

## WEEKLY PLAN-2026-27

**GRADE: 12**

**TERM 1**

**WEEK – 15 31<sup>st</sup> August to 4<sup>th</sup> September**

| Subject | Topic                 | Learning Objectives<br>(Students will be able to...)                                                                    | Teaching & Learning Activities                                                                                                                                 | Assessment<br>(Type- Skill & Evidence)                                                                                                             | Differentiation<br>(Support-Core-Challenge)                                                                                                                           | AFL Strategy                                                                                             | National Identity Link                                                                                                                | LMS Upload                                                                                | Homework                                                                                                                                   |
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| English | A Roadside Stand Poem | Students will be able to analyse the poem's themes of rural poverty, social inequality, and the aspirations of roadside | Students will read the poem, identify key images and contrasts, discuss the poet's message in pairs, and connect the poem to real-life examples of inequality. | Formative assessment – analytical questioning and a short paragraph response assessing comprehension, interpretation, and use of textual evidence. | Support: vocabulary and guiding questions;<br>Core: theme-based analysis;<br>Challenge: critically evaluate the poet's attitude towards rural poverty and inequality. | Think–Pair–Share followed by an exit ticket stating one key theme and one supporting line from the poem. | Students reflect on the UAE's values of compassion, social responsibility, community support, and dignity for all members of society. | Upload the poem worksheet, class activity, and students' analytical responses to the LMS. | Students write a short paragraph explaining how the poem highlights the gap between the hopes of rural people and the realities they face. |

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|         |                                              | stall owners using textual evidence .                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                                            |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |
| Physics | Ray Optics – Reflection by Spherical Mirrors | <ul style="list-style-type: none"> <li>Explain the laws of reflection and characteristics of spherical mirrors.</li> <li>Identify pole, principal axis, centre of curvature, radius of curvature, focus and focal length.</li> <li>Derive the mirror formula.</li> </ul> | <ul style="list-style-type: none"> <li>Starter: Quick questions on reflection and image formation.</li> <li>Recap concave and convex mirrors using ray diagrams.</li> <li>Identify key terms on a labelled mirror diagram.</li> <li>Teacher-guided derivation of the mirror formula.</li> <li>Students complete missing steps in the derivation in pairs.</li> <li>Solve a</li> </ul> | <p><b>Formative:</b> Questioning during discussion – conceptual understanding.</p> <p><b>Numerical practice:</b> Application of mirror formula and magnification.</p> <p><b>Evidence:</b> Completed derivation, ray diagrams, working steps and numerical answers.</p> <p><b>Exit ticket:</b> One conceptual + one numerical question.</p> | <p><b>Support:</b> Formula sheet, sign-convention table, labelled diagrams and partially completed examples.</p> <p><b>Core:</b> Standard problems on mirror formula, focal length and magnification.</p> <p><b>Challenge:</b> Multi-step problems requiring students to determine image position, nature and magnification.</p> | <ul style="list-style-type: none"> <li>Think–Pair–Share.</li> <li>Mini-whiteboard responses.</li> <li>Hinge questions on sign convention and image nature.</li> <li>Peer checking of numerical solutions.</li> <li>Exit ticket.</li> </ul> | Application of mirrors in UAE roads, car parks and buildings for safety. Discuss how understanding reflection supports <b>safety, innovation and technological development in the UAE.</b> | <ul style="list-style-type: none"> <li>PPT/lesson presentation.</li> <li>Mirror formula derivation.</li> <li>Worked examples.</li> <li>Practice worksheet.</li> <li>Exit ticket/assessment questions.</li> </ul> | <ul style="list-style-type: none"> <li>Revise sign convention.</li> <li>Complete numerical problems on mirror formula, focal length and magnification.</li> <li>Draw ray diagrams for selected object positions in a concave mirror.</li> <li>Explain</li> </ul> |

