

WEEKLY PLAN-2026-27

GRADE: 12

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	A <i>Roadside Stand</i> – Robert Frost: rural–urban divide, economic inequality, false promises, social injustice, imagery, symbolism	Analyse the poem's central ideas and the plight of rural people; interpret key images, symbols and contrasts; identify and explain poetic devices; infer the poet's	Connect: Display/describe a UAE roadside farm stall or local produce market and discuss why small sellers depend on passing customers. Explore: Guided reading and annotation of the	Diagnostic: Opening questions – prior understanding of rural–urban inequality. Formative: Annotation and questioning – comprehension /inference evidence. Collaborative: Spray diagram – interpretation and thematic connections.	Support: Vocabulary bank, chunked stanzas, guiding questions, visual prompts and sentence starters. Core: Identify themes/device s and explain their effects with textual references. Challenge: Evaluate Frost's criticism	Traffic-light self-assessment ; cold calling; Think–Pair–Share; mini-whiteboard /quick-response questions; peer checking of extract answers using	Connect the poem's concern for rural communities with the UAE's emphasis on balanced development, social responsibility and preservation of heritage.	CBSE competency-based extract questions; PPT/lesson resources; model short-answer response; optional enrichment material on rural–urban development.	Write a 120–150 word analytical response: “A <i>Roadside Stand</i> is not merely about poverty; it is a criticism of society's attitude towards the rural poor.”

	m, irony and poetic devices.	attitude towards urban society and government interventions; critically evaluate issues of inequality and development; construct well-supported CBSE board-style responses using textual evidence.	poem; students identify unfamiliar vocabulary, contrasts and shifts in tone. Collaborative Learning: Groups create a spray diagram around <i>Hope – Neglect – Inequality – False Promises – Despair</i> . Think-Pair-Share: “Is development meaningful if it does not improve the lives of the most	Written: CBSE extract-based questions – analysis and textual evidence. Exit Task: 40–50 word analytical response demonstrating understanding of the poem's message.	of economic development and compare the poem's message with a contemporary example of unequal development.	success criteria; 3–2–1 Exit Ticket: 3 ideas understood, 2 poetic devices explained, 1 question remaining			<i>Discuss with reference to the poem.</i>
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			vulnerable? ” Close Analysis: Examine imagery, symbolism, irony, personification and transferred epithet. CBSE Application: Students answer competency-based extract questions and one analytical short-answer question. Reflection: Connect Frost's concerns with responsible						
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			and inclusive development.						
Physics	Wave Optics – Huygens' Principle: Reflection and Refraction	• Explain Huygens' principle and the concept of wavefronts and secondary wavelets. • Construct reflected and refracted wavefronts using Huygens' principle. • Derive the law of reflection using Huygens' principle. • Derive Snell's law of refraction using	• Introduce Huygens' principle and construct plane wavefronts using secondary wavelets. • Study and draw the construction of reflected wavefronts and derive the law of reflection. • Study and draw the construction of refracted wavefronts at the boundary between two media. •	Formative: Teacher questioning and observation during wavefront construction and derivations. Diagram assessment: Accuracy of wavefront construction, normals and angles. Written assessment: Derivation of laws of reflection and refraction. Application: Conceptual questions involving changes in speed and wavelength. Evidence:	Support: Provide partially completed diagrams, labelled wavefront templates, key terms and step-by-step derivation prompts. Core: Independently construct wavefronts and complete both derivations. Challenge: Explain the physical basis of Snell's law and analyse changes in speed, wavelength and direction for different media;	• Targeted questioning during derivations. • Peer checking of wavefront diagrams using a checklist. • Students explain a derivation to a partner. • Verbal questioning to identify misconceptions about frequency, wavelength and speed. • Self-assessment of diagrams	Connect applications of wave optics to optical communication, imaging and technological innovation in the UAE , highlighting the importance of physics in modern communication and scientific development.	• PPT/lesson notes on Huygens' principle. • Reflection and refraction wavefront diagrams. • Derivations. • Practice worksheet. • Application-based questions.	• Practise and revise Huygens' principle. • Draw and label reflection and refraction constructions. • Learn the derivations of the laws of reflection and refraction using Huygens' principle. • Complete assigned conceptual and

