-travel, cranes, a bridge, or any object that crossing the parallel lines.
- What angles are formed?
 - Corresponding angles
 - Alternate interior angles
 - Alternate exterior angles
 - Same side interior angles

Step 2: Identify Angle Relationships

Classify any image (road, bridge, or building) clearly available.

- Corresponding angles
- Alternate interior angles
- Alternate exterior angles
- Same side interior angles



Step 3: Record and Organize

Angle Pair	Relationship	Equal or Supplementary?
Corresponding	Same relative position	Equal
Alternate Interior	Inside, opposite sides	Equal
Alternate Exterior	Outside, opposite sides	Equal
Same-side Interior	Inside, same side	Supplementary (180°)

Step 4: Reason and Prove

- If two angles are equal, what does that tell you? Are the lines parallel?
- How do I know the lines are parallel?

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles are only when the lines are parallel.

SDG 17: PARTNERSHIP IN GOALS

PARALLEL LINES, TRANSVERSALS, AND REASONING: DESIGNING FOR PRECISION

My name is: **Noura Fahad**
Grade: **10**

GOING DEEPER: How can our understanding of parallel lines and transversals help us design a safe and efficient public space?

STEP 1: OBSERVE (About 15-20 minutes)

- Observe and identify examples of parallel lines and transversals in real life.
- Identify angles formed by transversals intersecting parallel lines.
- Classify the angles formed (corresponding, alternate interior, etc.).

STEP 2: IDENTIFY ANGLE RELATIONSHIPS

Classify any image (road, bridge, or building) clearly available.

STEP 3: RECORD AND ORGANIZE

Angle Pair	Relationship	Equal or Supplementary?
Corresponding	Same relative position	Equal
Alternate Interior	Inside, opposite sides	Equal
Alternate Exterior	Outside, opposite sides	Equal
Same-side Interior	Inside, same side	Supplementary (180°)

STEP 4: REASON AND PROVE

If two angles are equal, what does that tell you? Are the lines parallel? How do I know the lines are parallel?

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles are only when the lines are parallel.

PROJECT: DESIGN A SAFE AND EFFICIENT COMMUNITY SPACE

Together we build a better community

STEP 1: DESIGN (Goal at the End)

- Draw two parallel lines to represent roads and bridge beams.
- The transversal is the road crossing at a 45-degree angle.
- The angles formed include equal angles and supplementary angles.

STEP 2: IDENTIFY ANGLE RELATIONSHIPS

Using the diagram below:

- Identify corresponding angles.
- Identify alternate interior angles.
- Identify alternate exterior angles.
- Identify same-side interior angles.

STEP 3: RECORD AND ORGANIZE

Angle Pair	Relationship	Equal or Supplementary?
Corresponding angles	Same position	Equal
Alternate interior angles	Inside, opposite sides	Equal
Alternate exterior angles	Outside, opposite sides	Equal
Same-side interior angles	Inside, same side	Supplementary

STEP 4: REASON AND PROVE

If two angles are equal, I know that the lines are parallel. We know the lines are parallel because equal corresponding or alternate angles prove parallel lines.

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles only when the lines are parallel.

STEP 5: APPLY YOUR KNOWLEDGE (By creating real design)

Goal 1 (parallel): $\angle 1 = \angle 5$ (corresponding)

Goal 2 (parallel): $\angle 3 = \angle 7$ (alternate interior)

Goal 3 (parallel): $\angle 4 = \angle 8$ (alternate exterior)

Goal 4 (parallel): $\angle 2 + \angle 6 = 180^\circ$ (same-side interior)

STEP 6: EXPLAIN YOUR THINKING

- I will compare corresponding angles and alternate interior angles to make the lines parallel.
- I will use the fact that corresponding angles are equal to prove the lines are parallel.
- I will use the fact that alternate interior angles are equal to prove the lines are parallel.
- I will use the fact that alternate exterior angles are equal to prove the lines are parallel.
- I will use the fact that same-side interior angles are supplementary to prove the lines are parallel.

CHALLENGE (Optional)

A ladder leans against a wall. The angle between the ladder and the ground is 75° . The angle between the ladder and the wall is 15° . Are the ladder and the wall parallel? Explain your answer.

