WEEKLY PLAN-2026-27

GRADE: 9 **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	A Friend Found in Music – Poem by Bryanna T. Perkins	To analyse how the poet portrays music as a source of comfort, companionship, and emotional connection.	Students will recite the poem, explore its imagery and poetic devices, and discuss how music provides friendship and emotional support.	Formative assessment – students will interpret selected lines and support their responses with relevant textual evidence.	Support: vocabulary clues and guided questions; Core: interpret the poem's central message; Challenge: evaluate how music can influence emotions and human	Think–Pair–Share will encourage students to exchange interpretations and justify their understanding	Students will connect the poem's appreciation of music with the UAE's celebration of cultural diversity and artistic expression.	The poem, annotated notes, and poetic-device activities will be uploaded to the LMS.	Students will write a short paragraph explaining how music can become a source of comfort and companionship in everyday life.

					experiences.	of the poem.			
Mathematics	Geometric Progressions (GP)	Identify and determine the nth term of a GP.	Introduce GP using number patterns and visual models. Identify the common ratio and derive the nth-term rule. Solve problems based on real-life situations.	Formative – Observation and worksheet; identifying patterns and calculating nth terms accurately.	Support: Identify common ratios in simple GPs. Core: Find the nth term of a GP. Challenge: Solve application-based problems involving GPs.	Questioning, peer discussion and quick practice questions.	Explore geometric patterns in UAE architecture and traditional Islamic designs.	GP worksheet and practice questions uploaded to EduNation.	Complete 3 questions based on finding the nth term of a GP and its real-life applications.
Science (Biology)	**ANIMAL TISSUES**	Students will be able to identify and classify the four main	Students observe tissue images, identify their functions and compare their structures. Think-Pair-Share and real-life	Oral questioning, diagram labelling and worksheet. Assess identificati	Support: Identify tissues using pictures and word banks. Core:	Questioning, peer discussion, thumbs up/down and	Relate healthy tissues to the UAE's focus on health and wellbeing	Upload PPT, labelled diagrams, class notes and differentiated worksheets to LMS.	Draw and label the four types of animal tissues. Write two functions and one location for each type.

		types of animal tissues: epithelial, connective, muscular and nervous tissues. Describe their structures, functions and locations with examples.	examples to reinforce learning.	on, classification, understanding and application of concepts.	Classify tissues and explain their functions. Challenge: Compare tissue structures and relate them to their functions in the human body.	exit ticket.			
Science (Chemistry)	Laws of Chemical Combination	To analyse the laws of conservation of mass and constant proportions using chemical reactions and	Textbook reading, guided discussion, analysis of experimental observations, interpretation of mass data, simple numerical problem-solving and real-life	Formative – Conceptual understanding, application and analysis through numerical problems, data interpretati	Support: Identify and state the laws with examples. Core: Apply the laws to simple numerical problems. Challenge:	Think–Pair–Share, targeted questioning, peer assessment and exit ticket.	Connect the conservation of mass to waste management, recycling and sustainable industrial practices in the UAE.	PPT, textbook notes and competency-based practice worksheet.	Solve textbook numerical problems and explain the laws using suitable examples.

		numerical evidence.	application questions.	on and written explanations.	Analyse experimental data and justify the laws using calculations.				
Science (Physics)	**Work and energy**	1. Define work done and identify the conditions necessary for work to occur. 2. Differentiate between positive, negative and zero work based on the direction of force and displacement. 3.	Starter (5 min): Show pictures of a person pushing a trolley, applying brakes on a bicycle, and carrying a schoolbag horizontally. Students predict whether positive, negative, or zero work is done. Teacher Explanation (10 min): Explain the conditions for work and demonstrate how the direction of force relative to	Diagnostic: Picture-based questioning to assess understanding of force and displacement. Formative: Observation of practical activities, oral questioning, group discussions, and worksheet responses. Skills Assessed:	Support: Identify positive, negative, and zero work using picture cards, guided examples, and a word bank. Complete simple calculations using W=Fs when force and displacement are parallel. Core: Classify real-life	Think–Pair–Share: Discuss whether holding a heavy schoolbag involves work in the scientific sense. Mini Whiteboards: Display positive (+), negative (−) or zero (0) for	Connect the concept of work to UAE engineering, transportation and everyday activities. Students investigate positive work done by motors in Dubai Metro trains, negative work done by braking forces in vehicles, and zero work done by an upward supporting force while carrying	Upload the lesson PPT, force-displacement diagrams, practical activity instructions, differentiated worksheets (Support/Core/Challenge), numerical practice questions, interactive quiz and exit-ticket activity to Edunation LMS or Microsoft Teams.	Activity: "Work Around Me – Physics in Action." Identify three real-life situations representing positive, negative, and zero work. Draw a labelled diagram for each, showing the direction of force and displacement, and writing a brief explanation. Numerical Task: A force of 20 N moves

