WEEKLY PLAN-2026-27

GRADE: 10 **TERM 2** **WEEK – 21 2nd November to 6th 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	**The Proposal** *(Anton Chekhov)*	• Analyze the historical and cultural context of 19th-century Russian landed gentry. • Examine character traits of Lomov, Chubukov,	**Hook:** Discuss modern matchmaking vs. historical property/status alliances. **Reading:** Guided reading of the opening conversation between Chubukov and Lomov. **Task:** Character mapping web depicting	**Formative** *Skill:* Reading Comprehension & Character Analysis *Evidence:* Completed Character Trait Graphic Organizer.	**Support:** Provide character word banks and guided text extracts with highlighted key phrases. **Core:** Analyze character motivations using direct textual evidence.	**Cold Calling & Mini Whiteboards:** Quick check on character motives and background context.	Values of mutual respect, family honor, and understanding diverse cultural traditions in matchmaking customs.	Chapter Introduction Notes, Character Web Template, and Audio Link.	Read the next section to the argument about Oxen Meadows. Write down 2 reasons for the dispute.

		and Natalya. • Explain the underlying satire on marriage of convenience.	Lomov's hypochondria and nervous disposition.		**Challenge:** Critically evaluate Chekhov's use of hyperbole to mock upper-class pretensions.				
Mathematics	Surface Areas and Volumes	ALL: Identify different 3D shapes and recall the formulae for surface areas and volumes. MOST: Calculate curved and total surface areas and volumes of cubes,	Starter: Display pictures of water tanks, cans, gift boxes and buildings. Ask students to identify the corresponding 3D shapes. Teaching: Explain the concepts of curved surface area, lateral surface area, total surface area and volume using 3D models and diagrams. Activity:	Diagnostic: Oral questions on 3D shapes and formulae. Formative: Worksheet involving direct application of formulae. HOTS: Solve real-life problems involving capacity and surface area. Evidence: Classwork, group activity	Support: Identify shapes and use formula charts to solve direct substitution problems. Core: Solve standard NCERT problems involving surface areas and volumes. Challenge: Solve multi-step	Think–Pair–Share, questioning, mini-whiteboard responses, exit ticket and peer assessment.	Explore the use of cylinders in water storage tanks and the design of traditional UAE architectural structures. Discuss the importance of efficient use of materials and sustainable construction.	Upload formula sheet, concept notes, interactive GeoGebra/3D visualisation links and differentiated worksheets to LMS.	Complete NCERT exercises on Surface Areas and Volumes. Practise five application-based questions involving surface area and volume. Prepare a formula chart for all the 3D

		cuboids and cylinders. MORE ABLE: Solve higher-order problems involving real-life applications and composite solids.	Students work in groups to measure objects and calculate their surface areas and volumes. Use real-life word problems and collaborative problem-solving tasks.	and worksheet performance.	application problems involving composite solids and compare volume and surface area.				shapes covered.
Science (Biology)	**Monohybrid cross**	Define a monohybrid cross. 2. Explain Mendel's law of dominance and law of segregation. 3. Differentiate between genotype and phenotyp	Starter: Ask students why some pea plants are tall while others are dwarf. Teaching: Explain Mendel's experiment using pure tall (TT) and pure dwarf (tt) pea plants. Demonstrate the P, F_1 and F_2 generations using a Punnett square.	Formative: Punnett-square worksheet and oral questioning. Skills: Genetic problem-solving, prediction, analysis and interpretation. Evidence: Correct gametes, genotypes,	Support: Provide a partially completed Punnett square and explain dominant (T) and recessive (t) alleles. Core: Students solve Tt × Tt and calculate genotypic and phenotypic	Think–Pair–Share, peer checking of Punnett squares,	Connect the study of inheritance to genetic counselling, healthcare and biotechnology in the UAE.	Upload Mendel's experiment presentation, Punnett-square diagrams, differentiated worksheets	Explain Mendel's monohybrid cross using a diagram. 2. State the F_2 genotypic and phenotypic ratios. 3. Solve a cross between two heterozygo

