

WEEKLY PLAN-2026-27

GRADE: 10

TERM 1

WEEK – 17 14th September to 18th September

Subject	Topic	Learning Objectives (Students will be able to...)	Teaching & Learning Activities	Assessment (Type- Skill & Evidence)	Differentiation (Support-Core-Challenge)	AFL Strategy	National Identity Link	LMS Upload	Homework
English	Bholi	Analyze Bholi's early childhood, family background, and the social stigmas that impacted her self-esteem.	Read aloud and discussion of Bholi's childhood, smallpox attack, and neglect by family; introduction of main characters (Ramlal, Bishamber).	Type: Formative Skill: Reading Comprehension & Character Analysis Evidence: Direct text citations and character trait graphic organizers.	Support: Sentence starters & vocabulary bank for key terms (e.g., <i>stammer</i> , <i>neglect</i>). Core: Structured character grid analyzing family attitudes. Challenge: Write a	Think-Pair-Share: Discuss why Bholi was treated differently from her siblings.	Connect Bholi's right to education with national literacy drives and gender empowerment initiatives (e.g., <i>Beti Bachao Beti Padhao</i> / UAE National Strategy for Wellbeing).	Digital text excerpt, vocabulary bank, character chart PDF.	Answer textbook questions 1–3 on Bholi's early childhood in notebooks.

					short commentary on social bias against girls with disabilities.				
Mathematics	Trigonometry – Introduction to Trigonometric Ratios	Define the six trigonometric ratios of an acute angle. - Identify the opposite, adjacent and hypotenuse sides of a right-angled triangle. - Calculate $\sin \theta$, $\cos$ Diagnostic: Prior knowledge of right triangles and	- Activate prior knowledge of right-angled triangles and Pythagoras theorem. - Use coloured right-angled triangles to identify opposite, adjacent and hypotenuse. - Introduce SOH–CAH–TOA through a visual activity. - Students calculate	Diagnostic: Prior knowledge of right triangles and Pythagoras theorem. Formative: Oral questioning, mini-whiteboard questions and pair activity. Skill: Calculation, reasoning and application. Evidence: Correct identification of sides, calculation of	Diagnostic: Prior knowledge of right triangles and Pythagoras theorem. Formative: Oral questioning, mini-whiteboard questions and pair activity. Skill: Calculation, reasoning and application. Evidence: Correct identificatio	Support: Labelled triangles, formula sheet, guided examples and paired support. Core: Calculate trigonometric ratios and solve standard problems. Challenge: Multi-step problems	Apply trigonometry to UAE landmarks, buildings and structures to estimate heights and distances. Students discuss how mathematics supports engineering, architecture and	Worksheet	Complete a worksheet on trigonometric ratios and standard angles . Include 2 real-life height-and-distance problems and one question requiring students to explain which trigonometric ratio

		Pythagoras theorem. Formative: Oral questioning, mini-whiteboard questions and pair activity. Skill: Calculation, reasoning and application. Evidence: Correct identification of sides, calculation of ratios and explanation of solutions. CPST: Short application/problem-solving task. and $\tan \theta$ using given sides.	trigonometric ratios from given triangles. • Use GeoGebra/interactive visualisation to explore how ratios change with the angle.	ratios and explanation of solutions. CPST: Short application/problem-solving task.	n of sides, calculation of ratios and explanation of solutions. CPST: Short application/problem-solving task	involving unknown sides/angles and real-life applications.	construction in the UAE.		is appropriate and why.
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		• Use standard trigonometric values for 0°, 30°, 45°, 60° and 90°. • Apply trigonometric ratios to simple real-life situations.							
Science (Biology)	Our Environment	Differentiate between producers, consumers and decomposers. • Explain food chains and food webs using suitable examples.	Introduce ecosystem, biotic/abiotic factors and trophic levels. Application: Discuss UAE ecosystems such as desert habitats, mangroves and marine ecosystems.	Formative: Questioning, observation and worksheet assessment. Skills: Classification, sequencing, interpretation and application. Evidence: Correctly constructed food chains, identification of trophic	Core: Construct and explain food chains and identify trophic levels. Challenge: Predict the effects of removing a particular organism from a food web and justify the answer scientifically.	Think–Pair–Share	Explore UAE desert and mangrove ecosystems, highlighting the ecological importance of the Ghaf tree,	Upload presentation, ecosystem diagram, food-chain/food-web worksheet and exit-ticket	Identify the producer, primary consumer, secondary consumer, tertiary consumer and decomposer.

