

WEEKLY PLAN-2026-27

GRADE: 12

TERM 2

WEEK – 19 19th October to 23rd October

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	Aunt Jennifer's Tiger	Identify the central situation, characters, and major ideas presented in the poem. Describe the contrast between Aunt Jennifer and the tigers. Explain their initial interpretation of the	Starter (5 min): Display images representing freedom and restriction. Students respond to: What does freedom mean to an individual? Teaching (10 min): Introduce Adrienne	Diagnostic and formative assessment – reading comprehension and interpretation . Evidence: Initial responses, annotations, and oral contributions.	Support: Provide a vocabulary list, visual prompts, and guided questions. Core: Identify the characters, imagery, and central contrast. Challenge: Infer the possible symbolic significance of	Think– Pair– Share and targeted questioning.	Discuss respect, dignity, fairness, and the value of every individual, connecting these universal values to the UAE's emphasis on tolerance	Upload the poem-analysis worksheet, vocabulary sheet, and lesson resources.	Annotate the poem and record five important words or images with their possible meanings.

		poem using textual evidence.	<p>Rich and the social context of gender roles and patriarchal expectations.</p> <p>Guided Reading (10 min): Teacher reads the poem aloud with attention to tone, rhythm, and imagery.</p> <p>Collaborative Learning (10 min): Students identify descriptive words and images associated with Aunt</p>		the tigers and Aunt Jennifer's situation.		and social cohesion.		
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			Jennifer and the tigers. Plenary (5 min): Students share their initial interpretations of the title and central contrast.						
Physics	Dual Nature of Radiation and Matter – Photoelectric Effect, Einstein’s Photoelectric Equation and de Broglie Wavelength	Explain the photoelectric effect; define work function, threshold frequency and stopping potential; interpret photoelectric graphs; apply Einstein’s photoelectric equation; calculate de Broglie wavelength.	Introduce real-life applications of photoelectric emission. Use a simulation/video to demonstrate the photoelectric effect. Discuss the influence of frequency and intensity. Derive Einstein’s	Diagnostic: Oral questioning. Formative: Graph interpretation and numerical problem-solving. Written: CBSE-style MCQs, assertion–reason and competency-based questions. Evidence: Correct concepts, formula	Support: Formula sheet, labelled graphs and scaffolded numericals. Core: Standard CBSE conceptual questions and numericals. Challenge: Multi-step problems, unfamiliar graphs and higher-order competency-based questions.	Hinge questions on frequency and intensity; mini-whiteboard response; peer explanation of graphs; exit ticket with one conceptual question and one	Connect photoelectric sensors, smart-building technologies and solar-energy applications to the UAE’s focus on scientific innovation, smart technologies and	Upload the lesson presentation, annotated graphs, formula sheet, simulation/video link, worked examples and CBSE practice questions to the school LMS.	Complete textbook exercises and CBSE-style questions on the photoelectric effect, Einstein’s equation and de Broglie wavelength. Practise three numericals, one graph-based

			photoelectric equation, interpret graphs and solve numerical problems. Introduce de Broglie's hypothesis with worked examples.	selection, calculations and units.		numerical problem.	sustainability.		question and one competency-based question.
Computer Science	Data Structures – Stack Implementation in Python	<p>Explain the LIFO (Last In, First Out) principle of a stack.</p> <p>Differentiate between stack operations: push(), pop(), and peek().</p> <p>Implement a stack using a Python list.</p>	<p>Introduce the LIFO principle using real-life examples.</p> <p>Demonstrate stack operations: push, pop, peek, and display.</p> <p>Implement a stack using Python lists through</p>	<p>Diagnostic: Oral questions on LIFO and everyday examples; evidence through responses.</p> <p>Formative: Code tracing and output prediction; evidence through worksheets.</p> <p>Practical: Write and</p>	<p>Support: Provide stack diagrams, operation tables, and code templates with guided steps.</p> <p>Core: Implement all basic stack operations using a Python list.</p> <p>Challenge: Develop a</p>	<p>Think– Pair– Share on the LIFO principle.</p> <p>Thumbs up/down to check understanding of stack operations.</p> <p>Live code tracing and targeted</p>	<p>Relate stack operations to digital services used in the UAE, such as undo operations in e-government forms and navigation history in online services. Discuss</p>	<p>Upload lesson notes on stack concepts and operations.</p> <p>Share Python program examples and a code-tracing worksheet.</p> <p>Post the practical assignment and assessment criteria on</p>	<p>Write a Python program to implement a stack using a list with push, pop, peek, and display operations.</p> <p>Trace the stack after the following</p>