		e. 4. Construct a Punnett square to predict offspring. 5. Calculate genotypic and phenotypic ratios in the F_2 generation.		phenotypes and ratios.	ratios. Challenge: Solve unfamiliar monohybrid-cross problems and explain how the results support Mendel's law of segregation.				us tall pea plants (Tt × Tt)
Science (Chemistry)	Carbon and Its Compounds: *Covalent Bonding, Versatile Nature of Carbon (Catenation & Tetravalency), and Homologous Series*	Explain the nature of covalent bonding in carbon compounds and draw electron dot structures for simple molecules	**Starter / Engagement (5 mins):** Show real-life objects (diamond, graphite pencil lead, ethanol/hand sanitizer, gas cylinder model).	Formative Assessment (Ongoing observation & peer/self-check). Completed worksheets on electron dot diagrams and homologous series tables.	**Support (Scaffolding):** Provide pre-drawn structural skeletons for drawing electron dot diagrams. **Core (Standard):**	**Think-Pair-Share:** Discussing why carbon cannot easily gain or lose 4 electrons to achieve noble gas	**UAE Vision & Sustainability / Innovation:** Link carbon compounds to hydrocarbon energy resources in the UAE, highlighting the UAE's strategic	Lesson Presentation Slides (PDF/PPT). Interactive Molecular Modeling Worksheet / Workshe	Complete the practice worksheet on drawing electron dot structures

					Draw electron dot structures text{O}$.	configur ation.	transition toward sustainable green energy, carbon capture technologies , and zero-emission goals (COP28 legacy and UAE Net Zero 2050 initiative).	ets on Homolo gous Series & Isomeris m.	
Scienc e (Physic s)	**Human eye and colourful world**	1. Identify the main parts of the human eye and explain their functions. 2. Explain the power of accommo dation	Starter (5 min): Display images of a rainbow, a blue sky, and spectacles. Ask: "Why does the sky appear blue?" and "Why do some people need spectacles?" Teacher Demonstration (10 min): Explain	Diagnostic: Oral questioning to assess prior knowledge of lenses and refraction. Formative: Observation of group activities, questioning and	Support: Identify and label parts of the human eye using a word bank and visual prompts. Match eye defects with corrective lenses using guided diagrams.	Think–Pair–Share: Students discuss the causes of vision defects and optical phenom ena. Mini Whitebo	Connect optical science to the UAE's advancemen ts in space exploration, particularly the Emirates Mars Mission and the work of Emirati astronauts.	Upload the lesson PPT, labelled human eye diagram, different iated workshe ets (Support , Core	1. Draw a neat, labelled diagram of the human eye and explain the functions of any four parts. 2. Draw ray diagrams to explain the

		and common defects of vision (myopia, hypermetropia, and presbyopia). 3. Describe the dispersion of white light through a prism. 4. Explain atmospheric refraction and scattering of light using real-life examples. 5. Apply scientific concepts to explain	the structure of the human eye using a labelled diagram or 3D model. Demonstrate dispersion using a glass prism or PhET simulation. Collaborative Activity (15 min): Students work in groups to identify eye defects and suitable corrective lenses, investigate dispersion, and explain everyday optical phenomena. Plenary (5 min): Students complete a quick concept quiz and explain one optical phenomenon	worksheet responses to assess conceptual understanding, application, and analytical skills. Summative: Short quiz containing diagram-based, reasoning and application questions. Evidence: Completed worksheets, labelled diagrams, group explanations, and exit tickets.	Core: Draw ray diagrams showing myopia and hypermetropia and explaining their corrections. Describe dispersion and scattering using scientific terminology. Challenge: Analyse why the sky appears dark to astronauts, why stars twinkle and why the Sun appears reddish at sunrise. Design an infographic	ard Check: Draw and identify corrective lenses. Traffic Light Assessment: Students indicate their confidence in understanding the concepts. Exit Ticket: Write one concept learned, one real-life application and	Discuss why the sky appears black in space and how optical instruments support scientific observations. Highlight the importance of eye health and vision screening initiatives in the UAE.	and Challenge), PhET simulation link, revision notes and a short assessment quiz to Edunation LMS.	correction of myopia and hypermetropia. 3. Explain why the sky appears blue and why the Sun appears reddish during sunrise and sunset. 4. HOTS: Why do stars twinkle but planets generally do not? 5. Creative Task: Prepare a mini-infographic titled "The