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|                         |                                  | Apply the mirror formula to calculate image distance and focal length. • Calculate and interpret magnification.                                                                                                                                         | numerical example using the sign convention. • Pair activity: Problems on focal length, image distance and magnification. •                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                     |                                                                                                                                                    | positive and negative magnification.                                                                                                                                   |
| <b>Computer Science</b> | Text File Manipulation in Python | <ul style="list-style-type: none"> <li>• Explain text file handling.</li> <li>• Use open(), read(), readline() and readlines().</li> <li>• Write and append data to text files.</li> <li>• Apply file handling to solve real-world problems.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Starter:</b> Discuss how schools store student records digitally.</li> <li>• Demonstrate creating, reading and writing text files.</li> <li>• Students create a <b>UAE student/employee information file</b>.</li> <li>• Pair activity: Search and count specific records.</li> <li>• Python challenge: Read a file and generate</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Diagnostic:</b> File-handling concept questions.</li> <li>• <b>Formative:</b> Write/read file activity.</li> <li>• <b>Application:</b> Record-search program.</li> <li>• <b>Evidence:</b> Python program and output.</li> </ul> | <b>Support:</b> Code template and guided file operations.<br><b>Core:</b> Create programs to read, write and search text files.<br><b>Challenge:</b> Develop a <b>school records management</b> program using multiple file operations. | Think–Pair–Share.<br><ul style="list-style-type: none"> <li>• Code prediction questions.</li> <li>• Peer debugging.</li> <li>• Exit ticket: “Why should files be closed after use?”</li> </ul> | Relate file management to <b>UAE digital government, smart schools and secure handling of student information</b> . | <ul style="list-style-type: none"> <li>• Notes and examples</li> <li>• Python practice worksheet</li> <li>• Coding task</li> <li>• Quiz</li> </ul> | Create a text file containing <b>UAE school/student records</b> and write a Python program to read the file and count the number of records meeting a given condition. |

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|                |               |                                                                                                                                                                                                                                                 | a simple summary.                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                            |                  |                                                                                                                                                                          |                                                                      |                                                                             |
| <b>Biology</b> | EVOLUT<br>ION | Describe <b>variation , natural selection and adaptati on</b> as key mechanisms of evolution .<br>• Explain the role of <b>mutation and genetic variation</b> in evolution .<br>• Interpret evidence for evolution , including <b>fossils</b> , | Groups examine fossil images, homologous structures and simplified DNA/protein comparisons and identify how each provides evidence for evolution. | <b>Skills:</b> Scientific reasoning, analysis, interpretation of evidence, communication and critical thinking.<br><b>Evidence:</b> Completed evolution flowchart, evidence-analysis worksheet and student explanations. | Analyze a population-change scenario and justify how environmental pressure can alter allele frequencies over generations. | Think–Pair–Share | Students investigate how organisms living in desert environments show adaptations that help them survive conditions such as high temperature, limited water and salinity | evolution evidence worksheet natural selection activity, concept map | Prepare a short table showing <b>four pieces of evidence for evolution.</b> |

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|           |  | homologous structures, embryology and molecular evidence.                                                                                      |                                                                               |                      |                                               |                                                                                  |                                                                                                                                                                       |                                                                                                                      |                                                                                                                                                |
| Chemistry |  | Calculate reaction rate using given rate equations.<br>• Determine the order of reaction from experimental data.<br>• Solve numerical problems | Explanation of rate law, rate constant, and order of reaction using examples. | Formative Assessment | Formula sheet, guided examples, peer support. | Think – Pair – Share<br>• Targeted questioning<br>• Peer assessment of solutions | Discuss the role of chemical kinetics in UAE industries such as petrochemicals, energy production, and sustainable industrial development in line with UAE innovation | Lesson PPT on Chemical Kinetics<br>• Numerical practice worksheet<br>• Exit ticket activity<br>• Homework assignment | Solve 10 numerical problems on rate law, order of reaction, and rate constant calculations from the textbook/worksheet. Prepare a summary note |