		Develop Python programs to perform stack operations and handle underflow conditions.	<p>guided coding.</p> <p>Practise output tracing, debugging, and handling stack underflow.</p> <p>Complete a menu-driven stack programming activity.</p>	<p>execute a stack program; evidence through correct implementation of operations.</p> <p>Summative: Short programming task; evidence through accuracy, logic, and handling of empty-stack conditions.</p>	menu-driven program with input validation and count the elements in the stack without modifying its contents.	<p>questioning.</p> <p>Exit ticket: Write the Python statement used to push an element and explain what happens when <code>pop()</code> is called on an empty list.</p>	how logical problem-solving and efficient data handling support the UAE's digital transformation.	<p>Edunation LMS.</p> <p>Ask students to submit their completed Python program through the LMS.</p>	<p>operations:</p> <pre>push(10), push(20), push(30), pop(), push(40), pop().</pre> <p>Write the final stack and identify the top element.</p> <p>Explain stack underflow and write a condition to prevent popping from an empty stack.</p>
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Biology	COMPARE DNA AND RNA, RNA – ADAPTOR MOLECULE, DNA-SEMICONSERVATIVE REPLICATION	1. Differentiate between DNA and RNA based on sugar, nitrogenous bases, structure and function. 2. Explain how tRNA acts as an adaptor molecule during protein synthesis. 3. Describe semiconservative DNA replication. 4. Explain the Meselson and Stahl experiment and interpret the results obtained	Teacher Explanation: Present a comparison table of DNA and RNA. Explain the structure of tRNA, including the anticodon, amino acid attachment site and its role in translation. Describe the Meselson and Stahl experiment using E. coli grown in ¹⁵ N and then transferred to ¹⁴ N medium.	Formative: DNA–RNA comparison table and tRNA diagram labelling. Application-based: Explain why tRNA is called an adaptor molecule. Competency-based: Predict the density-gradient band pattern after one and two generations in ¹⁴ N medium. Evidence: Correct diagrams, written explanations and interpretation of experimental results.	Core: Complete the comparison table, explain tRNA function and describe the Meselson and Stahl experiment. Challenge: Analyse the experimental results to distinguish semiconservative replication from conservative and dispersive replication, and justify the conclusion using evidence from the density bands.	Use think-pair-share, concept mapping, questioning and exit tickets	Connect molecular biology to healthcare, genetic testing, biotechnology and scientific research in the UAE.	Upload DNA and RNA comparison notes, a labelled tRNA diagram, a Meselson and Stahl experiment flowchart, and competency-based questions with answers.	1. Write five differences between DNA and RNA. 2. Draw and label a tRNA molecule and explain why it is called an adaptor molecule. 3. Describe the Meselson and Stahl experiment.
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Chemistry	Electrochemistry: Introduction & Redox Foundations	Explain the conversion between chemical energy and electrical energy. Identify reduction and oxidation half-reactions and balance redox equations using the half-reaction method.	Hook (5 mins): Display a smartphone battery and a zinc-copper fruit cell demonstration. Group Activity (15 mins): Students analyze redox reactions in pairs, identify oxidizing/reducing agents, and construct half-equations.	Type: Formative Skill: Analytical reasoning, half-equation balancing, conceptual classification.	Support: Guided scaffold template with pre-labeled redox states Core: Independent balancing of ionic redox equations Challenge: Predict spontaneity and analyze non-standard electron flow scenarios.	Think-Pair-Share on half-reaction balancing. Exit Ticket: Write the oxidation half-reaction	Link to the UAE Net Zero 2050 Strategic Initiative and sustainable energy storage (e.g., modern EV lithium-ion battery technology and clean hydrogen energy initiatives in the UAE)	Lesson PowerPoint Presentation • Redox Balancing Practice Sheet (PDF)	. Complete Question Set 3.1 on balancing redox reactions from the textbook. 2. Submit the online exit ticket summary on LMS.
Mathematics	Differential Equations	Define a differential equation and identify its order and degree.	Starter: classify algebraic equations and differential equations. Teacher modelling:	Diagnostic check: 8 classification items. Skill: accurate use of	Support: visual vocabulary mat and guided examples.	Hinge question: explain why one equation has	Connect logical classification and precision to the	Upload introductory slides, vocabulary mat and self-check quiz.	NCERT Ex 9.1 selected questions . Write two

