

## WEEKLY PLAN-2026-27

**GRADE: 12**

**TERM 1**

**WEEK – 13 29<sup>th</sup> June to 3<sup>rd</sup> July**

| 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                                                                                                                                                                                 |
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| English |       | Explain Antarctica's significance , analyze the author's experiences, evaluate climate change impacts, interpret themes and literary devices, and develop | Starter video, KWL chart, guided reading, vocabulary activities, Think–Pair–Share, group discussion, cause–effect map, competency-based | Formative assessment through reading comprehension, oral responses, MCQs, analytical writing, class discussions, and exit ticket. Evidence includes worksheets, annotations, | Support with vocabulary and guided notes; core learners' complete text-based tasks; challenge learners evaluate climate issues, compare texts, and present | Think–Pair–Share, teacher questioning, peer assessment, exit ticket, self-assessment using success criteria, and observation to monitor understanding, provide feedback, and guide the | Connects with UAE's commitment to environmental sustainability, climate action, biodiversity conservation, and responsible citizenship, encouraging students to | Upload lesson presentations, annotated notes, vocabulary list, worksheets, competency-based questions, climate change resources, analytical writing task, | Complete NCERT exercises, write a 150-word analytical paragraph on Antarctica's importance, revise key concepts, and research one UAE environmental initiative supporting sustainability |

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|                         |                                              | critical thinking through evidence-based discussion and writing.                                                      | questions, analytical paragraph writing, and reflection on environmental conservation.              | and written responses.                                                                            | independent research findings.                              | next learning steps.                                                                                   | appreciate national initiatives protecting ecosystems and promoting sustainable development. | and revision materials for independent student learning. | and climate action.                           |
| <b>Physics</b>          | LCR series circuit<br>Resonance<br>Impedance | Explain the concept of resonance in an LCR series circuit.<br><br>Analyze impedance, current, and power at resonance. | Introduce LCR circuits using circuit diagrams and real-life examples such as radio tuning circuits. | <b>Formative Assessment:</b><br>Questioning and class discussion.<br>Evidence: Student responses. | <b>Support:</b><br>Provide formula sheets and guided notes. | Think-Pair-Share on circuit behavior.                                                                  | Discuss the role of resonance in communication systems used in the UAE.                      | PPT slides and lesson notes.                             | Define resonance and list two applications.   |
| <b>Computer Science</b> | Binary File Manipulation in Python           | 1. Explain the purpose of binary files.                                                                               | <ul style="list-style-type: none"> <li>Introduction to binary files and</li> </ul>                  | <b>Formative Assessment:</b><br>Coding exercises, quizzes, and                                    | <b>Support:</b><br>Guided examples and coding templates.    | <ul style="list-style-type: none"> <li>Questioning.</li> <li>Think-Pair-Share. Peer Review.</li> </ul> | Understand the importance of secure digital data                                             | Presentation slides. Sample programs.                    | 1. Create a binary file with student records. |

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|                |                                                       | <p>2. Create, read, write, and append records in binary files.</p> <p>3. Use the pickle module to store and retrieve data.</p> <p>4. Search and update records in binary files.</p> | <p>the pickle module.</p> <ul style="list-style-type: none"> <li>• Teacher demonstration of file creation and record storage.</li> <li>• Guided practice on reading, searching, and updating records.</li> <li>• Hands-on coding activities and pair programming tasks.</li> </ul> | <p>class discussions.</p> <p><b>Skill:</b> Programming and problem-solving.</p> <p><b>Evidence:</b> Completed programs, and worksheets.</p> | <p><b>Core:</b> Create, read, search, and update records.</p> <p><b>Challenge:</b> Develop a simple menu-driven binary file application.</p> | Exit Ticket.                                                                       | management in supporting the UAE's digital transformation initiatives.      | Practice worksheet.                                                               | 2. Write a program to search and update a record.                             |
| <b>Biology</b> | Lymphoid Organs, Drug and Alcohol Abuse, AIDS, Cancer | Identify and describe the functions of primary and secondary                                                                                                                        | Presentation on lymphoid organs (bone marrow, thymus, spleen,                                                                                                                                                                                                                      | Critical thinking, analysis, communication, and scientific reasoning.                                                                       | Evaluate current strategies for cancer prevention and AIDS awareness; propose                                                                | Think–Pair–Share, traffic light cards, peer assessment, questioning, exit tickets. | Discuss UAE public health campaigns promoting healthy lifestyles, anti-drug | PowerPoint presentation, lymphoid organ diagrams, case-study worksheets, AIDS and | Prepare a one-page awareness poster on the dangers of drug and alcohol abuse. |