		the formation of rainbows, the blue colour of the sky and the reddish appearance of the Sun at sunrise and sunset.	using scientific reasoning.		explaining an optical phenomenon using scientific evidence.	one question requiring clarification.			Science of Colours Around Us", illustrating any three optical phenomena observed in daily life.
Social Science (History)	Print Culture and the Modern World	Explain the development of early printing in China and Japan, describe the spread of print technology to Europe,	Use a timeline to trace the development of printing from China to Europe. Show pictures of woodblock printing and Gutenberg's printing press. Students compare hand printing with mechanical printing and	Written and oral assessment – Students answer questions on Gutenberg's printing press and the impact of the Print Revolution. Evidence: Timeline, comparison	Support: Provide picture-based notes, keywords, and simple explanations of early printing methods. Core: Explain the development of printing and its	Think-Pair-Share, questioning and exit ticket: Mention two ways in which the printing press transfor	Connect the development of printing with India's rich literary and knowledge traditions and discuss how printed materials help preserve cultural heritage,	CBSE past year question paper	1. Explain the contribution of Johann Gutenberg to the development of printing. 2. Describe any three impacts of the Print

		analyse Gutenberg's contribution to printing, and examine the social and religious impact of the Print Revolution.	participate in a discussion on how print encouraged reading, religious debates and the spread of new ideas.	chart, notebook work and oral responses.	impact on society. Challenge: Analyse how the printing press transformed access to knowledge and encouraged religious debates and dissent.	med European society.	languages and historical knowledge.		Revolution.
Social Science (Geography)	Manufacturing Industries – Agro-Based Industries	Examine and analyse the favourable factors and challenges influencing the location and growth of cotton textile,	Students work in groups to research one agro-based industry (cotton textile, jute textile or sugar). They identify raw material availability, climate, labour, transport, markets, favourable factors and	Group presentations assessing research, geographical analysis, application of concepts and communication skills. Peer questioning	Provide industry-wise fact sheets and guiding questions. Core: Explain favourable factors and challenges. Challenge: Compare the industries and evaluate how geographical	Think-Pair-Share + peer questioning; exit ticket: Identify one major challenge faced by any two agro-	Compare India's cotton, jute and sugar industries with the UAE's agro-processing and food manufacturing sectors. Highlight how both countries use	Tasksheet	Prepare a comparison table of cotton textile, jute textile and sugar industries, highlighting their favourable factors, challenges and major locations.

		jute textile and sugar industries in India.	challenges. Groups prepare and deliver short presentations with examples and locations in India.		and economic factors influence their location and growth.	based industries.	available resources, technology and trade to strengthen economic diversification and food security.		
Social Science (Economics)	Factors That Enabled Globalisation	1. Analyse how improvements in technology, particularly transport and information and communication technology (ICT), have accelerated globalisation. 2.	Starter: Display examples of online shopping, international shipping and video conferencing. Ask: "How can a product manufactured in one country be sold across the world?" Teacher Input: Explain the role of faster transportation, digital communication, container shipping and liberalisation of	Diagnostic: Oral questioning on international products and digital communication. Formative: Concept mapping and group discussion to assess analytical skills. Application-based: Students analyse a	Support: Provide visual prompts, key-term cards and sentence starters to identify the major factors enabling globalisation. Core: Students explain the roles of technology and liberalisation using suitable examples. Challenge:	Use Think–Pair–Share, cause-and-effect sorting, targeted questioning and exit tickets. Ask: "Would technological advancement alone be sufficient	Connect the UAE's development as a global trade, aviation, logistics and digital business hub with technological advancement and international economic integration. Discuss how global connectivity supports	Upload the lesson presentation, concept-map worksheet, case study, cause-and-effect activity and assessment questions to Edunation/MS	Explain how (i) improvements in technology and (ii) liberalisation of foreign trade and investment have enabled globalisation. Provide one relevant real-life example