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|                    |                                | related to kinetics.                                                                                                        |                                                                                                                                                                                                        |                                                                                                                                     |                                                                                                                                                           |                                                                                                                       | goals                                                                                                                                           |                                                                                           | of formulas used in kinetics Calculations.                                                               |
| <b>Mathematics</b> | Indefinite Integrals           | Explain an indefinite integral as a family of antiderivatives. Use $\int f(x) dx = F(x) + C$ and verify by differentiation. | <b>Starter: “Reverse the derivative” retrieval quiz.</b> Teacher modelling: power rule and constant multiple rule. Paired practice: basic algebraic integrands. Exit reflection: Why is + C necessary? | <b>Diagnostic quiz: 6 direct integrals.</b> Skill: recall and application of basic rules. Evidence: completed practice + exit slip. | <b>Support: derivative-to-integral matching cards; formula scaffold.</b> Challenge: identify all values of C from initial conditions and compare answers. | <b>Mini-whiteboards after each worked example.</b> Hinge question: choose the correct antiderivative and justify + C. | <b>Connect mathematical reasoning to innovation and problem-solving in the UAE.</b> Highlight perseverance and precision as learner attributes. | <b>Slides: “Indefinite Integrals - Basics”.</b> Upload formula sheet and self-check quiz. | <b>NCERT Ex 7.1: selected Q1-10.</b> Write 3 examples showing why the constant of integration is needed. |
| <b>Psychology</b>  | <b>Psychological Disorders</b> | To explain and describe anxiety disorder To identify the                                                                    | Present a brief case study and ask students whether the behavior described is "normal"                                                                                                                 | Support: Provide vocabulary lists, symptom charts, and guided casestudy questions. Core:                                            | Formative Assessment Skill: Knowledge and Understanding Evidence: Responses                                                                               | Support: Provide vocabulary lists, symptom charts, and guided casestudy questions.                                    | Explore UAE initiatives promoting mental health awareness and community well-being.                                                             | Concept wise ppt, notes, ncert solution, learning mats, mind maps, worksheet              | Students research one anxiety disorder (e.g., phobia, panic disorder, GAD,                               |

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|  |  | <p>symptoms and types of anxiety disorders . To understand the concept of somatoform disorders as a group of mental health Conditions where psychological distress is</p> | <p>or "abnormal" and why. Teacher Input (15 min): Explain different approaches to abnormality using examples and visuals. Introduce anxiety</p> | <p>Analyze and classify disorders using provided case studies. Challenge: Evaluate the strengths and limitations of different definitions of abnormality and discuss Cultural influences on diagnosis</p> | <p>during questioning and class discussions Application Assessment Skill: Analysis and Evaluation Evidence: Completed case-study worksheet identifying approaches to abnormality, anxiety disorders, and somatoform symptoms.</p> | <p>Core: Analyze and classify disorders using provided case studies. Challenge: Evaluate the strengths and limitations of different definitions of abnormality and discuss cultural influences on diagnosis.</p> | <p>Discuss the importance of reducing stigma surrounding mental health conditions and encouraging support-seeking behaviors within the community</p> |  | <p>OCD) and create a onepage information sheet including symptoms, possible causes, treatment options, and a real-life example. Alternatively, students can analyze a media portrayal of anxiety and evaluate its</p> |
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|                  |                                               | expressed through physical symptoms.                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                   |                                                                                                                                                            |                                                                                                                                                                  |                                                                              | accuracy using psychological concepts                                            |
| <b>Marketing</b> | Employability Skills – Self-Management Skills | <ul style="list-style-type: none"> <li>• Explain the meaning and importance of self-management skills.</li> <li>• Identify personal strengths, weaknesses and areas for improvement.</li> <li>• Apply time-management,</li> </ul> | <p>31 Aug: Introduction to self-management; discussion on qualities of an effective professional.</p> <p>1 Sept: Strengths–weaknesses analysis and SMART goal-setting.</p> <p>2 Sept: Time management and prioritisation activities.</p> <p>3 Sept: Self-motivation and stress-management</p> | <p>Diagnostic: Think–Pair–Share.</p> <p>Formative: SMART goal worksheet and scenario-based questions.</p> <p>Performance: Personal Action Plan presentation.</p> <p>Evidence: Worksheet, action plan and peer feedback.</p> | <p>Support: Guided templates, examples, word bank and teacher prompts.</p> <p>Core: Independent SMART goals and scenario responses.</p> <p>Challenge: Develop a detailed self-development plan linked to a chosen career and justify the strategies selected.</p> | <p>Traffic Light: Confidence check.</p> <p>Thumbs Up/Side/Down: Understanding check.</p> <p>Exit Ticket: “One self-management habit I will improve...”</p> | Link self-discipline, responsibility, punctuality and professional conduct with the UAE's focus on developing responsible, productive and future-ready citizens. | Upload Self-Management Worksheet + SMART Goal + Personal Action Plan to LMS. | Identify three self-management skills required for the student's intended career |



