WEEKLY PLAN-2026-27

GRADE: 10 **TERM 2** **WEEK – 22 -10th November to 13th November**

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	Comprehensive Revision for Pre-Board Examination – Reading, Writing, Grammar and Literature	Students will be able to: 1. Apply comprehension and analytical skills to solve competency-based reading passages. 2. Demons	• Conduct chapter-wise revision through interactive discussions and concept mapping. • Practise competency-based and extract-based questions from prose and poetry.	Diagnostic: Oral questioning and short revision quizzes. Formative: Grammar worksheets, comprehension exercises and	Support: Provide revision notes, chapter summaries, vocabulary support and guided worksheets. Core: Practise CBSE pattern-based questions	Exit tickets, rapid-fire questioning, peer assessment, self-assessment using marking schemes, think-pair-share and error analysis of	Integrate UAE values of tolerance, respect, unity, cultural diversity and peaceful coexistence through relevant literary discussions and writing activities.	Upload revision worksheets, grammar practice materials, important question banks, chapter-wise revision notes, sample question papers and answer keys on Edunation.	Complete one CBSE-style reading comprehension passage, practise grammar exercises, revise important questions from prescribed prose and poetry, and attempt one writing task

		trate accuracy in grammar concepts, including tenses, modals, determiners, reported speech and subject-verb concord. 3. Organise and present ideas effectively in formal writing tasks. 4.	• Revise grammar rules through worksheets and application-based exercises. • Practise formal letters and analytical paragraphs using CBSE question patterns. • Solve unseen passages and case-based comprehension questions. • Conduct timed practice tests and discuss appropriate answer-writing techniques.	literature-based questions. Summative: Timed CBSE-style practice paper. Evidence: Worksheets, written responses, corrected answer scripts and test scores.	covering all sections. Challenge: Attempt higher-order thinking, competency-based and inferential questions with justification and textual evidence.	practice papers.			following the CBSE marking scheme.

		Analyse themes, characters, literary devices and messages in prescribed prose and poetry. 5. Attempt examination-oriented questions with accuracy, confidence and effective time management.							
Mathematics	CBSE Mathem	1. Recall and	Starter: Quick-fire formula recall and	Diagnostic: Oral	Support: Guided	Think–Pair–	Integrate mathematical	Upload revision question	Complete the remaining

	atics – Full Syllabus Revision through Question Paper Practice	apply concepts and formulae from all prescribed chapters. 2. Solve CBSE-pattern questions accurately. 3. Apply mathematical reasoning to competency-based and case-study questions. 4. Develop time management and examinat	concept-check questions. Main Activity: Discuss the CBSE question paper pattern, marking scheme and question types (MCQs, assertion-reason, short-answer, long-answer and case-study questions). Students attempt selected questions independently. Teacher facilitates step-by-step solutions, discusses alternative methods and common errors. Collaborative Learning: Peer discussion and correction of selected problems. Plenary: Exit ticket with three competency-based questions	questioning and formula recall. Formative: Observation of individual problem-solving and participation. Summative: CBSE-style question paper practice. Skills assessed: Application, logical reasoning, analytical thinking, accuracy and time management. Evidence: Completed question paper, answer	questions, formula sheets, worked examples and step-by-step scaffolding. Core: Independent practice of CBSE-standard questions covering different chapters. Challenge: HOTS, application-based, assertion-reason and competency-based case-study questions.	Share; questioning; peer assessment; self-assessment using marking scheme; exit ticket; misconception check.	applications through UAE-related contexts such as architecture, sustainability, transport, energy consumption and financial planning.	paper, formula sheet, worksheets and marking scheme to LMS.	questions from the CBSE revision paper. Revise important formulae and maintain an error-correction record of incorrectly attempted questions.