GOOD MATH TODAY, BETTER COMMUNITY TOMORROW

PROJECT SHEET

Task 3: Parallel Lines, Transversals, and Reasoning

Step 1: Observe (About 15-20 minutes)

Where do you see parallel lines? Highways, bridges, building edges, train tracks.

Step 2: Identify Angle Relationships

Classify any image (road, bridge, or building) clearly available.

Step 3: Record and Organize

Angle Pair	Relationship	Equal or Supplementary?
Corresponding	Same relative position	Equal
Alternate Interior	Inside, opposite sides	Equal
Alternate Exterior	Outside, opposite sides	Equal
Same-side Interior	Inside, same side	Supplementary (180°)

Step 4: Reason and Prove

If two angles are equal, what does that tell you? Are the lines parallel? How do I know the lines are parallel?

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles are only when the lines are parallel.

UAE Architecture (Parabola Example)

$y = -0.001x^2 + 0.01x + 1$



Task 3: Parallel Lines, Transversals, and Reasoning

Step 1: Observe (About 15-20 minutes)

Where do you see parallel lines? Highways, bridges, building edges, train tracks.

Step 2: Identify Angle Relationships

Classify any image (road, bridge, or building) clearly available.

Step 3: Record and Organize

Angle Pair	Relationship	Equal or Supplementary?
Corresponding	Same relative position	Equal
Alternate Interior	Inside, opposite sides	Equal
Alternate Exterior	Outside, opposite sides	Equal
Same-side Interior	Inside, same side	Supplementary (180°)

Step 4: Reason and Prove

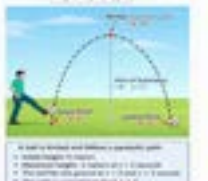
If two angles are equal, what does that tell you? Are the lines parallel? How do I know the lines are parallel?

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles are only when the lines are parallel.

Projectile Motion (Example)

$y = -0.001x^2 + 0.01x + 1$



Task 3: Parallel Lines, Transversals, and Reasoning

Step 1: Observe (About 15-20 minutes)

Where do you see parallel lines? Highways, bridges, building edges, train tracks.

Step 2: Identify Angle Relationships

Classify any image (road, bridge, or building) clearly available.

Step 3: Record and Organize

Angle Pair	Relationship	Equal or Supplementary?
Corresponding	Same relative position	Equal
Alternate Interior	Inside, opposite sides	Equal
Alternate Exterior	Outside, opposite sides	Equal
Same-side Interior	Inside, same side	Supplementary (180°)

Step 4: Reason and Prove

If two angles are equal, what does that tell you? Are the lines parallel? How do I know the lines are parallel?

Justification (Proof):

If corresponding angles are equal, then the lines are parallel because equal corresponding angles are only when the lines are parallel.

Through this project, me and Hoor worked together and supported each other to understand parabolas better. This shows the importance of SDG 17, which is about partnerships and teamwork. By sharing ideas and helping one another, we were able to connect math to real life and UAE culture. This project showed that working together makes learning more effective and meaningful.

Parabolas are important in understanding both math and real life. They help us describe motion, shapes, and structures. This project helped me see how quadratic functions are useful and meaningful.

THE STORY

PARABOLEM story:

Lucy is flying a drone across a park. She starts at a bench at (0, 5) and flies toward the flower garden. As she flies, the drone goes down and reaches its lowest point above a small pond at (2, -5).

Then the drone rises again and lands near a tree at (4, 5). The parabola shows the path of Lucy's drone as it dips and rises.

The drone passes the ground level ($y = 0$) at $x = 1$ and $x = 5$, which means it briefly flies at ground height at those points.

SDG 17 LINK:

Quadratic graphs like a parabola can connect to Sustainable Development Goal 17 (Partnerships for the Goals) because solving real-life problems often needs teamwork. For example, scientists, engineers, and governments work together and use quadratic equations to study motion, design safe structures, and improve technology like drones. By sharing knowledge and working together, different groups can use math to create better solutions for the world. This shows that partnerships help us apply mathematics in real life to achieve global goals.



