**WEEKLY PLAN-2026-27**

**GRADE: 8** **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 |
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| **English** | The Open Window | Analyze the plot, characters and setting; infer themes using textual evidence. | Students will read the story, analyse Vera and Framton Nuttel, and use Reciprocal Reading strategies. | Formative assessment – students will answer analytical questions and support their interpretations with relevant textual evidence. | Support: Guided questions and story sequencing; Core: Analyse characters and themes; Challenge: Evaluate Vera's storytelling and the impact of the twist ending. | Think–Pair–Share, targeted questioning and Exit Ticket to assess understanding and interpretation. | Students will connect the importance of honesty, trust and responsible communication with UAE values of integrity, respect and tolerance. | Story notes, vocabulary activities, character analysis and comprehension worksheet will be uploaded to the LMS. | Students will write a 100–120-word diary entry from Framton Nuttel's perspective, describing his feelings after discovering Vera's deception. |

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| **Mathematics** | Applications of Percentage – Profit, Loss and Discount | Solve problems involving profit, loss and discounts. | Explain concepts using real-life shopping examples.<br><br>Solve application-based problems individually. | Oral questioning and worksheet exercises. | Support: Simple guided problems.<br><br>Core: Routine application-based problems.<br><br>Challenge: Multi-step problems. | Questioning and exit tickets. | Relate discounts and shopping to UAE markets. | Upload worksheets on EduNation. | Calculate profit and loss.<br><br>Solve problems based on discounts. |
| **Science** | The Cell – Structure and Functions | To analyse variations in cell size, shape and number, and relate cell structures to their functions. | Textbook reading, guided discussion on cell discovery, observation of cell diagrams, comparison of plant and animal cells, identification of cell organelles and their functions, and discussion of levels of | Formative – Observation, comparison and analysis through diagram labelling, identification of cell structures, oral questioning and application- | Support: Identify basic cell structures. Core: Compare plant and animal cells and explain organelle functions. Challenge: Analyse how cell | Think–Pair–Share, diagram-based questioning, peer assessment and exit ticket. | Connect cell research and biotechnology to healthcare innovations, scientific research and the UAE's vision for advancements in medical science. | PPT, textbook notes, labelled diagrams and practice worksheet. | Draw and label plant and animal cells. Complete a comparison table and explain the functions of major cell organelles. |

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| | | | organisation in organisms. | based responses. | structure and shape are adapted to specific functions. | | | | |
| **Social Science (History)** | Education and British Rule | To explain the indigenous education system, the introduction of Western education and Macaulay's educational policy. To differentiate between Orientalists and Anglicists. | Teacher explanation, interactive discussion and comparison activity on Orientalists and Anglicists. | Formative assessment through oral questioning, notebook work and comparison table. Skills: Understanding, comparison and critical thinking. | Support: Identify key features using keywords. Core: Explain changes in education under British rule. Challenge: Analyse the impact of Macaulay's policy. | Targeted questioning and exit ticket. | Compare India's indigenous education with the UAE's efforts to preserve traditional knowledge while promoting modern education. | PPT and comparison worksheet. | Write the differences between Orientalists and Anglicists and explain Macaulay's contribution to education in India. |
| **Social Science (Geography)** | Agriculture – Green Revolution, Government Initiativ | Explain the Green Revolution and examine the role of the government in supporting | Students work in groups to research the Green Revolution, government initiatives (MSP, subsidies, | Group presentations assessing research, comparison, analytical thinking and communicati | Support: Provide comparison charts and key facts. Core: Explain governmen | Think-Pair-Share + peer questioning; exit ticket: Identify | Connect India's Green Revolution and food-security initiatives with the | Task sheet | Prepare a comparison table of farming practices in India and the USA and write three |

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| | es and Farming Practices in India and the USA | agriculture. Compare and analyse the farming practices in India and the USA in terms of farm size, technology, labour, irrigation and productivity | irrigation and agricultural support) and farming practices in India and the USA. Groups prepare short presentations using relevant examples and visuals. | on skills. Peer questioning. Role Play | t initiatives and compare farming practices. Challenge: Evaluate how government support and technology influence agricultural productivity in India and the USA. | one major difference between farming in India and the USA. | UAE's agricultural development, food security strategy, modern irrigation, hydroponics and sustainable farming practices. | | points on the contribution of the government to Indian agriculture. |
| **Hindi** | सात सहेलियाँ (पूर्वोत्तर भारत के सात राज्य) | विद्यार्थी सात पूर्वोत्तर राज्यों के नाम, उनकी संस्कृति, भाषा, परंपराओं एवं विशेषताओं | पाठ का आदर्श वाचन, सात राज्यों का मानचित्र अवलोकन, समूह चर्चा तथा प्रत्येक राज्य की विशेषताओं पर प्रस्तुतीकरण। | मौखिक प्रश्नोत्तर, मानचित्र गतिविधि एवं बहुविकल्पीय प्रश्न। पठन, श्रवण और | Support: राज्यों के नाम एवं चित्रों का मिलान। Core: सात राज्यों के नाम एवं | KWL Chart, Think-Pair-Share एवं Exit Ticket। | भारत की विविधता में एकता, राष्ट्रीय एकता एवं सांस्कृतिक विरासत का | पाठ संबंधी PPT, कार्यपत्रिका एवं गतिविधि अपलोड करना। | पूर्वोत्तर भारत के सात राज्यों के नाम लिखकर किसी एक राज्य की विशेषताओं का चित्र सहित वर्णन कीजिए। |

