

WEEKLY PLAN-2026-27

GRADE: 9

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	The World of Limitless Possibilities.	Sequence the major events in Dr. Malik's life. Explain how she responded to physical and emotional challenges	Read the section on her diagnosis, surgery and transition to paraathletics. Complete a Challenge → Response → Outcome graphic organiser. Discuss how she redefined her limitations	FA: Cause-and-effect graphic organiser. Skill: Reading, inference & interpretation. Evidence: Notebook, organiser, oral responses.	Support: Partially completed timeline and sentence starters. Core: Complete the organiser independently. Challenge: Justify how her mindset contributed to success using textual evidence.	ThinkPairShare, graphic organiser, questioning.	Link to resilience, determination, perseverance and overcoming challenges	Upload completed graphic organiser.	Write about one challenge Dr. Malik faced and how she overcame it.

Mathe matics	Circles – Chords and Angles	To justify why equal angles at the centre subtend equal chords and why the line joining the centre to the midpoint of a chord is perpendicular to the chord.	Explore & Prove: Students draw two chords subtending equal central angles and compare the triangles formed with the centre. They then use the midpoint of a chord to investigate the perpendicular relationship and formulate the theorem.	Formative – Reasoning: Students complete a short proof explaining both circle theorems.	Support: Guided diagram with proof prompts. Core: Complete the proofs independently. Challenge: Apply both theorems to find unknown angles/lengths in a new diagram.	Think– Pair– Share: Students explain the reason for each theorem to a partner before sharing with the class.	Connect circle geometry with UAE architectural designs, such as circular patterns and arches.	Lesson notes, worked examples and practice questions.	Prove and Apply: Given a circle with two equal central angles, prove that the corresponding chords are equal, then use the second theorem to determine an unknown angle in a related diagram.
--------------------------------	--	--	--	---	--	--	---	--	---

Science (Biology)	TISSUES-Meristamatic tissues	Define meristematic tissue and explain its importance in plant growth. • Identify apical, intercalary and lateral meristems based on their location and function. • Compare the three types of meristematic tissues. • Relate meristematic activity to increase in plant length and girth.	Students label a plant diagram showing apical, intercalary and lateral meristems and match each type with its function.	Identification, classification, comparison and scientific communication.	Explain how removal or damage of apical/lateral meristem would affect plant growth and justify the answer.	Think–Pair–Share,	Connect plant growth and tissue development to UAE agriculture and sustainable food production	labelled meristematic tissue diagram, worksheet/comparison table	Draw and label a neat diagram showing apical, intercalary and lateral meristems . Prepare a comparison table showing their location and function
Science (Chemistry)	Average Atomic Mass	Explain why atomic masses are often fractional; calculate average atomic mass using isotopic masses	teacher modelling of the weighted-average formula; students solve	Formative: Problem-solving task. Skills: Calculation, analysis and reasoning. Evidence:	Support: Formula guide and scaffolded example. Core: Calculate average	calculations, think–pair–share and exit ticket.	Connect isotope analysis with UAE applications in healthcare	Notes, worked examples and practice worksheet.	Calculate the average atomic mass of chlorine: Cl-35 = 75% and Cl-37 = 25%. Explain why the

		and percentage abundance.	isotope-abundance problems in pairs; error-analysis discussion.	Correct working, units, and final answer.	atomic mass from given data. Challenge: Determine an unknown isotopic abundance from average atomic mass.		re, environmental monitoring and nuclear science at Barakah Nuclear Energy Plant.		answer is not a whole number.
Science (Physics)	FORCE AND LAWS OF MOTION	Explain the relationship between force and motion. State and apply Newton's First, Second, and Third Laws of Motion . Identify balanced and unbalanced forces in everyday situations. Apply Newton's laws to real-life examples and	Starter: Show simple situations such as pushing a trolley, sudden braking of a car and kicking a football. Students identify the forces acting. Teacher Demonstration	Formative Assessment – Application and Explanation . Skill: Identify, explain and apply Newton's laws. Evidence: Correct identification of forces, explanations using	Provide picture-based scenarios, sentence starters, key vocabulary cards, and partially completed force diagrams. Students match examples with the correct Newton's law.	Think–Pair–Share: Which Newton's law explains the situation? Mini whiteboards: Quick $F=ma$ calculations. Thumbs Up/Sid	Connect Newton's laws to UAE road safety , including seat belts, airbags and braking systems. Discuss the motion of rockets	Notes on force and Newton's laws; demonstration video; force-diagram worksheet; differentiated numerical worksheet; UAE-context application questions; short online quiz.	1. Write one everyday-life example for each of Newton's three laws and explain it. 2. Solve 3–5 simple numerical problems using $F=ma$. 3. Application: Explain why passengers move forward