- **Science: High School**

- **Earth day awareness campaign**
Grade 9 environmental science



- **Science: Middle School**

- Grade 8 Modeling embryos and studying refraction of light**





• IT: Middle School

Middle school students engaged in learning Microsoft Word and Microsoft Excel, developing their ability to create, modify, and format digital documents and spreadsheets. Through hands-on activities, they improved their skills in organizing information, applying formatting tools, and editing content effectively. This learning process enhanced their digital literacy and supported their ability to present information in a clear and structured manner, while also building their confidence in using technology for academic tasks and real-world applications.



• IT: High School

Grade 9 CS1: Students were engaged in learning HTML and web page development, during which they created forms to enable user submission related to partnership for the goals(SDG17).

Grade 10 CS2: Students are learning how to use Python string methods with conditional statements to analyse text (count letters and check how a sentence starts and ends).

Grade 11 AP CSP: Students are learning how to perform list traversal using loops and conditionals to analyse data and determine program output.

Grade 12 AP CSA: Students are learning how to model real-world collaboration using Java classes and objects, representing team roles and partnerships (SDG 17).





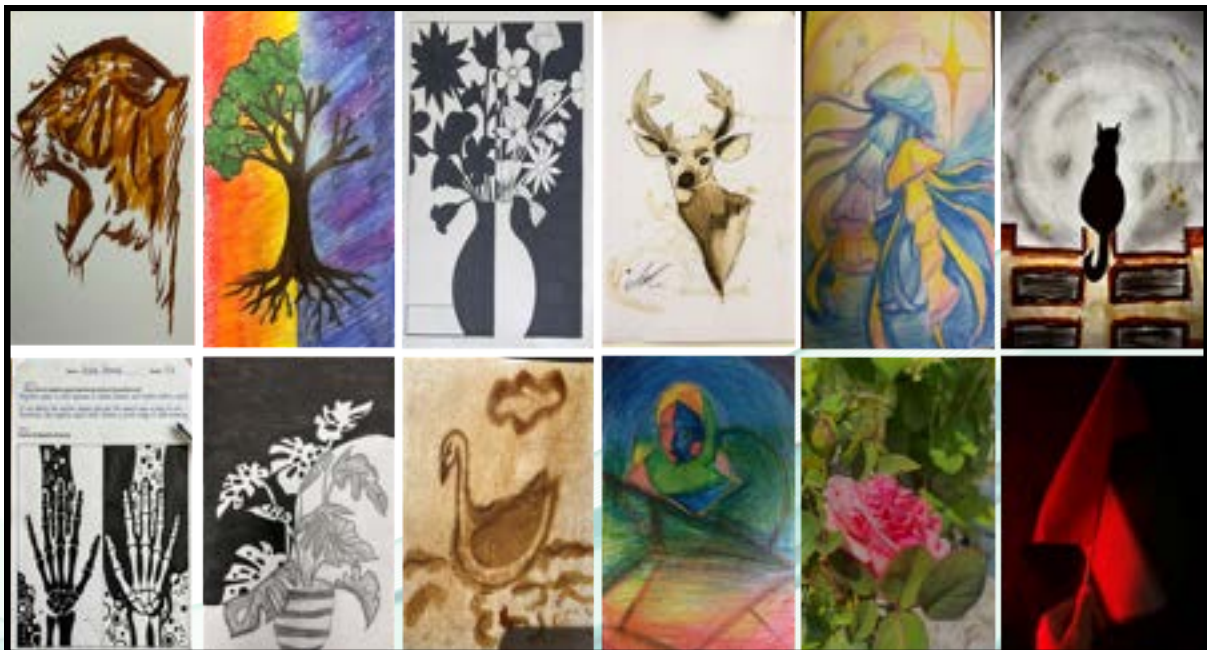
• Art : Middle School

In middle school, during April, students engage in the IMYC learning journey by developing risk awareness and responsible decision-making: Grade 6 students design posters to represent risks, Grade 7 students explore leadership and how to respond to challenges, and Grade 8 students connect their learning to the Sustainable Development Goals, promoting safety and sustainability.