		Distinguish general and particular solutions.	order and degree, including equations requiring simplification. Paired card sort: identify type, order and degree. Independent practice and correction.	mathematical terminology. Evidence: completed card-sort record and exit slip.	Challenge: determine order and degree after removing radicals or fractions.	undefined degree.	UAE focus on innovation and informed problem-solving		examples each of first- and second-order differential equations.
Psychology	Therapeutic Approaches	Explain the meaning, nature and goals of psychotherapy. Differentiate between behavioural, cognitive and humanistic-existential approaches. Describe techniques such as systematic desensitisation.	Think–Pair–Share on the question, “How can psychological difficulties be addressed?” Introduce psychotherapy, its goals and the therapeutic relationship.	Diagnostic: Prior-knowledge questions on mental health and treatment Formative: Concept maps, group task sheets, technique-matching activity and oral responses Summative: NCERT-based MCQs, assertion–reason	Support: Provide simplified notes, a key-terms glossary, visual organisers and matching exercises linking therapies to their techniques. Core: Students compare behavioural, cognitive and	Think–Pair–Share; targeted questioning; mini-whiteboard responses; peer assessment using a checklist; traffic-light self-assessment; and an exit ticket:	Connect the topic with the UAE’s emphasis on wellbeing, community support, respect, inclusion and responsible help-seeking. Discuss how reducing stigma	Upload NCERT-based presentation, concise revision notes, therapeutic approaches comparison chart, differentiated worksheets (Support–Core–Challenge), application-based questions and answer	Write a short reflection on why professional support and the reduction of stigma are important for psychological wellbeing.

		on, aversion therapy, cognitive restructuring and unconditional positive regard		questions, short-answer questions and application-based questionsSkills assessed:	humanistic-existential approaches using a comparison table and answer NCERT-based application questions. Challenge: Students analyse a fictional situation, justify which therapeutic approach may be relevant, compare two approaches and explain why treatment should be individualised by a qualified professional.	“Name one therapeutic approach, explain one technique and give an example of its application.”	and respecting confidentiality can support psychological wellbeing in schools and communities. Students reflect on how cultural sensitivity helps professionals provide respectful and appropriate psychological care.	key to Education/Teams, as applicable.	
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Marketing	Employability Skills: ICT Skills	<ul style="list-style-type: none"> Identify the uses of ICT tools in learning and work. 	<ul style="list-style-type: none"> Discuss how ICT supports marketing, communication and workplace tasks. 	Diagnostic: oral questions on ICT use.	Support: step-by-step instructions, visual prompts, key-term bank and partially completed files.	Live practical checks; questioning; teacher observation; peer review; self-assessment checklist; exit ticket identifying one mastered skill and one next step.	Promote responsible digital citizenship, secure handling of information, respectful online communication and effective technology use in support of the UAE's digital transformation.	Upload ICT notes/PPT, spreadsheet practice file, presentation instructions, sample dataset, practical checklist and student task evidence.	Create a spreadsheet with at least 10 sample sales records. Apply suitable formatting and one basic formula. Prepare a 3–4 slide presentation explaining the data and save both files with appropriate filenames.
	Spreadsheet and presentation applications	<ul style="list-style-type: none"> Enter, edit and format data in a spreadsheet. Use basic formulas/functions and organise data using sorting/filtering. Create, format and save a clear, purposeful presentation. Practise safe and responsible digital habits. 	<ul style="list-style-type: none"> Demonstrate spreadsheet data entry, cell formatting, basic formulas and sorting/filtering using sample sales/customer-feedback data. Model creating slides, selecting layouts, 	Formative/practical: spreadsheet task and presentation task. Skills: digital literacy, accuracy, organisation and communication. Evidence: saved files, practical checklist, teacher observation and student reflection.	Core: independently format a worksheet, use a basic formula and create a short presentation. Challenge: analyse data using formulas/filters and present findings professionally with appropriate visuals.				

