

WEEKLY PLAN-2026-27

GRADE: 10

TERM 1

WEEK – 15 31st August to 4th September

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	Poem: <i>The Trees</i> (by Adrienne Rich)	* Analyze the central themes of nature's liberation and women empowerment. * Identify and explain poetic devices (personification, imagery, metaphor, enjambment). * Interpret figurative meaning vs. literal meaning in the poem.	* Introduction: Recitation and discussion on nature vs. human confinement. * Guided Reading: Stanza-by-stanza analysis focusing on symbolism. * Group Work: Mapping out central themes and literary devices.	Type: Formative Assessment . Skill: Critical analysis & poetry comprehension. Evidence: Completed worksheets on poetic devices and stanza analysis.	* Support: Provide a glossary of key literary terms and stanza summaries. * Core: Analyze poetic devices and write paragraph explanations of themes. * Challenge: Evaluate how the poem serves as an allegory for female emancipation.	Think-Pair-Share: Discussing symbolic meanings of trees. Exit Ticket: Explain the significance of the line "<i>The forest that was empty all these days will be full of trees by morning.</i>"	Connect with the theme of environmental conservation and afforestation to national sustainability goals (e.g., the UAE Green Agenda / Year of Sustainability).	* Poem Presentation PPT * Digital Worksheet * Reference Summary Sheet	Complete textbook extract-based questions and write a 100-word critical analysis of the poem's core message.

Mathe matics	Triangles – Similarity of Triangles	- Identify and understand similar triangles. - State and apply AAA, SAS and SSS similarity criteria. - Establish the relationship between corresponding sides of similar triangles. - Apply the Basic Proportionality Theorem (BPT) and its converse. - Solve problems involving unknown lengths using similarity.	Starter: Display two differently sized but similarly shaped objects and ask: <i>“How can we prove they have the same shape?”</i> - Use paper triangles of different sizes to identify corresponding angles and sides. - Students investigate similarity using GeoGebra by enlarging/reducing a triangle and observing invariant angles. - Group activity: classify pairs of triangles as	Diagnostic: Identify corresponding sides/angles from given triangles. Formative: Oral questioning and GeoGebra exploration. Activity evidence: Students classify triangles and justify the criterion used. Exit Ticket: Given two triangles, identify	Support: Colour-coded corresponding sides/angles, labelled diagrams, formula/criterion on cards and partially completed proofs. Core: Standard problems on similarity criteria and BPT. Challenge: Multi-step problems involving BPT, similarity and real-life measurements; prove similarity using an appropriate criterion and justify each step.	Think–Pair–Share, hinge questions, mini-whiteboards, peer assessment and traffic-light self-assessment. Question prompt: <i>“What evidence is sufficient to prove that two triangles are similar?”</i>	Connect geometry to UAE architecture, engineering and construction. Students explore how proportional measurements and similar shapes are used in designing buildings, bridges and architectural structures in the UAE.	Upload PPT/notes, GeoGebra activity, differentiated worksheet, BPT investigation, practice questions and exit ticket to LMS.	- Complete textbook exercises on similarity of triangles. - Solve application-based problems using BPT and similarity criteria. - Find a real-life example of similar shapes in UAE architecture/design and explain how proportionality is involved.
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		• Apply similarity concepts to real-life situations.	similar/not similar and justify. • Teacher-guided derivation/application of BPT. • Real-life task: estimate the height of a tree/building using shadows and similar triangles. • Problem-solving tasks progressing from basic to HOTS questions.	whether they are similar and calculate an unknown side. Skill: Reasoning, application, communication and problem-solving.					
Science (Biology)	PLANT HORMONES, ANIMAL HORMONES	Identify major plant hormones —auxin, gibberellins, cytokinins, ethylene and abscisic acid (ABA)—and describe	Students match hormone → source/gland → target → function cards.	Skills: Recall, identification, classification, comparison, application and	Students can also compare hormonal coordination with nervous coordination.	Think–Pair–Share	Discuss the importance of understanding plant growth regulators in developing sustainable landscaping	PPT/lesson presentation, hormone comparison worksheet, endocrin	Explain why insulin and glucagon are considered antagonistic hormones.