• Art : High School

High school students during April demonstrated outstanding creativity, even through online learning. Grades 9–10 explored picture composition using positive and negative space and contrast, while Grades 11–12 developed their skills in coffee painting, animal pastel painting, photography, and contour drawing and coloring.





• Business

Grade 9 Business

Students learned about demand and supply, understanding how prices and customer needs affect the buying and selling of goods in the market.

Grade 10 Microeconomics

Students explored the different types of promotion, learning how businesses use advertising, sales promotions, public relations, and personal selling to attract customers.

Grade 11 Macroeconomics

Students completed a philanthropy classwork activity, showing kindness and teamwork while learning the importance of helping the community.

Grade 12 Economics

The GCC Free Trade Area allows goods to move between Gulf countries without customs duties. It helps businesses lower costs and gives consumers lower prices and more choices.





اللغة العربية - Arabic



شهدت حصص اللغة العربية في شهر أبريل المزيج بين التعلم عن بعد والتعلم الحضوري مما جعل هذه التجربة تتسم بالتكامل والمرونة في توظيف أساليب التعلم عن بُعد والتعلم الحضوري أدى إلى تحقيق أهداف المنهاج وتعزيز مهارات الطلبة اللغوية والأدبية وما زلنا مستمرين بمشروع كاتبات وأديبات الإمارات الذي يؤكد الكتابة بين التحليل والإبداع





أبدعت **طالبات الثاني عشر** في تنفيذ فعالية **"فخورين بالإمارات"**، حيث أظهرن تفاعلاً مميّزاً وفهماً عميقاً لروح الانتماء والاعتزاز بالهوية الوطنية الإماراتية، وقد تجلّى ذلك في حماسهن أثناء المشاركة، وحرصهن على إبراز التلاحم الوطني وتجسيدها لقيم الفخر بحب الوطن و تنمية مهارتهن الاجتماعية وروح العمل الجماعي.



شهد شهر أبريل حراكاً تعليمياً متميزاً قادته طالبات الصفين الثامن والعاشر، عبر تقديم أنشطة مبتكرة جمعت بين الفائدة والمُتعة. تنوعت هذه الفعاليات لتشمل نظامي التعلم عن بُعد والحضوري، مما أتاح للجميع فرصة المشاركة الفاعلة بوضوح وسهولة. وقد أثمرت هذه الجهود عن استجابة واسعة وتفاعل ملحوظ، محققة أهدافها في إثراء المعرفة بطرق إبداعية وشائقة.





• طالبات الصف الحادي عشر

فخورون بكنّ يا سفيرات المعرفة، فقد أبدعتنّ في طرح المشروع
شراكة الإمارات مع العالم' بأسلوبٍ لغوي راقٍ وتنفيذٍ فني مبهر."
استمروا في هذا التألق، فما قدمتموه اليوم من إبداع في مشروع اللغة العربية
يؤكد أننا أمام جيلٍ يملك الرؤية والأدوات لرفع راية الوطن دائماً