				levels and written responses.					
Science (Chemistry)	Carbon and its Compounds (Covalent Bonding & Versatile Nature of Carbon)	Explain the properties of catenation and the distinction between saturated and unsaturated hydrocarbons.	Interactive discussion on why carbon shares electrons rather than forming ionic bonds.	<i>Formative:</i> Real-time questioning and an exit ticket evaluating electron-dot structure accuracy.	<i>Challenge:</i> Challenge students to draw and name all structural isomers for pentane (C_5H_{12}).	Think-Pair-Share prompt: "Why can't carbon form C^{4+} or C^{4-} ions easily?"	Connect the study of hydrocarbons to the UAE's petrochemical sector, discussing how fractional distillation of crude oil yields essential organic compounds and fuels vital to the national economy.	Upload lecture slides, interactive simulation links, and practice problem sets.	Complete textbook questions on nomenclature of haloalkanes and alcohols.
Science (Physics)	Light – reflection and refraction	1. Construct and interpret ray diagrams for image formation	Starter: Display examples of rear-view mirrors, shaving/makeup mirrors,	Type: Formative assessment. Skills: Application, diagram construction,	Support: Students receive partially completed ray diagrams	Mini whiteboards: Students sketch one principal	Connect spherical mirrors to road safety in the UAE , including convex	1. Notes/PPT on spherical mirrors and Cartesian sign convention. 2. Ray-diagram reference	Core: Draw and label ray diagrams for: (a) object beyond C,

		by concave and convex mirrors. 2. Predict the position, size, orientation, and nature of images formed by spherical mirrors. 3. Apply the mirror formula and sign convention to determine image distance, object distance and focal length. 4. Solve numerical and real-life problems involving	and solar concentrator s. Students identify whether a concave or convex mirror is used and predict why. Teacher Demonstration: Revise principal axis, pole, centre of curvature and focus. Demonstrate the standard rays used to construct ray diagrams. Guided Practice: Students construct ray diagrams	problem solving, interpretation and reasoning. Evidence: Correct ray diagrams; accurate identification of image position/nature; correct use of sign convention; numerical calculations using the mirror formula; verbal explanation during Think–Pair–Share; exit-ticket responses.	with the principal axis; F, C, and P already marked. Use colour-coded/modelled rays and a sign-convention reference card. Provide a worked mirror-formula example followed by guided questions with prompts such as “Which quantity is known?” and “What sign should be assigned?” core:	ray on teacher command. Thumbs Up/Side/Down: Confidence check on sign convention. Think–Pair–Share: Predict image properties before drawing. Peer Assessment: Students check ray diagrams using success criteria. Hinge	mirrors used in vehicles, parking areas and road bends. Discuss how concave reflectors can concentrate on solar radiation and link this to the UAE's commitment to renewable energy, sustainability and innovative technologies , including large-scale solar energy initiatives.	sheet. 3. Interactive ray diagram practice. 4. Mirror formulas worked on examples. 5. Differentiated practice worksheets. 6. Exit Ticket/Google Form quiz.	(b) object between C and F, and (c) object between F and P of a concave mirror. State the position, size, and nature of each image. Numerical: An object is placed 30 cm in front of a concave mirror of focal length 15 cm. Calculate the image distance and state
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		spherical mirrors.	for different object positions using rulers. Think–Pair–Share: Predict image characteristics before completing each diagram. Numerical Practice: Teacher models one mirror-formula problem using the Cartesian sign convention; students then solve similar problems collaboratively.		Students independently construct ray diagrams for different object positions and complete a table showing object position → image position → size → orientation → nature . Solve standard numerical problems involving u , v and f , showing substitution, calculation and units. challenge: Students	Question : “A concave mirror forms an upright enlarged image. Where must the object be placed?” Exit Ticket: One ray-diagram question + one short mirror-formula calculation.			the nature of the image. Challenge : Explain why a convex mirror is used as a rear-view mirror in vehicles, using a labelled ray diagram.
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			Application: Students connect image formation with vehicle mirrors, security mirrors, and solar energy systems used in the UAE.		analyse unfamiliar situations and determine the type of mirror and object position from given image characteristics . Solve multi-step mirror-formula problems and justify answers using both calculation and ray diagrams. Challenge students to explain why convex mirrors are preferred as vehicle rear-					
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					view mirrors despite producing diminished images.				
Social Science (History)	Political Parties	• Apply the functions of political parties to real-life democratic situations • Analyse how political parties contribute to representative democracy.	Discuss why political parties are needed in a democracy and study the seven functions through examples and scenarios. Classify situations according to the function and complete a short notebook activity.	Formative assessment through questioning, scenario-based tasks and notebook work. Skills assessed include understanding, classification, application and analysis.	Support: Match functions with examples using a word bank. Core: Explain the seven functions with examples. Challenge: Analyse why political parties and opposition are necessary for democracy.	Think-Pair-Share, questioning, peer checking and observation will be used to assess understanding. An exit ticket will identify students' strengths and areas for improvement.	Comparing Political Systems: India and the UAE	NCERT reading material, PPT	Define a political party, identify its three components and explain any five functions with examples. HOTS: Explain why political parties are necessary for democracy.
Social Science (Geography)	Minerals and Energy Resources – Non-	Explain/discuss different non-conventional sources of	Students work groupwise to research one non-	Formative: Group presentation – assesses research,	Support: Research template and guiding questions.	Peer questioning + Two Stars and a Wish	Link renewable energy to India's sustainable	Group presentation/slides, research notes and India map showing	Revise the researched content and prepare