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|                  |  | lymphoid organs.<br><br>Explain the causes of cancer and distinguish between benign and malignant tumors.                             | lymph nodes) and their functions.                                             |                      | community health initiatives.                 |                                                                              | awareness programs, cancer screening initiatives, and efforts to prevent communicable diseases.                                                                             | Cancer fact sheets, online quiz                                                                                      |                                                                                                                                                                                           |
| <b>Chemistry</b> |  | Calculate reaction rate using given rate equations.<br>• Determine the order of reaction from experimental data.<br>• Solve numerical | Explanation of rate law, rate constant, and order of reaction using examples. | Formative Assessment | Formula sheet, guided examples, peer support. | Think–Pair–Share<br>• Targeted questioning<br>• Peer assessment of solutions | Discuss the role of chemical kinetics in UAE industries such as petrochemicals, energy production, and sustainable industrial development in line with UAE innovation goals | Lesson PPT on Chemical Kinetics<br>• Numerical practice worksheet<br>• Exit ticket activity<br>• Homework assignment | Solve 10 numerical problems on rate law, order of reaction, and rate constant calculations from the textbook/worksheet. Prepare a summary note of formulas used in kinetics calculations. |

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|             |                                                         | I problems related to kinetics.                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                               |                                                                                                  |                                                                                                                                                                                          |                                    |                                                                                             |                    |                                                             |
| Mathematics | Principal Values of All Inverse Trigonometric Functions | <p><b>Expected:</b> State and apply principal value ranges of all six inverse trigonometric functions. Evaluate standard inverse trigonometric values.</p> <p><b>Exceeding:</b> Solve non-routine problems involving principal values and justify solutions</p> | <p>Matching activity (Function <math>\leftrightarrow</math> Domain <math>\leftrightarrow</math> Range).</p> <ul style="list-style-type: none"> <li>Graph analysis and principal value identification.</li> <li>Collaborative problem-solving on standard values.</li> <li>Error analysis of common misconceptions.</li> </ul> | <p>Skill: Application, Analytical Thinking. Evidence: Group task, class quiz, notebook work.</p> | <p><b>Support:</b> Value tables and guided examples.</p> <p><b>Core:</b> Standard evaluation problems.</p> <p><b>Challenge:</b> HOTS questions involving multiple inverse functions.</p> | Peer Assessment, Think-Pair-Share. | Highlight mathematical applications in UAE engineering projects and smart city development. | Practice Worksheet | Complete revision worksheets and prepare for chapter tests. |

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|                   |                                | using graphs.                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |                                                                                     |                                                                                                                                                                                                                                                                                                                  |
| <b>Psychology</b> | <b>Psychological Disorders</b> | <p>To classify different approach to abnormality</p> <p>To explain and describe anxiety disorder</p> <p>To identify the symptoms and types of anxiety disorders.</p> <p>To understand the concept of somatoform disorders as a group of mental health conditions</p> | <p>Present a brief case study and ask students whether the behavior described is "normal" or "abnormal" and why.</p> <p><b>Teacher Input (15 min):</b> Explain different approaches to abnormality using examples and visuals. Introduce anxiety</p> | <p><b>Support:</b> Provide vocabulary lists, symptom charts, and guided case-study questions.</p> <p><b>Core:</b> Analyze and classify disorders using provided case studies.</p> <p><b>Challenge:</b> Evaluate the strengths and limitations of different definitions of abnormality and discuss cultural</p> | <p><b>Formative Assessment</b></p> <p>Skill: Knowledge and Understanding</p> <p>Evidence: Responses during questioning and class discussions</p> <p><b>Application Assessment</b></p> <p>Skill: Analysis and Evaluation</p> <p>Evidence: Completed case-study worksheet identifying approach</p> | <p><b>Support:</b> Provide vocabulary lists, symptom charts, and guided case-study questions.</p> <p><b>Core:</b> Analyze and classify disorders using provided case studies.</p> <p><b>Challenge:</b> Evaluate the strengths and limitations of different definitions of abnormality and discuss cultural influences on diagnosis.</p> | <p>Explore UAE initiatives promoting mental health awareness and community well-being. Discuss the importance of reducing stigma surrounding mental health conditions and encouraging support-seeking behaviors within the community.</p> | <p>Concept wise ppt, notes, ncert solution, learning mats, mind maps, worksheet</p> | <p>Students research one anxiety disorder (e.g., phobia, panic disorder, GAD, OCD) and create a one-page information sheet including symptoms, possible causes, treatment options, and a real-life example. Alternatively, students can analyze a media portrayal of anxiety and evaluate its accuracy using</p> |

