WEEKLY PLAN-2026-27

GRADE: 11 **TERM 2** **WEEK – 19 19th October to 23rd October**

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	Childhood – Poetry	1. Identify the central theme and key ideas. 2. Analyse the poet's reflections on the loss of childhood. 3. Evaluate the significance of rational thinking and individuality.	Engage: Discuss childhood memories. Explore: Read and annotate the poem. Explain: Analyse themes, poetic devices, and rhetorical questions. Elaborate: Discuss the transition	Oral questioning, annotation, and written analytical responses. Evidence: notebook work and participation.	Support: Guided summary and keyword clues. Core: Explain themes with textual evidence. Challenge: Critically analyse the poem's philosophical ideas.	Think–Pair–Share, targeted questioning, and exit ticket.	Connect the poem's values of self-awareness, respect, and responsible thinking to UAE values and the importance of developing responsible citizens.	Upload poem notes, summary, and practice questions.	Explain how the poet identifies the stages of losing childhood, with textual references.

			from childhood to maturity. Plenary: Reflect on the poet's search for childhood.						
Physics	**Thermal properties of matter**	1. Differentiate between heat and temperature and explain thermal equilibrium. 2. Describe thermal expansion in solids, liquids, and gases and identify its practical applications. 3. Explain specific heat	Starter (5 min): Show a metal spoon and wooden spoon placed in warm water. Ask students to predict which transfers heat faster and explain why. Concept Development (10 min): Explain heat, temperatur	Type: Diagnostic, formative, practical, and application-based assessment. Skills: Scientific observation, conceptual understanding, numerical problem-solving, analytical reasoning, and data interpretati	Support (LA/SEN): Provide illustrated vocabulary cards, simplified notes, labelled diagrams, and formula sheets. Demonstrate calculations using fully worked examples and guided practice. Core (MA):	Think–Pair–Share: Why are gaps provided between railway tracks or bridge sections? Predict–Observe–Explain: Predict and observe the expansion of a heated metal object. Mini Whiteboards: Solve quick calculations involving	Connect thermal properties to UAE climate, sustainability and engineering innovation. Discuss how thermal insulation and reflective materials are used in UAE buildings to reduce cooling requiremen	PPT: Thermal Properties of Matter – Grade 11 CBSE. Video: Demonstrations of thermal expansion and heat transfer. Simulation: Thermal expansion and heat transfer interactive activities. Worksheet: Differentiated conceptual and	1. Differentiate between heat and temperature with examples. 2. Explain linear, area and volume expansion of solids. 3. A steel rod of length 2 m is heated through 50°C. Calculate its

		capacity, calorimetry and change of state. 4. Apply to the principles of heat transfer through conduction, convection, and radiation. 5. Solve CBSE numerical problems involving thermal expansion and calorimetry. 6. Analyse the importance of thermal properties in everyday life and	e, thermal equilibrium and thermal expansion using demonstrations, diagrams and real-life examples. Introduce specific heat capacity and the principle of calorimetry. Main Activity (15 min): Students investigate thermal expansion using a ball-and-ring demonstration or simulation. In groups, analyse heat	on. Evidence: Observation records, labelled diagrams, completed worksheets, numerical solutions, and group presentations. Success Criteria: Students distinguish heat from temperature, explain thermal expansion, identify heat transfer mechanisms, and solve numerical problems using appropriate	Explain thermal phenomena, interpret experimental observations, and independently solve structured numerical problems involving thermal expansion and specific heat capacity. Challenge (HA): Solve multi-step CBSE numerical problems involving calorimetry, thermal expansion, and heat	heat and expansion. Hinge Question: Why does water play a significant role in regulating temperature? Peer Assessment: Exchange and evaluate numerical solutions. Exit Ticket: Explain one thermal phenomenon with a scientific reason and formula where applicable.	ts. Explore how solar radiation affects buildings and how energy-efficient construction supports UAE Net Zero 2050 goals. Relate heat transfer to solar thermal technologies and sustainable urban development in Masdar City. Highlight innovation, environmental responsibility, and	numerical questions. Study Notes: Key definitions, formulas, diagrams and applications. Online Quiz: MCQs and assertion–reason questions. Practical Sheet: Observation and analysis of thermal expansion.	increase in length 4. Calculate the heat required to raise the temperature of 500 g of water from 25°C to 75°C. . 5. Explain why gaps are provided in railway tracks and expansion of joints in bridges. 6. Differentiate between conduction, convection and radiation with