	Conventional Sources of Energy	energy, their uses and major locations in India.	conventional energy source such as solar, wind, tidal, biogas or geothermal. They research its uses, advantages and major locations in India , then prepare and deliver a short presentation to their peers.	geographical knowledge, collaboration and communication. Peer questions after each presentation.	Core: Independent group research and presentation . Challenge: Compare two sources and justify which is more suitable for sustainable energy development in India.	after each presentation.	development, energy security and clean-energy initiatives. Locate major energy-resource regions on an India map.	the selected energy-resource locations.	two questions to ask another group.
Social Science (Economics)	Self-Help Groups (SHGs) – Women’s Financial Empowerment in Rural India	Students will be able to: • Explain the meaning, structure and functioning of Self-Help	Starter – “Small Savings, Collective Power”: Present a scenario of rural women collectively saving a	Formative Assessment – conceptual understanding , process interpretation, application, analysis and evaluation.	Support: Key-term bank, visual flowchart, guided case study and sentence starters. Core: Explain the	Hinge Questions – check understanding of SHG functioning. • Think–Pair–	Connect the topic with India’s inclusive development, women’s entrepreneurship, financial	Presentation on SHGs; SHG functioning flowchart; rural women’s empowerment case study; differentiated Support–Core–Challenge	Research one successful SHG initiative in India and prepare a brief evaluation

