

WEEKLY PLAN-2026-27

GRADE: 10

TERM 1

WEEK – 16 7th September to 11th 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	Home Work
English	Mijbil the Otter (Gavin Maxwell)	* Analyze themes of human-animal bonding, empathy, and adaptability. * Identify and interpret new vocabulary and literary devices. * Evaluate the narrator's experiences traveling with an otter.	* Introduction: Brainstorming on unique pets and wildlife handling. * Guided Reading: Read key extracts, focusing on Mijbil's playful traits and the journey to London. * Discussion: Group debate	* Type: Formative Assessment. * Skill: Reading Comprehension, Critical Thinking. * Evidence: Text-based short answer responses, vocabulary graphic organizer.	* Support: Provided word bank, sentence starters, and audio-assisted reading. * Core: Extract analysis questions and character trait mapping. * Challenge: Comparative essay on human-animal relationships across literature.	* Exit Ticket: Write 2 ways Mijbil adapted to his new environment. * Traffic Light System: Self-assess comprehension of vocabulary.	Discussion on local wildlife conservation efforts, native animal species, and environmental stewardship initiatives in the region.	* Lesson PowerPoint Presentation * PDF Extract Worksheet * Vocabulary Graphic Organizer	Write a short reflective paragraph (100–120 words) on why empathy toward animals is crucial for ecological balance.

			on the responsibilities of keeping exotic pets.						
Mathematics	Triangles – Similarity of Triangles	- Identify and understand similar triangles. - State and apply AAA, SAS and SSS similarity criteria. - Establish the relationship between corresponding sides of similar triangles. - Apply the Basic Proportionality Theorem (BPT) and its converse. - Solve problems involving unknown	Starter: Display two differently sized but similarly shaped objects and ask: “How can we prove they have the same shape?” - Use paper triangles of different sizes to identify corresponding angles and sides. - Students investigate similarity using GeoGebra	Diagnostic: Identify corresponding sides/angles from given triangles. Formative: Oral questioning and GeoGebra exploration. Activity evidence: Students classify triangles and justify the criterion used. Exit Ticket: Given two triangles, identify whether they are similar and calculate an unknown side. Skill: Reasoning, application, communication and problem-solving.	Support: Colour-coded corresponding sides/angles, labelled diagrams, formula/criterion cards and partially completed proofs. Core: Standard problems on similarity criteria and BPT. Challenge: Multi-step problems involving BPT, similarity and real-life	Think–Pair–Share, hinge questions, mini-whiteboards, peer assessment and traffic-light self-assessment. Question prompt: “What evidence is sufficient to prove that two triangles are similar?”	Connect geometry to UAE architecture, engineering and construction . Students explore how proportional measurements and similar shapes are used in designing buildings, bridges and architecture	Upload PPT/notes, GeoGebra activity, differentiated worksheet, BPT investigation, practice questions and exit ticket to LMS.	- Complete textbook exercises on similarity of triangles. - Solve application-based problems using BPT and similarity criteria. - Find a real-life example of similar shapes in UAE architecture/design and explain

		lengths using similarity. • Apply similarity concepts to real-life situations.	by enlarging/reducing a triangle and observing invariant angles. • Group activity: classify pairs of triangles as similar/not similar and justify. • Teacher-guided derivation/application of BPT. • Real-life task: estimate the height of a tree/building using shadows and similar triangles.		measurements; prove similarity using an appropriate criterion and justify each step.		real structures in the UAE.		how proportionality is involved.
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			Problem-solving tasks progressing from basic to HOTS questions.						
Science (Biology)	Our Environment	Define ecosystem, biotic and abiotic components . - Explain the roles of producers, consumers and decomposers. - Construct and interpret food chains and food webs.	Explain ecosystem components, food chains, food webs, trophic levels, energy flow, decomposers and biomagnification.	Correctly constructed food web, accurate energy calculations and written explanation of biomagnification/ environmental impact.	Analyse a pollution scenario involving biomagnification and evaluate its effects on different trophic levels; suggest evidence-based solutions	Think–Pair–Share	Connect learning to UAE environmental conservation and sustainability , including protection of desert ecosystems, mangroves and marine habitats.	PowerPoint/ lesson notes,	Explain the role of decomposers in maintaining ecosystem balance.
Science (Chemistry)	Extraction of Metals (Metals and	Briefly describe extraction processes (electrolysis for reactive	Reactivity series retrieval practice using mini-whiteboards	Formative	Provide a labeled reactivity series chart Match	Mini-whiteboard checks for understanding and	Highlight the UAE's industrial prominence , specifically	Lesson slide deck (PDF), summary notes on the extraction of metals,	Complete textbook end-of-section questions on metal