		engineering applications.	transfer through conduction, convection and radiation and complete observation tables. Application (10 min): Solve numerical problems based on linear expansion and heat capacity. Discuss expansion joints, thermal insulation and cooling systems. Plenary (5 min): Students	formulas and SI units.	transfer. Analyse engineering situations and justify the selection of materials based on thermal properties.		sustainable resource management. PPT: Thermal Properties of Matter – Grade 11 CBSE. Video: Demonstrations of thermal expansion and heat transfer. Simulation: Thermal expansion and heat transfer interactive activities. Worksheet: Differentiated conceptual and		examples. 7. HOTS: Explain how the thermal properties of construction materials influence the energy efficiency of buildings in the UAE.

			summarise the concepts through a concept map and complete an exit ticket.				numerical questions. Study Notes: Key definitions, formulas, diagrams, and applications . Online Quiz: MCQs and assertion–reason questions. Practical Sheet: Observation and analysis of thermal		
Compute r Science	Boolean Algebra	By the end of the lesson, students will be able to:	Introduce Boolean operators AND, OR and NOT. Construct and	Diagnostic: Oral questions on True/False conditions.	Support: Operator reference sheet, guided examples and incomplete	Think–Pair–Share. Mini-whiteboard responses.	Connect Boolean logic with UAE smart-city initiatives, including intelligent	Lesson presentation and notes. Boolean laws reference sheet.	Construct truth tables for AND, OR and NOT. Write a Boolean

		Explain Boolean variables and logical operators. Construct truth tables for AND, OR and NOT. Apply Boolean laws to simplify expressions. Evaluate and solve Boolean expressions. Apply Boolean logic to real-life situations.	evaluate truth tables. Simplify expressions using Boolean laws. Practise Boolean problems individually and in pairs. Apply Boolean logic to UAE smart traffic and parking systems.	Formative: Truth-table completion and Boolean simplification. Application: Write a Boolean expression for a smart parking system. Evidence: Completed worksheet, individual solutions and quiz results.	truth tables. Core: Construct truth tables and simplify expressions using Boolean laws. Challenge: Simplify complex expressions and design a smart-system decision rule.	Predict the output of an expression. Peer assessment of truth tables.	traffic management, smart parking, digital security and smart government services.	Truth-table worksheet. Practice questions and quiz. UAE smart parking application task.	expression for a UAE smart security system that activates an alarm when a sensor detects movement and the system is armed.

Biology	**STRUCTURAL ORGANIZATION IN ANIMALS**	Describe the external morphology of a frog and identify its adaptations to an amphibious mode of life. 2. Identify the major internal organs of a frog using diagrams. 3. Explain the pathway of food through the digestive system and the functions of digestive organs	**Teacher Explanation**: Use diagrams or a specimen/model to explain the external features, body divisions, eyes, nostrils, webbed feet and skin. Explain the internal anatomy and the digestive tract (mouth, buccopharyngeal cavity, oesophagus, stomach, intestine, rectum and cloaca)	**Formative**: Labelled diagrams and organ-function matching. **Application-based**: Explain how webbed feet help a frog swim and how moist skin supports respiration. **Competency-based:** Predict how prolonged drying of the skin affects a frog's respiration.	**Core**: Label the digestive and respiratory systems and explain the functions of major organs. **Challenge:** Compare cutaneous and pulmonary respiration and explain how the frog's adaptations support survival in aquatic and terrestrial environments.	Think-pair-share, questioning, diagram labelling and peer assessment.	Connect the lesson to UAE biodiversity and wetland conservation.	Labelled diagrams of frog morphology, digestive and respiratory systems, and an application-based worksheet to the LMS.	1. Draw and label the digestive system of a frog. 2. Draw and label the respiratory system. 3. Write four external adaptations of a frog. 4. Differentiate between cutaneous and pulmonary respiration. 5. Explain why a frog's skin must remain