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|  |  | <p>where psychological distress is expressed through physical symptoms.</p> <p><b>Activity 1 (10 min):</b><br/>Small-group sorting task: Students classify behaviors according to different approaches to abnormality.</p> <p><b>Activity 2 (15 min):</b><br/>Case Study</p> | <p>disorders (GAD, phobias, panic disorder, OCD) and somatoform disorders.</p> | <p>influences on diagnosis.</p> | <p>s to abnormality, anxiety disorders, and somatoform symptoms.</p> |  |  |  | <p>psychological concepts.</p> |
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|                  |                                                  |                                                                                                   | Analysis. Groups identify symptoms, diagnose the type of anxiety disorder, and explain whether physical symptoms may indicate a somatoform disorder. |                                                                                                         |                                                                                                         |                                                                                                                                                                                              |                                                                                                               |                                                                                                                |                                                                                                                              |
| <b>Marketing</b> | Employability Skills<br><br>Communication Skills | Understand the importance of communication in personal and professional life.<br>• Develop active | Brainstorming on the importance of communication in daily life.<br>• Role-play activities demonstrating                                              | Knowledge: MCQs and oral questioning.<br><br>Understanding: Worksheets on listening skills, grammar and | Support: Guided notes, grammar charts, sentence templates and vocabulary support.<br>Core: Independence | <ul style="list-style-type: none"> <li>• Think-Pair-Share.</li> <li>• Exit Tickets.</li> <li>• Peer Assessment.</li> <li>• Observation Checklist.</li> <li>• Quizizz/Kahoot Quiz.</li> </ul> | Promotes respectful communication, collaboration, empathy, cultural understanding and responsible citizenship | PPT on Communication Skills, Grammar Notes, Listening Activities, Worksheets, Interactive Quiz, Video Lessons. | 1. Prepare a poster on Active Listening using the RESPECT model.<br>2. Write a paragraph using different types of sentences. |

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|  |  | <p>listening skills and identify barriers to effective listening.</p> <ul style="list-style-type: none"> <li>• Apply strategies to improve active listening using the RESPECT model.</li> <li>• Identify and use parts of speech correctly.</li> <li>• Apply capitalization and punctuation rules in written communication.</li> <li>• Construct grammatically</li> </ul> | <p>effective and ineffective communication.</p> <ul style="list-style-type: none"> <li>• Group discussion on barriers to active listening.</li> </ul> <p>RESPECT model activity and poster making.</p> <ul style="list-style-type: none"> <li>• Parts of Speech identification exercises.</li> </ul> <p>Sentence construction activities.</p> <ul style="list-style-type: none"> <li>• Active and Passive Voice practice.</li> </ul> <p>Paragraph</p> | <p>sentence formation.</p> <p>Application: Role plays, paragraph writing and communication scenarios.</p> <p>Skill: Listening, speaking, reading and writing activities.</p> <p>Evidence: Worksheets, notebook work, presentations, peer feedback and class participation.</p> | <p>not completion of grammar and communication tasks.</p> <p>Challenge: Create presentations, dialogues and business communication samples using advanced sentence structures.</p> | <ul style="list-style-type: none"> <li>• Reflection Journal.</li> </ul> | <p>aligned with UAE values of tolerance and community harmony.</p> |  | <p>3. Complete worksheet on Parts of Speech.</p> <p>4. Convert Active Voice sentences into Passive Voice.</p> <p>5. Complete NCERT Check Your Progress questions.</p> |
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|                         |                           | <p>lly correct sentences.</p> <p>Differentiate between active and passive voice.</p> <ul style="list-style-type: none"> <li>• Compose different types of sentences and paragraphs effectively.</li> </ul> | <p>writing and peer review activities.</p>                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                                                                                                                                 |                                                                                                                                            |                                                                                                                                    |                                                                                                                                                   |
| <b>Business Studies</b> | Directing – Communication | <p>4. Distinguish between formal and informal communication.</p> <p>5. Explain barriers to effective communication.</p> <p>6. Suggest measures to</p>                                                     | <ul style="list-style-type: none"> <li>• Starter Activity: Think-Pair-Share on "Why do communication failures occur in organizations?"</li> <li>• Group activity: Role play demonstration</li> </ul> | <p><b>Application:</b> Case study on communication barriers and remedies.</p> <p><b>Evidence:</b> Worksheet, participation in role play, notebook work, oral responses.</p> | <p><b>Support:</b> Guided notes, vocabulary list, labelled communication-process diagram.</p> <p><b>Core:</b> Complete communication-process</p> | <ul style="list-style-type: none"> <li>• Questioning techniques.</li> <li>• Traffic light cards (Red-Amber-Green).</li> <li>• Think-Pair-Share.</li> <li>• Exit ticket.</li> <li>• Peer assessment during role play.</li> <li>• Mini</li> </ul> | Effective communication promotes collaboration, respect, tolerance, and responsible citizenship aligned with UAE values of cooperation and | PPT on Communication Process, NCERT summary notes, worksheet on barriers to communication, case-study slides, Kahoot/Quizizz quiz. | <p>3. Prepare a comparison chart of Formal vs Informal Communication.</p> <p>4. Solve one CBSE case-based question on communication barriers.</p> |