		Explain how liberalisation of foreign trade and investment policies has facilitated the integration of economies. 3. Evaluate how technological advancement and trade liberalisation have strengthened global economic interdependence.	foreign trade and investment. Collaborative Activity: Students prepare a concept map linking technological progress and trade liberalisation to globalisation. Application Task: Groups analyse how an Indian company imports components, manufactures products and sells them internationally using modern technology and liberalised trade policies. Plenary: Students explain which factors have made	case study and explain how technology and liberalisation facilitate globalisation. Evidence: Accurate identification of factors, logical cause-and-effect explanations and relevant real-life examples.	Students evaluate the relative contributions of technological advancement and trade liberalisation to globalisation, supporting their arguments with real-world examples.	to promote globalisation if countries imposed strict restrictions on foreign trade and investment?" Students justify their responses.	economic diversification while preserving national identity and cultural heritage.	Teams, as applicable.	for each factor.

			global production and trade easier and faster.						
Hindi	सपनों के-से दिन (संचयन भाग–2)	विद्यार्थी पाठ का सार समझ सकेंगे, बाल्यकाल के अनुभवों का वर्णन कर सकेंगे तथा लेखक के विचारों को पहचान सकेंगे।	आदर्श वाचन, कठिन शब्दों के अर्थ, पाठ चर्चा एवं व्यक्तिगत अनुभव साझा करना।	मौखिक प्रश्नोत्तर, पाठ आधारित MCQ एवं सार लेखन।	Support: सरल प्रश्न। Core: सार लेखन। Challenge: अपने बचपन के अनुभव लिखना।	प्रश्नोत्तर एवं Exit Ticket	भारतीय विद्यालयी जीवन, बचपन के अनुभव एवं सामाजिक मूल्यों को समझना।	पाठ एवं कार्यपत्रि का अपलोड करना।	पाठ का सारांश एवं पाँच प्रश्नों के उत्तर लिखना।
Malay alam	വിജ്ഞാനഭാ ഷയും വൈജ്ഞാനി കസമൂഹവും (ലേഖനം)	ശാസ്ത്ര ബോധം, യുക്തി ചിന്ത, മതനിര പേക്ഷത, സാമൂഹി കനീ തി, ജനാധി പത്യം എന്നീ മൂല്യങ്ങളു	അധ്യാപിക ലേഖനം വായിച്ച ശേഷം കുട്ടികൾ ഗ്രൂപ്പായി കേരളീയനവോ ത്ഥാന മൂല്യങ്ങളെക്കുറി ച്ചും ഇന്നത്തെ അശാസ്ത്രീയത കളെക്കുറിച്ചും ചർച്ച ചെയ്ത് പ്രധാന	വായനയും വിശകലനശേ ഷിയും വിമർശനാത്മ കചിന്തയും വിലയിരു ത്താൻ ചർ ച്ചയിലെ പങ്കാളിത്ത വും നോട്ടു ബുക്കിലെ ചോദ്യോത്തര	പിന്തുണ: വാക്കർത്ഥ കാർഡോടെ ജോഡിവായ നയും പ്രധാന വാക്യങ്ങൾ കണ്ടെത്തലും , കോർ: ലേഖ നത്തിന്റെ ആശയം സ്വന്തം വാ ക്കുകളിൽ	തിങ്ക്-പെയർ-ഷെയർ, എക്സിറ്റ് ടിക്കറ്റ്, ട്രാഫിക് ലൈറ്റ് കാർഡ് എന്നീ തന്ത്രങ്ങ ൾ ഉപ	ശാസ്ത്ര ബോധത്തി ലും ഭരണ ഘടനാമൂല്യ ങ്ങളിലും അധി ഷ്ഠിതമായ ജനാധിപത്യ ബോധവും മാതൃ ഭാഷയിൽ അഭിമാന	ലേഖന ത്തി ന്റെ PDF, വാ ക്കർത്ഥ പട്ടിക, വർ ക്ക്ഷീറ്റ് എന്നിവ LMS-ൽ അപ്ലോ ഡ്	"ശാസ്ത്ര ബോധവും സമൂഹവും " എന്ന വിഷയ ത്തിൽ ഒരു ലഘുലേഖ നം എഴു തുകയും പാഠ ത്തി ലെ ചോദ്യ ങ്ങൾക്ക്