	Non-metals)	metals, carbon reduction for moderately reactive metals, and finding unreactive metals in their native state).	. categorize given metals (e.g., Potassium, Iron, Gold, Aluminium) into high, medium, and low reactivity and link them to their respective extraction methods.		common metals to their extraction methods Write balanced chemical equations	targeted questioning during group discussions.	y Emirates Global Aluminium (EGA) , connecting the scientific concept of electrolytic extraction to real-world industrial production in the region.	and a digital interactive quiz link.	extraction and write out the word equations for the extraction of zinc and iron
Science (Physics)	LIGHT – REFLECTION AND REFRACTION	Identify the principal axis, pole, principal focus and centre of curvature of spherical mirrors. Apply the rules of reflection to	Starter: Display images of car rear-view mirrors, security mirrors and torch reflectors. Students	Formative – Application/Diagrammatic Skill: Students construct labelled ray diagrams. Evidence: Correct placement of P, F and C; correct reflected rays; accurate image	Provide partially completed diagrams with principal axis, P, F, and C already marked. Give students a	Think– Pair– Share: Predict the image before constructing the diagram. Mini whiteboa	Connect convex mirrors to road safety in the UAE , including vehicle rear-view mirrors and	1. Notes on spherical mirrors. 2. Concave and convex mirror ray diagram rules. 3. Interactive ray diagram practice	Practice: Construct labelled ray diagrams for: (a) a concave mirror with the object beyond C, (b) object

		spherical mirrors. Construct accurate ray diagrams for concave and convex mirrors. Predict the position, nature, orientation, and relative size of images formed by concave and convex mirrors.	identify whether the mirror is concave or convex. Teacher Demonstration: Demonstrate the three standard rays used in constructing spherical mirror diagrams. Guided Practice: Students construct a concave-mirror ray diagram with the object beyond C, following teacher modelling. Collaborativ	position; identification of image as real/virtual, erect/inverted and magnified/diminished. Exit Ticket: Construct one ray diagram and state three characteristics of the image formed	ray-rule reference card and colour-code incident and reflected rays. Teacher/peer support is provided during construction.	rds: Students sketch the reflected direction of a given incident ray. Traffic Light: Green – confident, Amber – need more practice, Red – need support. Peer Assessment: Students check diagrams using a ray-diagram	mirrors used at parking exits and blind corners. Discuss how optical technologies contribute to the UAE's commitment to safer and smarter cities.	worksheet. 4. Short instructional video/animation. 5. Self-assessment quiz on image formation.	between C and F, and (c) a convex mirror. For each diagram, state the position, size, orientation and nature of the image. Application: Explain in 3–4 sentences why convex mirrors are used as rear-view mirrors in vehicles.
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			e Activity: In pairs, students receive different object positions and construct ray diagrams to determine image characteristics. Mirror Challenge: Students compare concave and convex mirror diagrams and explain why convex mirrors always produce virtual, erect, and			success checklist.			
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			diminished images.						
Social Science (History)	Gender, Religion and Caste	To explain communalism, secularism and caste inequalities and identify their different forms in Indian society and politics. To analyse how social divisions can influence politics positively or negatively and understand the importance of equality and democratic citizenship.	Analyse scenarios to distinguish between religious expression in politics and communalism, followed by a discussion on the features of a secular state. Compare traditional caste practices with contemporary changes through a “Then and Now” group activity.	Questioning, scenario analysis, data interpretation and group discussions to assess understanding and analytical skills. Evidence: completed comparison charts, scenario responses, group work and exit tickets.	Support: Use simplified definitions, visuals, key vocabulary and sentence starters. Core: Explain and apply the concepts to given situations; Challenge: Evaluate how communalism and caste inequalities affect democracy, equality and social unity.	Think-Pair-Share, targeted questioning, peer feedback and observation throughout the lesson. Exit tickets will check students’ understanding of the differences between secularism, communalism and caste-	Connect the lesson with values of unity in diversity, equality, tolerance, respect and responsible citizenship.	Past year questions	Solve past year questions