			formatting text and inserting suitable visuals. <ul style="list-style-type: none"> • Students complete guided spreadsheet and presentation tasks, then share and review their work. 						
Business Studies	Consumer Protection	<ul style="list-style-type: none"> • Explain the meaning and importance of consumer protection. • Identify consumer rights and responsibilities. • Describe ways and means of consumer protection. 	<ul style="list-style-type: none"> • Begin with examples of defective products, misleading advertisements and online purchases. • Use discussion and a concept map to revise 	Diagnostic: questioning about consumer experiences. Formative: rights/responsibilities worksheet and concept map. Application: case-study response identifying the	Support: simplified notes, visual prompts, key-term cards and guided case studies. Core: explain rights/responsibilities and answer the questions independently. Challenge:	Think–Pair–Share; targeted questioning; quick quiz; scenario cards; peer assessment; traffic-light self-assessment	Connect consumer awareness with responsible purchasing, ethical business conduct and fair treatment in the UAE. Emphasise	Upload - linked notes, consumer-rights concept map, case-study worksheet, consumer-awareness task and revision/application questions.	Identify a real-life consumer issue involving a product or service. Describe the problem, name the consumer right involved and

		<ul style="list-style-type: none"> • Explain the role of consumer organisations and NGOs. • Apply consumer-protection concepts to real-life cases. 	<p>consumer rights and responsibilities.</p> <ul style="list-style-type: none"> • Students match consumer situations to relevant rights and discuss ways to seek redressal. • Analyse short case studies and create a consumer-awareness message/poster. 	<p>right involved and a suitable action.</p> <p>Evidence: written responses, completed task, participation and exit ticket.</p>	<p>evaluate a complex complaint, justify the rights involved and recommend practical consumer-awareness measures</p>	<p>nt; exit ticket on one consumer right and its real-life use.</p>	<p>informed choices and appropriate action when goods or services do not meet expectations.</p>		<p>suggest an appropriate course of action.</p>
Accountancy	Accounting for Share Capital: Issue of Shares for Cash (at par, at premium and application,	1. Explain the meaning of share capital and its types (authorised, issued, subscribed, called-up and paid-up	Starter (10 min): “Become a Company” task. Students imagine a company needs AED	Type: Formative (worked problems, quiz, error analysis); short summative test in the next lesson.	Support: Journal entry template with the stages of share issue, formula and rules sheet, partially solved problems, peer	Mini whiteboards for journal entries, traffic-light cards, targeted	Link to how companies raise capital to support the UAE’s vision of economic growth and	Upload to the LMS: lesson PowerPoint, step-by-step solved examples, journal entry rules and formats sheet,	Solve 3 problems: (1) issue of shares at par with application, allotment and calls, (2) issue at

