WEEKLY PLAN-2026-27

GRADE: 12 **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	Homework
English	**Going Places**	Understand the theme, analyse characters, distinguish fantasy from reality and interpret the author's message.	Day 1: Introduction, author and theme. Day 2: Guided reading and comprehension. Day 3: Character analysis of Sophie,	Formative: Oral questioning, comprehension and group discussion. Written: Textual, analytical and	Support: Guided questions and vocabulary assistance. Core: Character and theme analysis.	Think–Pair–Share, questioning, exit tickets and peer assessment.	Relate ambition, realistic goal-setting and perseverance to the UAE's vision for youth empowerment and national development.	Upload PPT, chapter summary, worksheets and CBSE practice questions to Edunation.	Write a character sketch of Sophie. Explain the significance of the title Going Places. Practise CBSE-based

			Jansie and Geoff. Day 4: Discussion on fantasy, reality and the significance of the title. Day 5: CBSE-based competency and extract questions	extract-based questions.	Challenge: Critical evaluation of fantasy versus reality.				extract and analytical questions.
Physics	Revision of Previous CBSE Board Examination Questions – Conceptual Questions, Derivations and	Recall key concepts and formulae; analyse and solve previous board questions; apply problem-solving skills and present answers accurately.	Teacher-led revision; practice of previous CBSE board questions, including MCQs, derivations and numericals; independent problem-	Formative: Oral questioning and written problem-solving. Skills: Application, analysis and problem-	Support: Formula sheets and guided hints. Core: Standard board questions. Challenge: HOTS and applicatio	Targeted questioning, peer discussion, immediate feedback and self-assessment using marking schemes.	Link Physics applications to UAE achievements in space exploration, renewable energy and technological innovation.	Upload revision PPT, previous board questions and answer key to LMS.	Complete assigned previous CBSE board questions and revise relevant concepts and formulae.

	Numericals		solving and discussion of common errors.	solving. Evidence: Written solutions, accuracy and answer presentation.	n-based questions.				
Computer Science	Revision of Concepts and Solving Past Papers	Revise key concepts, strengthen problem-solving skills, and improve accuracy in answering CBSE board-style questions.	Recap important concepts through targeted revision. Discuss past-paper questions, demonstrate answer-writing techniques, and solve Python programming and SQL questions through guided practice.	Past-paper practice, oral questioning, and evaluation of students' responses based on CBSE marking schemes.	Support: Revise key concepts and practise basic questions. Core: Solve standard board questions. Challenge: Attempt higher-order and application-based questions.	Questioning, peer assessment, and immediate feedback.	Connect computational thinking and digital skills with the UAE's vision for innovation and technology.	Upload revision notes, past papers, and marking schemes.	Complete selected past-paper questions and review areas requiring improvement.

Biology	BIOTECHNOLOGY PRINCIPLES AND PROCESSES	Understand the basic principles of biotechnology. Explain the two core techniques: genetic engineering and bioprocess engineering. Identify the tools and processes involved in recombinant DNA technology.	Explain biotechnology principles using PPT, diagrams, and videos. Discuss restriction enzymes, DNA ligase, cloning vectors and competent host cells. Demonstrate the steps of recombinant DNA technology through flowcharts. Discuss real-life applications in medicine, agriculture, and industry.	Oral questioning, flowchart completion, and competency-based worksheets. Assess understanding of tools, techniques, and steps involved in recombinant DNA technology.	Support: Identify basic biotechnology terms using diagrams and word banks. Core: Explain the principles and steps of recombinant DNA technology. Challenge: Analyse application-based questions on genetic engineering and evaluate its importanc	Think-Pair-Share, concept mapping, questioning, peer assessment and exit tickets.	Connect biotechnology with the UAE's innovation in healthcare, sustainable agriculture, food security and scientific research. Link to SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-being).	Upload PPT, biotechnology flowcharts, labelled diagrams, class notes, and differentiated worksheets.	Draw a flowchart showing the major steps of recombinant DNA technology. Explain the roles of restriction enzymes, DNA ligase, and cloning vectors.

