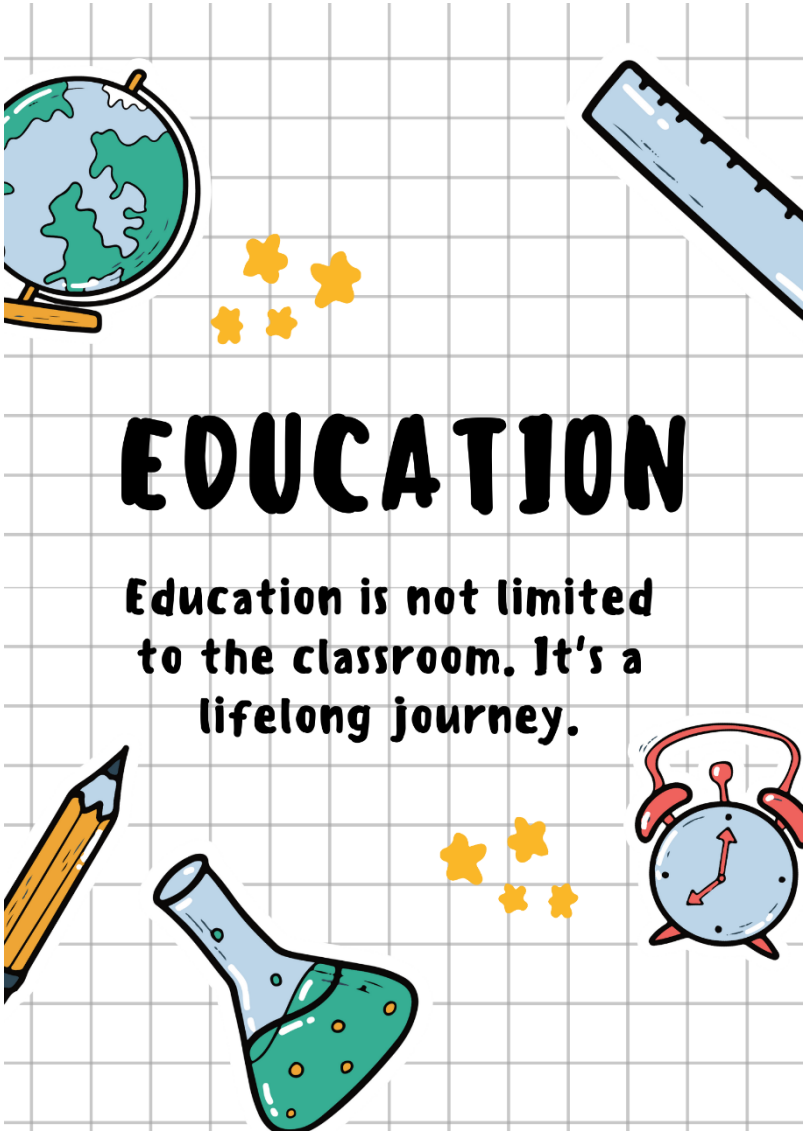
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# Weekly Plan
# Grade 12
# Semester 1 - Week 3
# 14.09.2026 – 17.09.2026



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| Grade 12 | Lessons Outline\ Learning Objectives | Students Tasks \ Homework |
|---|---|---|
| **Arabic** | ( ورقة بحثية عن العصر ( العباسي<br>)2( )1( ورقة بحثية للعصر العباسي.pptx<br>قصيدة ( أرق على أرق ( للمُتنبي<br>)7( أرق على أرق - المتنبي.pptx<br>تابع قصيدة ( أرق على أرق ( للمُتنبي<br>)7( أرق على أرق - المتنبي.pptx<br>( أنواع المُبتدأ في ( الجملة الإسمية<br>)1( )2( أنواع المبتدأ في الجملة الاسمية.pptx | حل أنشطة الكتاب المدرسي<br>عن درس<br>( أرق على أرق ) |
| **Arabic B (Non-Arab students)** | **(الحصة الأولي (استماع :**<br>أحافظ علي البيئة.pptx<br>**(الحصة الثانية (قراءة :**<br>أحافظ علي البيئة.pptx<br>**(الحصة الثالثة (تحدث :**<br>أحافظ علي البيئة.pptx<br>**(الحصة الرابعة (كتابة :**<br>أحافظ علي البيئة.pptx | 1- يرجي تحضير الدرس جيدا<br>2- يرجي حل الانشطة المدرسية<br>3- يرجي احضار الكتاب والدفتر المدلرسي<br>4- يرجي حل أنشطة منصة ألف<br>5- يرجي الألتزام بالحضور |