		Groups (SHGs). • Analyse how SHGs mobilise savings, facilitate credit and promote financial inclusion. • Evaluate the role of SHGs in the financial empowerment and economic independence of rural women. • Assess the wider socio-economic impact of SHGs on households, livelihoods and rural	small amount each month and discuss how pooled savings can create access to credit. Concept Building: Explain the formation, savings mechanism, internal lending, repayment and linkage of SHGs with formal financial institutions. Process Mapping: Students create a flow diagram: Regular Savings →	Evidence: SHG process map, case-study analysis, group discussion responses, evaluation paragraph and exit ticket.	functioning of SHGs and analyse at least four ways they contribute to women's financial empowerment. Challenge: Critically evaluate whether SHGs alone can ensure sustainable financial empowerment, considering access to markets, financial literacy, entrepreneurship, repayment capacity and	Share – identify empowerment outcomes. • Peer Assessment – evaluate case-study responses using success criteria. • Exit Ticket – “How does collective financial action translate into individual empowerment?”	inclusion and rural livelihood development, highlighting how collective economic participation can strengthen communities and household resilience.	worksheet; AFL Exit Ticket.	n covering how it functions, how it provides financial access, and three ways it has contributed to women's economic empowerment.
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		communities.	Pooled Fund → Internal Lending → Bank Linkage → Income-Generating Activity → Empowerment. Case Study: Analyse how an SHG enables women to obtain credit for a dairy unit, tailoring business or small enterprise without depending heavily on informal lenders. Group Discussion: <i>"Does access</i>		institutional support.					
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			<i>to credit automatically lead to women's empowerment?"</i> Students examine financial, economic and social dimensions. Plenary: Students identify measurable indicators of empowerment such as income generation, financial decision-making, savings, entrepreneurship and household participation.						
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Hindi	हरिहि काका	पाठ की कथावस्तु एवं मुख्य घटनाओंको समझ सकेंगे। - हरिहि काका के चरित्र का ववश्लेषण कि सकेंगे। - कहानी में तनटहत सामागजक समस्याओं एवं मूल्यों की पहचान कि सकेंगे। - पाठ के आि	पूववज्ञान सक्रिय किनेहेतुचचाव : "बुजुगों के अधिकाि"। - पाठ का सस्वि एवं मौन वाचन। - समूह चचाव: महंत, भाइयों औ हरिहि काका के व्यवहािका तुलनात्मक अध्ययन। - पात्र-धचत्रण गततववधि। - ववचाि-	ज्ञानात्मक कौशल: प्रश्नोति। विश्लेषणात्मक कौशल: पात्र-ववश्लेषण। साक्ष्य: कायवपत्रक, मौखिक उत्ति, समूह प्रस्तुतत।	Support: मागवदर्शी प्रश्न एवं शब्दसहायता। Core: पाठ आिरित प्रश्नों के उत्ति। Challenge: "हरिहि काका की गस्थतत के ललए कौन अधिक उत्तिदायी है?" ववषय पि अनुच्छेद लेिनि।	धथकं - पेयि- शैयि - एगजजट टटकट - मौखिक प्रश्नोति	बुजुगों के सम्मान, पारिवारिक मूल्यों एवं सामागजक उत्तिदातयत्व जैसे मानवीय मूल्यों को बढावा देना; यूई की सटहष्णुता, सम्मान एवं देिभाल की संस्कृतत से संबंि स्थावपत किना।	पाठ का साििंश - पात्र-धचत्रण पीपीटी/पीडीए फ - कायवपत्रक एवं गवव	हरिहि काका के चरित्र की पाँच ववर्शेषता एँ ललखिए तथा पाठ से उदाहिण दीगजए
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		पि अपनेवचार् ताक्रकव क रूप से व्यवत कि सकेंगे।	ववमर्शवः संपवत औ पारिवारिक संबंधि। • प्रश्नोत्ति एवं पाठ्यपुस्तक अभ्यास						
Malaya lam	ചരിത്രം രചിച്ച നാടകം (വി.ടി. ഭട്ടതിരിപ്പാ ടിന്റെ "അടുക്കള യിൽ നിന്ന് അരങ്ങേ ത്തേക്ക്")	1. നമ്പൂതിരി സമുദായത്തി ൽ നിലനി ന്നിരുന്ന അനാ ചാരങ്ങൾ ക്കും അന്ധവി ശ്വാ സങ്ങൾക്കും എതിരെ യുള്ള ശക്തമായ പോ രാട്ടമായിരു ന്നു വി.ടി.യുടെ നാടകം എന്ന ആശയം വ്യ ക്തമാക്കുന്നു. 2. നാടകം വെറുമൊരു വിനോദമല്ല, മറിച്ച് സമു ഹത്തെ തിരു ത്തുന്നതിനു	നാടകത്തിലെ പ്രസക്ത ഭാഗങ്ങൾ വായിച്ചു ചർച്ച ചെയ്യുക; അനാ ചാരങ്ങൾക്കെ തിരെ കല/സാഹി ത്യം ഉപയോ ഗിച്ചുള്ള സാമൂ ഹിക പരിഷ്കര ണത്തിന്റെ ചരിത്രോദാഹ രണങ്ങൾ ചർച്ച ചെയ്യുക	വാമൊഴി ചോദ്യോത്തരം (വിശകലന ശേഷി); വർ ക്ക്ഷീറ്റിൽ രണ്ട് ആശയ ങ്ങൾക്കും വിശദമായ ഉത്തരം എഴുതിക്കുക (നിരൂപണ/എഴു ത്ത് വൈ ദഗ്ദ്ധ്യം); റോൾ പ്ലേ/രംഗാവതര ണത്തിലെ പങ്കാളിത്തവും ഗ്രാഹ്യവും വിലയിരുത്തൽ	Support: സൂചനകളോ ടെ ലളിതമായ ഭാഷയിൽ നാടക ത്തിന്റെ പ്രമേയം സംഗ്രഹി ക്കുക. Core: സ്വന്തം വാക്കുകളിൽ നാടകം സാമൂഹിക മാറ്റത്തിന് എങ്ങനെ കാ രണമായി എന്ന് വിശ ദീകരിക്കുക. Challenge: സാഹിത്യം/ക ല സാമൂഹിക പരിഷ്കരണ ത്തിന് ഉപകര ണമായി വർ ത്തിക്കുന്നതി	Think-Pair- Share; ഗ്രൂപ്പ് അവതര ണത്തിനു ശേഷം സഹപാഠി വിലയിരു ത്തൽ (peer feedback); Exit ticket ("നാടകം ഒരു ആയുധമാ ണെന്ന് പറയുന്നത് എന്തുകൊ ണ്ട്?")	യുഎഇയിൽ കലയും സാ ഹിത്യവും സാമൂഹിക അവബോധം സൃഷ്ടി ക്കുന്നതിനും പാരമ്പ ര്യങ്ങളെ പുരോഗമ നപരമായി വിലയിരു ത്തുന്നതിനും ഉപയോ ഗിക്കുന്ന രീതി;	നാടകത്തിന്റെ പ്രസക്ത ഭാഗങ്ങ ളുടെ PPT/ PDF; വി.ടി. ഭട്ടതിരിപ്പാടിനെ ക്കുറിച്ചുള്ള ഹ്രസ്വ വീഡിയോ/ഡോ ക്യുമെന്ററി ക്ലിപ്പ്	കല സമു ഹത്തെ എങ്ങനെ മാറ്റുന്നു" എന്ന വി ഷയത്തിൽ ഒരു ചെറു കുറിപ്പ് തയ്യാറാക്കു ക