			Group Activity: Students label diagrams and trace the pathway of food and air.						moist for efficient cutaneous respiration.
Chemistry	Thermodynamics – Basic Concepts, System and Surroundings, Types of Systems, State and Path Functions, Internal Energy, Heat and Work	To analyse the fundamental concepts of thermodynamics, distinguish different types of systems and thermodynamic properties, and apply the first law of thermodynamics to energy transformations.	Teacher-led discussion with real-life examples; explain system, surroundings and types of systems using diagrams; compare state and path functions; discuss heat, work and internal energy; solve numerical problems based on the	Formative assessment – Oral questioning, concept-based MCQs, classification tasks and numerical problems. Skills: Conceptual understanding, analysis, application and problem-solving. Evidence: Notebook work, solved	Support: Identify types of systems and basic thermodynamic terms using examples. Core: Differentiate state and path functions and solve simple problems using ΔU = q + w. Challenge: Analyse energy	Think–Pair–Share, mini-whiteboard responses, peer assessment of numerical solutions, self-assessment and exit tickets.	Connect thermodynamics to the UAE's clean energy initiatives, including the Mohammed bin Rashid Al Maktoum Solar Park and the Barakah Nuclear Energy Plant, highlighting energy conversion and efficient energy utilisation.	PPT, textbook examples, thermodynamic system diagrams, numerical practice worksheets and online quiz.	Revise thermodynamic terms and types of systems; differentiate state and path functions with examples; practise numerical problems based on ΔU = q + w.

			first law of thermodynamics.	numericals, worksheets and exit tickets.	transformations and solve higher-order numerical problems involving heat, work and internal energy.				
Mathematics –	Binomial Theorem: Expansion of \((a+b)^n\), general term and middle term	Support: Identify the terms and coefficients in a binomial expansion. Core: Expand binomial expressions using the Binomial Theorem and determine the general term. Challenge: Find a	Starter: Revise algebraic identities and powers. Teacher Modelling: Explain the Binomial Theorem using Pascal's triangle and the formula. Demonstrate how to find the general term. Guided	Diagnostic: Oral questions on algebraic identities and factorials. Formative: Observe pair work and check classwork. Skills: Algebraic manipulation, pattern recognition, logical reasoning	Support: Provide the expansion formula, Pascal's triangle and partially completed examples. Core: Expand expressions such as \((x+2)^4\) and identify the general term. Challenge: Find a	Think–Pair–Share; targeted questioning; mini-whiteboard responses; peer assessment; exit ticket: Find the general term in \((x+2)^5\).	Connect mathematical patterns and logical reasoning to the UAE's focus on innovation, technology and STEM education. Discuss how algebraic modelling supports engineering and scientific applications.	Upload lesson notes, Binomial Theorem formula sheet, worked examples, differentiated worksheet and homework instructions to the LMS.	1. Expand \((x+2)^5\). 2. Find the general term in \((2x-3)^6\). 3. Find the coefficient of \(x^3\) in \((x+2)^5\). 4. Find the middle term(s) in the expansion of \((x+1)^6\

		specified term or coefficient and solve application-based problems.	Practice: Solve NCERT-based examples on expansion and finding specific terms. Collaborative Learning: Students work in pairs to expand expressions and compare coefficients. Plenary: Students solve an exit-ticket question independently.	and problem-solving. Evidence: Correct expansions, identification of coefficients and accurate calculation of specific terms.	particular term or coefficient in a higher-power expansion and solve multi-step NCERT-style problems.				). Use NCERT examples and exercise questions for additional practice.
Psychology	**Learning**	Define learning and explain its key	Introduction to Learning: Brainstorm examples of	**Diagnostic:** Prior-knowledge questions	**Support: Provide** a key-terms glossary,	**Think–Pair–Share; targeted questioning;**	**Connect** learning with the UAE's	Upload NCERT-based presentation,	Prepare a comparison table of classical