					e in healthcare and agricultur e.				
Chemistr y	**Coordinati on Compound s** — Crystal Field Theory (CFT), Spectroche mical Series, and Factors Affecting Ligand Strength (Weak vs. Strong Field Ligands)	Distinguish between weak field ligands (WFL) and strong field ligands (SFL). Recall and interpret the Spectrochemical Series for common ligands.	Explain Crystal Field Splitting and how ligand field strength determines high-spin vs. low-spin complexes. Present the Spectrochem ical Series chart and ask students to identify the strongest and weakest ligands.	**Formativ e (Assessm ent for Learning) :** Quick oral questioni ng on d-orbital splitting and electron pairing energy (P)	Provide a visual reference card for the Spectroch emical Series and highlight oxygen/ha logen vs. nitrogen/c arbon donor groups Have advanced students calculate crystal field stabilizati on energy (CFSE) changes	Students write down whether a given complex will be high-spin or low-spin based on the ligand and justify their answer to a partner.	Connect the study of advanced industrial catalysis and material science in coordinatio n compounds to the **UAE's National Innovation Strategy** and sustainable chemical industries (such as local petrochemi cal and advanced material	Upload lecture summary slides, the Spectroche mical Series infographic, and the detailed explanation of behavior to **Microsoft Teams / Edunation**	Complete NCERT in-text questions and exercise problems related to Crystal Field Theory and electronic configurat ions of coordinati on entities.

					for d^6and d^7systems under different metal charges.		sectors in Abu Dhabi).		
Mathematics	Differential Equations	Consolidate all Differential Equations concepts and select an appropriate method independently. Demonstrate exam readiness through mixed CBSE-style questions.	Revision carousel covering all lesson outcomes. Timed mini assessment. Whole-class feedback and individual reflection target.	Skill: independent technique selection, fluency and reasoning. Evidence: marked assessment and personal target.	Challenge: unfamiliar mixed questions and full justification of every step.	Self-assessment: one strength and one next step.	**Celebrate resilience, integrity and lifelong learning as contributions to a knowledge-based society.**	**Upload weekly recap, mixed revision quiz and feedback sheet.**	**Mixed Differential Equations revision worksheet.** Correct all assessment errors and submit the LMS quiz.
Psychology	Social Influence and Group Processes: Nature and Types of Groups, Group Formation, Stages of	Explain the nature and characteristics of groups. Identify different types of groups with suitable examples. Discuss how groups are formed	Group Formation Challenge: Students form groups based on common interests, hobbies or	Diagnostic Assessment: Brainstorming and questioning about students'	Support: Provide simplified definitions, visual organisers, word banks and examples	Think-Pair-Share to activate prior knowledge. - Questioning to assess understand	Connect social influence and group processes with UAE National Identity by exploring how	NCERT PowerPoint presentation and digital notes. - Types of Groups and Group	Read the prescribed NCERT sections of Chapter 7. 2. Prepare a compariso

	Group Formation	and explain the stages of group formation. Describe group structure, status, roles and norms.	goals. Discuss why people join groups and identify common characteristicsThink-Pair-Share: Students discuss how their behaviour changes when they are alone compared to when they are with friends or classmates. Connect responses to social influence.	experiences of working in groups. Formative Assessment: Classification worksheets, flowcharts, role-play observations and concept-mapping activities. Application-Based Assessment: Case-based questions requiring students to	of different groups. Use guided worksheets and sentence starters to help students identify group processes. Core: Students explain the characteristics and types of groups, describe stages of group formation and differentiate	ing of group processes.	cooperation, tolerance, respect for diversity and collective responsibility strengthen the UAE community. Students discuss how people from different cultural backgrounds work together while respecting shared national values.	Formation worksheet. - Stages of Group Formation flowchart. - Case studies on social loafing and group polarisation.	n chart of different types of groups with suitable examples.