		simple numerical problems. Explain the relationship between force, mass, and acceleration.	ion: Demonstrate inertia using a coin-card-glass activity and Newton's Third Law using balloons or spring balances. Guided Activity: Students analyse everyday scenarios and identify which Newton's law applies. Group Task: Groups solve UAE-based situations involving cars, seat	scientific vocabulary, accurate numerical calculations, and appropriate application of Newton's laws to real-life situations.	Teacher/peer guidance provided. Students independently analyse scenarios, draw simple force diagrams, identify the applicable Newton's law and solve basic $F=ma$ problems. Students analyse multi-force situations, justify which Newton's laws are operating simultaneously, solve higher-order numerical problems and explain how	e/Dow n: Check understanding. Concept Cartoon : Students choose and justify the scientifically correct explanation. Exit Ticket: Give one real-life example for Newton's law.	and satellites in relation to the UAE Space Programme, including how forces are essential for spacecraft launch and movement.		when a moving car suddenly stops and relates to Newton's First Law.
--	--	--	--	--	--	---	---	--	--

			belts, rockets, and sports. Numerical Practice: Students solve simple problems using $F=ma$.		changing mass or force affects acceleration.				
Social Science (History)	State and Society up to 1000 CE	Explain the importance of kula, gotra, varṇa, āśhrama, saṁskāras and puruṣhārthas in Vedic society. Explain the aims of early Indian education, the Gurukula system, and the role of agriculture, irrigation, trade routes and guilds in the economy.	Create a concept map and timeline on family, the four āśhramas and the four puruṣhārthas, followed by discussion on the Guru–Shishya and Gurukula systems. They will analyse maps and sources on Mauryan agriculture,	Formative assessment: questioning, source analysis, map work, matching and group discussions to assess understanding and interpretation skills. Evidence: completed concept maps, āśhrama timeline, trade-route activity,	Support: Use visuals, word banks, simplified texts, matching activities and sentence starters. Core: Explain the functions of family, education, agriculture, trade and guilds using evidence. Challenge: Analyse how	Think–Pair–Share, targeted questioning, peer discussion and exit tickets throughout the lesson. Students complete prompts such as “One important feature	UAE values of respect for elders, lifelong learning, entrepreneurship, responsible resource management and preservation of cultural heritage.	Textbook/source worksheet,	Complete the textbook activities

			the one-sixth land tax, irrigation and Sudarshana Lake, and complete a trade and guild role-play to understand trade routes, quality control, prices and guild courts.	source-based responses and exit ticket.	knowledge, irrigation, trade and guilds contributed to social and economic development and compare guilds with modern professional organisations.	of Vedic society was..." and "One way ancient economic systems supported society was..."			
Social Science (Geography)	Climate – Climate Change and Floods	Students will identify the major causes and effects of climate change and floods.	Think-Pair-Share: Identify causes of climate change. Cause–Effect Activity: Match causes with effects. Group Task: Analyse a	Formative: Questioning – <i>Identification.</i> Matching: <i>Understanding.</i> Case Study: <i>Analysis.</i>	Support: Pictures, key words and guided matching. Core: Identify major causes and effects. Challenge: Explain the link between climate change and	Exit Ticket: Write one cause and one effect of climate change and floods.	UAE Sustainability & Environmental Responsibility: Link climate action, water conservation and responsi	worksheet, flood case study, short quiz.	Create a Cause → Effect chart showing 3 causes and 3 effects of climate change and floods.