		characteristics. Differentiate between classical conditioning and operant conditioning. Explain the concepts of acquisition, extinction, spontaneous recovery, reinforcement and punishment.	learning from daily life. Conduct Think–Pair–Share on "How do we learn new behaviours?" Introduce the meaning and nature of learning. Classical Conditioning: Use a stimulus–response flowchart to explain Pavlov's experiment, including UCS, UCR, CS and CR. Students identify the elements in a familiar fictional example.	and brainstorming responses. Formative: Stimulus–response flowcharts, scenario classification, concept maps, peer discussions and worksheets.	illustrated notes, guided flowcharts and matching activities for conditioning concepts. Core: Students differentiate classical, operant and observational learning using examples and complete NCERT-based application questions. Challenge: Students analyse unfamiliar	**mini-whiteboard responses;** traffic-light self-assessment; peer assessment; and an exit ticket: "Identify one type of learning, explain its key principle and provide a real-life example."	emphasis on lifelong learning, innovation, responsibility and respect for cultural diversity. Discuss how positive role models, cooperation and responsible behaviour contribute to a supportive school community. Students reflect on how learning can promote respect, discipline and	concise revision notes, learning-theories comparison chart, differentiated worksheets (Support–Core–Challenge), scenario cards, practice questions and answer key to Edunation/Teams, as applicable.	conditioning, operant conditioning and observational learning

					situations, identify the relevant learning principles, justify their answers and evaluate how reinforcement can influence behaviour.		responsible citizenship.		
Marketing	Importance of Studying Consumer Behaviour and Its Application to Real-Life Purchasing Situations	1. Analyse the importance of studying consumer behaviour to marketers in understanding consumer needs, preferences, purchasing	Starter: Present two advertisements for similar products and ask why different consumers may prefer different brands. Teacher Input: Explain consumer	Diagnostic: Questioning about personal purchasing experiences. Formative: Advertisement analysis and group discussion to assess interpretation and analytical skills.	Support: Provide a word bank, visual prompts and a guided template to identify consumer needs and purchasing factors. Core: Students analyse a	Use Think–Pair–Share, targeted questioning, advertisement interpretation and exit tickets. Ask: "How might a marketer change a strategy after discovering that	Connect consumer behaviour with the UAE's diverse consumer market. Discuss how marketers adapt products, promotions and customer service to	Upload the lesson presentation, advertisement-analysis worksheet, real-life purchasing case study and assessment questions to Edunation/MS Teams, as applicable. Include clear	Select a product purchased recently. Identify any three factors that influenced the purchasing decision and explain how a marketer

		motives and buying patterns. 2. Apply the concept of consumer behaviour to real-life purchasing situations and explain how consumer decisions influence marketing strategies.	behaviour and its importance in market segmentation, product design, pricing, promotion and customer satisfaction. Collaborative Learning: Students discuss factors influencing purchasing decisions, such as income, preferences, social influences and psychological motives. Application Task:	Application-based: Students examine a purchasing situation, identify influencing factors and explain how a marketer could respond. Evidence: Relevant examples, logical analysis, accurate identification of consumer factors and appropriate marketing implications.	purchasing situation and explain three reasons why studying consumer behaviour is important to marketers. Challenge: Students critically evaluate a real-life purchasing decision and recommend suitable marketing strategies based on consumer motivations, preferences	consumers prefer quality over low prices?" Students identify one consumer factor and explain its influence on marketing decisions.	the needs and preferences of different cultural and demographic groups while promoting ethical advertising and responsible consumption.	instructions and submission deadlines.	could use this information to improve the product's marketing strategy.