		ഒരു ആയുധമാണെന്ന ആശയം ഗ്രഹിക്കുന്നു.			നെക്കുറിച്ച് സ്വന്തം ഉദാഹരണങ്ങളോടെ ഉപന്യാസം തയ്യാറാക്കുക				
French	Revision – Pronoms personnels : COD, COI, EN, Y et pronoms toniques	• Identifier les différents pronoms personnels. • Distinguer le COD, le COI, EN et Y. • Remplacer correctement un nom ou un groupe nominal par le pronom approprié. • Utiliser correctement les pronoms personnels dans des phrases. • Appliquer les règles dans des	Mise en route : Petit quiz de révision pour identifier le COD et le COI. Révision guidée : Rappel des règles et exemples : • COD → le, la, les • COI → lui, leur • EN → de + nom / quantité • Y → à + lieu / chose • Pronoms toniques → moi, toi, lui,	Évaluation diagnostique : Questions orales et quiz rapide. Évaluation formative : Fiche d'exercices sur les pronoms personnels. Évaluation de type examen : 10 questions de grammaire. Preuves : Fiche complétée, travail dans le cahier et réponses à l'Exit Ticket.	Soutien : Tableau de règles, exemples guidés, mots proposés et phrases simples. Niveau attendu : Exercices autonomes de remplacement et de complétion. Défi : Exercices mélangés COD/COI/EN/Y et correction des erreurs avec justification	Réfléchir – Échanger – Partager, questions ciblées, réponses sur mini-tableaux, correction entre pairs et Exit Ticket : écrire une phrase avec EN, une avec Y et une avec un pronom tonique.	Les élèves construisent des phrases en français sur les lieux, la vie scolaire, la famille et les activités aux Émirats arabes unis , en utilisant les pronoms personnels. Exemple : <i>Je vais à Abu Dhabi. → J'y vais.</i>	PPT/Fiche de révision sur les pronoms personnels + fiche d'exercices + exercices de type CBSE.	Faire 10 exercices mélangés sur COD, COI, EN, Y et les pronoms toniques. Écrire 5 phrases personnelles en utilisant différents pronoms.