	allotment and calls)	capital; equity and preference shares). 2. Pass journal entries for the issue of shares for cash at par, at premium (application, allotment, first call and final call). 3. Prepare the Bank Account, Share Capital Account, Share Premium (Securities Premium) Account and Calls in Arrears Account where needed. 4. Treat oversubscription (pro-rata	10 lakh and discuss why it would issue shares and how investors would pay (in instalments). Direct teaching (20 min): Explain the types of share capital and the stages of share issue (application, allotment, calls) using a timeline. Model the journal entries at par, at premium and at discount. Pair activity (20 min): Pairs solve 2 graded problems: (1) issue at par	Skill: Journalising, ledger posting, calculation, analysis, accuracy in presenting the Balance Sheet, problem solving. Evidence: Completed journal entries and ledger accounts in notebooks, corrected sample entries, quiz score, exit ticket.	or teacher support. Core: Solve a problem on the issue of shares at par and at premium with application, allotment and calls, and prepare the journal entries and Balance Sheet extract. Challenge: Solve a complex problem with oversubscription, pro-rata allotment, calls in arrears and issue at discount, and explain the legal restrictions on issuing shares at a discount and the uses of securities premium.	questioning, peer checking of entries, “muddiest point” exit ticket, teacher live marking during guided practice.	diversification, the role of the Abu Dhabi Securities Exchange (ADX) and Dubai Financial Market (DFM) in encouraging investment, and the importance of transparent, ethical financial reporting that builds investor trust.	graded practice problems with answer key, short quiz, and revision notes.	premium with the Share Premium Account, (3) oversubscription with pro-rata allotment and refund, including the Balance Sheet extract. Also write 4-5 lines on why a company issues shares at a premium.
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		allotment, refund and adjustment of excess application money) and undersubscription correctly. 5. Show share capital and securities premium in the Equity and Liabilities section of the Balance Sheet, and solve a combined numerical problem accurately.	and premium with calls; (2) oversubscription with pro-rata allotment and refund. Plenary (10 min): Quick quiz and exit ticket.						
Economics	Determination of Equilibrium Exchange Rate through Demand and Supply of Foreign Exchange	1. Evaluate the determination of the equilibrium exchange rate with the help of a correctly labelled	Starter: Present a situation involving an Indian student paying university fees in the USA and ask	Diagnostic: Oral questioning on foreign currency and international transactions. Formative: Diagram-labelling and	Support: Provide a partially labelled diagram, key-term prompts and simple scenarios to identify demand and	Use Think–Pair–Share, mini-whiteboard diagram checks, targeted	Relate the UAE’s international trade, tourism, remittances and foreign investment to the	Upload the lesson presentation, demand–supply schedule, blank and completed exchange-rate	1. Draw a correctly labelled diagram showing the determination of the equilibrium

		<p>diagram, identifying the equilibrium point where demand for foreign exchange equals its supply. 2. Apply the concepts of demand and supply of foreign exchange to simple real-world situations and analyse their impact on the exchange rate.</p>	<p>why the student needs US dollars. Teacher Input: Explain the demand for and supply of foreign exchange, the exchange rate and the market equilibrium using a numerical schedule and a demand–supply diagram. Guided Practice: Students label the vertical axis (exchange rate),</p>	<p>exchange-rate prediction tasks to assess graphical and analytical skills. Application-based: Students analyse real-world scenarios and identify the relevant demand/supply shift and its likely impact on the exchange rate. Evidence: Correctly labelled diagram, accurate equilibrium identification, justified predictions and</p>	<p>supply of foreign exchange. Core: Students draw and interpret the equilibrium diagram and explain the effects of changes in demand and supply on the exchange rate. Challenge: Students evaluate multiple demand and supply changes, distinguish movements along curves from shifts of curves, and justify the resulting</p>	<p>questioning and exit tickets. Ask: “What happens to the equilibrium exchange rate if Indian residents increase their demand for US dollars, other things remaining constant?” Students sketch the shift and justify</p>	<p>foreign exchange market. Discuss how global economic connections support the UAE’s trade and investment activities and why understanding exchange rates is important for businesses and individuals.</p>	<p>diagrams, real-world application worksheet and assessment questions to Edunation/M S Teams, as applicable.</p>	<p>m exchange rate. 2. Explain how an increase in demand for foreign exchange and an increase in its supply affect the equilibrium exchange rate, other things remaining constant. 3. Give one real-world example of each change.</p>
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			horizontal axis (quantity of foreign exchange), demand curve (D) and supply curve (S), and identify the equilibrium point (E). Collaborative Application: Students analyse situations such as increased foreign travel, rising exports, greater foreign investment and changes in import demand to	appropriate economic terminology.	equilibrium adjustments using real-world examples.	the new equilibrium.			
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			<p>predict shifts in demand or supply and their effects on the exchange rate.</p> <p>Plenary: Students interpret a given diagram and explain how a change in demand or supply alters the equilibrium exchange rate.</p>						
Arabic	مراجعة	استرجاع المفردات والتراكيب اللغوية التي سبق تعلمها تطبيق - 2 القواعد والمفردات التي	<ul style="list-style-type: none"> Case-based and competency-based questions. 	Challenge: Integrated application, interpretation and higher-order questions	<ul style="list-style-type: none"> Self/peer checking. 	العرض، والأسئلة الموجهة	توظيف بعض المفردات والأمثلة المرتبطة بدولة الإمارات العربية المتحدة،	رفع ورقة المراجعة	مراجعة المفردات والتراكيب التي تم تناولها في الدرس