		ടെ പ്രാധാന്യവും ഇന്നത്തെ വെല്ലുവിളികളും വിശദീകരിക്കാനും വിശകലനം ചെയ്യാനും വിദ്യാർത്ഥികൾക്ക് കഴിയും.	ആശയങ്ങൾ അവതരിപ്പിക്കുന്നു.	ങ്ങളും തെളിവായി എടുക്കുന്നു.	എഴുതൽ, ചലഞ്ച്: "വിജ്ഞാനസമൂഹത്തിൽ മാതൃഭാഷയുടെ പങ്ക്" എന്ന വിഷയത്തിൽ ലഘുപ്രബന്ധം എഴുതൽ.	യോഗിക്കുന്നു.	വും വളർത്തുന്നു.	ചെയ്യുന്നു .	ഉത്തരമെഴുതുകയും ചെയ്യുക.
French	**Leçon 10 : Vive la République**	1. Identifier les caractéristiques du discours direct et indirect. 2. Transformer des phrases du discours direct au	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.	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	Questionnement ciblé, vérification des réponses, correction entre pairs et Exit Ticket : transformer deux phrases (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'appréciatio	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.

		discours indirect. 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.	3. Transformation de phrases au tableau avec la 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.	des phrases complexes en respectant les changements de temps, de pronoms et d'expressions temporelles.	indirect et indirect → direct).	n de la diversité.		
AI	Lists in Python	To explain and to	Starter: Ask students to	Formative assessment:	Support: Complete a	Question ing, code	Create a list of famous	Upload the	Create a Python list

		create lists, access list elements, and perform basic list operations in Python.	name items in a shopping list. Teaching: Explain how to create lists, access elements using indexes, and use functions such as `append()`, `remove()`, and `len()`. Activity: Students create a list of favourite subjects and practise adding and removing items.	Students write and execute Python programs using lists. Skill: Application and problem-solving. Evidence: Correct code and output.	partially written list program. Core: Create a list and access its elements. Challenge: Write a program to add, remove, and display list elements.	observation, and peer assessment.	UAE landmarks, such as Burj Khalifa, Sheikh Zayed Grand Mosque, and Louvre Abu Dhabi.	lesson notes, Python program, and output screenshot to the LMS.	containing five favourite foods. Display the list, add one new item, and print the updated list.
Arabic	**التدخين والإدمان**	أن يقرأ الطالب النص قراءة صحيحة بمساعدة المعلم. أن يحدد الطالب فوائد وسائل التواصل الاجتماعي وأضرارها.	القراءة: قراءة النص من قبل المعلم، ثم قراءة الطلاب بالتناوب مع شرح المفردات الجديدة. النشاط الأول: توصيل الكلمات الجديدة بمعانيها، مثل: الإدمان، الإفراط، القلق، الوحدة، العادات.	تشخيصي: أسئلة شفوية عن استخدام الهاتف والإنترنت. تكويني: ملاحظة القراءة، وفهم المفردات، والمشاركة في الأنشطة. ختامي: ورقة عمل تتضمن	Support: تقديم صور وكلمات مساعدة، وشرح المفردات، وإكمال جمل بسيطة مثل: من فوائد الإنترنت _____. Core: الإجابة عن أسئلة الفهم وتحديد فائدتين	الأسئلة الشفوية أثناء القراءة. إشارات الإبهام للتحقق من الفهم. بطاقة الخروج: اكتب فائدة واحدة	ربط الدرس بقيم دولة الإمارات العربية المتحدة، مثل المسؤولية والاحترام والتسامح. التأكيد على الاستخدام المسؤول والآمن للإنترنت، واحترام	رفع النص القرائي وورقة العمل وأسئلة الفهم والمفردات الجديدة على منصة التعلم الإلكتروني (LMS).	اكتب خمس جمل بسيطة عن فوائد وسائل التواصل الاجتماعي وأضرارها.