		exercices de type examen CBSE. elle, nous, vous, eux, elles Pratique guidée : Remplacer les mots soulignés par le pronom approprié. Travail en binômes : Classer les phrases selon le type de pronom utilisé. Pratique type CBSE : Exercices de complétez, remplacez et répondez. Plénière : Correction collective et		du choix du pronom.					
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			rappel des règles importantes.						
AI	Bag of Words in NLP	1.To explain the concept of Bag of Words in NLP. 2.To create a simple Bag of Words table.	Starter: Display two short sentences such as “ <i>I like AI</i> ” and “ <i>I like Python</i> ”. Ask: “ How can we represent these sentences using numbers so that a computer can process them? ” Teacher Explanation: Introduce BoW and explain document, vocabulary,	Formative Assessment: Questioning, observation and checking group work. Skill: Application, analysis and computational thinking. Evidence: Completed vocabulary list, frequency table and students' explanation of how BoW represents text numerically. Exit Question: “ <i>What information does a Bag of</i>	Support: Provide a partially completed vocabulary list/table and a smaller set of sentences. Core: Students independently create a complete BoW table from given sentences. Challenge: Ask students to compare two documents using their BoW vectors and	Think–Pair–Share: Students first identify the vocabulary individually, discuss with a partner, and then share their answer. Mini Whiteboards: Students write the frequency of a given	Create a Bag of Words vocabulary using UAE-related sentences , such as sentences about UAE culture, landmarks, sustainability or national celebrations. This connects NLP learning with UAE identity, culture and values.	Upload Bag of Words presentation/notes, worked example, activity worksheet and exit ticket to the LMS.	Collect 3 short sentences on a familiar topic. Create a vocabulary list of unique words and construct a simple Bag of Words frequency table for the sentences .

			and word frequency. Hands-on Activity: Give groups 3–4 short sentences. Students identify unique words and create a vocabulary list. They then count how many times each word appears in each sentence and create a BoW table.	<i>Words model capture, and what information does it ignore?"</i>	determine which documents are more similar.	word and show it simultaneously. Exit Ticket: <i>"One thing I learned about Bag of Words is..."</i>			
Arabic	فرصة العمل	يحدد المعلومات الرئيسة الواردة في النص عن جاك ما • يستخرج المفردات الجديدة ويفهم معانيها من السياق.	مناقشة: - 1 طرح أسئلة حول الفقرات قسيم - 2 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسة وفقرة مهمة من النص	تقييم قبلي، أسئلة شفوية عن الإنترنت والتجارة الإلكترونية؛ للتعرف إلى المعرفة السابقة. تقييم تكويني، أسئلة أثناء القراءة، استخراج المفردات، ترتيب	الدعم Support, تبسيط المفردات، استخدام الصور، تقديم أسئلة مباشرة، ترتيب أحداث جاهزة، وبدائيات	فكر – زوج – شارك، يفكر الطالب في عوامل نجاح جاك ما، ثم يناقشها مع زميله	ربط الدرس بقيم الابتكار، الطموح، ريادة الأعمال، المثابرة، المسؤولية المجتمعية وخدمة المجتمع، وهي قيم مهمة في	رفع النص القرآني، العرض التقديمي، ورقة العمل المتميزة، أسئلة الفهم والاستيعاب، KWL مخطط والنشاط الختامي LMS. على نظام	اكتب فقرة من 6-8 جمل بعنوان: «النجاح» يحتاج إلى المثابرة»، موضحًا ما تعلمته من قصة جاك