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| | | को पहचान सकेंगे। | | समझ कौशल का आकलन। | विशेषताएँ लिखना। Challenge: किसी एक राज्य की संस्कृति पर अनुच्छेद लिखना। | | महत्व समझना। | | |
| **Malayalam** | രാജ്യമില്ലാത്ത രാജകുമാരൻ – സി. എൻ. ശ്രീകണ്ഠൻ നായർ (നാടകം) | 1. ലവന്റെ സാമർത്ഥ്യത്തിൽ ലക്ഷ്മണന് സംശയമില്ല എന്ന് പറയാനുള്ള കാരണം ഗ്രഹിക്കാൻ കഴിയും.<br>2. എന്തുകൊണ്ടാണ് ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചത് എന്നതിനെക്കുറിച്ചുള്ള ആശയം ഗ്രഹിക്കാൻ കഴിയും. | അധ്യാപിക സംഭാഷണങ്ങൾ ഭാവത്തോടെ വായിച്ച ശേഷം കുട്ടികൾ ലവൻ, ലക്ഷ്മണൻ എന്നീ കഥാപാത്രങ്ങളായി റോൾപ്ലേ ചെയ്യുകയും ഗ്രൂപ്പായി ചർച്ച ചെയ്ത് ലക്ഷ്മണന്റെ വിശ്വാസത്തിന്റെയും ലവന്റെ യാഗാശ്വബന്ധനത്തിന്റെയും കാരണങ്ങൾ കണ്ടെത്തി അവതരിപ്പിക്കുകയും ചെയ്യുന്നു. | സംഭാഷണ വായനയും ആശയ ഗ്രഹണവും വിലയിരുത്താൻ റോൾപ്ലേയിലെ പങ്കാളിത്തവും നോട്ടുബുക്കിലെ ചോദ്യോത്തരങ്ങളും തെളിവായി എടുക്കുന്നു. | പിന്തുണ: വാക്കർത്ഥ കാർഡോടെ ജോഡിയായി സംഭാഷണം വായിച്ച് കാരണങ്ങൾ കണ്ടെത്തൽ, കോർ: രണ്ട് ആശയങ്ങളും സ്വന്തം വാക്കുകളിൽ എഴുതൽ, ചലഞ്ച്: "ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചത് | തിങ്ക്-പെയർ-ഷെയർ, എക്സിറ്റ് ടിക്കറ്റ്, ട്രാഫിക് ലൈറ്റ് കാർഡ് എന്നീ തന്ത്രങ്ങൾ ഉപയോഗിക്കുന്നു. | രാമായണകഥയിലൂടെ ഭാരതീയ സംസ്കാരത്തിലും ധൈര്യം, ധർമ്മബോധം, ഗുരുഭക്തി എന്നീ മൂല്യങ്ങളിലും അഭിമാനം വളർത്തുന്നു. | നാടകഭാഗത്തിന്റെ PDF, വാക്കർത്ഥ പട്ടിക, റോൾപ്ലേ റൂബ്രിക്, വർക്ക്ഷീറ്റ് എന്നിവ LMS-ൽ അപ്ലോഡ് ചെയ്യുന്നു. | ലവന്റെ സാമർത്ഥ്യത്തിൽ ലക്ഷ്മണന് സംശയമില്ലാത്തതിന്റെ കാരണവും ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചതിന്റെ കാരണവും നോട്ടുബുക്കിൽ എഴുതുക. |