		Huygens' principle. • Explain the relationship between wave speed, wavelength and frequency during refraction.	Derive Snell's law using Huygens' principle and discuss the change in speed and wavelength during refraction	ence: Completed diagrams, derivations and worksheet responses.	solve application-based questions.	and derivations.			applicati on-based questions .
Comput er Science	CSV File Handling in Python	• Explain CSV files and their uses. • Use the csv module to create and read CSV files. • Write and append records to CSV files. • Search, filter and process CSV data using Python.	• Starter: Discuss how school data can be stored in tabular format. • Demonstrate <code>csv.reader()</code> and <code>csv.writer()</code>. • Students create a CSV file containing	• Diagnostic: Identify CSV structure and fields. • Formative: Create and read a CSV file. • Application: Search/filter student records. • Evidence: Python program, CSV file and output.	Support: Guided examples using <code>reader()</code> and <code>writer()</code> . Core: Create, read, append and search CSV records. Challenge: Develop a menu-driven CSV record management program.	• Code tracing. • Think–Pair–Share. • Peer debugging. • Exit ticket: “Why is CSV useful for storing tabular data?”	Connect CSV data handling with UAE smart schools, digital records and data-driven decision-making.	• Lesson notes • Sample CSV programs • Practice worksheet • Coding challenge • Quiz	Create a CSV file containin g student names, grades and marks . Write a Python program to read the file and display students who scored

			student records. • Write programs to read, search and filter records. • UAE Context: Analyse student data from different UAE schools/classes.						above 80%.
Biology	Molecular Basis of Inheritance	Explain the double-helical structure of DNA and complementary base pairing. • Describe the process and significance of DNA replication.	Students construct/interpret a DNA model showing sugar, phosphate, nitrogen bases, hydrogen bonds, and antiparallel strands. Explain	Formative: Questioning, diagram labelling, sequencing activity and short-answer n flowchart questions. Skills: Interpretation, sequencing, application, analysis, and	Support: Provide labelled DNA diagrams, vocabulary cards, and partially completed replication/transcription flowcharts. Core: Explain DNA structure, replication,	. Think pair-share	Connect molecular genetics to UAE biotechnology, genomics, medical research and personalized medicine	Upload lesson presentation, DNA structure diagram, DNA replication worksheet, t.	Prepare a flowchart showing DNA → transcription → mRNA → translation → protein.

		• Explain transcription and the formation of RNA from DNA. • Describe the genetic code and explain translation/protein synthesis.	Chargaff's rule and the double helix. Students decode a short mRNA sequence using a genetic-code chart and identify the resulting amino-acid sequence.	scientific communication. Evidence: Correct DNA model/diagram, replication	transcription, and translation using appropriate terminology. Challenge: Analyse a DNA/mRNA sequence, identify a mutation and predict its possible effect on the amino-acid sequence and protein				
Chemistry	Aldehydes, Ketones, and Carboxylic Acids (Structure, Preparation, and Chemical Properties)	Explain general methods of preparation (e.g., oxidation of alcohols, ozonolysis) and characteristic nucleophilic addition reactions.	Hook students by discussing familiar organic compounds found in daily life, such as flavoring agents (vanillin, benzaldehyde) and preservatives.	Written exit ticket featuring distinguishing chemical tests (Tollens' and Fehling's tests) and structure-based problem-solving.	Provide functional group structural templates and nomenclature helper cards.	Students evaluate why aldehydes are more reactive than ketones toward nucleophilic addition and justify their reasoning to a partner before class discussion.	Connecting the study of natural organic compounds and aromatic aldehydes/ketones to traditional UAE heritage elements, such as the extraction of natural fragrances, floral waters, and local botanical oils used in	Interactive slide deck on carbonyl reactivity and mechanisms.	Complete NCERT in-text and exercise questions covering chemical tests for distinguishing aldehydes from ketones, along with practice synthesis equations.