			flood scenario and its impacts.		extreme flooding.		ble citizenship to protecting communities and the environment.		
Social Science (Economics)	Supply – Meaning, Law of Supply and Determinants of Supply	Understand and explain the meaning of supply and quantity supplied. • Explain and apply the Law of Supply using a supply schedule and supply curve. • Analyse the major factors determining or affecting the supply of a good or service. • Interpret how changes in	Starter – Real-Life Hook: Students consider: <i>“Why would a seller be willing to supply more of a product when its price increases?”</i> using familiar examples such as vegetables, smartphones or petrol.	Formative Assessment Skills: Conceptual understanding, graphical interpretation, analysis and economic reasoning. Evidence: Completed supply schedule, correctly drawn supply curve,	Support: Key vocabulary cards, real-life examples, guided supply schedule and partially completed supply curve. Core: Independently explain the Law of Supply, construct a supply curve and analyse factors	Think–Pair–Share + Hinge Questions + Diagram Check + Exit Ticket. Students predict the effect of different changes	Students explore how factors such as technology, input costs, government policies and entrepreneurship influence the supply of goods and services	Lesson presentation, supply schedule and curve activity, determinants-of-supply concept map, differentiated scenario worksheet and exit-ticket task	Prepare a mind map of the determinants of supply and explain, with a suitable example and diagram, how any two factors can cause a change in supply

		determinants of supply affect the supply curve.	Concept Building: Teacher introduces the meaning of supply and distinguishes supply from quantity supplied through examples. Law of Supply Investigation: Students examine a simple price–quantity schedule, identify the relationship between price and quantity	scenario-based classification, diagram analysis, oral responses and exit ticket.	affecting supply. Challenge : Analyse complex market scenarios involving changes in multiple determinants and evaluate their likely impact on supply, using appropriate diagrams and economic reasoning.	on supply and justify their answers, allowing immediate identification and correction of misconceptions	in the UAE, linking efficient production and innovation with economic diversification and sustainable development		
--	--	---	---	--	---	---	---	--	--

			supplied, and construct a supply curve.						
Hindi	ऐसी भी बातें होती हैं (लता मंगेशकर का जीवन परिचय)	लता मंगेशकर के जीवन एवं उपलब्धियों का वर्णन कर सकेंगे। • पाठ के मुख्य विचारों और घटनाओं को समझ सकेंगे। • संगीत, परिश्रम एवं समर्पण के महत्व को पहचान सकेंगे। • पाठ के आधार पर अपने विचार स्पष्ट एवं प्रभावी ढंग से व्यक्त कर सकेंगे।	लता मंगेशकर के गीत की छोटी ऑडियो क्लिप सुनाना। • पूर्वज्ञान चर्चा: "आपके प्रिय गायक/गायिका कौन हैं?" • पाठ का सस्वर एवं मौन वाचन। • जीवन-यात्रा का टाइमलाइन चार्ट बनाना। • समूह गतिविधि: लता जी के गुण एवं	ज्ञानात्मक कौशल: पाठ-आधारित प्रश्नों के उत्तर। समझ एवं विश्लेषण कौशल: जीवन-मूल्यों की पहचान। संचार कौशल: मौखिक प्रस्तुति। साक्ष्य: कार्यपत्रक, समूह प्रस्तुति, मौखिक उत्तर	Support: कठिन शब्दों की सूची एवं संकेतयुक्त प्रश्न। Core: पाठ-आधारित प्रश्नों के उत्तर एवं सार लेखन। Challenge: "लता मंगेशकर से मुझे क्या प्रेरणा मिलती है?" विषय पर अनुच्छेद लेखन।	थिंक-पेयर-शेयर • प्रश्नोत्तर • एग्जिट टिकट • सहपाठी मूल्यांकन • त्वरित क्विज़	भारत की सांस्कृतिक विरासत, संगीत परंपरा एवं राष्ट्रीय गौरव के प्रति सम्मान विकसित करना। साथ ही उत्कृष्टता, समर्पण एवं मेहनत जैसे मूल्यों को	पाठ का पीडीएफ/पीपीटी • जीवन-परिचय वीडियो लिंक • कार्यपत्रक • ऑनलाइन क्विज़	लता मंगेशकर के जीवन से प्राप्त पाँच प्रेरणादायक सीखें लिखिए तथा किसी एक उपलब्धि का संक्षिप्त विवरण दीजिए।