			Students analyse a real-life purchase, such as choosing a smartphone, sports shoes or a snack, and identify the factors influencing the decision and the corresponding marketing implications. Plenary: Students explain how understanding consumer behaviour helps marketers make		and buying patterns.				

			informed decisions.						
Accountancy	Adjustments in Final Accounts: Bad Debts, Provision for Doubtful Debts and Discount on Debtors	1. Explain the meaning of bad debts, provision for doubtful debts (PDD) and discount on debtors (provision for discount allowed). 2. Pass adjusting journal entries for bad debts, new and additional bad debts, creation, increase and decrease of PDD, and discount on debtors. 3. Calculate PDD and discount on debtors correctly	**Starter (10 min):** Scenario: "A customer owing AED 5,000 has disappeared. " Students discuss how this affects profit and what the business should do. **Direct teaching (20 min):** Explain the three adjustments with a flow chart. Show the order: bad debts, then PDD, then discount on debtors. Model the adjusting entries and the Balance	**Type:** Formative (worked problems, mini quiz, error analysis); short summative class test in the following lesson. **Skill:** Journal entries, calculation, application, accuracy in presenting final accounts, problem solving. **Evidence:** Completed problems in notebooks, corrected sample solution,	**Support:** Step-by-step solution template, formula sheet, partially solved problems, peer or teacher support. **Core:** Solve a problem with bad debts, PDD and discount on debtors, and show the entries in the Profit and Loss Account and Balance Sheet. **Challenge:** Solve a complex problem with an opening	Traffic-light cards, targeted questioning, peer checking of solutions, "muddiest point" exit ticket, teacher live marking during guided practice.	Link to honest and transparent financial reporting in the UAE business environment, the role of auditors and accountants in building trust, and the UAE's commitment to good governance. Discuss how credit sales and prompt payment support the growth of local businesses and SMEs.	Upload to the LMS: lesson PowerPoint, step-by-step solved example, formula and rules sheet, graded practice problems with answer key, short quiz, and revision notes.	Solve 3 problems: (1) bad debts and new PDD, (2) increase or decrease in PDD with additional bad debts, (3) all three adjustments with the Balance Sheet extract. Also write 4-5 lines on why a business creates a provision for doubtful debts.

		(PDD on debtors after deducting additional bad debts; discount on debtors after deducting bad debts and PDD).	Sheet presentation. **Guided practice (20 min):** Solve a worked example together on the board, step by step, including the PDD calculation and the treatment of old and new provision. **Plenary (10 min):** Mini quiz and exit ticket.	quiz score, exit ticket.	provision, bad debts recovered, additional bad debts and discount on debtors, and explain why PDD is created (prudence and matching concepts).				
Economics	Relationship between TR, AR and MR; Producer's Equilibrium using the MC = MR Approach	1. Analyse the relationship between Total Revenue (TR), Average Revenue (AR) and	Starter: Present a numerical example of a firm selling successive units of output and ask students	Diagnostic: Oral questions on revenue and cost concepts. Formative: Numerical exercises and graph	Support: Provide partially completed TR, AR and MR schedules, formula prompts and	Use Think–Pair–Share, targeted probing questions, mini-whiteboard calculations and graph-based	Relate revenue maximisation and efficient resource allocation to UAE-based enterprises and the	Upload the lesson presentation, TR–AR–MR numerical worksheet, graph interpretation task, MC–MR	1. Prepare a numerical schedule illustrating the relationship between TR, AR and MR and

		Marginal Revenue (MR) under different market conditions. 2. Interpret TR, AR and MR schedules and curves/graphs to explain revenue behaviour. 3. Analyse producer's equilibrium using the MC = MR approach and identify the conditions necessary for profit maximisation.	to predict how revenue changes when additional units are sold. Teacher Input: Explain TR, AR and MR using numerical schedules, formulae and graphical representations. Demonstrate their relationship under perfect competition and imperfect competition. Guided	interpretation to assess calculation, graphical and analytical skills. Application-based: Students determine equilibrium output from a given MC–MR schedule or graph and justify their answer using both equilibrium conditions. Evidence: Accurate calculations, correctly labelled curves,	labelled graph templates. Guide students to identify equilibrium where MC = MR. Core: Students complete revenue schedules, draw and interpret curves, and determine producer's equilibrium using both conditions. Challenge: Students analyse unfamiliar numerical schedules and graphs, evaluate alternative	questioning. Ask: "Why is MC = MR alone insufficient to establish producer's equilibrium?" Use an exit ticket requiring students to identify equilibrium output and explain the significance of MC cutting MR from below.	country's entrepreneurial ecosystem. Discuss how informed production decisions, cost efficiency and responsible business practices support sustainable economic growth and competitiveness.	equilibrium worksheet and assessment questions to Edunation/MS Teams, as applicable.	draw the corresponding curves. 2. Using a given MC–MR schedule or graph, determine producer's equilibrium output and explain both conditions of equilibrium.

