

WEEKLY PLAN-2026-27

GRADE: 11

TERM 1

WEEK – 17 14th September to 18th 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	Homework
English	Mother's Day (Play by J.B. Priestley) <i>(Lesson 1: Plot Revision & Character Analysis)</i>	Recount the plot, main conflicts, and character dynamics between Mrs. Annie Pearson, Mrs. Fitzgerald, and the Pearson family.	Mind-mapping session of character traits; active recap of the body-swapping plot; group discussion on family dynamics and domestic roles.	Type: Formative Skill: Character & Text Recall Evidence: Completed character comparison matrix & class discussion notes.	Support: Character profile templates with guided prompts & key quotes. Core: Dual character grid analyzing Mrs. Pearson's change before and after the swap.	Think-Pair-Share: Identify two distinct traits of Mrs. Pearson before and after the switch.	Reflect on societal values of respecting family elders and recognizing maternal contributions to domestic stability.	Character analysis worksheet, thematic presentation slides, audio play clip.	Complete Short Answer Questions (SAQs) on character traits of Mrs. Pearson and Mrs. Fitzgerald in notebooks.

					Challenge: Critical analysis on how satire highlights domestic gender inequality.				
Physics	Laws of motion – Equilibrium of concurrent forces	1. Define concurrent forces and equilibrium. 2. State the conditions required for a body to remain in equilibrium under concurrent forces. 3. Resolve forces into horizontal and vertical components. 4. Apply the conditions $\Sigma F_x = 0$ and $\Sigma F_y = 0$	Starter: Display a hanging signboard supported by two strings and ask students to predict why it remains at rest. Teacher Input: Explain concurrent forces, resultant force, equilibrium	Type: Formative and practical assessment. Skills: Diagram construction, vector resolution, calculation, application, reasoning, and interpretation. Evidence: Correct free-body diagrams, accurate resolution of forces,	Support: Provide labelled diagrams, force arrows, formula cards, worked examples, and step-by-step guidance for resolving forces. Core: Students independently draw free-body diagrams and solve standard equilibrium problems using	Think–Pair–Share; mini-whiteboard free-body diagrams ; prediction before practical demonstration; peer checking of force components; targeted question	Connect equilibrium of forces to UAE engineering and infrastructure , such as suspension cables, cranes used in construction, bridge structures, towers, and large signboards. Highlight how engineers in	PPT/lesson notes on concurrent forces and equilibrium; free-body diagram worksheet; vector resolution practice; force-table practical instructions; differentiated problem-solving sheet; UAE engineering application	1. Define concurrent forces and equilibrium . 2. Draw a free-body diagram for a traffic signal suspended by two cables. 3. Solve two numerical