		ion skills. 5. Identify and rectify errors through self-evaluation.	covering different mathematical concepts.	scripts and error analysis.					
Science (Biology)	**MONO HYBRID AND DIHYBRID CROSS**	Apply Mendel's laws of dominance, segregation and independent assortment to predict inheritance patterns and phenotypic ratios.	Demonstrate parental and F1/F2 generations with examples of pea plants. Students solve genetic problems individually and through peer discussion.	Assess genotype, phenotype, gamete formation and calculation of phenotypic ratios.	Support: Identify dominant and recessive alleles and complete simple monohybrid crosses with guidance. Core: Solve monohybrid and dihybrid crosses and calculate ratios. Challenge: Solve application-based genetic	Think-Pair-Share, questioning, peer assessment, mini-whiteboard Punnett squares	Discuss the importance of genetic variation in maintaining healthy populations (SDG 15 – Life on Land).	Upload PPT, Mendelian inheritance notes, Punnett square examples and differentiated practice worksheets.	1. Solve two monohybrid cross problems. 2. Solve two dihybrid cross problems. 3. Write the phenotypic and genotypic ratios of F2 generations.

					problems and analyse deviations from expected ratios.				
Science (Chemistry)	**Carbon and Its compouds**	Explain why carbon forms covalent bonds rather than ionic bonds (octet configuration via electron sharing)	Use visual diagrams to explain atomic number 6, electronic configuration ($2, 4$), and why gaining or losing 4 electrons is energetically unfavorable, necessitating **covalent bonding**.	**Formative / Assessment as Learning:** Peer-checking of electron-dot structure drawings during whiteboard practice.	Task students to research and draw the cyclic structure of cyclohexane (C_6H_12) and explain why ring structures form.	**Traffic Light Check:** Students hold up Red/Yellow/Green cards after drawing covalent bonds to indicate confidence.	Connect the versatility of carbon and petrochemical industries to the **UAE's sustainable energy initiatives, downstream petroleum sectors, and transition toward green chemistry and circular economy goals** (e.g., carbon capture and plastic recycling innovations in Abu Dhabi).	Upload lesson slide deck, PDF notes on covalent bonding, practice worksheet on functional groups, and a recorded video walkthrough of isomerism	Draw structural formulas for the first five members of the alkane homologous series

Science (Physics)	**Atmospheric refraction**	1. Explain atmospheric refraction and its effects, including the twinkling of stars, advanced sunrise and delayed sunset. 2. Describe scattering of light and explain why the sky appears blue, and the Sun	starter (5 min): Display pictures of a twinkling star, blue sky, and reddish sunset. Students predict scientific reasons using Think–Pair–Share. Teacher Explanation (10 min): Explain atmospheric refraction using ray diagrams and animations. Introduce scattering of light through the Tyndall effect and wavelength dependence. Hands-on Investigation (10 min): Demonstrate scattering using a transparent container of water with a few	Diagnostic: Picture-based questioning to assess prior understanding of refraction and light. Formative: Teacher observation, oral questioning, peer discussion, and worksheet responses. Skills Assessed: Scientific explanation, observation, interpretation, applicatio	Support: Match atmospheric phenomena with explanations, identify key terms, and complete partially labelled ray diagrams using word banks and visual prompts. Core: Draw and explain ray diagrams showing atmospheric refraction and answer application-based questions about twinkling stars, blue sky, and red	Think–Pair–Share: Activate prior knowledge and discuss observations. Mini Whiteboards: Check understanding through rapid conceptual questions. Peer Assessment: Students evaluate diagrams using success criteria. Traffic	Connect to atmospheric refraction and scatter to the UAE's natural environment. Students investigate the reddish appearance of the Sun during desert sunsets, the effects of dust and sandstorms on visibility, and the importance of atmospheric science in aviation, meteorology, and environmental monitoring in the UAE. Highlight on how scientific research supports the UAE's vision	Upload the lesson PPT, atmospheric refraction ray diagrams, scattering demonstration video, differentiated worksheets (Support/Core/Challenge), interactive quiz, and exit-ticket questions to Edunation LMS or Microsoft Teams.	Activity: "The Science Behind the UAE Sky." Observe or research two atmospheric phenomena commonly seen in the UAE, such as a reddish sunset and a blue sky. Draw labelled diagrams and write a scientific explanation (80–100 words) using the terms of refraction, scattering, wavelength, and atmosphere where appropriate. Challenge