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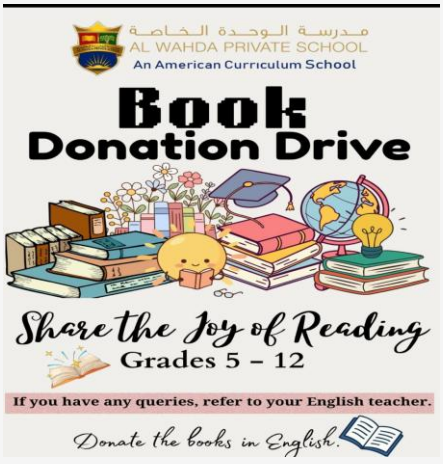
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|---|---|---|
| **Islamic** | **الحصة الأولي : مناهج المفسرين**<br><br>درس مناهج المفسرين.pptx<br><br>**الحصة الثانية : مناهج المفسرين**<br><br>درس مناهج المفسرين.pptx | **1- إحضار الكتاب المدرسي**<br><br>**2- إحضار الدفتر**<br><br>**3- إحضار أدوات المدرسة**<br><br>**4- تحضير الدرس جيدا**<br><br>**5- حل أنشطة الطالب للدرس الأول** |
| **Islamic B (Non-Arab students)** | Unit 1-l.1 Surat al Nour<br><br>Protecting society against crimes<br><br>LO<br>Recite the verses<br>Understand the message in the verses<br>(Continue)<br><br>GR.12 PROTECTING SOCIETY AGANST CRIMES - Copy.pptx | • Bring the textbook.<br>• Have your notebook ready during the lesson.<br>• Bring your school supplies.<br>• Prepare for the lesson well.<br>• -Read Surat Al Nour verses 1-1 |

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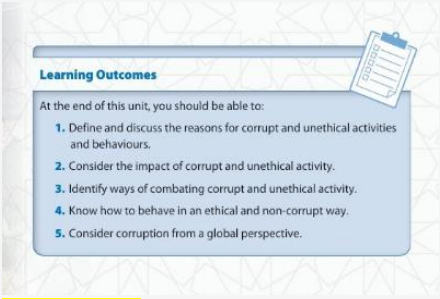
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| **English** | **Literature:**<br>A Cup of Tea<br><br>**Themes:**<br>**L.O: Apply understanding of thematic analysis by citing evidence from the story.**<br><br>Themes of A Cup of Tea.pptx<br><br>**Vocabulary:**<br>**L.O: Analyze the way that word choice and figurative language create tone and meaning in a text.**<br><br>Vocabulary and Figurative Language ACup Of Tea.pptx<br><br>**Grammar:**<br>Active and Passive Voice<br>Active_and_Passive_Voice_Grade11_12_Full.pdf<br><br> | **Homework:**<br><br>**A Cup of Tea – Character & Theme Analysis Poster**<br><br>Create a **hand-drawn A3 poster** analyzing either:<br><br>• **One main character** (e.g., Rosemary Fell or Miss Smith), **OR**<br>• **One main theme** (e.g., social class, appearance vs. reality, generosity, or jealousy).<br><br>**Your poster should include:**<br><br>• A clear **title**<br>• Key points and evidence from the story<br>• Relevant **quotes** from the text<br>• Your **analysis and explanation**<br>• Creative drawings, illustrations, or symbols related to your chosen character/theme<br><br>**Requirements:**<br><br>A3 paper, **handwritten and hand drawn**.<br><br>**Deadline:**<br><br>**September 17, 2026.** |