		أن يفسر الطالب معاني الكلمات الجديدة من النص	النشاط الثاني: تصنيف فوائد وسائل التواصل الاجتماعي وأضرارها في جدول. النشاط الثالث: الإجابة عن أسئلة الفهم، مثل: ما فوائد وسائل التواصل الاجتماعي؟ وما أضرار الإفراط في استخدامها؟ النشاط الختامي: يذكر كل طالب نصيحة واحدة للاستخدام الصحيح للهاتف والإنترنت	أسئلة فهم، وتوصيل الكلمات بمعانيها، وتصنيف الفوائد والأضرار. الدليل: إجابات الطلاب الشفهية والتحريرية ومدى قدرتهم على تحديد الفوائد والأضرار	وضررين لوسائل التواصل الاجتماعي. Challenge: كتابة فقرة قصيرة من 4-5 جمل عن الاستخدام المتوازن لوسائل التواصل الاجتماعي، مع تقديم نصائح للطلاب.	وضررًا واحدًا لوسائل التواصل الاجتماعي.	خصوصية الآخرين، ونشر المحتوى الإيجابي الذي يعزز التماسك المجتمعي.		
Islamic Studies	Recording the Sunnah	analyze the example mentioned in the holy verses infer the meaning of Allah's	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,	Upload the presentation, timeline activity, worksheet, and assessment question	Explain how the Sunnah was preserved before its official compilation.

		honoring of man. apply the rules of constructive dialogue.					and passing religious values to future generations.	s to the school's LMS.	
Moral Science	Understanding Accountability	To analyse the importance of taking responsibility for one's actions and accepting their consequences.	Students will discuss real-life scenarios and explore how accountability builds trust, integrity, and responsible decision-making.	Formative assessment – students will analyse a situation and suggest an accountable response with justification.	Support: guided prompts; Core: analyse everyday situations; Challenge: evaluate the consequences of avoiding responsibility and propose solutions	Think–Pair–Share will encourage students to reflect on responsible choices and consider different perspectives.	Students will connect accountability with the UAE values of integrity, responsibility, and commitment to the community.	Scenario-based activities and reflection questions will be uploaded to the LMS.	Students will write a short reflection on how taking accountability can strengthen trust in their personal and academic lives.
MSCS	What Does it Mean to be a 'Cultural Ambassador'?	Define cultural ambassador and explain the importance of	Discuss Sheikh Mohamed bin Zayed's quote. Students share examples of representing their culture positively	Oral questioning and scenario-based activities. Evidence: Student	Support: Identify key terms with examples. Core: Explain the role of a cultural	Think-Pair-Share and exit ticket.	Promote UAE values of tolerance, respect, hospitality and cultural	Textbook	Textbook activities

		respecting and representing different cultures.	while travelling, online and in multicultural settings.	responses and notebook work.	ambassador. Challenge: Analyse ways to overcome cultural stereotypes.		understanding.		