							Emirati culture.		
Mathematics	Integration of Partial Fractions	Use integration by parts for products of functions. Select u and dv using ILATE and verify results by differentiation.	Retrieval: Classify functions using ILATE. Teacher modelling: $\int x e^x dx$ and $\int x \sin x dx$. Collaborative "method detective" task: direct/substitution/ by parts? Timed individual practice.	Worked-solution rubric: choice of u/dv, formula use, simplification. Skill: procedural fluency and reasoning. Evidence: 3 fully explained solutions.	Support: partially completed formula frames; paired coaching. Challenge: repeated integration by parts and comparison of alternative choices.	No-hands check: predict the next line of a solution. Two-stars-and-a-wish peer feedback on one solution.	Link disciplined method and collaboration to respectful, high-performing communities.	Upload ILATE decision guide and answer key. Post a discussion prompt: "When is by parts preferable?"	NCERT Ex 7.4: selected Q1-8. Complete one error-correction task from the LMS
Psychology	Bipolar Disorder	To Analyse major features of bipolar disorder. To develop skills in identifying the symptoms of Schizophrenia and understanding appropriate care and support	Teacher explains bipolar disorder, manic episode, depressive episode and major behavioural features using the NCERT content	Formative Assessment: Questioning, observation, pair discussion and case vignette analysis. Skills: Analysis, identification, communication, empathy and application. Evidence: Completed comparison chart, symptomsorting activity, case-study	Support: Provide vocabulary banks, symptom cards, simplified case vignettes and partially completed graphic organisers. Core: Students independently analyse case studies and classify symptoms/features	Provide vocabulary banks, symptom cards, simplified case vignettes and partially completed graphic organisers. Core: Students independently analyse case studies and classify symptoms/features	Think– Pair– Share + Exit Ticket	Promote care, empathy, respect and social responsibility by discussing the importance of supporting individuals experiencing psychological difficulties without stigma or	Research one famous case, awareness campaign, or treatment approach related to Schizophrenia and write a one-page reflection on how

		for affected individuals		responses and student participation. Exit Ticket: “Write two major features of bipolar disorder and two symptoms associated with schizophrenia.”	eatures using NCERT terminology . Challenge: Students compare Bipolar disorder and schizophrenia using a Venn diagram and justify how appropriate support can reduce stigma and improve wellbeing.	using NCERT terminology . Challenge: Students compare bipolar disorder and schizophrenia using a Venn diagram and justify how appropriate support can reduce stigma and improve wellbeing.		discrimination. Connect the discussion to the UAE's emphasis on community wellbeing, inclusion and respect for individual dignity.	society can support individuals with the disorder.
Marketing	Session 1: Entrepreneurship & Entrepreneur –	Define entrepreneurship and entrepreneur; explain the role and importance of entrepreneurship;	Brainstorming on “Who is an Entrepreneur?”; discussion of entrepreneurial qualities; analysis of entrepreneur	Formative – Understanding, communication & application. Evidence: responses to questioning, entrepreneur-profile analysis, activity sheet,	Support: vocabulary bank, examples and guided questions. Core: analyse entrepreneurial characteristics and apply them to a case.	Questioning, Think–Pair–Share, peer feedback, observation, mini-plenary and exit ticket.	Connect entrepreneurship with the UAE’s culture of innovation, SMEs, start-ups, youth entrepreneur	Upload PPT/notes, textbook-linked resources, entrepreneurship activity sheet, case study and	Research a UAE entrepreneur and identify three entrepreneurial qualities/skills

		identify key entrepreneurial qualities and skills; relate entrepreneurial thinking to real-life business opportunities.	profiles; Think–Pair–Share; case-based discussion; students identify a business opportunity/problem and suggest an entrepreneurial solution.	business-idea task and exit ticket.	Challenge: develop and justify an innovative business idea addressing a real need.		urship and economic diversification, highlighting the contribution of entrepreneurs to national development.	completed student task/evidence.	demonstrated by the entrepreneur, with brief supporting examples.
Business Studies	Financial Market –	Explain the meaning and importance of financial markets; distinguish between money market and capital market; identify major financial instruments and understand	Concept introduction through real-life financial examples; classification of money and capital market instruments; comparison activity; case-study analysis; simulated stock-	Formative – Knowledge, analytical thinking & application. Evidence: classification activity, comparison table, case-study responses, stock-market simulation and application-based questions.	Support: financial-market glossary, visual organisers and guided examples. Core: classify and compare markets/instruments. Challenge: analyse a financial scenario and recommend an appropriate market/instru	Diagnostic questioning, Think–Pair–Share, concept checks, peer assessment, questioning and exit ticket.	Relate financial markets to the UAE's growing financial sector, investment opportunities, economic diversification and development of a knowledg	Upload PPT/notes, concept map, comparison worksheet, case study, simulation activity and assessment evidence.	Prepare a comparison between Money Market and Capital Market, including their purpose, duration and suitable examples of financial