		• പ്രേരണാദായക വ്യക്തിത്വം തന്നെ ജീവന-മൂല്യം തന്നെ ഗ്രഹണ കര സകേംഗെ।	ഉപലബ്ധിയോ പര പോസ്റ്റർ തയ്യാറ കരനാ। • പ്രശ്നോത്തര എം പാഠ്യപുസ്തക അധാരിത ഗതിവിധിയാം। • പ്രേരണാദായക വ്യക്തിത്വം പര കക്ഷാ ചർച്ച।	എം നോട്ടബുക് കാര്യം।			അപനാനെ കേ ലിഎ പ്രേരിത കരനാ।		
Malayalam	കാണുന്നൂണ്ട നേകമക്ഷരങ്ങ ശ (പദ്യഭാഗം)	1.അടിസ്ഥാനജന വിഭാഗത്തിന്നെ മാനിയ ജീവിതസാഹചര്യങ്ങളെക്കുറിച്ച് ഗ്രഹിക്കുന്നു. 2.വിദ്യാഭ്യാസം എന്ന പ്രക്രിയയുടെ പ്രാധാന്യവും അതിലൂടെ ജനങ്ങൾക്കുണ്ടായ പരിവർത്തനങ്ങളും ഗ്രഹിക്കുന്നു.	• വിദ്യാഭ്യാസം സമൂഹത്തിൽ വരുത്തിയ മാറ്റങ്ങളെക്കുറിച്ച് ഉദാഹരണസഹിതം വിശദീകരിക്കുന്നു. • ചിത്രം/വീഡിയോ സഹായത്തോടെ പഴയകാല-	വാമൊഴി ചോദ്യോത്തരം, പദ്യാലാപനം, താരതമ്യ വിവരണം (Oral Q&A, Recitation, Comparative description)	Support: സൂചനാവാക്കുകൾ നൽകി വാക്യം പൂരിപ്പിക്കൽ. Core: പദ്യഭാഗം ചൊല്ലി ആശയം സ്വന്തം വാക്കുകളിൽ പറയൽ. Challenge: വിദ്യാഭ്യാസം സമൂഹത്തിൽ വരുത്തിയ മാറ്റങ്ങളെക്കുറിച്ച് സ്വന്തം അഭിപ്രായ	Think-Pair-Share, വാമൊഴി ചോദ്യോത്തര മൂല്യനിർണ്ണയം, Peer feedback	സാർവത്രിക വിദ്യാഭ്യാസം, സാമൂഹിക നീതി എന്നീ മൂല്യങ്ങൾ ഇന്ത്യൻ സ്വാതന്ത്ര്യാനന്തര വികസന കാഴ്ചപ്പാടുമായി ബന്ധി	പദ്യഭാഗത്തിന്റെ ഓഡിയോ/വീഡിയോ ലിങ്ക്	ജാതിപരമായ വിവേചനത്തെക്കുറിച്ച് എഴുതുക

			ഇന്നത്തെ ജീവിതശൈലി താരതമ്യപ്പെടുത്തുന്നു.		ത്തോടെ എഴുതൽ.		പിടിക്കുന്നു.		
French	Quand utiliser l'imparfait ou le passé composé ?	• Comprendre la différence entre l'imparfait et le passé composé. • Identifier le temps approprié selon le contexte. • Utiliser correctement les deux temps pour raconter des événements passés.	• Révision de la formation de l'imparfait et du passé composé. • Présentation des différents emplois avec des exemples simples. • Exercices guidés : choisir le temps correct. • Travail en binômes : compléter des phrases avec l'imparfait	• Exercices écrits : choisir et conjuguer le temps approprié. • Questions-réponses : expliquer le choix du temps. • Production écrite : rédiger un court récit en utilisant correctement les deux temps.	Soutien : tableau d'aide, expressions temporelles et phrases modèles. Niveau attendu : compléter des phrases avec l'imparfait ou le passé composé. Défi : rédiger un court récit en utilisant correctement les deux temps.	• Réflexion individuelle et travail en binômes. • Réponses sur mini-tableau x. • Correction entre pairs. • Ticket de sortie : écrire une phrase	• Raconter un événement ou un souvenir lié à la vie aux Émirats arabes unis en utilisant l'imparfait et le passé composé. • Comparer certains aspects de la vie passée et	PPT, fiche de grammaire, tableau récapitulatif et exercices.	Écrire 8 à 10 phrases sur une journée ou un souvenir mémorable en utilisant l'imparfait et le passé composé .