						based inequality .			
Social Science (Geography)	Mineral & Energy Resources – Environmental impact of manufacturing & sustainable development	Students will identify environmental impacts and develop sustainable strategies .	Think-Pair-Share: Identify industrial impacts. Group Task: Impact → Cause → Solution. Green Industry Challenge: Design a sustainable industry.	Formative: Questioning – <i>Understanding</i> . Activity: Cause-effect chart – <i>Analysis</i> . HOTS: Sustainable plan – <i>Creation</i> .	Support: Visuals & word bank. Core: Identify impacts & solutions. Challenge: Justify best solutions.	Exit Ticket: 1 impact + 1 cause + 1 solution.	UAE Sustainability: Responsible use of resources, environmental protection and sustainable development.	Video links activity sheet, cause-effect chart, assessment task.	Choose one industry; list 3 impacts + 3 sustainable solutions
Social Science (Economics)	Cooperative Societies and Formal & Informal Sources of Credit	Analyse the loan activities of cooperative societies and explain their role in providing credit to members. • Identify and explain the	Starter – Real-Life Scenario: Students consider: <i>“Where would a small farmer or low-income household</i>	Type: Formative Assessment Skills: Analysis, classification, comparison, evaluation and economic reasoning. Evidence: Completed cooperative loan	Support: Visual source cards, key vocabulary, guided comparison table and simple examples of formal and	Card Sort + Hinge Questions + Peer Explanation + Exit Ticket. Students classify credit sources	Students recognise the importance of financial inclusion, responsible borrowing and	Lesson presentation, cooperative societies concept map, loan-activity case study, formal vs informal	Students will prepare a comparison table between formal and informal sources of credit and analyse

		major features of formal and informal sources of credit. • Distinguish between formal and informal sector credit based on regulation, interest rates, documentation, accessibility and borrower protection. • Evaluate the advantages and limitations of different sources of credit for borrowers.	<i>go if they needed an urgent loan?"</i> Students suggest possible sources and discuss the risks involved. Concept Building: Teacher explains the role of cooperative societies in mobilising savings and providing loans to members for agricultural, business and personal purposes.	analysis, formal–informal credit classification task, comparison matrix, case-study responses and exit-ticket justification.	informal lenders. Core: Independently analyse cooperative loan activities and distinguish between formal and informal credit using relevant criteria. Challenge: Evaluate a borrower's choice between formal and informal credit in a given situation, considering interest rates,	and justify their choices, allowing the teacher to identify misconceptions and provide immediate corrective feedback.	regulated credit in supporting entrepreneurship, household welfare and sustainable economic development in the UAE and wider economy.	credit comparison worksheet, differentiated task sheet and exit-ticket activity.	one example of how a cooperative society can provide loans to its members.
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			Loan Activity Analysis: Students analyse a simple cooperative society case and identify its sources of funds, types of loans, borrowers and repayment conditions.		accessibility, collateral, regulation and borrower protection.				
Hindi	हरिहर काका	पाठ की कथावस्तु एवं मुख्य घटनाओं को समझ सकेंगे। • हरिहर काका के चरित्र का विश्लेषण कर सकेंगे।	पूर्वज्ञान सक्रिय करने हेतु चर्चा: "बुजुर्गों के अधिकार"। • पाठ का सस्वर एवं मौन वाचन। • समूह चर्चा:	ज्ञानात्मक कौशल: प्रश्नोत्तर। विश्लेषणात्मक कौशल: पात्र-विश्लेषण। साक्ष्य: कार्यपत्रक, मौखिक उत्तर, समूह प्रस्तुति।	Support: मार्गदर्शी प्रश्न एवं शब्द-सहायता। Core: पाठ आधारित प्रश्नों के उत्तर। Challenge:	थिंक-पेयर-शेयर • एग्जिट टिकट • मौखिक प्रश्नोत्तर	बुजुर्गों के सम्मान, पारिवारिक मूल्यों एवं सामाजिक उत्तरदायित्व जैसे मानवीय	पाठ का सारांश • पात्र-चित्रण पीपीटी/पीडीएफ • कार्यपत्रक एवं क्विज़	हरिहर काका के चरित्र की पाँच विशेषताएँ लिखिए तथा पाठ से उदाहरण दीजिए।