		$F_y = 0$ to solve problems. 5. Represent forces using free-body diagrams. 6. Analyse real-life situations involving balanced concurrent forces.	, and the conditions for translational equilibrium. Demonstrate resolution of forces into components. Guided Practice: Students draw free-body diagrams for objects supported by ropes or cables. Group Task: Students solve equilibrium problems involving	numerical solutions, practical observations, group explanations, and exit-ticket responses.	horizontal and vertical components. Challenge: Students solve multi-step problems involving unknown tensions and angles, justify equilibrium conditions mathematically, and analyse unfamiliar engineering situations.	ng; hinge question: “Can an object be in equilibrium when several forces act on it?”; exit ticket with one diagram and one calculation.	the UAE apply force equilibrium to ensure structural safety, stability, and sustainable design.	task; short online quiz.	problems using $\Sigma F_x = 0$ $\Sigma F_y = 0$ $\Sigma F_x = 0$ and $\Sigma F_y = 0$. 4. Challenge: A 200 N signboard is suspended symmetrically by two cables making an angle of 30° with the horizontal. Calculate
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		two or three concurrent forces. Practical Activity: Use a force table or strings with weights to demonstrate equilibrium experimentally. Application : Analyse cranes, suspended loads, bridge cables, and signboards. Plenary: Students explain how force components balance to produce						the tension in each cable.
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			equilibrium .						
Computer Science	Tuples in Python	• Define and create tuples. • Access tuple elements using indexing and slicing. • Apply tuple operations and functions. • Differentiate between tuples and lists. • Write simple programs using tuples.	• Starter: Discuss data that should not be changed, such as UAE country/city information. • Demonstrate tuple creation, indexing and slicing. • Students create tuples containing UAE cities and landmarks. • Write programs to find	• Diagnostic: Tuple vs. list questions. • Formative: Indexing and slicing tasks. • Application: Write and execute tuple programs. • Evidence: Python code and output.	Support: Guided examples and indexing practice. Core: Perform tuple operations and write simple programs. Challenge: Develop a program using tuples to store and analyse structured data.	• Think–Pair–Share. • Predict the output. • Peer code review. • Exit ticket: “Why would you choose a tuple instead of a list?”	Use examples related to UAE emirates, cities, landmarks and national symbols to demonstrate immutable data.	• Lesson notes • Tuple examples • Practice worksheet • Coding challenge • Quiz	Create tuples containing the 7 UAE Emirates and write a Python program to display the number of emirates , access individual elements, search for an emirate, and display the tuple in

			length, maximum, minimum and occurrence of elements. • Challenge: Convert user input into a tuple and perform operations.						reverse order.
Biology	Identify and explain the functions of major parts of a bacterial cell. • Describe the structure and functions of the cell	explains capsule/slime layer, cell wall, plasma membrane, cytoplasm, nucleoid, plasmid, ribosomes, pili/fimbriae and flagellum using a labelled diagram.cell emebrane of	Formative assessment : Questioning, diagram labelling, matching activity and comparison worksheet. Skills: Identification, observation	Support: Provide labelled diagrams, organelle picture cards and a vocabulary/word bank. Core: Students identify cell structures and explain their	Support: Provide labelled diagrams, organelle picture cards and a vocabulary/word bank. Core: Students identify cell structures and explain their functions; complete the	Think– Pair– Share,	cell biology to UAE healthcare, biotechnology and environmental research.	Upload presentation , prokaryotic and eukaryotic cell diagrams, cell membrane diagram, organelle-function worksheet	Draw the fluid mosaic model of the eukaryotic cell membrane and label its major components.

	membran e. • Explain the fluid mosaic model of the eukaryotic cell membran e. • Identify major cell organelles and relate their structure to their functions.	eukaryotes, cell organelles	n, compariso n, interpretation and scientific communication. Evidence: Correctly labelled cell diagrams, accurate organelle functions and completed comparison table.	functions; complete the prokaryote/eukaryote comparison. Challenge: Students explain how the structure of organelles such as mitochondria, chloroplasts and ER is related to their functions and analyse the advantages of compartmentalisation in eukaryotic cells	prokaryote/eukaryote comparison. Challenge: Students explain how the structure of organelles such as mitochondria, chloroplasts and ER is related to their functions and analyse the advantages of compartmentalisation in eukaryotic cells.				
Chemistry	Thermodynamics (Systems, Surroundings, State Functions,	Distinguish between open, closed, and isolated systems.	Interactive brainstorming on how energy enters or leaves a	Critical thinking, numerical application, and	Provide a visual formula card and scaffolded cue sheet for sign conventions	Rapid diagnostic check for sign conventions of	Connecting the concept of energy conservation and thermodynamics	PowerPoint presentation on Thermodynamic Systems	Solve selected end-of-chapter numerical