		their functions• Identify major animal hormones and their endocrine glands, including pituitary, thyroid, pancreas, adrenal and reproductive glands.		scientific reasoning . Evidence: Correct hormone-function matches, completed comparison chart and accurate explanations.			and food-production systems in the UAE	e-gland diagram	
Science (Chemistry)	Metals and Non metals	Identify common metals and non-metals and classify them based on their properties. Describe the physical properties of metals and non-metals, such as		Type: Formative Assessment Skill: Observation, classification, comparison, scientific	Support: Property matching cards and guided notes. Core: Classify elements and explain their properties. Challenge:	Think - Pair - Share, mini - whiteboard responses, questioning, exit	Discuss the importance of metals such as aluminum and steel in the UAE's construction, transportation, and industrial	PowerPoint presentation, lesson notes, worksheet, quiz, and supplementary video on metals	Create a two-column table listing 10 metals and 10 non-metals with one property and one use for

		lustre, hardness, malleability, ductility, conductivity, and sonority. Explain the chemical properties of metals and non-metals, including their reactions with oxygen, water, and acids.		reasoning . Evidence: Completed worksheet, participation in discussion, quiz responses, exit ticket	Predict properties and uses of unfamiliar elements based on whether they are metals or non-metals.	ticket, peer assessment.	development	and non-metals.	each. Alternatively, complete a short worksheet comparing metals and non-metals
Science (Physics)	Light-Reflection and refraction	Identify the incident -ray, reflected ray, normal, angle of incidence and angle of reflection. State and explain the two laws of reflection. Draw	Starter: Observe a plane mirror demonstration and predict the path of reflected light. Support: Use a labelled example and partially completed	Diagnostic – Observation and prediction: Responses during the starter. Formative – Practical	Support: Vocabulary bank, colour-coded rays, diagram templates, step-by-step instructions and peer support. Core: Independently complete	Use predicts–observe–explain , targeted questioning and mini-whiteboard responses. Ask: “A ray makes an angle of 30° with the	Connect reflection to road safety in the UAE through the use of vehicle mirrors. Discuss how responsible use of mirrors	Upload the lesson slides, labelled ray diagrams, differentiated worksheets, practical	Draw and label a diagram showing both laws of reflection. Calculate reflection angles for incidence angles of 20°, 40°,

		labelled ray diagrams and apply $\angle i = \angle r$ to solve problems. Verify the laws of reflection through practical activity.	diagrams to identify rays, draw the normal, and measure angles. Core: In groups, use a plane mirror, ray box, and protractor to investigate reflection at three different angles. Record results and draw a conclusion. Challenge: Solve problems where angles are given relative to the mirror surface. Explain how the reflected ray changes	investigation and measurement: Teacher observation and completed angle tables. Application – Diagram construction and problem-solving: Accurate labelled diagrams and angle calculations. Exit ticket – Explanation: State both laws and	the investigation, record measurements and explain the relationship between angles. Challenge: Interpret unfamiliar diagrams, calculate angles measured from the mirror surface, and explain discrepancies in experimental measurements.	mirror surface. What is its angle of reflection?" Use responses to address the misconception that angles are measured from the mirror rather than the normal.	supports safe driving and care for the community.	recording table, and a short reflection quiz.	and 60° . Identify two everyday uses of reflection and explain one. Extension: A ray makes an angle of 25° with a mirror surface. Calculate its angles of incidence and reflection, showing your reasoning.
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			when the incident angle changes. Plenary: Share evidence supporting the laws of reflection and correcting a deliberately incorrect ray diagram.	solve one reflection problem.					
Social Science (History)	Nationalism in India	Explain participation in the Civil Disobedience Movement. Analyse the role of different groups (Dalits and Muslims) Understand how nationalism was shaped through symbols, culture, and identity.	Group discussion on civil disobedience, and interpretation of nationalist symbols like Bharat Mata, flags, and folklore.	Understanding, analysis, and critical thinking will be assessed through source-based questions, discussion responses, and written explanations of nationalism	Support includes guided notes and vocabulary help, core includes structured source questions, and challenge includes evaluating communalism and interpreting historical perspectives.	Questioning, peer discussion, source interpretation checks, and exit tickets on key concepts like nationalism and communalism.	Understanding of unity in diversity and how shared symbols, culture, and struggles contribute to national identity.	Past Year Questions	Solve past year questions