		- يرتب الأحداث الرئيسية في حياة جاك ما ترتيبًا صحيحًا. - يجيب عن أسئلة الفهم والاستيعاب بمستويات مختلفة.	تقسيم - 3 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسية وفقرة مهمة من النص	الأحداث، والمناقشة الجماعية؛ لقياس الفهم والمشاركة تقييم ختامي, أسئلة فهم واستيعاب حول النص، مع سؤال تحليلي عن أسباب نجاح جاك ما؛ لقياس التذكر والفهم والتطبيق والتحليل.	للجمال، مع القراءة الثنائية Core, الأساسي الإجابة عن أسئلة الفهم، واستخراج المعلومات الرئيسية، وترتيب مراحل نجاح جاك ما التحدي Challenge, تحليل أسباب نجاح جاك ما، وبيان دور المثابرة في تحقيق النجاح، ثم كتابة فقرة قصيرة بعنوان: «كيف أحقق هدي في رغم الصعوبات؟»	ويشاركها مع الصف الأسئلة الموجهة, طرح أسئلة من مستويات التذكر والفهم والتطبيق والتحليل أثناء الدرس.	مسيرة التنمية في دولة الإمارات. يناقش الطلاب كيف يمكن للشباب أن يستخدموا التكنولوجيا والابتكار لخدمة المجتمع وبناء المستقبل	ما، وكيف يمكنك تطبيق هذه القيمة في حياتك	
Islamic Studies	Sakina bint al Hussein (RA)	Explain the lineage of Sakinah bint al-Hussein, may Allah have mercy on her.	Starter (Starter Activity): Show a family tree template starting from	Formative Assessment	Students independently map her lineage and write a structured paragraph	Exit Ticket: "3-2-1 Breakdown"— Write 3 family	Connect her traits of patience, piety, and generosity with the core values	Digital presentation slides (PPT) Self-assessment.	Write a reflective journal entry (100–150 words) selecting

		Infer the religious upbringing in the life of Sayyida Sakinah bint al-Hussein may Allah have mercy on her. Summarize the ethical qualities in the personality of Sayyida Sakinah bint al-Hussein may Allah have mercy on her.	Prophet Muhammad (PBUH) to contextualize noble ancestry. Ask students to identify key household members (Ahl al-Bayt).		summarizing how her household environment shaped her values.	connections showing her lineage, 2 ethical traits she displayed, and 1 insight on how her upbringing influenced her character.	promoted in the UAE (e.g., tolerance, respect, and character education rooted in Islamic identity).		one ethical quality of Sayyida Sakinah bint al-Hussein (RA) and explaining how you can apply it in your daily life at school or home.
Moral Science	Kindness Without Expectation	To recognize the value of showing kindness without expecting anything in return.	Students will discuss real-life situations and reflect on how selfless acts of kindness can	Formative assessment – students will respond to a situation-based question demonstrating their	Support: guided examples; Core: analyse everyday situations; Challenge: evaluate the	Think–Pair–Share will allow students to express, compare, and	Students will connect selfless kindness with the UAE values of generosity, compassion	A reflection activity and supporting resources will be uploaded	Students will record one act of kindness they can perform without expecting

			positively influence others and the community.	understanding of selfless kindness.	impact of practising kindness without expectation.	refine their views on genuine kindness.	, tolerance, and community spirit.	to the LMS.	recognition or reward.
MSCS	What is Meant by the Terms 'Openness' and 'Social Inclusion'?	- Analyse how a person may become close-minded when responding to another close-minded person. - Suggest empathetic and non-judgmental ways of dealing with different perspectives.	Starter: Students respond to: <i>"If someone disagrees with you, should you try to prove that you are right?"</i> Think–Pair–Share. Development: Teacher explains closed-mindedness, its causes and the importance of empathy, acceptance and non-defensiveness. Students analyse the Joe/Oman scenario and	Formative Assessment – Understanding, Analysis & Evaluation: Questioning during discussion; scenario analysis; students justify the best method of dealing with a close-minded person. Evidence: A4 responses, notebook work and oral responses.	Support: Provide definitions, keywords and sentence starters; identify open/close-minded behaviours from simple scenarios. Core: Explain causes of closed-mindedness and suggest appropriate responses to disagreement. Challenge: Evaluate how our own reaction to a close-minded person can make us	Think–Pair–Share, targeted questioning, peer discussion and exit ticket. Exit question: <i>"What is the best way to deal with a close-minded person, and why?"</i>	Connect the lesson with the UAE values of tolerance, respect, acceptance and peaceful coexistence. Students discuss how respecting different cultures and perspectives contributes to harmony in the UAE's multicultural society.	Lesson presentation	Complete the textbook activity

		identify examples of cultural intolerance. Students then work in pairs to analyse situations where people disagree and suggest an open-minded response. Reflection: Students answer the thinking task: <i>"Can a close-minded person become open-minded? Why?"</i>		close-minded and justify the most effective response.					
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