			ou le passé composé. • Activité de narration : raconter une histoire courte en utilisant les deux temps.			à l'imparfait et une phrase au passé composé.	actuelle aux EAU.		
AI	Data Processing and Data Interpretation	To explain the meaning of data processing and data interpretation. To identify different ways of processing data, To interpret processed data to identify patterns, trends and useful information.	Starter: Show a small set of raw data such as students' favourite sports or daily temperatures. Ask: <i>"What can we understand from this data?"</i> Teaching: Explain the difference between	Diagnostic: Oral questioning to check understanding of data and raw data. Formative: Observation, questioning, worksheet responses and group discussion. Evidence: Completed data-processing table,	Support: Provide a simple dataset, partially completed table and step-by-step instructions. Core: Students process a dataset and answer questions based on the results. Challenge: Students	Think–Pair–Share, questioning, observation, peer discussion, mini-whiteboard responses and Exit Ticket.	Connect data processing and interpretation to the UAE's use of data and digital technologies for smart cities, sustainability, transportation, healthcare and	Upload PPT, data-processing worksheet, sample dataset, charts/graphs activity and assessment/exit-ticket task to the LMS.	"Data Detective" – Students collect a small dataset from their daily life, such as the number of glasses of water consumed by family members or daily temperatures for one week. They organise the data in a

			raw data, data processing and data interpretation using a simple example. Activity 1: Students organise raw data into a table and calculate simple values such as total, highest, lowest and average. Activity 2: Students study a simple chart/table and identify patterns,	calculations, interpretation questions and group presentation. Skills: Data literacy, logical thinking, analysis, interpretation and communication.	analyse a larger dataset, identify trends or unusual results, and explain what conclusions can be drawn from the data.		public services.		table and write 2–3 observations about what the data shows.
--	--	--	--	--	---	--	--------------------------------	--	---

			trends and comparisons. Group Task: Groups analyse a small dataset and present what the data tells them. Plenary: Students share one important finding from the dataset.						
Arabic	تابع درس حكيم العرب	يحدد الصفات - 1 المعمارية التي تميّز جامع الشيخ زايد الكبير يكتب فقرة - 2 قصيرة تعبر عن أهمية المعالم الوطنية في تعزيز الهوية	مناقشة: - 1 طرح أسئلة حول الفقرات قسيم - 2 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسية وفقرة مهمة من النص	نوع التقييم: تكويني + كتابي المهارة: فهم المقروء - استخراج الأفكار - الكتابة الوصفية	دعم : جمل ناقصة يكملها الطالب متوسط : تحديد الصفات المعمارية المذكورة في النص متقدم : مقارنة بين جامع الشيخ	استخدام Exit Ticket في نهاية الدرس	ربط المعلم الوطني (الجامع) بالهوية الإماراتية وقيم الانتماء والفخر	رفع ملف الدرس وورقة العمل	اكتب فقرة من 5 جمل تشرح فيها لماذا يُعد جامع الشيخ زايد الكبير من أهم المعالم الوطنية في دولة الإمارات

			تقسيم - 3 الطلاب إلى مجموعات؛ كل مجموعة تستخرج فكرة رئيسية وفقرة مهمة من النص		زايد ومعلم وطني آخر				
Islamic Studies	Pilgrimage (Al-Hajj) – Rituals, Obligations, and Virtues	To identify the pillars of Hajj, its obligatory duties and sunnah practices. To Infer the virtues of Hajj. To Design an advertisement explaining the rituals of Hajj.	Starter Activity (10 mins): Display images of millions of pilgrims dressed in white <i>Ihram</i> around the Kaaba. Prompt students: <i>"Why do people from every race, language, and background wear the exact same clothes during</i>	Formative Assessment	Core: Require students to include explicit distinctions between an essential pillar (<i>Rukn</i> , which invalidates Hajj if missed) and a duty (<i>Wajib</i> , which requires expiation/fidyah if missed) inside their advertisement.	Think-Pair-Share: Used during Core Activity 1 to verify whether a specific act (e.g., Standing at Arafat vs. Stoning the Jamarat) is a	Connect to the official UAE Haj Affairs Regulatory Authority and the UAE Pilgrim Delegation, highlighting how the nation supports pilgrims annually and promotes global	Slide Deck: <i>The Pillars, Obligations, and Virtues of Al-Hajj</i>	Complete the Hajj advertisement if unfinished in class, OR write a 200-word promotional article for a school magazine explaining why Hajj is considered the ultimate spiritual transformation for a Muslim.