		Apply the formula W=Fs to calculate work done and analyse real-life situations.	displacement determines the sign of work. Introduce simple numerical calculations using W=Fs. Activity (10 min): “Work Detectives – Force in Action” – Students investigate pushing a book, moving an object against friction and holding a stationary object. They identify the direction of force and displacement and classify the work done. Group Task (15 min): Students complete differentiated	Observation, classification, mathematical application, problem-solving, and scientific reasoning. Evidence: Completed worksheets, labelled force-displacement diagrams, numerical solutions and exit tickets.	situations, draw arrows representing force and displacement, and solve numerical problems involving positive, negative, and zero work. Challenge: Analyse situations involving forces acting at different angles, calculate work using W=Fs, and justify why different forces can perform	different scenarios. Peer Assessment: Evaluate numerical solutions and diagrams using success criteria. Traffic Light Cards: Check students' confidence in identifying different types of work. Exit	objects horizontally. Relate to the concept of energy efficiency, sustainable transport, and the UAE's commitment to technological innovation.		an object through 5 m. Calculate the work done when the force acts (a) along the displacement, (b) opposite to the displacement and (c) perpendicular to the displacement. Challenge Extension: Explain why friction performs negative work on a sliding object and how this relates to energy transformation.

			activities involving practical examples, force-displacement diagrams and numerical problems. Plenary (5 min): Students explain one example each of positive, negative and zero work using scientific reasoning.		positive and negative work on the same moving object.	Ticket: A student carries a schoolbag horizontally at a constant height. Is work done by the upward supporting force? Justify your answer.			
Social Science (History)	Governance and Public Policy	Explain the meaning and benefits of e-governance. Define public	Discuss challenges to good governance through real-life examples. Explain e-governance initiatives such as	Oral questioning, MCQs and short-answer questions. Evidence through notebook	Support: Keywords, simplified notes and examples. Core: Explain e-governance	Think-Pair-Share, questioning and exit tickets.	Discuss Indian e-governance initiatives and the role of digital technology in improving public services.	Notes	Write any three challenges to good governance. Explain e-governance with two examples.

		policy and explain its importance with examples. Differentiate between public and organizational policies.	Aadhaar, UMANG and DigiLocker. Discuss public policy using the Plastic-Free Campus example.	activities and classroom discussions.	and public policy. Challenge: Analyse the benefits and limitations of e-governance.				
Social Science (Geography)	Ocean and Life – Ocean Currents	Define ocean currents, explain the factors causing them (prevailing winds, temperature, salinity and Earth's rotation) and analyse	Students work in groups to research the causes and effects of ocean currents. Using maps and examples, groups prepare short presentations explaining their influence on climate, fishing, navigation and human activities.	Group presentations assessing conceptual understanding, research, geographical application and analytical skills. Peer questioning.	Support: Provide labelled maps and guiding questions. Core: Explain the causes and effects of ocean currents. Challenge: Analyse how warm and cold currents influence	Think-Pair-Share + peer questioning; exit ticket: How do ocean currents influence fishing and navigation?	Think-Pair-Share + peer questioning; exit ticket: How do ocean currents influence fishing and navigation?	Textual chapter and Tasksheet	Explain how ocean currents are caused and discuss three ways in which they influence human activities