		• कहानी में निहित सामाजिक समस्याओं एवं मूल्यों की पहचान कर सकेंगे। • पाठ के आधार पर अपने विचार तार्किक रूप से व्यक्त कर सकेंगे।	महंत, भाइयों और हरिहर काका के व्यवहार का तुलनात्मक अध्ययन। • पात्र-चित्रण गतिविधि। • विचार-विमर्श: संपत्ति और पारिवारिक संबंध। • प्रश्नोत्तर एवं पाठ्यपुस्तक अभ्यास।		"हरिहर काका की स्थिति के लिए कौन अधिक उत्तरदायी है?" विषय पर अनुच्छेद लेखन।	• सहपाठी मूल्यांकन	मूल्यों को बढ़ावा देना; यूएई की सहिष्णुता, सम्मान एवं देखभाल की संस्कृति से संबंध स्थापित करना।		
Malaya lam	ചരിത്രം രചിച്ച നാടകം (ഗദ്യഭാഗം)	1. ജീവിതത്തിന്റെ പുനരാവിഷ്കാരമാണ് നാടകമെന്നും സാമൂഹിക പരിവർത്തനത്തിനുള്ള ഉപാധികളിൽ ഒന്നാണ്	• ചെറുശുപ്പുകളായി തിരിഞ്ഞ് നാടകം സമൂഹത്തിൽ ചെലുത്തുന്ന സ്വാധീനത്തെക്കുറിച്ച് ചർച്ച ചെയ്തിരുന്നു.	വാമൊഴി ചോദ്യോത്തരം, ഗ്രൂപ്പ് ചർച്ച അവതരണം, ആശയക്കുറിപ്പ് (Oral Q&A, Group discussion presentation, Concept notes)	Support: സുചനാവാക്കുകൾ നൽകി വാക്യം പൂരിപ്പിക്കൽ. Core: ഗദ്യഭാഗത്തിലെ ആശയം സ്വന്തം	Think-Pair-Share, ഗ്രൂപ്പ് അവതരണ മൂല്യനിർണ്ണയം, Peer feedback	യു.എ .ഇയുടെ സ്വാതന്ത്ര്യസമര പാരമ്പര്യവുമായി ബന്ധിപ്പിക്കുന്നു	ഗദ്യഭാഗത്തിന്റെ ഓഡിയോ/വീഡിയോ ലിങ്ക്	ഗദ്യഭാഗം വായിച്ച് പ്രധാന ആശയങ്ങൾ കുറിപ്പ് തയ്യാറാക്കുക

		നാടകമെന്നു മുളയ്ക്കുക ആശയം ഗ്രഹിക്കുന്നു. 2. സാമൂഹികവും സാംസ്കാരികവുമായ ഘടനയിൽ നാടകം ചെലുത്തുന്ന സ്വാധീനത്തെ കുറിച്ചുള്ള ആശയം ഗ്രഹിക്കുന്നു.	• പ്രധാന ആശയങ്ങൾ ബോർഡിൽ ക്രോഡീകരിക്കുന്നു.		വാക്കുകളിൽ പറയൽ. Challenge: നാടകം സാമൂഹിക പരിവർത്തനത്തിനുള്ള ഉപാധിയാകുന്നത് എങ്ങനെയെന്ന് ഉദാഹരണസഹിതം എഴുതൽ.				
French	Les Pronoms Possessifs	• Identifier les pronoms possessifs. • Utiliser les pronoms possessifs dans des phrases.	• Présentation des règles avec exemples. • Exercices de substitution et dialogue en binômes.	• Formative : compléter des phrases. • Observation de la participation orale.	• Tableau d'aide. • Exercices guidés. • Création de phrases plus complexes.	• Questions-réponses. • Ticket de sortie.	• Respect des biens personnels et collectifs. • Responsabilité envers la communauté.	• Présentation PowerPoint. • Fiche d'exercices.	• Compléter 10 phrases. • Écrire 5 phrases avec des pronoms possessifs.
AI	Text Normalization	• To Explain why text normalization is important in Natural Language	Starter: Display two versions of a sentence: "HELLO!!! How R	Type: Formative Assessment. Skill: Applying text normalization techniques.	Support: Provide partially completed examples and a list of	Think–Pair–Share: Students identify problems	Discuss how NLP and text normalization can support	Upload lesson presentation, notes on Text Normalization	Find five examples of messy text from everyday