				m and communalism.					
Social Science (Geography)	Mineral & Energy Resources – Environmental impact of manufacturing & sustainable development	Students will identify environmental impacts and develop sustainable strategies .	Think-Pair-Share: Identify industrial impacts. Group Task: Impact → Cause → Solution. Green Industry Challenge: Design a sustainable industry.	Formative: Questioning – <i>Understanding</i> . Activity: Cause-effect chart – <i>Analysis</i> . HOTS: Sustainable plan – <i>Creation</i> .	Support: Visuals & word bank. Core: Identify impacts & solutions. Challenge: Justify best solutions.	Exit Ticket: 1 impact + 1 cause + 1 solution.	UAE Sustainability: Responsible use of resources, environmental protection and sustainable development.	Video links activity sheet, cause-effect chart, assessment task.	Choose one industry; list 3 impacts + 3 sustainable solutions
Social Science (Economics)	Credit Creation by Commercial Banks and Bank Profitability	Analyse the process of credit creation by commercial banks and explain how an initial deposit can lead to multiple	Starter – Big Question: <i>“If a bank receives AED 10,000 as a deposit, can it create more money than the amount originally deposited?”</i> Students predict and	Type: Formative Assessment Skills: Analysis, calculation, interpretation and evaluation.	Support: Partially completed flowcharts, visual banking-cycle cards, guided calculations and key vocabulary prompts.	Predict–Explain–Check + Hinge Questions + Exit Ticket. Students reveal their thinking at each stage of the credit-	Students explore the role of commercial banks in supporting the UAE's economic growth, entrepreneurship and financial	Lesson presentation, credit-creation flowchart, differentiated numerical practice sheet,	Students will create a step-by-step visual explanation of how an initial deposit leads to credit creation and write a

		rounds of lending. • Interpret and calculate the potential credit created by banks using the concept of reserve requirements and the credit multiplier. • Evaluate how commercial banks generate profits through lending and other banking services while managing risks.	justify their responses. Concept Building: Teacher facilitates an interactive explanation of the credit creation process using a step-by-step flow diagram showing deposits, required reserves, lending and redepositing. Collaborative Simulation: Students work in groups as a banking chain, tracking how an initial deposit moves through	Evidence: Credit-creation flowchart, completed banking simulation, numerical calculations, group explanations and exit-ticket responses.	Core: Independently analyse the stages of credit creation, solve numerical problems and explain how banks earn profits. Challenge: Evaluate how changes in the reserve ratio, lending rates or loan defaults affect both credit creation and bank profitability, supporting conclusions with economic reasoning.	creation process, enabling the teacher to identify misconceptions and provide timely feedback and intervention.	development by mobilising savings and providing credit to households and businesses, while recognising the importance of responsible and sustainable banking.	banking simulation activity and exit-ticket task.	short analytical paragraph explaining how commercial banks earn profits and the risks they must manage.
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			successive banks and leads to multiple rounds of credit creation. Numerical Application: Students calculate the potential credit creation using given deposits and reserve ratios. Profit Investigation: Groups analyse a simplified bank scenario to identify sources of income and costs. Students evaluate how the difference between interest						
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			earned on loans and interest paid on deposits contributes to bank profitability. Plenary: Students respond to: “How can banks create credit and make profits while ensuring the safety of depositors’ money?”						
Hindi	काव्य – “तोप” – वीरेन डंगवाल	विद्यार्थी कविता का भावार्थ, केंद्रीय भाव और प्रतीकात्मक अर्थ समझ सकेंगे। वे कविता के संदेश को	कविता का सस्वर वाचन, कठिन शब्दों की व्याख्या और पंक्ति-दर-पंक्ति चर्चा की जाएगी। Think-Pair-Share द्वारा विद्यार्थी	मौखिक प्रश्नोत्तर और पाठ-आधारित प्रश्नों द्वारा समझ का आकलन किया	Support: शब्दार्थ, चित्र और संकेतात्मक प्रश्न दिए जाएँगे। Core/Challenge: विद्यार्थी कविता के प्रतीकात्मक	Think-Pair-Share और प्रश्नोत्तर द्वारा विद्यार्थियों की समझ जाँची जाएगी। अंत में Exit Ticket	कविता को स्वतंत्रता, शांति और राष्ट्रीय गौरव से जोड़ा जाएगा। UAE के संदर्भ में शांति, सह-अस्तित्व और	कविता के नोट्स, शब्दार्थ, गतिविधि-पत्र और गृहकार्य LMS पर अपलोड	कविता का भावार्थ और केंद्रीय भाव अपने शब्दों में लिखिए। “तोप सत्ता के अहंकार के पतन का प्रतीक है” –