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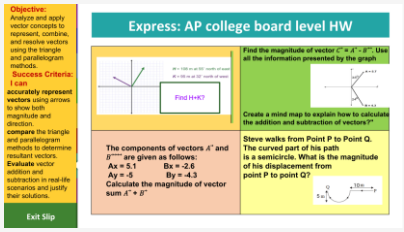
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| **Moral** | **الحصة الأولى : ما الفساد وما المجالات التي يحدث بها ؟** | **1- إحضار الكتاب المدرسي**<br>**2- إحضار الدفتر**<br>**3- إحضار أدوات المدرسة**<br>**4- تحضير الدرس ج** |
| **Moral B**<br>**( Non-Arab Students)** | Lesson 1<br>Topic: What is Corruption and What Areas Does It Take Place?<br><br>Learning Outcomes<br>At the end of this unit, you should be able to:<br>1. Define and discuss the reasons for corrupt and unethical activities and behaviours.<br>2. Consider the impact of corrupt and unethical activity.<br>3. Identify ways of combating corrupt and unethical activity.<br>4. Know how to behave in an ethical and non-corrupt way.<br>5. Consider corruption from a global perspective.<br>(Continue)<br>L1 Ethics in Real Life.pptx | • Bring the textbook.<br>• Have your notebook ready during the lesson.<br>• Bring your school supplies.<br>• Prepare for the lesson well. |
| **AP Physics** | **Vectors**<br>Analyze vector concepts to represent, combine and resolve vectors using the triangle and parallelogram method. | **Students will bring copybook without fail.**<br>**Do complete this AP Board question in your copybook.** |

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| | Vectors - 2.pptx |   |
| **Calculus** | Lesson 1.6: Determining limits using algebraic manipulation<br><br>L.O: Evaluate different algebraic approaches for finding each limit, then defend the method you choose.<br>Week3,Grade12AP,lesson 1.5 - LIMITS.pptx<br><br>Week3,Grade12-CALCULUS ,lesson 1.6 .pptx | • Bring the textbook.<br>• Have your notebook ready during the lesson.<br>• Bring your school supplies.<br>• Prepare for the lesson well. |
| **AP Calculus** | Lesson 1.6: Determining limits using algebraic manipulation<br>L.O: Analyze and evaluate different algebraic approaches for finding each limit, then defend the method you choose.<br>Week3,Grade12AP,lesson 1.6 (3).pptx<br>Lesson 1.7: Selecting procedures for determining limits<br><br>Week3,Grade12AP,lesson 1.7.pptx | - Students are required to join College Board using the enrollment code provided by their teacher and complete all assigned activities on **www.collegeboard.org**.<br><br>- Bring your Notebook, device and calculator |
| **Statistics** | **Lesson 1.3 – Data collection and Sampling techniques** | **Homework**<br>Complete the worksheet given below in your |

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| **AP Biology** | **Learning Objectives:**<br><br>**Apply the concept of data collection to solve real-life applications.**<br><br>Week 03 - Lesson 1.3.pptx<br><br>AP Biology W3.pptx<br><br>Learning Objective<br><br>Students will analyze how the polarity of water and hydrogen bonding give rise to emergent properties (cohesion, adhesion, and surface tension) and evaluate how these properties enable water to support biological processes essential for living systems. | notebook.<br><br>Homework 2- Lesson 1.3.pdf<br><br>Additional Resources<br><br>https://byjus.com/maths/data-collection-methods/<br><br>**Dear Students**<br><br>**Kindly Bring your copybook (Blue copybook)** |
| **Psychology** | The Psychology of Fear (1).pptx<br><br>The Psychology of Colors.pptx<br><br>The Psychology of Colors 1.pptx | Behavioral Psychology – Real-Life Behavior Worksheet.pdf<br><br>Please complete the **Behavioral Psychology – Real-Life Behavior Worksheet** using the link below.<br><br>**Instructions:**<br><br>1. Open the attached worksheet.<br>2. Complete all sections of the assignment.<br>3. You may either:<br>a. 🖍️ Write your answers in your **Psychology notebook**, or<br>b. 🖨️ Print the worksheet, complete it, and **stick it in your copybook**.<br>4. Make sure your answers are clear, complete, and supported by the behavioral psychology concepts |

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| | | discussed in class.<br><br>**Remember:** Apply the concepts we studied in class and use your own examples where appropriate. |
| **Business** | **Lesson: Economic resources and system**<br>**Topics:**<br>**Day 1-Scarcity & Opportunity cost**<br>**Day 2-Factors Of Production**<br>**Day 3-The Three economic Problems**<br>**Day4 -The Economic System**<br>**LINK:** Business Week 3.pptx | Kindly bring your notebook with all the tasks from the previous weeks completed. |
| **Economics**<br><br>**Programming II** | **Lesson: Introduction To Economics**<br>**Topics:**<br>Day 1: Central Problems of an Economy<br>Day 2: Scope of Economics<br>Day 3: Durable and non-durable goods<br>Day 4: The paradox of value, wealth and TINSTAAFL<br>Economics<br>WEEK 3 Economics (Goods).pptx<br><br>**TOPIC 2:**<br>**Startup with Python**<br><br>Starting up with Python.pptx<br><br>**LO: Understand the Basics of Python Syntax and Data Types** | Kindly bring your notebook with all the tasks from the previous weeks completed. |