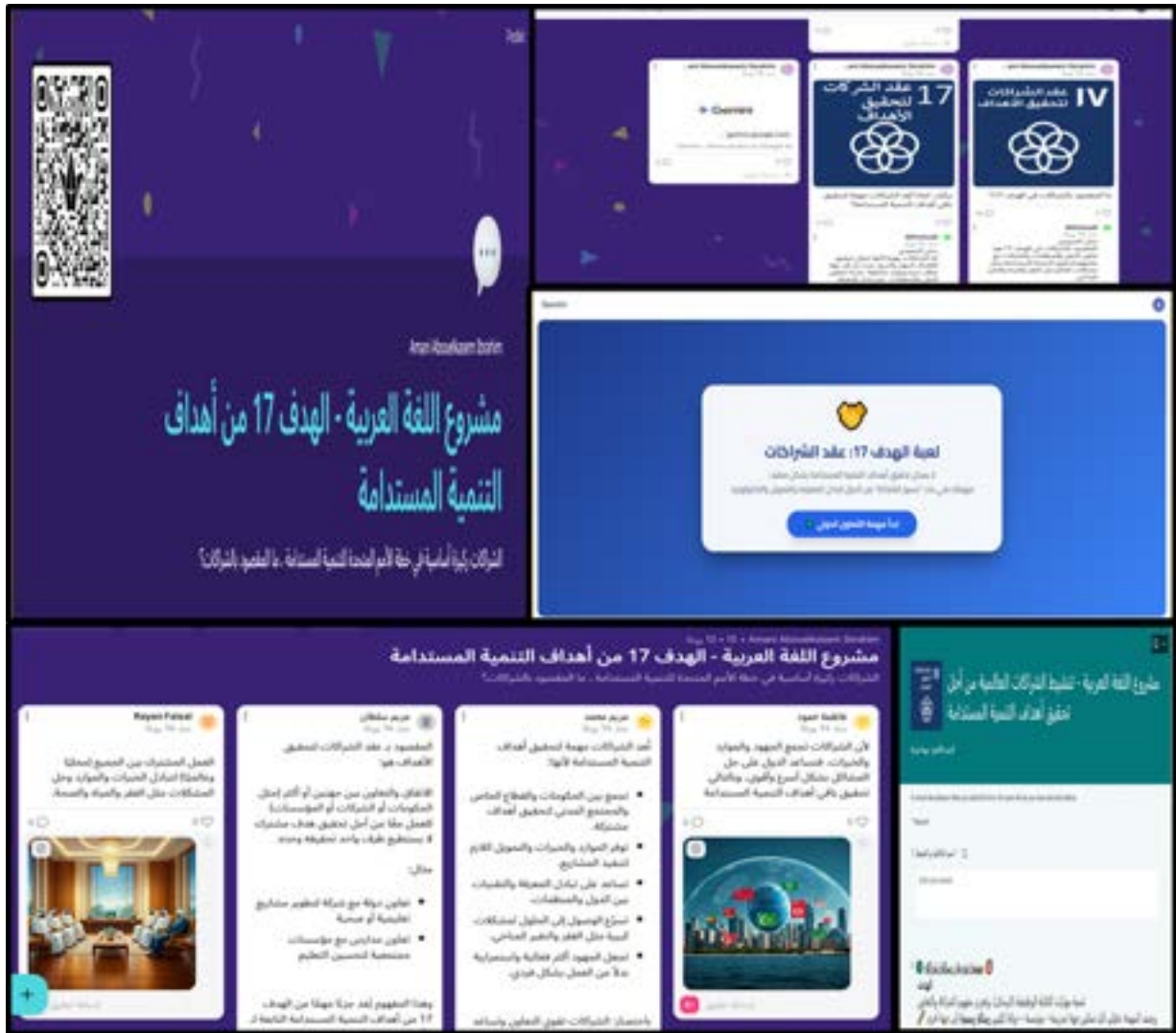




• طالبات الصف التاسع

شهدت حصص اللغة العربية خلال فترة التعلّم عن بُعد تفاعلاً مميّزًا من الطالبات ، حيث برزن في تنفيذ مشروع اللغة العربية بروح من الحماس والإبداع، وقد تنوّعت الأنشطة بين القراءة الواعية للنصوص، وكتابة الفقرات التعبيرية، وإعداد العروض التقديمية، إضافة إلى المشاركة في المناقشات الافتراضية والعمل ضمن مجموعات تعاونية.

كما استخدمت الطالبات وسائل تقنية متنوعة لإخراج أعمالهن بصورة مبتكرة، مما أسهم في تنمية مهارتهن اللغوية، وعزّز لديهن روح المسؤولية والتعلّم الذاتي.



• نماذج طالباتنا في مشروع اللغة العربية.





• أنشطة بعض المعلمات الصغيرات



الخاتمة

بعلّما هذا الفصل أن الالتزام بالعمل والواجب صفة مهمة وفقدّرة، مثلما كان عامل المصباح مثلا على الإخلاص، ولكن في الوقت نفسه يوضح أن العمل المستمر دون راحة يمكن أن يكون مرهقا وغير صحي. لذلك، من المهم أن يعيش الإنسان حياة متوازنة تجمع بين العمل والزّاحة حتى يستطيع الاستمرار بشكل أفضل وسعيد.