		अपने शब्दों में व्यक्त कर सकेंगे।	कविता के संदेश पर अपने विचार साझा करेंगे।	जाएगा। विद्यार्थियों के उत्तर और Exit Ticket को साक्ष्य के रूप में लिया जाएगा।	अर्थ का विश्लेषण कर वर्तमान जीवन से जोड़ेंगे।	से त्वरित प्रतिक्रिया ली जाएगी।	राष्ट्रीय विरासत के संरक्षण पर चर्चा होगी।	किया जाएगा।	कथन को स्पष्ट कीजिए।
Malaya lam	കരത് എഴുതുക (ഔപചാരികവും അനൗപചാരികവും), കൊടുത്തിട്ടുള്ള വിഷയവുമായി ബന്ധപ്പെട്ട് പത്രവാർത്ത തയ്യാറാക്കുക	ഔപചാരികവും അനൗപചാരികവുമായ കത്തുകളുടെ സവിശേഷതകൾ തിരിച്ചറിയുന്നു. കത്തിന്റെ ശരിയായ ഘടനയും ഭാഷാശൈലിയും മനസ്സിലാക്കുന്നു.	ഔപചാരികവും അനൗപചാരികവുമായ കത്തുകളുടെ മാതൃകകൾ പരിശോധിക്കുന്നു. കത്തിന്റെ ഘടകങ്ങളും ഭാഷാശൈലിയും ചർച്ച ചെയ്യുന്നു. വിവിധ സാഹചര്യങ്ങൾ നൽകി കത്ത് തയ്യാറാക്കുന്നു. പത്രവാർത്തയുടെ തലക്കെട്ട്, ആമുഖം,	രൂപാത്മക മൂല്യനിർണ്ണയം - വാചിക ചോദ്യങ്ങൾ, കത്ത് തയ്യാറാക്കൽ, പത്രവാർത്ത തയ്യാറാക്കൽ, സഹപാഠി വിലയിരുത്തൽ എന്നിവയിലൂടെ	Support: കത്തിന്റെയും പത്രവാർത്തയുടെയും മാതൃകകളും പ്രധാന സൂചനകളും നൽകുന്നു. Core: നൽകിയ സാഹചര്യത്തിനനുസരിച്ച് കത്തും പത്രവാർത്തയും തയ്യാറാക്കുന്നു. Challenge: സ്വതന്ത്രമായി ശരിയായ ഭാഷാശൈലി	ചിന്തിക്കുക - ജോഡിയിൽ ചർച്ച ചെയ്യുക - പങ്കുവെക്കുക. വാചിക ചോദ്യങ്ങൾ. സഹപാഠി വിലയിരുത്തൽ. എഴുത്തുപ്രവർത്തനം. സ്വയം വിലയിരുത്തൽ.	പൗരബോധം, സാമൂഹിക ഉത്തരവാദിത്വം, ജനാധിപത്യ മൂല്യങ്ങൾ എന്നിവ വളർത്തുന്നു. സമൂഹത്തിലെ സംഭവങ്ങളെ ഉത്തരവാദിത്വത്തോടെ മനസ്സിലാക്കുകയും പ്രതികരിക്കുകയും ചെയ്യുന്നു.	കത്തും പത്രവാർത്തയും LMS-ൽ അപ്ലോഡ് ചെയ്യുന്നു.	ഒരു ഔപചാരിക കത്തും ഒരു അനൗപചാരിക കത്തും തയ്യാറാക്കുക. നൽകിയിരിക്കുന്ന വിഷയവുമായി ബന്ധപ്പെട്ട് ഒരു പത്രവാർത്ത

			ഉള്ളടക്കം, സ്ഥലം, തീയതി എന്നിവ പരിചയപ്പെടുന്നു.	പഠനനേട്ടം വിലയിരുത്തുന്നു.	യും ഘടനയും പാലിച്ച് കത്തും ആകർഷകമായ പത്രവാർത്തയും തയ്യാറാക്കുന്നു.				തയ്യാറാക്കുക.
French	Les Pronoms Possessifs	• Identifier les pronoms possessifs. • Utiliser les pronoms possessifs dans des phrases.	• Présentation des règles avec exemples. • Exercices de substitution et dialogue en binômes.	• Formative : compléter des phrases. • Observation de la participation orale.	• Tableau d'aide. • Exercices guidés. • Création de phrases plus complexes.	• Questions-réponses. • Ticket de sortie.	• Respect des biens personnels et collectifs. • Responsabilité envers la communauté.	• Présentation PowerPoint. • Fiche d'exercices.	• Compléter 10 phrases. • Écrire 5 phrases avec des pronoms possessifs.
AI	Natural Language Processing – Stages of NLP	To understand what Natural Language Processing (NLP) is. To explain the stages of NLP. To apply the stages of NLP	Starter: Display the sentence “Book a taxi to Dubai Mall.” Students discuss whether a computer can understand it	Formative: Teacher questioning and observation during discussions – evidence of	Support: Match NLP stages with pictures and simple descriptions using a guided worksheet. Core: Arrange NLP stages in	Think-Pair-Share, questioning, quick questioning and exit ticket.	UAE: Discuss how NLP can support smart government services through Arabic-English translation,	PowerPoint presentation, NLP stages worksheet	Observe any one NLP application (Google Translate, Siri, Alexa, ChatGPT, voice typing, YouTube captions, etc.).