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| **Forensic Science** | Week 3<br><br>Learning Objective<br><br>Students will be able to analyze evidence, differentiate observations from inferences, and **justify their reasoning**, requiring strategic thinking rather than simple recall or identification. | **Dear** Students,<br><br>**Kindly bring the blue notebook** |
| **Environmental Science** | **Day 1:** Students will explain how Earth formed and changed over time. Create a simple Earth timeline.<br><br>**Day 2:** Students will explain early life and how fossils provide evidence. Analyze fossils.<br><br>**Day 3:** Students will identify biotic and abiotic factors and explain habitat changes. Analyze habitat changes.<br><br>**Day 4:** Students will explain how Earth's atmosphere evolved. Create an atmospheric evolution timeline.<br><br>Enviromental Science Third Week_Updated.pptx | **Dear students,**<br><br>Kindly bring your notebook, and complete the following tasks:<br><br>Day 1: Kindly create a timeline showing Earth's formation.<br>Day 2: Kindly analyse the fossils and record what they reveal about early life.<br>Day 3: Kindly identify the biotic and abiotic factors in a habitat.<br>Day 4: Kindly create a timeline showing how Earth's atmosphere evolved. |
| **Anatomy** | Week 3 - Grade 12 Physiology.pptx<br>Learning Objective:<br><br>**Analyze** how structural defects at the molecular or cellular level cascade upward to cause systemic failure in an organism<br><br>Success Criteria:<br><br>• **I can categorize** structures and **articulate** the six sequential tiers of biological organization<br>• **I can differentiate** individual | **Complete the worksheet that you will be provided on the Directional Terms, please ensure it is attached in your notebook.** |

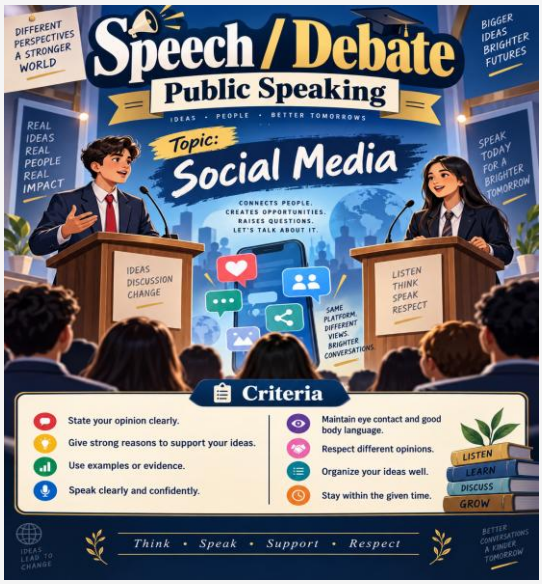
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| | cellular roles from emergent tissue properties to **illustrate** structure-function reliance<br>• **I can diagnose** a molecular lesion and **reconstruct** its pathophysiological cascade through each level of organization<br>Learning Objective:<br>**Analyze** how body cavity compartmentalization and membranes prevent organ interference and maintain homeostasis<br><br>Success Criteria:<br>• I can label the major body cavities and their dividing barriers<br>• I can explain how serous membranes and fluid reduce friction between moving organs<br>• I can predict the anatomical consequences if a body cavity barrier or membrane fails | |
| **Health Science** | **Topic: Unit 1**<br>**Health Science and Its major domains**<br>Week 3 .pptx | **Kindly bring your health science notebook** |

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| **Speech and Debate** | **Topic: Social Media**<br>**Objectives**<br>Apply understanding of the impact of social media through the creation of a structured Speech.<br>L11. Social media.pptx<br>**Note:**<br>Bring your notebooks and iPad to prepare notes for the topic assigned. |  |
| **AP Chemistry** | Unit –1 Atomic Structure and Properties<br>Topics:<br>Mass percentage<br>Mass spectra<br>Empirical and molecular formula<br><br>week -3 AP Chemistry | 📚 **Weekly Plan Reminder**<br><br>Dear Students,<br><br>Please make sure you bring the following for the coming week:<br><br>• 🧮 **Calculator** – for solving numerical problems.<br>• **Chemistry notebook** – for classwork and notes.<br>• 📝 **Printed worksheet on** laboratory safety rules **and** lab equipment—please take a printout and **complete the worksheet.** |