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|                    |                            | <p>overcome communication barriers.</p> <p>7. Apply communication concepts to business situations and case studies.</p> | <p>ting communication process.</p> <ul style="list-style-type: none"> <li>• Case study analysis on communication barriers.</li> <li>• Compare formal and informal communication through examples from school and business organizations.</li> <li>• Concept mapping and note-making.</li> </ul> |                                            | <p>flowchart and case-based questions.</p> <p><b>Challenge:</b><br/>Analyze complex business scenarios and recommend suitable communication channels and solutions.</p> | whiteboard responses. | community development. |                                |                                       |
| <b>Accountancy</b> | <b>Accounting Ratios –</b> | Define profitability ratios and                                                                                         | Starter: Discuss how                                                                                                                                                                                                                                                                            | <b>Knowledge:</b> Identification of ratios | <b>Support:</b> Formula sheet and                                                                                                                                       |                       |                        | Notes on profitability ratios, | Calculate profitability ratios from a |

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|  | <b>Profitability ratios</b> | <p>their importance . Interpret the results of profitability ratios for decision-making.</p> <ul style="list-style-type: none"> <li>• Compare profitability performance of businesses using ratio analysis.</li> </ul> | <p>businesses measure success beyond sales revenue.</p> <ul style="list-style-type: none"> <li>• Teacher explanation with formulae and examples.</li> <li>• Guided practice on ratio calculations using financial data.</li> <li>• Pair activity: Analyze profitability of two companies and compare results.</li> <li>• Class discussion</li> </ul> | <p>through MCQs.</p> <p><b>Application:</b> Calculation of profitability ratios from the given data.</p> <p><b>Analysis:</b> Interpretation of ratio results and recommendations.</p> <p><b>Evidence:</b> Worksheet, class participation , exit ticket</p> | <p>guided calculations.</p> <p><b>Core:</b> Independent calculations and interpretation questions.</p> <p><b>Challenge:</b> Case study requiring comparison of profitability over two years.</p> | <p>Think-Pair-Share, Exit Ticket, Peer Assessment, Questioning.</p> | <p>Discuss how profitable businesses contribute to the UAE's economic growth and Vision 2031 through investment and employment generation.</p> | <p>formula sheet, practice worksheet, PPT.</p> | <p>given set of financial statements and interpret the results.</p> |
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|                  |                                                                                     |                                                                                                                                                                                                                                            | on factors affecting profitability.                                                                                                                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                                                                                            |
| <b>Economics</b> | Excess Demand and Fiscal & Monetary Measures to Correct Deficient and Excess Demand | Explain the concept and causes of excess demand in an economy. Distinguish between deficient demand and excess demand. Analyze the role of fiscal policy in correcting deficient and excess demand. Evaluate the effectiveness of monetary | Interactive explanation of excess demand using AD-AS diagrams. Comparative discussion on deficient demand vs excess demand. Teacher-led explanation of fiscal and monetary policy instruments. Case study analysis of | Diagram-based questions on excess and deficient demand (analysis). Case-based questions on policy measures (application). Short descriptive questions on fiscal and monetary policies (understanding). Exit ticket: identify an appropriate policy for a given | Support: Guided notes with policy comparison tables. Labelled AD-AS diagrams. Core: Standard textbook questions and case studies. Challenge: Evaluate the effectiveness of different policy measures in various economic conditions. | Think-Pair-Share. Targeted questioning during case discussions. Peer assessment of policy recommendations. Exit tickets and mini quizzes. | Examine how the UAE government and central bank use fiscal and monetary measures to maintain economic stability, control inflation, and support sustainable growth in line with the UAE Vision 2031. | PPT on Excess Demand and Macroeconomic Policies. AD-AS diagram worksheet. Fiscal vs Monetary Policy comparison chart. Revision notes, quizzes, and case study. | Draw the excess demand diagram and explain its causes. Prepare a comparison table of fiscal and monetary policy measures to correct deficient and excess demand. Solve NCERT and competency-based questions on demand management policies. |