				identify and explain group processes and forms of social influence.	between conformity, compliance and obedience using examples. Challenge: Students critically evaluate the influence of group norms, social loafing and group polarisation on decision-making. Analyse complex case studies and suggest				

					strategies for promoting positive group behaviour.				
Marketing	• Explain the meaning and role of price as an element of the marketing mix. • Identify and describe the types of price covered in the prescribed CBSE learning material. •	• Starter: compare prices of similar/related products and discuss possible reasons for differences. • Recap the role of price in the marketing mix. • Explain the types of price stated in the prescribed CBSE material; construct a classification table with meaning and examples. • Model a 5–6 slide presentation:	Type: Diagnostic questioning, formative checks and performance task. Skills: Classification, comparison, application, digital literacy, visual communication and oral presentation. Evidence: Classification	Support: Slide template, glossary, guided notes, example bank and partly completed classification table. Core: Describe the prescribed types of price and create clear	• Oral questioning and concept checks. • Show-me responses during classification. • Teacher conferencing while slides are developed. • Peer assessment: two strengths	Use UAE retail and service-sector examples to explore transparent pricing, customer value, fair business practices and informed consumer decisions. Reinforce ethical use of digital content and	• CBSE-aligned notes/presentation on Price. • Types-of-price classification table. • Slide template and model-slide guidance. • Presentation checklist/rubric and submission instructions.	Prepare a 5–6 slide presentation on the types of price covered in the prescribed class material. Include an introduction, explanation of each type, relevant examples (preferably UAE-based), a comparison or visual, a	

	Distinguish between the prescribed types using appropriate examples. • Relate price types to products, customers and market situations. • Organize information into concise, logically sequenced presentation slides. • Use relevant visuals/examples and present clearly,	title/introduction, explanation of prescribed types, examples, comparison/visual and conclusion. • Demonstrate effective slide design: readable fonts, suitable contrast, limited text, consistent layout, relevant visuals and source credits. • Students prepare slides on types of price, using relevant UAE market examples where appropriate. • Peer review using a slide-design and content checklist; students refine and briefly present their work.	table, editable 5–6 slide presentation, peer-review checklist, teacher observation and oral explanation.	slides with an appropriate example for each. Challenge: Compare the types using a relevant UAE market context, explain their suitability and include an effective comparison visual.	and one improvement. • Self-assessment against the slide checklist. • Exit ticket: explain one type of price with an example.	acknowledgement of sources.	• Students submit the editable presentation file.	conclusion and source acknowledgements. Submit the editable file.	

	acknowledging sources.								
Business Studies	• Explain the meaning and importance of promotion in the marketing mix. • Describe the four elements of the promotion mix: advertising, personal selling, sales promotion and public relations. • Distinguish between the tools	• Starter: examine two contrasting advertisements/promotional messages and identify the target audience and intended response. • Recap the marketing mix and locate promotion within it. • Explain the meaning, role and importance of promotion. • Develop a comparison matrix for advertising, personal selling, sales promotion and public relations, using familiar examples. • In groups,	Type: Diagnostic, formative and application-based assessment. Skills: Understanding, comparison, analysis, application, communication and decision-making. Evidence: Starter responses, completed comparison matrix, group recommendation, promotional	Support: Visuals/ad samples, key-term bank, guided comparison table, sentence starters and familiar product examples. Core: Explain and compare all four promotional tools and select suitable tools for a familiar	• Think–Pair–Share on the purpose of promotion. • Targeted questioning and concept checks. • Advertisement analysis and quick MCQs. • Teacher observation during group work. • Peer feedback	Use examples of UAE products, services and campaigns. Emphasise truthful claims, cultural sensitivity, responsible advertising, consumer awareness and ethical communication reflecting the UAE's values and diverse community.	• Lesson presentation/notes on Promotion. • Promotion-mix comparison matrix. • Advertisement and sales-promotion examples. • NCERT case-based questions and practice task. • Success criteria for the promotional concept.	Choose a UAE-based product or service. Identify its likely target customers, recommend any two suitable promotional tools, and explain the message each tool should communicate and why it would be effective.	