		appears reddish during sunrise and sunset. 3. Apply to the concepts of atmospheric refraction and scattering to real-life observations and UAE environmental conditions.	drops of milk and a torch. Students observe scattered light from the side and transmitted light. Group Activity (15 min): Students work in differentiated groups to investigate atmospheric refraction and scattering through diagrams, observations, and real-world applications. Plenary (5 min): Students complete an exit ticket explaining one atmospheric phenomenon using scientific vocabulary.	n, and critical thinking. Evidence: Completed worksheets, labelled ray diagrams, group explanations, and exit tickets.	sunsets. Challenge: Analyse why planets generally do not twinkle like stars, explain why the sky appears dark to astronauts, and evaluate how dust and atmospheric conditions in the UAE influence visibility and scattering.	Light Cards: Identify students requiring additional support. Exit Ticket: Why does the Sun appear reddish at sunset, while the sky appears blue during the day?	for innovation and sustainability.		Extension: Explain why the Sun may appear unusually red during a dusty evening in the UAE.

Social Science (History)	Print Culture	Explain the growth of print culture, technological innovations and the spread of printed materials in India.	Explain key concepts using PPT and textbook illustrations. Discuss printing innovations and the arrival of print in India. Conduct a comparison activity on manuscripts and printed books.	Oral questioning, short-answer questions and picture-based activities. Evidence through notebook work and classroom responses.	Support: Simplified notes and keywords. Core: Textbook questions and explanations Challenge: Analyse the impact of print on society.	Think-Pair-Share, oral questioning and exit tickets.	Understand how print promoted Indian languages, cultural heritage and social awareness.	Past year question papers	Solve past year questions
Social Science (Geography)	Manufacturing Industries – Agro-Based Industries	Examine and analyse the favourable factors and challenges influencing the	Students work in groups to research one agro-based industry (cotton textile, jute textile or sugar). They identify raw material availability, climate, labour, transport,	Group presentations assessing research, geographical analysis, application of concepts and communic	Provide industry-wise fact sheets and guiding questions. Core: Explain favourable factors and challenges. Challenge: Compare the industries	Think-Pair-Share + peer questioning; exit ticket: Identify one major challenge faced by	Compare India's cotton, jute and sugar industries with the UAE's agro-processing and food manufacturing sectors. Highlight how both countries use available	Tasksheet	Prepare a comparison table of cotton textile, jute textile and sugar industries, highlighting their favourable factors, challenges

		location and growth of cotton textile, jute textile and sugar industries in India.	markets, favourable factors and challenges. Groups prepare and deliver short presentations with examples and locations in India.	ation skills. Peer questioning	and evaluate how geographical and economic factors influence their location and growth.	any two agro-based industries.	resources technology and trade to strengthen economic diversification and food security.		and major locations.
Social Science (Economics)	Money and Credit – Major Concepts and Exam-Oriented Questions with Solutions	Students will be able to analyse the major concepts of Money and Credit, interpret real-life financial situatio	Starter: Present a barter-exchange situation and ask students to identify its limitations. Teacher Input: Recap double coincidence of wants, functions of money, modern forms of money, formal and informal credit, terms of	Diagnostic: Concept-recall questions. Formative: MCQs, short-answer and case-based questions. Applicatio n-based: Compare credit arrangeme	Support: Complete concept-matching and guided short-answer questions. Core: Solve CBSE-style questions on money, credit and banking. Challenge: Evaluate credit scenarios,	Peer assessme nt using an answer key, targeted questioni ng and an exit ticket: Why is formal credit generally preferabl	Connect financial literacy, responsible borrowing and access to banking services with the UAE's emphasis on financial inclusion and responsible financial decision-making.	Upload revision notes, solved CBSE-style questions, case studies and the answer key to Edunation/MS Teams.	Practise textbook questions and a worksheet containing MCQs, assertion–reason, short-answer and case-based questions from Money and Credit.