	and First Law)		system using a piston-cylinder model.	conceptual distinction		heat and work.	mic efficiency to large-scale clean energy projects in the UAE, such as the Noor Abu Dhabi solar plant or the Barakah Nuclear Energy Plant .	& Sign Conventions	problem s on internal energy change and work calculati ons.
Mathe matics	Three Dimensional Geometry	Understand the position of a point and a line in three-dimensional space. • Identify the x-, y- and z-axes and coordinate planes in 3D. • Understand direction ratios and direction cosines of a line.	Begin with a 3D coordinate-system demonstra tion using classroom objects or a digital 3D model. • Students identify x, y and z coordinate s of points.	Diagnostic: Recall coordinate geometry and distance formula. Formative: Questioning, board work and peer discussion. Skill: Spatial reasoning, calculation and	3D coordinate diagrams, labelled axes, formula prompts and step-by-step examples. Core: Find direction ratios and direction cosines from	Think– Pair– Share; targeted questioni ng; peer checking; mini-whiteboa rds; misconce ption check; exit ticket.	Connect 3D geometry with UAE architectur e, skyscraper s, bridges, airport structures, surveying and engineerin g design.	Lesson presentation , 3D visualisation/ activity, guided notes, practice worksheet, CPST task and assessment questions uploaded to LMS.	Comple t e a workshe et on direction ratios and direction cosines . Solve numeric al problem s involving

		- Establish the relationship between direction cosines and direction ratios. - Calculate direction cosines for a given line. - Apply 3D geometry concepts to real-life spatial situations.	- Demonstrate a line joining two points in 3D space. - Derive direction ratios from the coordinates of two points. - Explore direction cosines using visual representations. - Pair activity: determine the direction of different lines in 3D space. - Solve graded numerical	mathematical reasoning. Evidence: Correct identification of coordinates, direction ratios/cosines and logical working. CPST: Application-based 3D spatial problem.	given points/lines. Challenge: Multi-step problems involving angles between lines and interpretation of 3D situations.		Students explore how spatial mathematics supports the design and construction of modern UAE landmarks		two points in 3D space and one application-based question related to spatial positioning or engineering.
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			problems and application-based questions.						
Psychology	Depth Perception	To explain the concept of depth perception. To discuss Illusion as perceptual process with the help of Muller lyer illusion diagram.	Starter: Display the Müller-Lyer illusion and ask: “Which line is longer?” Teacher Input: Explain illusion as a misinterpretation of sensory information. Describe how the Müller-Lyer illusion works.	Skill: Analysis, observation Evidence: Student sketches Measurement verification Written explanation of illusion	Support: Provide pre-drawn diagrams Guided explanation frames Core: Standard measurement + explanation Challenge: Compare Müller-Lyer with another illusion (Ponzo, Ebbinghaus)	Think-pair-share Collaborative Thinking.	Connect to UAE’s emphasis on critical thinking and accurate interpretation in media literacy. Link to visual perception in architecture and design across the UAE.	Concept wise ppt, Notes, ncert solution, learning mats, mind maps, worksheets	Research and write in 5–6 lines why the Müller-Lyer illusion is considered a perceptual error.