	based on their features and purposes. • Analyse the suitability of promotional tools for different products and target customers. • Recommend an appropriate promotion mix for a given business situation.	analyse UAE-based product/service scenarios and select suitable promotional tools. • Students create a brief promotional concept identifying the target audience, key message and selected tools. • Apply learning through NCERT-based questions and a short case study.	concept, case-study response and exit ticket.	product. Challenge: Evaluate strengths and limitations and justify an integrated promotion mix for a defined target audience and business objective.	on promotional concepts. • Exit ticket: name a suitable tool and justify its use.				
Accountancy	Cash Flow Statement	Explain and classify cash flows; prepare Cash Flow Statement using	Explain operating, investing and financing activities.	Worksheet, oral questioning and numerical	Support: Guided examples. Core: Standard	Questioning, transaction classificatio	Relate cash flow management to UAE business	PPT, worksheet and quiz uploaded on Edunation	Complete textbook exercises and CBSE-based

		the Indirect Method	Demonstrate numerical problems and solve CBSE-based questions.	problem-solving. Evidence: Notebook and LMS quiz.	problems. Challenge: Higher-order CBSE questions.	n and exit ticket.	growth and sustainability		numerical questions.
Economics	Determination of Equilibrium Level of Income and Employment – Major Concepts and Exam-Oriented Questions with Solutions	Students will be able to analyse the major concepts of income and employment determination, interpret the equilibrium level of income using the Aggregate Demand–Aggregate Supply approach, and solve CBSE-style numerical, conceptual and application-based questions with appropriate reasoning.	Starter: Present a scenario showing how a change in household consumption affects firms' production and employment. Teacher Input: Recap aggregate demand, aggregate supply, consumption function, saving function, investment, equilibrium income,	Diagnostic: Recall consumption, saving and investment concepts. Formative: Conceptual questions, diagram interpretation and numerical exercises. Application-based: Solve equilibrium-income	Support: Identify components of aggregate demand and solve guided numerical questions. Core: Calculate equilibrium income and the investment multiplier using given data. Challenge: Analyse changes in	Hinge questions, peer checking of numerical solutions and an exit ticket: How does an increase in autonomous investment affect equilibrium income through the multiplier process?	Connect aggregate demand, investment and employment with economic diversification, entrepreneurship and sustainable economic growth in India and the UAE.	Upload revision notes, solved CBSE-style questions, numerical worksheets, diagrams and the answer key to Edunation/ MS Teams.	Practise textbook and CBSE-style MCQs, short-answer, case-based and numerical questions on equilibrium income, the multiplier and deficient/ excess demand.

			investment multiplier, full employment and deficient demand/excess demand. Collaborative Task: Students solve numerical problems on equilibrium income and the multiplier in pairs. Application: Analyse diagrams and case studies involving changes in consumption, investment and planned expenditure. Plenary:	and multiplier problems and analyse deficient or excess demand. Evidence: Accurate calculations, correctly labelled diagrams and logically explained solutions.	equilibrium income following variations in investment, consumption and autonomous expenditure, justifying answers through calculations and diagrams.				

			Students explain how an economy adjusts when aggregate demand differs from aggregate supply.						
Arabic	**كرة الطائرة**	**يقرأ نصَّ لعبة الكرة الطائرة قراءة صحيحة. يحدِّد الفكرة الرئيسة للنص. يذكر عدد لاعبي فريق الكرة الطائرة وأبعاد الملعب. يستخرج المعلومات والتفاصيل من النص**	**التمهيد: عرض صورة للكرة الطائرة، وطرح أسئلة عن اللعبة وعدد اللاعبين. القراءة: قراءة النص قراءة نموذجية من قبل المعلم، ثم قراءة الطلاب بالتناوب. المفردات: شرح الكلمات الجديدة باستخدام الصور والأمثلة البسيطة. النشاط الأول: توصيل المفردات**	**تشخيصي: طرح أسئلة شفوية عن لعبة الكرة الطائرة وقواعدها وعدد اللاعبين. تكويني: متابعة قراءة النص، وفهم المفردات الجديدة، ومشاركة الطلاب في الأنشطة الصفية. ختامي: ورقة عمل تتضمن**	**دعم (LA: قراءة جمل قصيرة، واستخدام الصور، وأسئلة الاختيار من متعدد. المستوى الأساسي (MA): الإجابة عن أسئلة الفهم بجمل بسيطة. المستوى المتقدم (HA): تلخيص النص وشرح أهمية**	**ملاحظة القراءة والنطق. أسئلة شفهية أثناء الدرس. ورقة عمل قصيرة. بطاقة خروج: اذكر معلومتين تعلّمتهما عن الكرة الطائرة.**	**ربط الدرس باهتمام دولة الإمارات بالرياضة والأنشطة المدرسية، وتشجيع الطلاب على ممارسة الرياضة، والتعاون، واحترام الآخرين، والالتزام بالقواعد.**	**رفع النص القرائي والمفردات الجديدة وورقة العمل وأسئلة الفهم على منصة التعلم الإلكتروني**	**اكتب ثلاث جمل بسيطة عن لعبة الكرة الطائرة، واذكر فائدة واحدة لممارسة الرياضة.**