		ns, and solve CBSE-style questions with appropriate economic reasoning.	credit, collateral, Self-Help Groups (SHGs) and the role of the Reserve Bank of India (RBI). Collaborative Task: Students solve MCQs, assertion–reason questions and case-based questions in pairs. Application: Analyse borrowing scenarios to compare formal and informal credit and evaluate their consequences. Plenary: Students explain how access to affordable credit can support economic development.	nts and justify suitable borrowing decisions. Evidence: Accurate answers, relevant examples and logical explanations.	analyse the consequences of debt traps and justify the advantages of formal credit.	e to informal credit?			

Hindi	सपनों के-से दिन (गुरदयाल सिंह)	विद्यार्थी पाठ के माध्यम से लेखक के बचपन के अनुभवों, विद्यालयी जीवन एवं बाल मनोविज्ञान को समझ सकेंगे।	पाठ का सस्वर वाचन, कठिन शब्दों की व्याख्या, लेखक के बचपन एवं वर्तमान विद्यालयी जीवन की तुलना तथा अनुभव साझा करना।	पाठ आधारित प्रश्नोत्तर, MCQ, लघु उत्तरीय प्रश्न एवं अनुच्छेद लेखन।	Support: शब्दार्थ एवं सरल प्रश्न। Core: पाठ आधारित प्रश्नों के उत्तर लिखना। Challenge: अपने बचपन के विद्यालयी अनुभवों की तुलना लेखक के अनुभवों से करना।	Think-Pair-Share, Quiz एवं Reflection Questions।	भारतीय विद्यालयी जीवन, शिक्षा के महत्त्व एवं बचपन की सांस्कृतिक यादों से जुड़ाव विकसित करना।	पाठ की PPT, अभ्यास कार्यपत्रिका एवं प्रश्नोत्तर अपलोड करना।	अपने विद्यालयी जीवन की एक यादगार घटना पर 100–120 शब्दों में अनुच्छेद लिखिए।
Malayalam	വിഷുക്കണി (കവിത)	1.മഹാലക്ഷ്മിക്ക് ഇരിപ്പിടം ഒരുക്കുന്നതിൽ അമ്മക്ക് നല്ല വശമുണ്ടെന്ന് കുട്ടി ചിന്തിക്കാ	അധ്യാപിക കവിത ഈണത്തിൽ ചൊല്ലി ക്കേൾപ്പിച്ച ശേഷം കുട്ടികൾ ഗ്രൂപ്പായി അമ്മ കണി ഒരുക്കുന്നതിനെക്കുറിച്ചും കവിയുടെ വിഷുവാഘോഷത്തെക്കുറിച്ചും ചർച്ച ചെയ്ത് പ്ര	കവിതയുടെ ആശയ ഗ്രഹണവും ആസ്വാദനവും വിലയിരുത്താൻ ചർച്ചയിലെ പങ്കാളിത്തവും നോട്ടു	പിന്തുണ: വാക്കർത്ഥ കാർഡോടെ ജോഡിയായി വരികൾ വായിച്ച് ആശയം കണ്ടെത്തൽ, കോർ: രണ്ട് ആശയങ്ങളും സ്വന്തം വാക്കുകളിൽ	തിങ്ക്-പെയർ-ഷെയർ, എക്സിറ്റ് ടിക്കറ്റ്, ട്രാഫിക് ലൈറ്റ് കാർഡ് എന്നീ തന്ത്രങ്ങൾ ഉപ	വിഷുവിലൂടെ കേരളീയ സംസ്കാരത്തിലും ആഘോഷപാരമ്പര്യത്തിലും അഭിമാനവും സമൃദ്ധിയോടും പ്രകൃതിയോടുമുള്ള നന്ദിയും വളർത്തുന്നു.	കവിതയുടെ PDF, ഓഡിയോ ആലാപനം, വാക്കർത്ഥ പട്ടിക, വർക്ക്ഷീറ്റ് എന്നിവ LMS-ൽ അപ്ലോഡ് ചെയ്യുന്നു.	അമ്മ കണി ഒരുക്കുന്നതിനെക്കുറിച്ചും കവി വിഷു ആഘോഷിച്ച വിധത്തെക്കുറിച്ചും നോട്ടുബുക്കിൽ എഴുതുക.