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|                         |                             | self-motivation and stress-management strategies.<br>• Set SMART goals linked to personal and career development.                                             | scenarios.<br>4 Sept: Students prepare and present a Personal Self-Management Action Plan linked to career aspirations.                                          |                                                                                                                                                                              |                                                                                                                                                                         |                                                                                                                                              |                                                                                                                               |                                                                   |                                                                                       |
| <b>Business Studies</b> | <b>Financial Management</b> | <ul style="list-style-type: none"> <li>• Explain the meaning and objectives of financial management.</li> <li>• Identify major financial decisions</li> </ul> | <b>31 Aug:</b> Introduction to financial management; concept map on financial objectives.<br><b>1 Sept:</b> Investment decision and factors affecting investment | <b>Diagnostic:</b> Prior-knowledge questioning.<br><b>Formative:</b> Concept map and case-based questions.<br><b>Application:</b> Analyse a business situation and recommend | <b>Support:</b> Structured notes, financial decision flowchart and guided case study.<br><b>Core:</b> Independent case-based application.<br><b>Challenge:</b> Evaluate | <b>Think–Pair–Share:</b> Analyse financial decisions.<br><b>HOTS Questioning:</b> Why/How questions.<br><b>Exit Ticket:</b> “Which financial | Connect responsible financial decision-making with <b>UAE Vision 2031</b> , entrepreneurship, sustainable business growth and | Upload <b>Financial Management Case Study + Classwork</b> to LMS. | Prepare a case-based response explaining suitable investment and financing decisions. |