Marketing	Consumer Behaviour – Meaning, Constituents, Distinctions and Importance	Students will be able to: • Explain the meaning, importance and scope of studying consumer behaviour from a marketer's perspective. • Identify and explain the key constituents/dimensions of consumer behaviour. • Distinguish between consumer behaviour, consumption behaviour and buyer behaviour using relevant examples. • Analyse how knowledge of consumer	Starter – “Why did you buy it?”: Present everyday purchases such as a smartphone, coffee or branded clothing. Students identify factors influencing their choices. Concept Building: Explain consumer behaviour and its constituents—what, why, when, where, how and	Formative Assessment – conceptual understanding, differentiation, analysis, application and justification. Evidence: Comparison table, case-study responses, group discussion, classification activity and exit-ticket justification.	Support: Key-term glossary, visual organiser, guided comparison table and familiar purchasing examples. Core: Independently distinguish the three concepts and analyse the importance of consumer behaviour to marketers. Challenge: Analyse a real marketing situation and evaluate how consumer insights could influence segmentation, product	• Hinge Questions – check conceptual distinctions. • Think–Pair–Share – articulate consumer motivations. • Peer Assessment – evaluate comparison tables. • Exit Ticket – “State one reason why consumer behaviour	Connect consumer behaviour with the UAE’s multicultural marketplace , where marketers must understand diverse consumer preferences, cultural influences, lifestyles and purchasing patterns while promoting responsible consumption.	Presentation on Consumer Behaviour; Consumer–Consumption–Buyer Behaviour comparison sheet; case study; differentiated Support–Core–Challenge worksheet; AFL Exit Ticket.	Select a UAE-based product or service. Identify five factors influencing consumer behaviour and explain how a marketer could use these insights to improve its marketing strategy.
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		behaviour supports marketing decisions and customer-oriented strategies.	for whom consumers buy, use and dispose of products/s services. Think– Pair– Share: Students differentiate consumer, consumption and buyer behaviour using real-life examples. Case Analysis: Examine a brand's marketing strategy and identify how		design, pricing and promotional decisions.	<i>r is indispensable to a marketer ."</i>			
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			understand ing consumer preference s influences product, pricing, promotion and distribution decisions. Group Task: Create a three- column compariso n of Consumer Behaviour vs Consumpti on Behaviour vs Buyer Behaviour. Plenary: <i>"Can a marketer</i>						
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			<i>succeed without understanding the consumer?</i> ” Students justify their responses.						
Accountancy	Adjustments in Preparation of Financial Statements	Identify common adjustments and explain their effect on financial statements. 2. Record adjustments correctly in the Trading & Profit and Loss Account and Balance Sheet. Starter: Recall treatment of expenses/incomes → Teacher explains adjustment concept → Students	Starter: Recall treatment of expenses/incomes → Teacher explains adjustment concept → Students identify whether each adjustment affects P&L, Balance Sheet or both → Guided practice on	Diagnostic: Oral questioning – recall – responses → Formative: Adjustment identification – classification – worksheet → Practice: Numerical problems – application – journal/financial statement treatment → Exit Ticket – application – one	Support: Identify adjustment and match with correct treatment using a word bank. Core: Calculate and show treatment of outstanding/prepaid expenses and accrued/unearned income. Challenge: Solve a mixed-adjustment question and explain the impact on	Questioning → Think-Pair-Share → mini-whiteboard response → peer checking → exit ticket.	Relate accurate accounting and financial reporting to transparency, honesty and responsible business practices in the UAE.	Lesson presentation, worked examples, differentiated worksheet and practice questions uploaded to LMS.	Solve 5 adjustment-based questions covering outstanding expenses, prepaid expenses, accrued income and unearned income.

		identify whether each adjustment affects P&L, Balance Sheet or both → Guided practice on outstanding and prepaid expenses → Practice on accrued and unearned income → Students solve short adjustment-based transactions → Peer checking → Exit question.	outstanding and prepaid expenses → Practice on accrued and unearned income → Students solve short adjustment-based transactions → Peer checking → Exit question.	adjustment with treatment.	both P&L and Balance Sheet.				
Economics	Cost – Explicit & Implicit Costs; Short-Run Cost Function; Fixed &	tudents will be able to: • Explain the meaning and economic significance of cost .	Starter: Present a small bakery scenario and ask: <i>“What expenses</i>	Formative Assessment – conceptual understanding, classification, comparison, application	Support: Key-term bank, visual cost map, partially completed classification table and	Hinge Questions – distinguishing between cost	Connect cost management with UAE entrepreneurship, business efficiency	Presentation on Cost Concepts; Explicit vs Implicit Cost comparison sheet; Short-Run Cost	Select a small business (bakery, café, salon or online business