		നുണ്ടായ കാരണം ഗ്രഹിക്കാൻ കഴിയും.	ധാന ആശയങ്ങൾ കണ്ടെത്തി അവതരിപ്പിക്കുന്നു.	ബുക്കിലെ ചോദ്യോത്തരങ്ങളും തെളിവായി എടുക്കുന്നു.	എഴുതൽ, ചലഞ്ച്: "എന്റെ വിഷു വോർമ്മകൾ" എന്ന വിഷയത്തിൽ ആസ്വാനക്കുറിപ്പ് തയ്യാറാക്കൽ.	യോഗിക്കുന്നു.			
French	**Leçon 10 : Vive la République**	1. Identifier les caractéristiques du discours direct et indirect. 2. Transformer des phrases du discours direct au discours indirect.	1. Révision des règles du discours direct et indirect à l'aide d'exemples. 2. Explication des changements de pronoms personnels, de temps verbaux et d'expressions de temps et de lieu. 3. Transformation de phrases au tableau avec la	Diagnostic: Questions orales sur les connaissances préalables. Formative: Transformation orale et écrite de phrases. Skill: Compréhension, application et	Support: Règles simplifiées, exemples guidés et phrases à compléter. Core: Transformer des phrases simples dans les deux formes. Challenge: Transformer des phrases complexes en respectant les changements de temps, de	Questionnement ciblé, vérification des réponses, correction entre pairs et Exit Ticket : transformer deux phrases (direct → indirect et indirect → direct).	Créer des phrases rapportées sur les valeurs des Émirats arabes unis : la tolérance, l'unité, le respect et la solidarité. Développer le respect des différentes cultures et l'appréciation de la diversité.	Télécharger les règles grammaticales, une fiche de travail sur le discours rapporté et des exercices de renforcement sur le LMS.	Compléter une fiche de travail : transformer cinq phrases du discours direct au discours indirect et cinq phrases du discours indirect au discours direct.

		3. Transformer des phrases du discours indirect au discours direct. 4. Appliquer correctement les changements de pronoms, de temps et d'expressions de temps et de lieu.	participation des élèves. 4. Activité en binômes : transformer des phrases dans les deux formes. 5. Exercices individuels dans le cahier.	production écrite. Evidence: Réponses orales, exercices du cahier et fiche de travail complétée.	pronoms et d'expressions temporelles.				

AI	List Operations and Manipulation in Python.	To explain advanced list operations using Python built-in methods such as `append()`, `extend()`, `insert()`, `remove()`, `pop()` and `del`.	**Starter:** Revise the basic concepts of lists in Python. **Teaching:** Demonstrate different list methods with examples. **Activity:** Write Python programs to add, insert, extend and remove elements from lists. **Plenary:** Students explain the different list operations and demonstrate their outputs.	**Type:** Formative assessment through practical tasks and questioning **Skill:** Computational thinking and problem-solving. **Evidence:** Completed Python programs and their outputs.	**Support:** Perform basic list operations using `append()` and `remove()` with guidance. **Core:** Use `insert()`, `extend()` and `pop()` to modify lists. **Challenge:** Develop a Python program using multiple list operations to manage a collection of items.	Oral questioning, code tracing, peer assessment and exit tickets.	Create a Python list to store UAE national landmarks or traditional foods and perform different list operations.	Upload Python source code and output screenshots to the LMS.	Write a Python program to create a list of five items and perform at least four different list operations.