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|  |  | <p>of a business.</p> <ul style="list-style-type: none"> <li>• Explain investment, financing and dividend decisions.</li> <li>• Understand the importance of financial planning.</li> <li>• Apply financial management concepts to business situations and justify decisions.</li> </ul> | <p>decisions.</p> <p><b>2 Sept:</b> Case study – analysing investment alternatives.</p> <p><b>3 Sept:</b> Financing decision, sources of finance and factors affecting choice.</p> <p><b>4 Sept:</b> Dividend decision and integrated case study requiring students to recommend appropriate financial decisions</p> | <p>suitable financial decisions.</p> <p><b>Evidence:</b> Case-study response, peer discussion and exit ticket.</p> | <p>alternative financial decisions and justify the most appropriate option using multiple factors.</p> | <p>decision is most critical for business growth and why?"</p> | <p>financial responsibility.</p> |  |  |
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| Accountancy | Retirement of a Partner – Treatment of Goodwill, Revaluation of Assets & Liabilities, Adjustment of Capitals and Settlement of Retiring Partner | <p>Explain the accounting treatment required when a partner retires from the partnership firm.</p> <ul style="list-style-type: none"> <li>Calculate the <b>new profit-sharing ratio and gaining ratio</b> of the remaining partners.</li> <li>Record necessary adjustments</li> </ul> | <p><b>Starter:</b><br/>Present a simple partnership scenario: “A, B and C share profits in the ratio 3:2:1. C retires. What changes will happen in the partnership?”<br/>Students predict the accounting changes.</p> <p><b>Teach:</b><br/>Teacher demonstrates the sequence of accounting treatment:<br/><b>New Ratio → Gaining Ratio → Goodwill → Revaluation → Reserves/Accumulated</b></p> | <p><b>Formative Assessment:</b><br/>Oral questioning, ratio calculation activity, observation of collaborative work and error-correction task.</p> <p><b>Skills:</b><br/>Calculation, application, accounting treatment, problem-solving and analysis.</p> <p><b>Evidence:</b><br/>Completed journal entries, working notes, solved retirement problem, peer corrections and exit-ticket responses.</p> | <p><b>Support:</b><br/>Provide a step-by-step flowchart, formula sheet and partially completed journal entries; use simpler ratio calculations.</p> <p><b>Core:</b> Students solve a complete retirement problem involving goodwill, revaluation, reserves and capital adjustment.</p> <p><b>Challenge:</b><br/>Students solve a complex case involving multiple adjustments and analyse/correct</p> | <p><b>Mini Whiteboard/Quick Response:</b><br/>Students show their answers for new ratio and gaining ratio calculations. Teacher immediately identifies misconceptions and provides corrective feedback.</p> <p><b>Exit Ticket:</b><br/>“Why is the gaining ratio calculated at the time of retirement?”</p> | <p>Relate partnership changes to <b>UAE family-owned businesses and SMEs</b>, highlighting the importance of transparent financial records, fair settlement of partners and responsible financial decision-making during changes in business ownership.</p> | <p>Upload presentation/notes, retirement flowchart, differentiated practice worksheet, worked example, assessment task and feedback resources to the LMS.</p> | <p>Solve a comprehensive problem on retirement of a partner involving <b>new ratio, gaining ratio, goodwill, revaluation, reserves and settlement of the retiring partner’s amount</b>. Students should show all workings clearly.</p> |
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|  |  | <p>relating to goodwill, revaluation of assets and liabilities, reserves and accumulated profits/losses.</p> <ul style="list-style-type: none"> <li>• Prepare the necessary journal entries and calculate the amount due to the retiring partner.</li> </ul> | <p><b>Profits → Capital Adjustment → Amount Due.</b></p> <p><b>Collaborative Activity:</b> Students work in pairs to calculate the new ratio and gaining ratio from different retirement scenarios.</p> <p><b>Apply:</b> Groups solve different parts of a retirement problem and then combine their answers to complete the full question.</p> <p><b>Error Analysis:</b> Students identify and</p> |  | <p>an incorrect solution, explaining the reason for each correction.</p> |  |  |  |  |
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|                  |                                 |                                                                                                                                                         | <p>correct common errors in journal entries and goodwill treatment.</p> <p><b>Plenary:</b><br/>Students complete a short exit ticket containing one calculation and one conceptual question.</p> |                                                                                                                                                                                                         |                                                                                                                                                         |                                                                                                                                                                  |                                                                                                |                                                                                                                           |                                                                                                |
| <b>Economics</b> | Components of Government Budget | <p><b>Identify and understand</b> the major components of a Government Budget.</p> <ul style="list-style-type: none"> <li><b>Analyse</b> the</li> </ul> | <p><b>Starter – Real-Life Hook:</b><br/>Students consider the question: <i>“Just as a family plans its income and expenditure, how does a government plan for an</i></p>                         | <p><b>Type:</b><br/>Formative Assessment</p> <p><b>Skills:</b> Analysis, classification, comparison and economic reasoning.</p> <p><b>Evidence:</b><br/>Completed budget classification task, group</p> | <p><b>Support:</b><br/>Colour-coded budget component cards, simplified definitions, guided examples and a partially completed classification table.</p> | <p><b>Hinge Questions + Card Sort + Exit Ticket.</b><br/>Students justify the classification of budget items, allowing the teacher to uncover misconceptions</p> | Students explore how effective public financial planning and government expenditure contribute | Lesson presentation, Government Budget concept map, differentiated classification worksheet, practice questions and exit- | Students will prepare a <b>Budget Components Mind Map</b> explaining Revenue Receipts, Capital |