		the role and functions of the stock exchange; apply concepts to real-life financial situations.	market activity; group discussion on the role of financial markets in economic development.		ment with justification.		e-based economy.		instruments.
Accountancy	Death of a Partner – Accounting Treatment and Calculation of Profit Share up to the Date of Death	1. Explain the accounting treatment on the death of a partner. 2. Calculate the deceased partner's share of profit up to the date of death.	Starter: Recall treatment on retirement → Teacher explains settlement of deceased partner's account → Identify items payable to deceased partner → Explain calculation of profit up to date of	Diagnostic: Questioning – recall – oral responses → Formative: Item identification – understanding – completed worksheet → Numerical Practice – application/calculation – working shown in notebook → Exit Ticket – calculation – correct profit share.	Support: Identify items payable to deceased partner using a checklist; calculate profit using simple time basis. Core: Calculate deceased partner's share of profit using time/sales basis and prepare necessary working. Challenge: Solve a	Recall questioning → guided practice → peer checking → mini-whiteboard calculation → exit ticket.	Relate accurate settlement of partnership accounts to fairness, transparency, honesty and responsible financial practices in the UAE business environment.	Lesson presentation, worked example, differentiated worksheet and practice questions uploaded to LMS.	Solve 3 numerical questions on calculation of the deceased partner's share of profit up to the date of death using time basis and sales basis.

			death using time basis/sales basis → Guided numerical example → Students calculate profit share in pairs → Individual practice question → Exit question.		complete numerical problem involving profit up to the date of death and explain the treatment in the deceased partner's account				
Economics	Foreign Exchange – Demand, Supply and Equilibrium Exchange Rate	• Understand and explain the meaning of foreign exchange and the foreign exchange market. • Analyse the sources of demand	Starter – Real-Life Hook: Students discuss: <i>“Why does the value of one currency rise or fall against another?”</i> using examples of	Type: Formative Assessment Skills: Conceptual understanding, graphical analysis, interpretation, application and evaluation. Evidence: Demand–supply schedules, correctly	Support: Key-term cards, guided examples, scaffolded demand–supply schedules and partially completed diagrams. Core: Independently	Hinge Questions + Think–Pair–Share + Diagram Check + Exit Ticket. Students predict whether a scenario creates excess demand or	Students examine the significance of foreign exchange for the UAE's globally integrated economy , particularly	Lesson presentation, foreign-exchange concept map, demand–supply diagram activity, differentiated case-study	Students will draw a fully labelled foreign exchange market diagram showing equilibrium and explain, using two