		how they influence human activities such as fishing, navigation, trade and coastal livelihoods.			climate, fishing grounds and human settlements.				
Social Science (Economics)	Steps Involved in Developing a Business Plan	Students will be able to evaluate the steps involved in developing a business plan and justify their importance in establishing a	Starter: Present a scenario in which a student plans to start a small school-based business. Teacher Input: Explain the key steps: identifying a business idea, conducting market research, defining objectives, identifying the	Diagnostic: Questioning on business ideas and entrepreneurship. Formative: Sequencing and explaining the steps of a business plan. Application-based:	Support: Arrange the steps of a business plan using prompt cards. Core: Develop a business plan using a guided template. Challenge: Evaluate the	Peer feedback using Two Stars and a Wish and an exit ticket: Why is market research essential before launchin	Connect entrepreneurship and innovation with the UAE's vision for economic diversification, small-business development and a knowledge-based economy.	Upload the presentation, business-plan template and evaluation checklist to Edunation/MS Teams.	Prepare a one-page business plan for a small business idea, including target customers, products or services, estimated costs, pricing and marketing strategy.

		successful business.	target customers, planning products and operations, estimating costs and revenue, arranging finance, developing a marketing strategy and assessing risks. Collaborative Task: Groups prepare a simple business plan for a school-based enterprise. Application: Students evaluate the feasibility of their plans by considering customer needs, costs, competition and expected profits. Plenary: Groups	Evaluate a sample business plan and identify areas for improvement. Evidence: A logically structured business plan supported by relevant reasons.	feasibility of a proposed business by analysing costs, target customers, competition and potential risks.	g a business?			

			justify which steps are most critical to business success.						
Hindi	कविता – झाँसी की रानी	विद्यार्थी कविता का भावार्थ समझ सकेंगे तथा रानी लक्ष्मीबाई के साहस, वीरता और देशभक्ति के गुणों को पहचान सकेंगे।	कविता का सस्वर वाचन, कठिन शब्दों के अर्थ, ऐतिहासिक घटनाओं पर चर्चा एवं रानी लक्ष्मीबाई के जीवन पर समूह प्रस्तुति।	कविता आधारित प्रश्नोत्तर, शब्दार्थ, भावार्थ लेखन एवं मौखिक प्रस्तुति।	Support: रिक्त स्थान एवं शब्दार्थ। Core: कविता आधारित प्रश्नों के उत्तर। Challenge: रानी लक्ष्मीबाई के व्यक्तित्व एवं देशभक्ति पर अनुच्छेद लेखन।	प्रश्नोत्तरी, Peer Assessment एवं Exit Ticket।	भारत के स्वतंत्रता संग्राम, वीरांगनाओं के योगदान एवं देशभक्ति की भावना को समझना।	कविता की PPT, शब्दार्थ एवं अभ्यास कार्यपत्रिका अपलोड करना।	रानी लक्ष्मीबाई के जीवन एवं वीरता पर 100–120 शब्दों में अनुच्छेद लिखिए।
Malayalam	നിങ്ങളും നിങ്ങളുടെ ജോലി	1. ജോലി വെറും ഉപ ജീവനമാർഗം	അധ്യാപിക ലേഖനം വായിച്ച ശേഷം കുട്ടികൾ ഗ്രൂപ്പായി	വായനയും ആശയഗ്രഹണവും ആ	പിന്തുണ: വാക്കർത്ഥ കാർഡോടെ	തിങ്ക്-പെയർ-ഷെയർ, എക്സിറ്റ്	അധ്വാനത്തിന്റെ മഹത്വവും സാമൂഹിക	ലേഖനത്തിന്റെ PDF, വാക്കർത്ഥ പട്ടിക,	ജോലി സമൂഹത്തോടുള്ള ഉത്തരവാദി