أبرز محاور الهدف

عقد الشراكات لتحقيق الأهداف

- 1 تعزيز التعاون الدولي**
 - تقوية العلاقات بين الدول
 - وإبادل الخبرات والمعرفة
 - وتقديم الدعم للدول النامية
 - للمساعدة على تحقيق التنمية المستدامة.
- 2 نقل التكنولوجيا وبناء القدرات**
 - مساعدة الدول على الوصول على التكنولوجيا الحديثة.
 - وتطوير مهارات الأفراد
 - والمواسمات اترية
 - القدرة على تنفيذ المشاريع وتحقيق الأهداف.
- 3 تعبئة الموارد والتمويل**
 - توفير الدعم المالي من الحكومات والمنظمات الدولية والمطاع الخاص
 - لتحويل مشاريع التنمية
 - المستدامة وتعزيز نجاحها.



عمل فردي

أهداف التنمية المستدامة

ملخص رواية الأمير الصغير

تدور القصة حول طيار تساقط طائرته في الصحراء فينتقي بظفل قريب يدعى الأمير الصغير، يخبره الأمير أنه جاء من كوكب صغير جدًا وكان يعيش فيه مع وردة ينهض، لكنه تركها بسبب سوء فهم بينهما.

خلال رحلته، زار الأمير الصغير عدة كوكب، وقابل أشخاصا غريبين مثل الملك والمكتوب، ورجل الأعمال، وكلهم كانوا يرمزون إلى تصرفات الكبار الغريبة. ثم وصل إلى كوكب الأرض، حيث تعلم دروسًا مهمة عن الصداقة والتعب من خلال لقاءه بالملك.

في النهاية، يفهم الأمير الصغير أن ما يجعل الأشياء مهمة هو الحب والاهتمام، وليس الشكل أو العدد، وتُظهر القصة أن الكبار غالبًا ينسون القيم الحقيقية في الحياة، بينما الأطفال يرون الأمور بتدقيق وبساطة.

رسم سعيد 9A

رواية الأمير الصغير

حواضر محمد علي 9A

المؤلف: أنطوان دو سانت إكزوبيري النوع الأدبي: رواية فلسفية، رواية الخيال العلمي، القصص

عن الرواية حواره حوار بيني بالأمير الصغير في الصحراء فيخبره الأمير رحلته بين الكواكب وأعطيه دروسًا عن تصرفات الكبار، كان يحب ورده وأشياء الحياة، وتعلم من الملك معنى الصداقة الحقيقية، وفي النهاية، قرر العودة إلى كوكبه بعد أن فهم قيمة الحب والمسؤولية.

أبرز الأفكار في الرواية:

- قيمة الحب والوفاء
- معاناة الإنسان في عالم مجهول
- الأطفال
- قدرة الصغار على رؤية حياة الكبار
- البحث عن المعنى الحقيقي للحياة
- الشخصيات الرئيسية
- والصغير، زعيم الصحراء والملكة الغريبة
- الرجل إيطالي، رجل الأعمال، الرجل الذي يتبعه، إنسانته بظلال كوكب الأمير
- الوردة، زعيم الحب والجمال والفرح
- الملك، رمز المصداقة والمعرفة الحقيقية.

لعبت الرواية دورًا هامًا في إضمار في حواضر، وتذكيرًا بأن القيم الحقيقية لا ترى بالعين، بل بالقلب.

الفصل الحادي عشر

أنطوان دو سانت إكزوبيري

- في هذا الفصل، يشرح الأمير الصغير كيف اكتشف أن كوكبه، كوكب الأرض، ليس كوكبًا عاديًا، بل كوكبًا كبيرًا جدًا، وأنه يحتوي على كل شيء، وأنه هو نفسه، مثل النقطتين اللتين تشكلان العين.
- يشرح الأمير الصغير كيف اكتشف أن كوكبه، كوكب الأرض، ليس كوكبًا عاديًا، بل كوكبًا كبيرًا جدًا، وأنه يحتوي على كل شيء، وأنه هو نفسه، مثل النقطتين اللتين تشكلان العين.
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أنطوان دو سانت إكزوبيري

فكرة الرواية: قصة الأمير الصغير الذي يسافر بين الكواكب ويكتشف حقائق عميقة عن الحياة والحب.