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|  |  | <p>components of budget receipts and budget expenditure in detail.</p> <ul style="list-style-type: none"> <li>• <b>Classify and differentiate</b> between Revenue Receipts, Capital Receipts, Revenue Expenditure and Capital Expenditure using appropriate examples.</li> </ul> | <p><i>entire nation?"</i></p> <p><b>Concept Building:</b><br/>Teacher facilitates an interactive exploration of the major components of a Government Budget using a visual budget map.</p> <p><b>Collaborative Analysis:</b><br/>Students work in groups to sort different government transactions into <b>Revenue Receipts, Capital Receipts, Revenue Expenditure</b></p> | <p>justifications, student responses to hinge questions and exit-ticket analysis.</p> | <p><b>Core:</b><br/>Independently classify and explain different budget transactions with appropriate reasoning.</p> <p><b>Challenge:</b><br/>Analyse complex budget transactions and evaluate how changes in different budget components may influence economic development and government priorities.</p> | <p>ons and provide immediate feedback or targeted intervention.</p> | <p>to the <b>UAE's sustainable development, infrastructure, education and national economic vision</b>, fostering responsible citizenship and awareness of national development priorities.</p> | <p>ticket activity.</p> | <p>Receipts, Revenue Expenditure and Capital Expenditure, with at least <b>two relevant examples</b> for each component.</p> |
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|  |  |  | <p><b>and Capital Expenditure,</b><br/>justifying their choices.</p> <p><b>Think–Pair–Analyse:</b><br/>Students analyse selected budget scenarios and discuss how different components contribute to the government's financial planning.</p> <p><b>Plenary:</b><br/>Students respond to the Big Question:<br/><b>“How do the different components of a budget reveal a</b></p> |  |  |  |  |  |  |
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|                 |                         |                                                                                                                                                       | government's economic priorities?"                                                                          |                                                                                                                                              |                                                                                                                    |                                   |                                                                                           |                                                   |                                                                        |
| Arabic          | قصة نجاح                | أن يفسر الطالب معاني المفردات الجديدة في سياقها.                                                                                                      | توضيح المفردات ومناقشة معانيها.                                                                             | مطابقة الكلمات بمعانيها.                                                                                                                     | <b>Support:</b> اختيار المعنى الصحيح.<br><b>Core:</b> شرح المعنى.<br><b>Challenge:</b> توظيف الكلمة في جملة مفيدة. | التفكير – المزاوجة – المشاركة.    | تعزيز اللغة العربية واستخدامها الصحيح.                                                    | رفع الفقرة و أنشطة الدراسية                       | استخدام ثلاث كلمات جديدة في جمل مفيدة.                                 |
| Islamic Studies | Responsibility in Islam | 1. Identify Islam's view of responsibility and the role of human beings.<br>2. Explain the fields of individual responsibility toward Allah, oneself, | <b>Starter:</b><br>Students discuss examples of responsibilities they have at home, school, and in society. | <b>Diagnostic:</b><br>Brainstorming and questioning.<br><b>Formative:</b><br>Group discussion, case study analysis, and class participation. | <b>Support:</b><br>Provide guided notes, vocabulary support, and structured worksheets.                            | Think-Pair-Share<br>• Exit Ticket | Promotes responsible citizenship, accountability, community service, and social cohesion, | PowerPoint presentation, lesson notes, worksheet, | Write a paragraph explaining the importance of responsibility in Islam |



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|                      |              | family, and society.<br>3. Explain the relationship between individual and collective responsibility. |                                                                                                                                                |                                                                                                                                         |                                                                                                                       |                                                           |                                                                                                                   |     |                                                                                            |
| <b>Moral Science</b> | Goal Setting | Define goal setting and explain its importance in personal and academic success. Differentiate        | Brainstorming activity, SMART goal workshop, self-reflection exercise, case study analysis, peer discussion, goal-planning template completion | Formative Assessment: Create a personal SMART Goal Plan. Skill: Self-management, Analysis & Planning. Evidence: Goal setting worksheet. | Support: Guided SMART goal template with prompts and examples. Core: Develop and explain one personal SMART goal with | Think-Pair-Share, Self-Assessment Checklist, Exit Ticket. | Explore how visionary goal setting contributed to the success of UAE leaders and national initiatives such as UAE | PPT | Complete a one-week goal-tracking journal and reflect on progress toward the chosen Goals. |

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|             |                      | between short-term, long-term, and SMART goals.                                                     |                                                                                                  |                                                                           | action Steps. Challenge: Design a long-term personal growth plan and evaluate potential obstacles and solutions                                                        |                                                              | Vision and sustainable development goals.                                                                                             |     |                                                                                                                        |
| <b>MSCS</b> | Impact of corruption | Explain the social, economic, and ethical impacts of corruption on individuals and society. Analyze | Teacher explanation video presentation, class discussion, case study analysis, Think-Pair-Share. | Oral questioning, activity completion, case study responses, exit ticket. | Support: Vocabulary list, guided questions, graphic organizer. Core: Analyze case studies and explain impacts. Challenge: Evaluate Anti-corruption measures and design | Questioning , ThinkPair-Share, peer discussion, exit ticket. | Connect to UAE values of integrity, transparency, responsibility, and good governanceDiscuss how ethical leadership supports national | PPT | Write a 150–200 word reflection on: "How does corruption affect society, and why is integrity important for a nation's |

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|  |  | real-life examples of corruption and their consequences. |  |  | an awareness Campaign promoting integrity. |  | development and public trust in institutions |  | development?" OR create a poster promoting honesty and ethical behaviour promoting Integrity. in the community |
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