	യും – കെ. പി. കേശവ മേനോൻ (നാം മുന്നോട്ട്)	മാത്രമല്ല, സമൂ ഹത്തോടു ള്ള നമ്മുടെ ഉത്ത രവാദി ത്തം കൂടിയാ ണ് എന്ന ആശയം ഗ്രഹിക്കാ ൻ കഴിയും. 2. സമൂഹ ത്തിന്റെ സുഖവും സൗകര്യ വും ഉറപ്പാക്കു ന്നതിൽ ജോലിക്ക് വലിയ പ്രാധാന്യ മുണ്ടെന്ന ആശയം ഗ്രഹിക്കാ ൻ കഴിയും.	ജോലിയുടെ സാമൂഹിക ഉത്തരവാദിത്ത ത്തെക്കുറിച്ചും സമൂഹത്തിന്റെ സുഖസൗകര്യ ങ്ങളിൽ ജോലിക്കുള്ള പങ്കിനെക്കുറി ച്ചും ചർച്ച ചെ യ്ത് പ്രധാന ആശയങ്ങൾ കണ്ടെ ത്തി അവ തരിപ്പിക്കുന്നു.	വി ഷ്കാരവും വിലയിരു ത്താൻ ചർച്ചയി ലെ പങ്കാളിത്ത വും നോട്ടുബു ക്കിലെ ചോദ്യോ ത്തരങ്ങളും തെളിവാ യി എടു ക്കുന്നു.	ജോഡിയാ യി ലേഖനം വായിച്ച് പ്രധാന വാക്യങ്ങൾ കണ്ടെത്ത ൽ, കോർ: രണ്ട് ആശയങ്ങ ളും സ്വന്തം വാക്കുകളി ൽ എഴുതൽ, ചലഞ്ച്: "സമൂഹ ത്തിന്റെ സുഖസൗക ര്യങ്ങളും നമ്മുടെ ജോലിയും" എന്ന വിഷ യത്തിൽ ലഘു പ്രബന്ധം തയ്യാറാക്ക ൽ.	ടിക്കറ്റ്, ട്രാഫിക് ലൈറ്റ് കാർഡ് എന്നീ തന്ത്രങ്ങ ൾ ഉപ യോഗി ക്കുന്നു.	ഉത്തരവാദി ത്തബോധവും വളർത്തി രാഷ്ട്രനിർ മ്മാണത്തിൽ പങ്കാളികളാ കാൻ പ്രേരിപ്പിക്കു ന്നു.	വർക്ക്ഷീറ്റ് എന്നിവ LMS-ൽ അപ്ലോഡ് ചെയ്യുന്നു.	ത്തമാണെന്നും സമൂഹത്തി ന്റെ സുഖസൗകര്യ ങ്ങളിൽ ജോലിക്ക് പ്രാധാന്യമു ണ്ടെന്നും വിശദീകരി ക്കുന്ന ഒരു കുറിപ്പ് നോട്ടുബുക്കി ൽ എഴുതുക.
French	Leçon 9 : Le pronom EN	Les élèves seront capables d'identifier et d'utiliser	Rappel des articles partitifs et des expressions de quantité. Explication de	Formative – Grammaire et écriture : exercices de	Soutien : phrases simples avec exemples et mots-	Questions ciblées, réponses sur ardoise,	Relier le thème à la diversité alimentaire en France et aux Émirats	Fiche de grammaire, exemples et exercices déposés sur le LMS.	Compléter les exercices sur le pronom en et transformer dix phrases en remplaçant les

		correctement le pronom en pour remplacer un nom introduit par un article partitif, un article indéfini ou une expression de quantité.	l'emploi et de la place du pronom en. Exemples guidés, exercices de substitution et correction collective.	remplacement des noms par le pronom en, phrases à compléter et correction du cahier.	clés. Niveau moyen : transformer des phrases en utilisant en. Approfondissement : rédiger des phrases personnelles et répondre à des questions en utilisant en.	correction par les pairs et billet de sortie avec trois phrases utilisant en.	arabes unis, en encourageant le respect des différentes habitudes culturelles et alimentaires.		groupes nominaux par en.
AI	Introduction to Generative AI	To understand Generative AI and explore how it creates new content such as	Starter: Discuss examples of AI tools used in daily life. Teaching: Explain Generative AI and how it creates text,	Type: Formative assessment through questioning and observation. Skill: Digital literacy,	Support: Identify examples of Generative AI with teacher guidance. Core: Classify AI-	Oral questioning, think-pair-share and exit tickets.	Explore how Generative AI can support UAE innovation, smart services and digital transformation.	Upload class notes and an activity worksheet on Generative AI.	Find three examples of Generative AI applications and write one use of each.