الشخصيات الرئيسية:

- الأمير الصغير
- الملك
- المكتوب
- الوردة
- الرجل الذي يتبعه

الإنسان مهم لأن ما هو مهم لا يراه العين، بل يشعر به القلب.

الرسالة: أهمية الحب والاهتمام في الحياة الحقيقية.



نفذت طالبات الصف التاسع أنشطة تعليمية حول الأمن المائي والغذائي في الوطن العربي ودولة الإمارات، تعرّفن خلالها على أهميتها والتحديات المرتبطة بهما وطرق تحقيق الاستدامة من خلال المبادرات الوطنية. كما نفذن مشروعًا حول الشراكات لتحقيق الأهداف التنموية ودورها في دعم الاستدامة، إضافة إلى دراسة مفهوم المواطن الصالح (Good Citizen) في مادة التربية الأخلاقية وأهمية الالتزام بالقيم والمسؤولية المجتمعية. وقد أسهمت هذه الأنشطة في تنمية مهارات البحث والتفكير التحليلي وربط التعلم بالحياة اليومية.



Aisha Ahmed Mohamed Abdulla R Alkhatzeibi 15/04 10:52

QUESTIONS	BY ANSWERS
Who is part of your school community?	It includes students, teachers, administrators, support staff, custodians, (Bakshis), and parents.
What do you do to contribute to the community?	I participate in class discussions, help my classmates, join school clubs, and support school events.
Why is it important to be involved?	It helps build a sense of belonging, improves school spirit, and makes the environment better for everyone.
What can you do to provide change to your school?	I can join the student council, advocate for my own programs like a garden, and speak up about improvements.

Farah Mahmood Saeed Rashed Alawadi 15/04 10:46

Character:
A good character means a person behaves in a kind and respectful way. They are honest, helpful, and care about other people's feelings. A person with good character always tries to do the right thing, even when it is hard.

Community:
A community is a group of people who live in the same place or share something in common. People in a community help each other and work together. A strong community is built on kindness, respect, and cooperation.

Good Citizen:
A good citizen follows rules and respects others. They help people, take care of their environment, and try to make their community better. They are responsible for their actions and act in a positive way.

Resourceful:
A resourceful person can find smart ways to solve problems. They use what they have in a creative way and do not give up easily. They think carefully and find solutions even in difficult situations.

تعددت الأفكار والحده في دولة الإمارات العربية المتحدة

في دولة الإمارات العربية المتحدة، تعددت الأفكار والحده في دولة الإمارات العربية المتحدة، مما ساهم في تحقيق التنمية المستدامة. من خلال المبادرات الوطنية والمشاريع المجتمعية، تعمل الإمارات على تعزيز القيم الأخلاقية والمسؤولية المجتمعية، مما يجعلها نموذجاً يحتذى به في مجال التنمية المستدامة.

شؤون العمار السليمة في دولة الإمارات العربية المتحدة

في دولة الإمارات العربية المتحدة، تعددت الأفكار والحده في دولة الإمارات العربية المتحدة، مما ساهم في تحقيق التنمية المستدامة. من خلال المبادرات الوطنية والمشاريع المجتمعية، تعمل الإمارات على تعزيز القيم الأخلاقية والمسؤولية المجتمعية، مما يجعلها نموذجاً يحتذى به في مجال التنمية المستدامة.



التربية الإسلامية - Islamic

- قامت الطالبات في شهر ابريل كثيرا من الأعمال التي جمعت بين التدريس عن بعد و الحضوري .
- وقد قامت طالبات الصف السادس بعمل مشروع عن المخاطرة وتكلم عن المخاطرة في الإسلام .
- وقامت طالبات الصف السابع بعمل مشروع القيادة وتكلمت عن أهمية والقيادة في الإسلام .
- وقامت طالبات الصف التاسع بعمل مشروع الشراكات في الإسلام .