			Practice: Students calculate TR, AR and MR, plot the respective curves and interpret their shapes and intersections. Application: Explain producer's equilibrium using the MC and MR schedules and curves. Students identify the equilibrium output and verify the conditions: (i) MC = MR; (ii) MC must cut MR from below.	valid interpretations and logical explanations of equilibrium.	output levels and explain why equality of MC and MR alone may not establish producer's equilibrium.				

			Plenary: Students interpret a given graph and justify why the equilibrium output maximises profit.						
Business Studies	Concept of Business Finance: Meaning of Owners' Fund and Borrowed Fund, and the Difference between Owners' Fund and Borrowed Fund	1. Define business finance and explain why a business needs it. 2. Explain the meaning of owners' funds 4. Differentiate between owners' funds and borrowed funds on the basis of source, return, repayment,	**Starter (10 min):** "Start a Business" scenario. Students decide how they would raise AED 100,000 for a café and share ideas. **:** Groups recommend the best source of finance for a small UAE business and justify it. **Plenary (10 min):** Exit	**Type:** Formative (quiz, group task, case study). **Skill:** Knowledge, analysis, application, communication. **Evidence:** Completed sorting cards, comparison table, case study answer, exit ticket scores.	**Support:** Sentence starters, picture cards, partially filled comparison table, teacher or peer support. **Core:** Complete the comparison table with at least 5 points and one example for each fund.	Think-Pair-Share, mini whiteboards, targeted questioning, traffic-light cards (red/amber/green), exit ticket ("One thing I learned, one thing I'm unsure about"), peer feedback on the comparison table.	Discuss how UAE entrepreneurs, SMEs and national initiatives (e.g., Khalifa Fund, Emirates Development Bank, Dubai SME) support local businesses through finance. Link to the UAE's vision of an innovative and enterprising economy,	Upload to the LMS: lesson PowerPoint, source-of-finance card sets, comparison table worksheet, case study sheet, short quiz, and revision notes.	Write a short paragraph (8-10 lines) on: "Which is better for a new business, owners' fund or borrowed fund, and why?" Also complete the comparison table in your notebook with 6 points of difference.

		control, risk, and cost. 5. Apply the concepts to suggest suitable sources of finance in a given business situation.	ticket and quick quiz.		**Challenge:** Evaluate the advantages and disadvantages of each fund type and justify a suitable mix of both for a growing business.		and promote responsible financial decisions.		
Arabic	**حماية البيئة**	1يعرّف مفهوم البيئة ويفهم أهميتها في حياة الإنسان. 2يوضح معنى حماية البيئة ويعدد بعض السلوكيات الإيجابية للحفاظ عليها. يميز بين السلوكيات الصحيحة والخاطئة تجاه البيئة. يكتب جملة أو فقرة قصيرة حول كيفية حماية البيئة	تهيئة: عرض صور أو فيديو قصير عن التلوث والبيئة النظيفة، ثم مناقشة الطلاب حول الفرق بينهما. شرح الدرس: تعريف البيئة ومكوناتها. مناقشة مفهوم حماية البيئة وأمثلة من الحياة اليومية. قراءة نص قصير عن حماية البيئة	نوع التقييم: تكويني + كتابي. المهارة: فهم النص - التعبير الكتابي - المشاركة الصفية. الدليل: إجابات الطلاب الشفهية.	(دعم): صور توضيحية - جمل جاهزة يكملها الطالب - قراءة مشتركة. (الأساسي): كتابة 3 طرق لحماية البيئة - المشاركة في النقاش. (التحدي): كتابة فقرة كاملة حول	ملاحظة أداء الطلاب أثناء العمل الجماعي.	تعزيز قيمة المسؤولية تجاه الوطن من خلال المحافظة على بيئة الإمارات.	ورقة عمل	اكتب فقرة قصيرة بعنوان: "كيف أحافظ على بيئتي