		text, images, audio and videos.	images, audio and videos. Activity: Explore examples of AI-generated content and identify different types of Generative AI. Plenary: Students share what they learned about Generative AI.	creativity and critical thinking. Evidence: Students identify and explain examples of Generative AI.	generated content into text, images, audio and videos. Challenge: Explain the applications and limitations of Generative AI with examples.				
Arabic	**الموسيقار الأصم**	أن يقرأ الطالب النص قراءة سليمة ومعبرة. • أن يستنتج التحديات التي واجهت الموسيقار الأصم.	عرض صورة للموسيقار وسؤال: هل يمكن لشخص فقد السمع أن ينجح؟ **أثناء الدرس:** • قراءة نموذجية للنص. • قراءة فردية وجماعية.	**المستوى الاول** • تقديم بنك كلمات وصور داعمة. • قراءة مشتركة مع المعلم. **المستوى الثانى**	• Exit Ticket: اذكر صفة ساعدت الموسيقار على النجاح	اهتمام دولة الامارات بأصحاب الهمم وتمكينهم	اذكر صفة ساعدت الموسيقار على	ورقة عمل	حل الكويز على الاديونيشن

				• مشاركة الطالب في المناقشات الصفية. • كتابة جملة توضح قيمة المثابرة. • إكمال ورقة عمل					
Islamic Studies	Surah Al-Waqi’ah, Verses 1–26 – Ethical Advice and Instructions	To indicate the types of people on the Day of Judgment. To observe the values contained in the holy verses. To indicate the imports of	Ask students what they know about the Day of Judgment and what happens to people on that day. Explain the meaning of the verses, focusing on the three groups of people on the Day of Judgment and the rewards of Paradise.	Oral questioning: Identify the groups of people mentioned in the verses.	Provide simplified explanations, key words, and matching activities.	Questioning and discussion.	Connect Islamic values such as honesty, kindness, responsibility, and doing good deeds with the UAE's values of tolerance, compassion, and community responsibility.	Upload the lesson presentation, worksheet, and assessment questions to the school's LMS.	Revise the meanings of Surah Al-Waqi’ah, verses 1–26.

		the holy verses. To find out the bliss and comforts that will be given in Paradise.							
Moral Science	Stand up for what is right	Understand the importance of standing up against bullying, injustice and unfair behaviour.	Discuss real-life situations, share opinions and suggest ways to support others and speak up for what is right.	Oral responses and scenariobased activities to assess decisionmaking and moral reasoning.	Support: Identify right and wrong actions; Core: Suggest ways to address unfair behaviour; Challenge: Justify actions to promote justice and fairness.	Think–Pair–Share, questioning and reflection.	Connect fairness, courage and respect with UAE values of tolerance, justice and responsibility.	Upload moral science notes and reflection activity.	Write five ways students can stand up for what is right in everyday life.
MSCS	The Rise of Islamic Civilization	To describe the spread of Islamic	Explains the spread of Islamic civilization using maps and images.	Oral questioning, picture-based	Support: Provide labelled pictures and	Use questioning, think–	Connect the topic to the UAE's Islamic heritage,	Upload study notes, images of the monuments, a	Describe the main architectural features of the

		civilization, explain the significance and architectural features of the Dome of the Rock, and identify the distinctive features of Islamic mosque architecture.	Students observe and compare the architectural features of the Dome of the Rock, Al-Aqsa Mosque and the Mosque of Cordoba.	questions and written responses to assess historical understanding, observation and comparison skills.	keywords. Core: Describe the features of Islamic architecture. Challenge: Compare the architectural features of the three structures.	pair–share and an exit ticket asking students to identify two features of Islamic mosque architecture.	cultural identity, architectural traditions and appreciation of historical monuments.	comparison worksheet and practice questions.	Dome of the Rock and explain the significance of the Dome of the Rock, Al-Aqsa Mosque and the Mosque of Cordoba.