Arabic	**المدينة المستدامة**	أن يحدد الطالب الفكرة الرئيسة للنص. أن يوضح مفهوم المدينة المستدامة. أن يذكر مصادر الطاقة النظيفة المستخدمة في المدينة. أن يتعرف فوائد الألواح الشمسية وإعادة تدوير المياه والنفايات.	التمهيد: عرض صور للمدينة المستدامة في دبي، والألواح الشمسية والمساحات الخضراء. طرح أسئلة: ما الطاقة النظيفة؟ وكيف نحافظ على البيئة؟ القراءة: قراءة المعلم للنص قراءة نموذجية، ثم قراءة الطلاب بالتناوب. المفردات: شرح الكلمات الجديدة باستخدام الصور والأمثلة. نشاط فردي: توصيل الكلمات بمعانيها واختيار الإجابة الصحيحة. نشاط جماعي: تصنيف مصادر الطاقة النظيفة ووسائل المحافظة على البيئة.	تشخيصي: أسئلة شفوية عن الطاقة النظيفة والاستدامة. تكويني: متابعة القراءة وفهم المفردات ومشاركة الطلاب في الأنشطة. ختامي: ورقة عمل تتضمن أسئلة الفهم والاستيعاب واستخراج المعلومات من النص	Support مطابقة الكلمات بالصور، واختيار الإجابة الصحيحة، وإكمال جمل بسيطة. Core الإجابة عن أسئلة الفهم وتحديد فوائد الطاقة الشمسية. Challenge كتابة فقرة قصيرة عن أهمية المدن المستدامة واقتراح أفكار لحماية البيئة.	الأسئلة الشفوية أثناء القراءة. استراتيجية - فكر - زاوج - شارك. بطاقات الخروج: اذكر فائدتين للمدينة المستدامة. التقويم الذاتي من خلال الإجابة عن أسئلة قصيرة.	التعرف على جهود إمارة دبي ودولة الإمارات في إنشاء المدن المستدامة. تعزيز الفخر بالإنجازات الإماراتية في مجال الطاقة النظيفة. ربط الدرس برؤية الإمارات لتحقيق التنمية المستدامة وحماية البيئة.	رفع النص التعليمي على منصة LMS. رفع ورقة عمل للمفردات وأسئلة الفهم.	اكتب خمسة أشياء تساعد في المحافظة على البيئة. اكتب ثلاث جمل عن فوائد الطاقة الشمسية.

Islamic Studies	Recording the Sunnah	analyze the example mentioned in the holy verses infer the meaning of Allah's honoring of man. apply the rules of constructive dialogue.	Ask students how the Sunnah of Prophet Muhammad (ﷺ) was preserved before it was written down.	Explain how the Sunnah was preserved in the early days.	Provide key vocabulary, a timeline, and matching activities.	Questioning and Think–Pair–Share.	Highlight the UAE's commitment to preserving Islamic heritage, promoting authentic Islamic knowledge, and passing religious values to future generations.	Upload the presentation, timeline activity, worksheet, and assessment questions to the school's LMS.	Explain how the Sunnah was preserved before its official compilation.
Moral Science									
MSCS	What Does it Mean to be a 'Cultural	Define cultural ambassador and explain	Discuss Sheikh Mohamed bin Zayed's quote. Students share examples of	Oral questioning and scenario-based	Support: Identify key terms with examples. Core: Explain	Think-Pair-Share and exit ticket.	Promote UAE values of tolerance, respect, hospitality and	Textbook	Textbook activities

	Ambassador'?	the importance of respecting and representing different cultures.	representing their culture positively while travelling, online and in multicultural settings.	activities. Evidence: Student responses and notebook work.	the role of a cultural ambassador. Challenge: Analyse ways to overcome cultural stereotypes.		cultural understanding.		