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| | | | | | ക്ഷത്രിയധർമ്മമോ?" എന്ന വിഷയത്തിൽ അഭിപ്രായക്കുറിപ്പ് തയ്യാറാക്കൽ. | | | | |
| **French** | Le futur proche – Formation et utilisation du futur proche (aller + infinitif) | 1. Identifier le futur proche.<br><br>2. Conjuguer le verbe aller au présent.<br><br>3. Former des phrases au futur proche en utilisant aller + infinitif.<br><br>4. Décrire des projets et des actions futures à l'aide du futur proche. | 1. Révision de la conjugaison du verbe aller au présent.<br><br>2. Explication de la formation du futur proche : sujet + aller au présent + infinitif.<br><br>3. Présentation d'exemples au tableau.<br><br>4. Activité en binômes : poser des questions et parler des projets du week-end. | Diagnostic: Questions orales sur le verbe aller au présent.<br><br>Formative: Compléter et transformer des Leçon 7 – Les loisirs de Nathalie : les expressions avec faire et la météo , Identifier et utiliser les expressions avec le verbe faire. | Support: Fournir une conjugaison du verbe aller et des phrases à compléter avec des verbes proposés.<br><br>Core: Construire des phrases simples au futur proche.<br><br>Challenge: Rédiger un petit paragraphe | Questionnement ciblé, ardoises individuelles, correction entre pairs et Exit Ticket : écrire trois phrases sur les activités prévues pour le week-end au futur proche. | Parler des projets futurs pour contribuer au développement des Émirats arabes unis. Utiliser des phrases sur la famille, la communauté, la solidarité et la protection de l'environnement. | Télécharger les règles de formation du futur proche, la conjugaison du verbe aller et une fiche d'exercices sur le LMS. | Écrire cinq phrases au futur proche sur les activités que vous allez faire pendant le week-end. |

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| | | | 5. Exercices de conjugaison et de transformation de phrases dans le cahier. | 2. Conjuguer le verbe faire au présent. 3. Comprendre et décrire le temps qu'il fait à l'aide d'expressions météorologiques simples. 4. Parler de leurs loisirs préférés en utilisant le vocabulaire approprié. , Mise en situation :<br><br>Skill: Compréhension, application et production écrite et orale. | sur les projets du week-end en utilisant au moins cinq verbes au futur proche. | | | | |

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| | | | | Evidence: Réponses orales, exercices écrits et participation aux activités. | | | | | |
| **ICT** | **Nested Loops in PictoBLox** | To explain and Implement Nested Loops in PictoBlox | **Starter:** Discuss examples of repeated actions in daily life.<br><br>**Teaching:** Demonstrate how nested loops work in PictoBlox.<br><br>**Activity:** Create shapes and patterns using nested loops and the Pen extension.<br><br>**Plenary:** Students show their work and | **Type:** Formative assessment through observation and questioning.<br><br>**Skill:** Logical thinking, computational thinking and problem-solving.<br><br>**Evidence:** Completed PictoBlox projects demonstrati | **Support:** Identify and use simple Repeat blocks with teacher guidance.<br><br>**Core:** Create repeated patterns using nested loops.<br><br>**Challenge:** Design complex geometric | Oral questioning, peer assessment, teacher observation and exit tickets. | Create geometric patterns inspired by UAE traditional designs using nested loops in PictoBlox. | Upload screenshots of the PictoBlox coding blocks and the final output. | Create a geometric pattern using nested Repeat blocks in PictoBlox and submit the screenshot of the code and output. |

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| | | | explain nested loops. | ng nested loops. | patterns using nested loops and different angles. | | | | |
| **Arabic** | **النفايات** | أن يحدد الطالب الفكرة الرئيسة للنص.<br>أن يوضح أهمية إعادة تدوير النفايات في حماية البيئة.<br>أن يتعرف معاني المفردات الجديدة مثل: النفايات، التدوير، البيئة، المخلفات. | التمهيد: عرض صور للنفايات والمواد المعاد تدويرها، وطرح أسئلة: ماذا نرى في الصور؟ وكيف نحافظ على البيئة؟<br>القراءة: قراءة المعلم للنص قراءة نموذجية، ثم قراءة الطلاب بالتناوب.<br>المفردات: شرح الكلمات الجديدة باستخدام الصور والأمثلة البسيطة.<br>نشاط فردي: توصيل الكلمات بمعانيها، واختيار الإجابة الصحيحة. | تشخيصي: أسئلة شفوية عن النفايات وإعادة التدوير.<br>تكويني: متابعة قراءة الطلاب، وفهم المفردات، والإجابة عن أسئلة النص، والمشاركة في الأنشطة.<br>ختامي: ورقة عمل تتضمن أسئلة الفهم، والاستيعاب | support (الدعم)<br>مطابقة الكلمات بالصور، واختيار الإجابة الصحيحة من خيارات، وإكمال جمل بسيطة.<br>Core (المستوى الأساسي)<br>الإجابة عن أسئلة الفهم، وتحديد المواد المستخدمة في إعادة التدوير. | طرح أسئلة شفوية أثناء القراءة.<br>استخدام استراتيجية فكر - زاوج - شارك.<br>بطاقات الخروج: اذكر مادتين يمكن إعادة تدويرهما، وفائدة واحدة لإعادة التدوير. | ربط الدرس بجهود دولة الإمارات العربية المتحدة في حماية البيئة وتحقيق الاستدامة.<br>التعرف على أهمية فرز النفايات وإعادة تدويرها في المجتمع الإماراتي. | رفع النص التعليمي على منصة LMS.<br>رفع ورقة عمل للمفردات وأسئلة الفهم والاستيعاب. | اكتب خمسة أسماء لمواد يمكن إعادة تدويرها.<br>اكتب ثلاث جمل عن أهمية إعادة التدوير. |