	Variable Costs	• Distinguish between explicit cost and implicit cost using appropriate examples. • Explain the meaning and characteristics of the short-run cost function. Differentiate between fixed cost and variable cost and classify real-life business costs.	<i>does the owner incur, including the value of resources already owned?"</i> Concept Building: Explain economic cost and distinguish explicit and implicit costs through examples. Collaborative Task: Students classify examples such as wages, rent, owner's building,	and economic reasoning. Evidence: Completed cost-classification table, oral justification, short-run examples, peer discussion responses and exit-ticket answers.	guided examples. Core: Independently classify explicit/implicit and fixed/variable costs with justification; explain the short-run cost function. Challenge: Analyse ambiguous business situations involving owner-owned resources and changing output; justify why a cost is fixed/variable and explicit/implicit from an economic perspective.	categories. • Think–Pair–Share – justify classifications. • Peer Assessment – check cost-classification accuracy. • Exit Ticket – one definition, one distinction and one applied example.	and sustainable resource utilisation. Students examine how businesses operating in the UAE can control costs while maintaining productivity and competitiveness.	Function concept map; differentiated Support–Core–Challenge worksheet; AFL Exit Ticket.	). Identify 4 explicit costs, 2 implicit costs, 3 fixed costs and 3 variable costs , and provide a one-line justification for each classification.
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			raw materials and owner's labour into explicit/implicit costs. Short-Run Analysis: Introduce the short run as a period in which at least one factor of production remains fixed; identify short-run cost components. Sorting Activity: Groups categorise business expenses						
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			as fixed or variable and justify their decisions. Plenary: Students answer: <i>"Why can a business incur a cost even when no money is actually paid?"</i>						
Business Studies	Social Responsibility	Explain the arguments for and against social responsibility of business. 2. Explain the role of business in environmental protection.	Starter: Think–Pair–Share – "Should businesses only focus on profit?" → Teacher explanation of arguments for/against social responsibility →	Diagnostic: Questioning – prior understanding – oral responses → Formative: Statement sorting – classification/analysis – completed worksheet → Application: UAE business	Support: Match simple statements with For/Against headings; word bank for environmental protection. Core: Explain two arguments for and two against social responsibility;	Think–Pair–Share → questioning → thumbs up/down → peer checking → exit ticket.	Connect business responsibility with the UAE's commitment to sustainability, clean environment and responsible use of resources.	Lesson presentation , differentiated worksheet, activity sheet and exit ticket uploaded to LMS.	Write 3 arguments for and 3 arguments against social responsibility and identify 3 ways a business can

			Students sort statements into For/Against → Short discussion using real-life UAE business examples → Identify causes of pollution → Explain role of business in pollution control → Students create a simple Business–Environment Action List → Exit question	environmental actions – application – student responses → Exit Ticket – recall/application – 2 written answers.	identify business actions for environmental protection. Challenge: Evaluate whether social responsibility and environmental protection can improve long-term business success.				protect the environment.
Arabic	قراءة نصوص خارجية	أن يقرأ الطلاب - 1 نصوصاً خارجية	التمهيد: عرض عنوان النص أو	تكويني: أسئلة شفهية أثناء	ورقة عمل فروق فردية بثلاث مستويات	فكر - زواج - شارك قبل وأثناء القراءة	اختيار نصوص خارجية مرتبطة بدولة الإمارات،	إرفاق ورقة العمل على المنصة	3 معلومات تعلمها من