		تمت دراستها بصورة صحيحة التمييز بين - 3 الاستخدام الصحيح وغير الصحيح للتراكيب اللغوية					وثقافتها وتراثها وحياة المجتمع الإماراتي		
Islamic Studies	Prohibited Sales	Identify the types of sales prohibited in Islam. Explain the significance of prohibiting these sales. Infer the wisdom behind prohibiting these sales and their impact on individuals and society.	Present examples of buying and selling and ask students to identify which transactions may be unfair or harmful. Explain prohibited sales in Islam, such as sales involving deception, uncertainty (Gharar), fraud, and	Oral questioning about Islamic principles of buying and selling. Scenario- based classification, questioning and group discussion.	Match key terms with meanings and identify prohibited sales using guided examples. Classify sales transactions and explain why they are prohibited.	Think– Pair– Share. Targeted questioni ng. Peer assessme nt of transacti on classificat ions.	Connect Islamic principles of honesty, integrity, fairness and responsibi lity with UAE values and its commitm ent to ethical business practices and consumer	Upload the lesson presentation, key vocabulary, scenario- based worksheet and differentiate d learning resources to the school LMS.	Identify three examples of prohibite d sales and explain the wisdom behind prohibitin g each type.

			prohibited goods. Discuss relevant examples and the importance of honesty and fairness in business transactions .				protection .		
Moral Science	Problem Solving Skills	Explain the meaning and importance of problem-solving skills in everyday life. Identify problems, distinguish between symptoms and underlying causes, and analyse	Understanding Problem-Solving: Introduce the topic through a thought-provoking question: “What would you do if you had two important tasks due on the same	Diagnostic: Brainstorming and questioning about familiar problems.	Support: Provide guided steps, visual flowcharts, sentence starters and a list of possible solutions to help students identify the problem and select an appropriate response. Core:	Think– Pair– Share; targeted questioning; traffic-light self-assessment; peer evaluation using a checklist; and an exit ticket:	Connect problem-solving with the UAE’s values of cooperation, tolerance, responsibility, innovation and community participati	PPT	Write a short reflection on how effective problem-solving can promote responsibility, cooperation and positive relationships.

		contributing factors.	day?" Students brainstorm common challenges and discuss the importance of remaining calm.		Students independently analyse a scenario, generate at least two solutions and justify their preferred option. Challenge: Students evaluate complex scenarios involving conflicting priorities, ethical considerations or group disagreements and defend their solutions by considering short-term and long-term consequences .	"What is the first step in solving a problem, and why is it important?"	on. Discuss how peaceful dialogue, respect for different viewpoints and collaborative decision-making can help resolve disagreements in a multicultural society.		
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<p>MSCS</p>	<p>Introduction to research methods</p>	<p>Define research and explain its importance in understanding social and cultural issues. 2. Identify research questions and formulate simple research objectives.</p>	<p>Introduction to Research: Begin with the question, “How can we find out whether students prefer individual or group activities?” Students brainstorm ways of collecting reliable information and identify the purpose of research.</p>	<p>Diagnostic: Brainstorming and questioning about how people obtain information.</p>	<p>Support: Provide a research-terms glossary, examples of research questions, sentence starters and a guided worksheet for matching questions to methods. Core: Students formulate a focused research question, identify suitable sources and select an appropriate data collection method with justification.</p>	<p>Think–Pair–Share; targeted questioning; research-method matching cards; peer assessment using a checklist; traffic-light self-assessment; and an exit ticket: “Which research method would you choose to investigate a social issue,</p>	<p>Connect research methods with the UAE’s emphasis on innovation, knowledge, responsible citizenship and evidence-informed decision-making. Students explore how surveys and social research can help communities understand cultural</p>	<p>PPT</p>	<p>List three ethical principles that researchers should follow.</p>
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					<p>Challenge: Students design a mini-research proposal, evaluate the strengths and limitations of different methods, identify possible sources of bias and recommend ways to improve reliability and ethical practice.</p>	<p>and why?"</p>	<p>diversity, public needs and social wellbeing. Emphasise respect for cultural differences, confidentiality and responsible use of information.</p>		
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