		Processing (NLP). To explain common text normalization techniques.	U???" and "hello how are you". Ask students which version is easier for a computer to process. nput: Introduce Text Normalization and explain how computers prepare messy text before analysing it. Demonstration: Show examples of lowercase conversion, punctuation removal, extra-space removal,	Evidence: Completed normalization worksheet/lab task and correct responses during questioning	normalization rules. Core: Students independently normalize given sentences using multiple techniques. Challenge: Students compare different normalization techniques and explain how they improve NLP system performance.	in messy text, discuss possible corrections with a partner, and share their answers with the class. Exit Ticket: Write one example of messy text and show how it can be normalized.	communication technologies in the UAE, including processing both Arabic and English text for smart government services and digital platforms.	on, practice worksheet, lab activity, and homework task.	digital communication (such as messages or social media-style sentences). Normalize each example by applying appropriate techniques such as: Converting to lowercase Removing unnecessary punctuation Removing extra spaces
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					«كيف أحقق هذفي رغم الصعوبات؟»		وبناء المستقبل		
Islamic Studies	Sakina bint al Hussein (RA)	Explain the lineage of Sakinah bint al-Hussein, may Allah have mercy on her. 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	Starter (Starter Activity): Show a family tree template starting from Prophet Muhammad (PBUH) to contextualize noble ancestry. Ask students to identify key household members (Ahl al-Bayt).	Formative Assessment	Students independently map her lineage and write a structured paragraph summarizing how her household environment shaped her values.	Exit Ticket: "3-2-1 Breakdown"— Write 3 family connections showing her lineage, 2 ethical traits she displayed, and 1 insight on how her upbringing influenced her character.	Connect her traits of patience, piety, and generosity with the core values promoted in the UAE (e.g., tolerance, respect, and character education rooted in Islamic identity).	Digital presentation slides (PPT) Self-assessment.	Write a reflective journal entry (100–150 words) selecting 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.

		have mercy on her.							
Moral Science	Perseverance Through Challenges	To recognize the importance of perseverance when facing difficulties.	Students will discuss real-life challenges and analyse how perseverance can transform setbacks into opportunities for growth.	Formative assessment – students will explain how perseverance can influence choices and outcomes in a given situation.	Support: guided prompts; Core: analyse a scenario; Challenge: evaluate a difficult situation and propose a resilient response.	Think–Pair–Share will enable students to articulate, compare, and refine their perspectives	Students will connect perseverance with the UAE's values of ambition, resilience, determination, and continuous progress.	A reflection task and supporting resources will be uploaded to the LMS.	Students will write one practical strategy they can adopt to persevere when facing a personal or academic challenge.
MSCS	What is Meant by the Terms 'Openness' and 'Social Inclusion'?	To explain the meaning of openness and open-mindedness and identify their importance in personal and social development. They will understand that being	Discuss how to create a safe and respectful classroom environment where everyone can share ideas without fear of judgement. They will	Formative assessment through questioning, Think-Pair-Share, scenario analysis and class discussion to assess understanding of openness and open-mindedness. Evidence: completed	Support: Use visuals, key vocabulary, sentence starters and simple scenarios to identify open and closed-minded behaviours. Core: Explain openness and apply it	Think-Pair-Share, questioning, peer feedback and exit tickets to check understanding throughout the lesson.	Openness with the UAE's values of tolerance, respect, cultural understanding and peaceful coexistence. The comparison of	Textbook Content	Complete the textbook activities

		open-minded means considering different viewpoints without bias while evaluating ideas thoughtfully rather than accepting everything.	analyse the example of Japanese tea ceremony and Arabic coffee, identify similarities and differences, and discuss how openness can help us appreciate different cultures and traditions.	scenario responses, classroom guidelines and written responses to the Action Task questions.	to real-life situations; Challenge: Evaluate how perceptions and biases influence our understanding of others and compare different cultural practices.	Students complete the prompts: "An open-minded person..." and "I can show openness by..."	Arabic coffee and Japanese tea ceremony highlights the UAE's tradition of generosity and hospitality while appreciating similar values in other cultures.		
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