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|                 |          | policy in stabilizing aggregate demand. Apply fiscal and monetary policy measures to real-life macroeconomic situations. | inflation and recession. Group activity: recommended suitable policy measures for given economic scenarios. Worksheet and diagram-based practice. | economic situation.              | Analyze real-world macroeconomic situations and justify suitable policy responses.                                 |                                   |                                        |                                 |                                        |
| Arabic          | قصة نجاح | أن يفسر الطالب معاني المفردات الجديدة في سياقها.                                                                         | توضيح المفردات ومناقشة معانيها.                                                                                                                   | مطابقة الكلمات بمعانيها.         | <b>Support:</b> اختيار المعنى الصحيح.<br><b>Core:</b> شرح المعنى.<br><b>Challenge:</b> توظيف الكلمة في جملة مفيدة. | التفكير – المزاوجة – المشاركة.    | تعزيز اللغة العربية واستخدامها الصحيح. | رفع الفقرة وة الدرائشطس         | استخدام ثلاث كلمات جديدة في جمل مفيدة. |
| Islamic Studies |          | 1. Identify Islam's view of                                                                                              | Starter: Students discuss                                                                                                                         | <b>Diagnostic:</b> Brainstorming | <b>Support:</b> Provide guided                                                                                     | Think-Pair-Share<br>• Exit Ticket | Promotes responsible citizenship,      | PowerPoint presentation, lesson | Write a paragraph explaining the       |

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|                      | Responsibility in Islam | responsibility and the role of human beings.<br>2. Explain the fields of individual responsibility toward Allah, oneself, family, and society.<br>3. Explain the relationship between individual and collective responsibility. | examples of responsibilities they have at home, school, and in society. | g and questioning.<br><b>Formative:</b> Group discussion, case study analysis, and class participation . | notes, vocabulary support, and structured worksheets. |                                                             | accountability, community service, and social cohesion, | notes, worksheet, | importance of responsibility in Islam                              |
| <b>Moral Science</b> | Goal Setting            | Define goal setting and explain its importance in                                                                                                                                                                               | Brainstorming activity, SMART goal workshop,                            | Formative Assessment t: Create a personal SMART Goal Plan.                                               | Support: Guided SMART goal template with prompts      | Think-Pair-Share, Self-Assessment t Checklist, Exit Ticket. | Explore how visionary goal setting contributed to       | PPT               | Complete a one-week goal- tracking journal and reflect on progress |

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|             |                      | personal and academic success. Differentiate between short-term, long-term, and SMART goals. | self-reflection exercise, case study analysis, peer discussion, goal-planning template completion | Skill: Self-management, Analysis & Planning. Evidence: Goal setting worksheet. | and examples. Core: Develop and explain one personal SMART goal with action Steps. Challenge: Design a long-term personal growth plan and evaluate potential obstacles and solutions |                                                             | the success of UAE leaders and national initiatives such as UAE Vision and sustainable development goals. |     | toward the chosen Goals.                                 |
| <b>MSCS</b> | Impact of corruption | Explain the social, economic, and ethical impacts of corruption                              | Teacher explanation video presentation, class discussion, case                                    | Oral questioning, activity completion, case study responses, exit ticket.      | Support: Vocabulary list, guided questions, graphic organizer. Core:                                                                                                                 | Questioning, ThinkPair-Share, peer discussion, exit ticket. | Connect to UAE values of integrity, transparency,                                                         | PPT | Write a 150–200 word reflection on: "How does corruption |

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|  |  | on individuals and society. Analyze real-life examples of corruption and their consequences. | study analysis, Think-Pair-Share. |  | Analyze case studies and explain impacts. Challenge: Evaluate Anti-corruption measures and design an awareness Campaign promoting integrity. |  | responsibility, and good Governance. Discuss how ethical leadership supports national development and public trust in institutions |  | affect society, and why is integrity important for a nation's development?" OR create a poster promoting honesty and ethical behavior promoting Integrity. in the community |
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