			(من الكتاب أو نص مبسط).		أهمية حماية البيئة. اقتراح مبادرة مدرسية لحماية البيئة.				
Islamic Studies	**Topic:** Surah Al-Ahzab (Verses 28–35)	Infer the moral teachings and principles conveyed in the verses. Explain the significance and lessons contained in the verses. Apply the values and teachings of the verses in daily life.	Ask students to identify Islamic values that strengthen faith, family relationships and society. Recite and explain the meaning of Surah Al-Ahzab (28–35), focusing on the responsibilities of the Prophet's wives (RA), obedience	Oral questions to assess prior knowledge of Surah Al-Ahzab. Questioning, verse analysis and pair discussions.	Match key values with their meanings and complete sentence starters. Explain the main teachings and identify examples of the values in the verses.	Think–Pair–Share. Targeted questioning. Peer assessment of written responses.	Connect the values of respect, modesty, responsibility, family commitment and social harmony with UAE National Identity and the UAE's emphasis on tolerance and community cohesion.	Upload the lesson presentation, verse explanations, key vocabulary and differentiated worksheet to the school LMS.	Write a short paragraph explaining three moral values taught in Surah Al-Ahzab (28–35) and describe how you can apply them in daily life.

			to Allah, modesty, remembrance of Allah, and the reward for righteous deeds.						
Moral Science	Self Confidence	Define self-confidence and explain its importance in personal and academic life. Identify personal strengths, abilities and areas for improvement.	Understanding Self-Confidence: Begin with the thought, "Believe you can, and you are halfway there." Students discuss what self-confidence means and identify situations where it is useful.	Skills assessed: Self-awareness, communication, decision-making, reflection and interpersonal skills.	Support: Provide sentence starters, a strengths word bank and guided reflection prompts. Allow students to share ideas through writing or drawing. Core: Students identify three personal	Think–Pair–Share; questioning; peer feedback; self-assessment checklist; traffic-light reflection; and an exit ticket: "One strength I recognise in myself is…, and one step I can take to build my confidence is…".	Connect self-confidence with the UAE's values of tolerance, respect, responsibility, perseverance and innovation. Discuss how confidence enables students to contribute positively to a	Upload the self-confidence presentation	Write a short reflection on the importance of self-confidence in everyday life.

					strengths, reframe negative self-talk and develop a practical confidence-building goal. Challenge: Students analyse a fictional situation involving fear of failure, propose strategies to build confidence and explain the difference between healthy self-confidence and		multicultural community, express ideas respectfully and take initiative in school and society.		

					overconfidence.				
MSCS	Universal Culture	Define universal culture and explain its key characteristics. Identify shared human values, traditions and practices across different cultures. 3. Differentiate between universal cultural elements and culture-specific practices.	Understanding Universal Culture: Begin with images of greetings, family traditions, music and celebrations from different parts of the world. Students discuss: "What makes people different, and what connects us?"	Diagnostic: Brainstorming and questioning on the meaning of culture.	Support: Provide visual prompts, a key-terms glossary, sentence starters and a guided worksheet on cultural similarities. Core: Students compare cultural practices, identify shared values and explain the importance of respecting differences. Challenge: Students	Think–Pair–Share; targeted questioning; Venn diagram review; peer assessment; traffic-light self-assessment; and an exit ticket: "Identify one value shared across cultures and explain how it can promote peaceful coexistence."	Connect universal culture with the UAE's values of tolerance, coexistence, respect and cultural understanding. Discuss how the UAE's multicultural society brings people from diverse backgrounds together while preserving national heritage and traditions. Encourage students to	PPT	Create a Unity in Diversity poster showing how cultural differences can bring people together.

					evaluate how globalisation influences cultural identity and propose strategies to preserve cultural heritage while encouraging positive cultural exchange.		demonstrate respect for different customs, languages and beliefs in everyday interactions.		