			<i>Hajj?"</i> Write key themes on the board (unity, equality, devotion).			pillar or a duty.	Islamic solidarity and fraternity.		
Moral Science	Social Responsibility	Evaluate real-world situations and identify socially responsible and irresponsible actions. - Explain the impact of individual actions on others, society and the environment. - Justify decisions using values such as empathy, respect, honesty, cooperation and responsibility.	Starter: Show short scenarios such as littering, helping an elderly person, wasting water, cyberbullying and helping a new student. Students give a quick Responsible /Not Responsible response.	Formative Assessment : Scenario-based questions and group discussion. Skills: Critical thinking, ethical reasoning, decision-making, communication and justification.	Support: Provide simple scenarios with pictures and a word bank (help, respect, share, protect, waste, hurt). Core: Analyse a scenario, identify responsible/irresponsible behaviour and explain its consequences.	Thumbs Up/Down: Is the action responsible? Think–Pair–Share Hinge Question: “If nobody is watching, should we still act responsibly?”	Students explore how responsible citizenship contributes to the UAE's values of tolerance, respect, cooperation and community service. Discuss examples such as	Upload lesson presentation /notes. Scenario worksheet.	Social Responsibility Challenge: Students identify 3 socially responsible actions they can practise during the week at home, school or in the community. They record the action and its positive impact in a short

			Main Activity: <i>"What Would You Do?"</i> – Groups analyse real-life scenarios and decide whether the action is socially responsible. They identify the stakeholders affected, consequences and suggest a better action. Discussion: Students participate in a Think–Pair–Share on the		Challenge: Evaluate a complex real-life situation involving conflicting responsibilities and justify the most ethical course of action.	<i>ibly? Why?"</i> • Exit Ticket: <i>"One socially responsible action I can take today is..."</i>	conserving water, keeping public places clean, respecting cultural diversity and helping community members.		Responsibility Log.
--	--	--	--	--	--	---	--	--	-----------------------------------

			question: <i>"Can a small individual action make a difference to society?"</i>						
MSCS	Preserving the Cultural and Natural Heritage	Explain how the desert environment and natural resources influenced UAE culture, lifestyle and heritage. Identify how archaeological evidence and heritage villages help us understand and preserve the UAE's tangible and intangible heritage.	Discuss how resources such as dates, palm trees, animals and other natural materials influenced traditional UAE life. They analyse the archaeologist's diary, answer source-based questions, and explore how	Formative assessment: questioning, source analysis and group discussion to assess understanding, inference and communication skills. Evidence: completed archaeological questions, heritage activity/graphic organiser	Support: Use pictures, key vocabulary, word banks and sentence starters to identify heritage examples. Core: Explain how the environment influenced UAE heritage and interpret archaeological evidence. Challenge: Evaluate why heritage should be preserved	Think-Pair-Share, targeted questioning and exit tickets to check understanding. Students complete: "Our environment shaped our heritage"	Explore how the UAE's desert, coastal and mountain environments shaped traditional lifestyles, occupations, food, architecture and customs. They	PPT, archaeological diary/source-based worksheet,	Research one UAE heritage festival and write 2–3 sentences about how it preserves and celebrates UAE culture and traditions.

			Heritage Villages preserve traditional buildings, crafts, occupations , food and cultural practices.	and students' responses on the importance of conservation.	and how Heritage Villages support national identity and cultural tourism.	e by..." and "We should preserve heritage because ..."	develop appreciation for UAE heritage and understand the importance of conserving it for future generations.		
--	--	--	--	--	---	--	--	--	--