		to simple real-life examples	directly and what needs to happen first. Teaching: Explain the NLP process using a simple flow: Text Input → Tokenization → Stop-word Removal → Stemming/Lemmatization → POS Tagging/Understanding → Response. Practical Activity: Apply the stages to “Translate ‘Good Morning’ into Arabic.” Extension: Students create a flowchart	conceptual understanding. Group Activity: Correctly sequencing NLP stages – evidence of understanding the process. Application Task: Applying stages to a sentence – evidence of problem-solving and application. Exit Ticket: Define NLP and	the correct order and explain the purpose of each stage using a given sentence. Challenge: Analyse a real-life NLP application and explain how each stage contributes to the final response; predict what could happen if a stage is skipped		AI-powered customer support, smart airport assistance and other digital services.		Record the application name, input given, output received, and the NLP stages you think occurred before the response was produced.
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			showing the NLP process. Plenary: Review key terms through questioning and an exit ticket.	identify the stage responsible for breaking text into words.					
Arabic	فرصة العمل	أن يحدد الطالب الفكرة الرئيسية للنص المسموع.	الاستماع إلى النص ومناقشة مضمونه.	شفهي: يذكر الفكرة الرئيسية للنص.	Support: اختيار الفكرة من عدة خيارات. Core: تحديد الفكرة الرئيسية. Challenge: صياغة الفكرة بأسلوبه الخاص.	أسئلة شفوية مباشرة.	تعزيز أهمية مواكبة التطور التكنولوجي في دولة الإمارات.	رفع الفقرة	كتابة ثلاثة أمثلة للتكنولوجيا المذكورة في النص.
Islamic Studies	The Islamic Juristic (Legal) Schools	1. Explain the concept of fiqh (Islamic Jurisprudence) schools. 2. Analyze the causes behind the emergence of fiqh schools. 3. Compare the major	Starter: Brainstorm students' prior knowledge about Islamic scholars and legal rulings. • Teacher explanation using presentation on the meaning and	Questioning during starter activity.	Provide guided notes, key vocabulary list, and partially completed comparison chart.	Think-Pair-Share • Exit Ticket • Traffic Light Cards	Promotes respect for diversity of opinions, tolerance, moderation, and coexistence —values emphasized in the UAE and Islamic heritage.	PowerPoint presentation,	Complete a comparison table of the four Sunni schools and one Shia school.

		fiqh schools and their methodologies.	development of fiqh schools. • Group discussion on factors leading to the emergence of different schools.						
Moral Science	Perseverance Through Challenges	To recognize the importance of perseverance when facing difficulties.	Students will discuss real-life challenges and analyse how perseverance can transform setbacks into opportunities for growth.	Formative assessment – students will explain how perseverance can influence choices and outcomes in a given situation.	Support: guided prompts; Core: analyse a scenario; Challenge: evaluate a difficult situation and propose a resilient response.	Think–Pair–Share will enable students to articulate, compare, and refine their perspectives.	Students will connect perseverance with the UAE's values of ambition, resilience, determination, and continuous progress.	A reflection task and supporting resources will be uploaded to the LMS.	Students will write one practical strategy they can adopt to persevere when facing a personal or academic challenge.
MSCS	What is Meant by the Terms 'Core Values' and 'Societal Types'?	Define core values, distinguish between universal, societal, familial and	Discussions, group research, reflection on personal and cultural values, and comparison activities to	Understanding, reflection, and analysis will be assessed	Support is provided through examples of values, core through explanation and	Learning will be assessed through questioning, peer comparison of values,	Personal and family values to UAE societal and national values such as respect,	PPT	Complete the textbook activities

		personal values. Explain how values influence decisions and identity.	identify similarities and differences in values.	through group discussion responses, written reflections , and identification of different types of values.	comparison tasks, and challenge through evaluating how values influence real-life decision making.	group feedback, and reflective checkpoints.	tolerance, unity, and responsibility.		
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