		for and supply of foreign exchange and represent them graphically. • Evaluate the determination of the equilibrium exchange rate through the interaction of demand and supply. • Analyse deviations from equilibrium exchange rate and evaluate their impact on the foreign	international travel, imports, exports and remittances . Concept Building: Teacher explains foreign exchange and identifies the major sources of demand and supply of foreign currency. Graphical Investigation: Students plot demand and supply schedules for foreign	labelled diagrams, equilibrium identification, scenario-based analysis of excess demand/supply and exit-ticket responses.	analyse demand and supply, determine equilibrium exchange rate and explain deviations using diagrams. Challenge: Evaluate complex changes in demand or supply, analyse persistent deviations from equilibrium and assess their likely effects on imports, exports and economic agents.	excess supply and justify the consequent movement in the exchange rate.	international trade, tourism, investment and remittances, developing awareness of the country's position within the global economic system.	worksheet and equilibrium analysis task.	separate scenarios , the effects of excess demand and excess supply on the exchange rate.
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		exchange market.	exchange and analyse the direction and shape of the curves. Equilibrium Analysis: Students identify the point where demand equals supply and determine the equilibrium exchange rate and quantity of foreign exchange. Deviation from Equilibrium: Groups analyse						
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			situations of excess demand and excess supply of foreign exchange, predict the resulting pressure on the exchange rate and explain adjustment towards equilibrium. Plenary: Students answer: “What happens when the exchange rate is above or below its equilibrium level?”						
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Arabic	الهاتف المحمول	يحدد المعلومات الرئيسية الواردة في النص عن الهواتف . - يستخرج المفردات الجديدة ويفهم معانيها من السياق - يحدد الأماكن التي يُمنع أو يُقيد فيها استخدام الهاتف المحمول. - يجيب عن أسئلة الفهم والاستيعاب بمستويات مختلفة.	مناقشة: - 1 طرح أسئلة حول الفقرات قسيم - 2 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسية وفقرة مهمة من النص تقسيم - 3 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسية وفقرة مهمة من النص	تقييم قبلي, أسئلة شفوية حول استخدام الهاتف المحمول؛ للتعرف على المعرفة السابقة. تقييم تكويني, ملاحظة القراءة، الأسئلة الشفوية، المناقشة الثنائية والعمل الجماعي؛ لقياس الفهم والتواصل. تقييم الفهم, أسئلة مباشرة وأسئلة «لماذا؟» لاستخراج المعلومات وتفسير الأسباب	استخراج الأماكن التي يُمنع فيها استخدام الهاتف وأسباب المنع، والإجابة عن أسئلة الفهم والاستيعاب تحليل أثر , الاستخدام الخاطئ للهاتف في الآخرين، والمقارنة بين الاستخدام المسؤول وغير المسؤول، ثم كتابة فقرة قصيرة بعنوان: «الهاتف نعمة إذا أحسنّا استخدامه»	استخراج الأماكن التي يُمنع فيها استخدام الهاتف وأسباب المنع، والإجابة عن أسئلة الفهم والاستيعاب التحدي Challenge, تحليل أثر الاستخدام الخاطئ للهاتف في الآخرين، والمقارنة بين الاستخدام المسؤول وغير المسؤول، ثم كتابة فقرة قصيرة بعنوان: «الهاتف نعمة إذا أحسنّا استخدامه»	يرتبط الدرس بقيم الاحترام، المسؤولية، الانضباط، مراعاة الآخرين، والمحافضة على الأماكن العامة ودور العبادة. ويستنتج الطلاب أن المواطن والمقيم المسؤول يحترم القوانين والأنظمة، ويراعي راحة الآخرين، ويحافظ على الهدوء والنظام في الأماكن العامة، والمستشفيات، والطائرات، والمساجد.	اكتب 6 جمل بعنوان: «الاستخدام المسؤول للهاتف المحمول»، اذكر فيها ثلاث فوائد للهاتف المحمول وثلاث قواعد لاستخدامه بطريقة صحيحة، مع توضيح أهمية احترام الآخرين.
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Islamic Studies	Sheikha Fatima bint Mubarak – "Mother of the Nation"	Explain the facts of her character. Deduce her personal characteristics. Mention the awards she has received.	Starter Activity (10 mins): Display the title "Mother of the Nation" (<i>Umm Al Emarat</i>). Ask students to brainstorm what leadership qualities this title implies and map their initial ideas on the board.	Formative Assessment	Core: Require students to explain how her initiatives directly influenced the social and educational standing of Emirati women today.	Think-Pair-Share: Used during Core Activity 1 to allow students to refine their deductions about her character traits with a peer before class discussion.	Highlights the visionary leadership within the UAE's founding history, directly tying Sheikha Fatima's legacy alongside the late Sheikh Zayed bin Sultan Al Nahyan to the nation's core identity of generosity, women's empowerment, and humanitarian aid.	Slide Presentation: <i>Sheikha Fatima bint Mubarak – Leadership, Virtues, and Global Impact</i>	Research one international award given to Sheikha Fatima bint Mubarak not covered in class. Write a paragraph detailing why she was chosen by that international organization and what character trait it highlights.
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Moral Science	Self – Reliance and Courage	Define self-reliance and explain its importance in personal growth. Identify behaviours that demonstrate courage in everyday situations.	Starter: Quick prompt: “Describe a moment when you showed courage or independence.” Teacher Input: Short explanation with visuals on self-reliance , courage, and examples from youth leadership. Activity 1: Scenario cards: Students read short situations and decide what a	Critical thinking Reflection Application of values	Support: Simplified scenarios Sentence starters for reflection Visual examples of courageous behaviour Core: Standard scenario analysis Courage Compass activity Challenge: Evaluate complex dilemmas	Think –pair-share Exit Ticket	Connect to UAE values of responsibility, resilience, and leadership .	PPT (Self-Reliance & Courage)	Write a short reflection : “How can I become more self-reliant in my daily life?”
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			self-reliant or courageous response would look like.		requiring moral courage Write a short paragraph on how self-reliance builds long-term resilience.				
MSCS	Impact of corruption	Explain the social, economic, and ethical impacts of corruption on individuals and society. Analyze real-life examples of corruption and their consequences.	Teacher explanation video presentation, class discussion, case study analysis, Think-Pair-Share.	Oral questioning, activity completion, case study responses, exit ticket.	Support: Vocabulary list, guided questions, graphic organizer. Core: Analyze case studies and explain impacts. Challenge: Evaluate Anti-corruption measures and design an awareness	Questioning, ThinkPair-Share, peer discussion, exit ticket.	Connect to UAE values of integrity, transparency, responsibility, and good governance. Discuss how ethical leadership supports national development and public	PPT	Write a 150–200 word reflection on: "How does corruption affect society, and why is integrity important for a nation's development?" OR

					Campaign promoting integrity.		trust in institution s		create a poster promotin g honesty and ethical behavior promotin g Integrity. in the communi ty
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