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| | | | | | Challenge (التحدي)<br><br>كتابة 4–5 جمل عن أهمية إعادة التدوير، واقتراح فكرة لإنشاء عمل فني من النفايات. | | | | |
| **Islamic Studies** | The Power of Allah – Surah Ya-Sin (Verses 33–54) | Provide evidence of Allah's power and oneness through the signs mentioned in the verses.<br><br>Infer the means of attaining the | Ask students to identify signs of Allah's power in nature, such as the revival of the earth, the alternation of night and day, and the movement of celestial bodies.<br><br>Recite and explain Surah Ya-Sin (33–54), | Oral questioning about Allah's power and signs in creation. Vocabulary activities, targeted questioning and verse analysis.<br><br>Match Qur'anic vocabular | Match Qur'anic vocabulary with meanings and identify signs of Analyze how the verses | Think–Pair–Share. Targeted questioning. Allah's power using guided questions. | Promote gratitude, respect for creation, personal responsibility ty and care Vocabulary matching and peer assessment for the environment, connectin | Upload the lesson presentation , Qur'anic Vocabulary sheet, verse explanations and differentiated worksheet to the school LMS. | Select three signs of Allah's power mentioned in Surah Ya-Sin (33–54). Explain what each sign teaches about Allah's greatness and write two actions that help a believer seek His mercy. |

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| | | mercy of Allah تعالى.( ( Explain the meanings of selected Qur'anic vocabulary from the verses. | highlighting Allah's power and oneness, His signs in creation, the Day of Resurrection, and the accountability of human beings. | y with meanings and identify signs of Allah's power using guided questions .<br><br>Explain the evidence of Allah's power and oneness and identify actions that seek His mercy. | | | g Islamic values with UAE commitment to sustainabilit y and community well-being. | | |

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| **Moral Science** | Lesson 7 – Celebrating Oneness; Value: Unity in Diversity | 1. Explain the meaning of unity in diversity. 2. Recognise and appreciate differences in cultures, religions, languages and traditions. 3. Demonstrate respect, empathy and cooperation towards others. 4. Suggest ways to promote unity and harmony in school and society. | Introduction: Discuss different cultures, languages and traditions through examples. Main Activity: Students share examples of unity in diversity and discuss how people from different backgrounds can live together peacefully. Group Activity: Create a slogan or poster promoting unity and mutual respect. Conclusion: Students share one action they can take to promote harmony in their classroom. | Formative Assessment: Oral questioning, group discussion and poster activity. Skills: Communication, critical thinking, collaboration and social awareness. Evidence: Student responses, participation and completed posters or written reflections. | Support: Identify examples of unity using pictures, keywords and sentence starters. Core: Explain the importance of unity in diversity with suitable examples. Challenge: Analyse how discrimination affects society and suggest practical ways to promote inclusion | Think–Pair–Share, targeted questioning, peer feedback and an exit ticket: "One way I can promote unity in diversity is…" | Connect the value of unity in diversity to the UAE's multicultural society, where people from different nationalities and cultures live and work together with mutual respect and tolerance. | Upload the lesson objectives, key concepts, activity worksheet/ poster and students' reflection on unity in diversity to the LMS. | Write a short paragraph (80–100 words) on "Unity in Diversity: Strengthening Our Society." Include two examples of how people can show respect and promote harmony in everyday life. |

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| | | | | | and harmony. | | | | |
| **MSCS** | Modern Canada | Explain the creation of Canada as a Dominion in 1867.<br><br>Identify important cities and rivers on the map of Canada.<br><br>Describe the role of the Hudson's Bay Company and the Canadian Pacific Railway. | Complete a map activity identifying cities and rivers.<br><br>Conduct concept-check questions and photograph interpretation.<br><br>Research important Canadian landmarks and heritage. | Map labelling, short-answer questions and picture interpretation.<br><br>Evidence through completed textbook activities. | Support: Map clues, keywords and guided questions.<br><br>Core: Complete map and concept-check activities.<br><br>Challenge: Research the contribution of Chinese labourers to Canada's railway. | Oral questioning, Think-Pair-Share and map-based quiz. | Compare Canada's national identity and cultural heritage with the UAE's national identity and heritage. | Notes | Research any one topic from Activity 4 and write five important points. |

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