			الجديدة بمعانيها. النشاط الثاني: استخراج المعلومات المتعلقة بعدد اللاعبين وأبعاد الملعب من النص. النشاط الثالث: الإجابة عن أسئلة الفهم والاستيعاب.	أسئلة الفهم والاستيعاب ، وتحديد عدد اللاعبين وأبعاد الملعب، واستخراج قواعد لعبة الكرة الطائرة من النص	التعاون والالتزام بقواعد اللعبة.				
Islamic Studies	Prohibited Sales in Islam	Mention applicable types of prohibited sales, Explain the significance of prohibiting these sales. Infer the wisdom behind prohibiting these sales.	Ask students why honesty and fairness are important when buying and selling goods.	Identify examples of prohibited sales.	Provide key vocabulary, simple examples, and a matching activity.	Questioning and Think–Pair–Share.	Connect Islamic principles of honesty, fairness, and consumer protection with the UAE's commitment to ethical business practices and	Upload the lesson presentation, worksheet, and scenario-based assessment to the school's LMS.	Define prohibited sales in Islam.

							responsible trade.		
Moral Science	Problem Solving Skills	Explain the meaning and importance of problem-solving skills in everyday life. Identify problems, distinguish between symptoms and underlying causes, and analyse contributing factors.	Understanding Problem-Solving: Introduce the topic through a thought-provoking question: "What would you do if you had two important tasks due on the same day?" Students brainstorm common challenges and discuss the importance of remaining calm.	Diagnostic: Brainstorming and questioning about familiar problems.	Support: Provide guided steps, visual flowcharts, sentence starters and a list of possible solutions to help students identify the problem and select an appropriate response. Core: Students independently analyse a scenario,	Think–Pair–Share; targeted questioning; traffic-light self-assessment; peer evaluation using a checklist; and an exit ticket: "What is the first step in solving a problem, and why is it important?"	Connect problem-solving with the UAE's values of cooperation, tolerance, responsibility, innovation and community participation. Discuss how peaceful dialogue, respect for different viewpoints and collaborative decision-making can help resolve disagreements in a	PPT	Write a short reflection on how effective problem-solving can promote responsibility, cooperation and positive relationships.

					generate at least two solutions		multicultural society.		
MSCS	Introduction to research methods	Define research and explain its importance in understanding social and cultural issues. Identify research questions and formulate simple research objectives.	Introduction to Research: Begin with the question, "How can we find out whether students prefer individual or group activities?" Students brainstorm ways of collecting reliable information and identify the purpose of research.	Diagnostic: Brainstorming and questioning about how people obtain information.	Support: Provide a research-terms glossary, examples of research questions, sentence starters and a guided worksheet for matching questions to methods. Core: Students formulate a focused research question, identify	Think–Pair–Share; targeted questioning; research-method matching cards; peer assessment using a checklist; traffic-light self-assessment; and an exit ticket: "Which research method would you choose to investigate a social issue, and why?"	Connect research methods with the UAE's emphasis on innovation, knowledge, responsible citizenship and evidence-informed decision-making. Students explore how surveys and social research can help communities understand cultural	PPT	List three ethical principles that researchers should follow.

					suitable sources		diversity, public needs and social wellbeing. Emphasise respect for cultural differences, confidentiality and responsible use of information.		