		النص + معاني 3 كلمات جديدة + جملة تعبر عن الفكرة الرئيسة.	مثل التراث الإماراتي، الضيافة، المجالس، العادات والتقاليد، الشيخ زايد، البيئة الإماراتية، أو الإنجازات الوطنية؛ لتعزيز اعتزاز الطلاب بالهوية الوطنية وفهمهم للثقافة الإماراتية	القراءة وملاحظة الطلاقة والنطق ورقة عمل تتضمن أسئلة فهم واستخراج معلومات ومعاني كلمات.	صورة مرتبطة بالموضوع وطرح أسئلة تنشيطية. قبل القراءة: توقع الموضوع النص وشرح الكلمات المفتاحية. أثناء القراءة: قراءة المعلم للنص قراءة نموذجية، ثم القراءة الجماعية والفردية، وتحديد الكلمات الجديدة والأفكار الرئيسة. بعد القراءة: مناقشة أسئلة الفهم، ترتيب الأحداث/الأفكار، واستخراج معلومات مباشرة من	قراءة صحيحة ومعبرة. أن يجيبوا عن - 2 أسئلة الفهم والاستيعاب، ويستدلوا على الإجابة من النص		
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			النص، ثم تلخيص الفكرة الرئيسية شفهيًا.						
Islamic Studies	Umm Salamah (R.A)	Deduce the key virtues of Umm Salamah (R.A) based on pivotal positions in her biography, such as her patience during migration and her counsel at the Treaty of Hudaibiyyah. Appreciate the elevated status, agency, and intellectual contributions of women in Islam using historical evidence from her life. Discuss the intelligence and wisdom of	Starter Activity (10 mins): Display a thought-provoking scenario about a crisis resolved through wise counsel. Connect this to the pivotal role played by Umm Salamah (R.A) after the Treaty of Hudaibiyyah.	Formative Assessment	Ask students to write a short paragraph analyzing how her intervention at Hudaibiyyah demonstrated both political wisdom and deep understanding of human psychology.	Think-Pair-Share: Used during the Hudaibiyyah case study to let students discuss her decision before sharing insights with the class.	Emphasize the UAE's national value of empowering women in leadership, decision-making, and societal development, connecting historical role models like Umm Salamah (R.A) to modern female leaders in the Emirates (e.g., Mother of the Nation initiatives).	Presentation Slides: <i>Umm Salamah (R.A) – Wisdom and Status of Women in Islam</i>	Write a 200-word reflective journal entry on one situation in your daily life where you can apply the patience (<i>Sabr</i>) or strategic wisdom (<i>Hikmah</i>) demonstrated by Umm Salamah (R.A).

		Umm Salamah (R.A) in resolving complex social and political situations during the Prophet's ﷺ era.							
Moral Science	Stress Management	Define stress and differentiate between eustress and distress. Identify personal stress triggers and early signs of stress.	Starter: Quick check-in: “Rate your stress level today on a scale of 1–5.” Teacher Input: Short explanation of stress, symptoms, and the brain–body connection.	Self-awareness Emotional regulation Critical thinking	Support: Guided scenarios with sentence starters and structured response frames. Core: Standard reflection and role-play tasks on peer pressure situation. Challenge: Create a peer-awareness campaign (poster/slogan	Think–Pair–Share discussions on peer influence situation.	Highlight UAE initiatives promoting mental health and youth well-being. Link to building emotionally strong, future-ready citizens.	PPT	Keep a 2-day stress diary noting triggers, feelings, and coping strategies used.

			Activity 1: Stress Trigger Map Students create a mind map of personal stressors (school, social, emotional).		/video) promoting positive choices.				
MSCS	Reflection and Transition	Reflect on personal growth, achievements, and challenges experienced during different stages of life. Identify the emotional, social, and academic	Teacher explanation, video presentation, class discussion, case study analysis, Think - Pair -Share.	Oral questioning, activity completion, case study responses, exit ticket	Support: Reflection prompts, sentence starters, guided templates. Core: Complete reflection tasks and explain strategies for managing transitions. Challenge: Develop a	Think-Pair-Share, Exit Ticket, Reflection Journal, Self-Assessment Checklist, Peer Feedback, Traffic Light	Link to UAE values of lifelong learning, resilience, adaptability, and preparing young people to contribute positively to society and the nation's future development	PPT	Write a 200-word reflection on a transition you have experienced and explain what you learned from it.

		Changes associated with transitions			Personal action plan and mentor style advice guide for younger students facing transitions.	Reflection	nt.		Include one personal goal and the steps you will take to achieve it
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