

WEEKLY PLAN-2026-27

GRADE: 11

TERM 2

WEEK – 20 26th October to 30th 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 key-word 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 and thermodynamics	1. Differentiate between heat, temperature and internal energy. 2. Explain thermal expansion, specific heat capacity, and methods of heat transfer. 3. Describe thermal equilibrium and the Zeroth Law of	Starter (5 min): Present a real-life situation: Why does a metal spoon become hot when placed in a cup of hot tea? Students share predictions. Teacher Explanation (10 min): Explain heat, temperature, thermal expansion and thermal	Diagnostic Assessment: Oral questioning on heat, temperature, and energy transfer. Formative Assessment: Teacher observation, concept mapping, peer discussion, and numerical problem-solving. Skills:	Support (LA/SEND): Provide visual representations, vocabulary cards, simplified explanations, formula sheets, and partially solved numerical problems. Students identify heat-transfer methods and	Think–Pair–Share: Discuss why different materials heat up at different rates. Mini Whiteboard Assessment: Students respond to conceptual and numerical questions. Hinge Question: During an isochoric	Connect thermal physics to UAE applications such as air-conditioning systems, district cooling, solar thermal energy and energy-efficient building design. Discuss how sustainable cooling solutions support the	Upload lesson PPT, NCERT-based notes, formula sheet, thermal expansion diagrams, heat-transfer simulations, differentiated worksheets (Support, Core and Challenge), numerical practice questions, online formative	1. Differentiate between heat, temperature and internal energy with examples. 2. Explain conduction, convection, and radiation with one UAE-based application

		Thermodynamics. 4. Apply to the First Law of Thermodynamics to analyse heat, work, and changes in internal energy. 5. Solve numerical problems involving calorimetry and thermodynamic processes.	equilibrium using demonstrations, diagrams and real-life examples. Introduce the First Law of Thermodynamics, $\Delta U = Q - W$, where W is work done by the system. Collaborative Activity (10 min): Students investigate heat transfer through conduction, convection and radiation using picture cards or	Conceptual understanding, application, analysis, scientific reasoning, and mathematical problem-solving. Evidence: Completed worksheets, accurate calculations, labeled diagrams, verbal explanations, and exit tickets. Success Criteria: Students differentiate heat and temperature, identify	complete guided calculations. Core (MA): Students explain thermal processes, interpret diagrams, and independently solve standard NCERT numerical problems involving specific heat capacity and the First Law of Thermodynamics. Challenge (HA): Students analyse multi-step calorimetry	process, if 500 J of heat is supplied to a gas, what is the change in internal energy? Peer Assessment: Students check calculations using success criteria. Traffic Light Assessment: Students indicate their confidence in applying thermodynamic laws. Exit Ticket: State one difference	UAE Net Zero 2050 Strategy. Students investigate how thermal insulation reduces energy consumption in buildings in Al Ain and other UAE cities.	assessment and answer key to Edunation LMS.	n for each. 3. Calculate the heat required to raise the temperature of 2 kg of water from 25°C to 65°C. Given: $c = 4200 \text{ J kg}^{-1} \text{ K}^{-1}$. 4. Gas absorbs 800 J of heat and performs 300 J of work. Calculate the change in its internal energy. 5.
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			simulations. Problem-Solving Activity (15 min): Students solve differentiated numerical problems involving $Q = mc\Delta T$ and $\Delta U = Q - W$. Plenary (5 min): Students summarise the relationship between heat, work and internal energy using a concept map or exit ticket.	three modes of heat transfer, and correctly solve at least two numerical problems.	problems, interpret P–V graphs, calculate work done during thermodynamic processes, and evaluate the efficiency of heat engines. Students justify their solutions using scientific principles.	between heat and temperature and solve one short numerical problem.			Research one method used in the UAE to reduce heat gain in buildings and explain the scientific principle involved.
Computer Science	Boolean Algebra	1. Understand Boolean variables,	Introduce Boolean algebra and its	Type: Formative assessment .	Support: Identify operators and	Questioning, think-pair-share, mini-	Connect logical reasoning and	Upload topic notes, truth-table worksheets,	Complete exercises on truth tables,

		constants, and logical operators. 2. Apply Boolean laws and truth tables to evaluate logical expressions. 3. Simplify Boolean expressions using Boolean identities.	applications in computing. Explain AND, OR, and NOT operators using truth tables. Demonstrate Boolean laws and simplification of expressions. Practise evaluating and simplifying expressions through guided problems.	Skill: Logical reasoning and application. Evidence: Truth tables, expression evaluation, and simplification exercises.	complete partially filled truth tables. Core: Evaluate expressions and apply Boolean laws. Challenge: Simplify complex expressions and justify the steps.	whiteboard responses, and exit tickets.	problem-solving with innovation and digital technology development in the UAE.	Boolean laws, and practice questions.	logical expression evaluation, and simplification using Boolean laws.
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Biology	Exchange of Gases – Human Respiratory System	Explain how oxygen and carbon dioxide are exchanged in the alveoli by diffusion. More Able: Explain how alveolar structure supports efficient gas exchange and relate it to the importance of healthy lungs.	Starter: Ask students, “Why do we breathe faster after running?” Introduce oxygen and carbon dioxide. Teaching: Explain the respiratory pathway and gas exchange in the alveoli using labelled diagrams or a PPT.	Formative: Diagram labelling, questioning and a short worksheet. Skills: Observation, interpretation, explanation and application. Evidence: Correctly labelled diagrams and accurate explanations of gas movement by diffusion.	Support: Provide a labelled diagram, word bank and sentence prompts about oxygen and carbon dioxide movement. Core: Explain gas exchange in the alveoli using a diagram. Challenge: Explain how thin alveolar walls, a moist surface, a large surface area and a rich blood supply make gas	Use questioning, thumbs up/down, peer assessment and an exit ticket: “Explain the direction of movement of oxygen and carbon dioxide during gas exchange.”	Connect the topic to the UAE’s focus on health and wellbeing.	Upload the lesson presentation, respiratory system diagram, alveolar gas-exchange worksheet and a short online quiz.	1. Draw and label an alveolus. 2. Explain the exchange of oxygen and carbon dioxide in three to four sentences
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					exchange efficient.				
Chemistry	Organic Chemistry – Some Basic Principles and Techniques	To analyse the classification, nomenclature, structure and basic principles of organic compounds.	Discuss everyday organic compounds, explain concepts using examples and practise IUPAC naming and structure identification.	Formative assessment through oral questioning, structure identification and naming exercises.	Support: Identify functional groups. Core: Name simple organic compounds. Challenge: Name branched compounds and explain electronic effects.	Think-Pair-Share, quick quiz and exit ticket.	Explore the importance of organic chemistry in the UAE's petrochemical and pharmaceutical industries.	PPT, class notes and practice worksheet.	Complete textbook exercises and practise IUPAC naming.
Mathematics	Binomial Theorem: Expansion of $((a+b)^n)$, general term	Support: Identify the terms and coefficients in a binomial expansion.	Starter: Revise algebraic identities and powers. Teacher	Diagnostic: Oral questions on algebraic identities and	Support: Provide the expansion formula, Pascal's triangle and	Think-Pair-Share; targeted questioning; mini-whiteboard	Connect mathematical patterns and logical reasoning to the UAE's	Binomial Theorem formula sheet, worked examples, differentiated	1. Expand $((x+2)^5)$. 2. Find the general term in

	and middle term	Core: Expand binomial expressions using the Binomial Theorem and determine the general term. Challenge: Find a specified term or coefficient and solve application-based problems.	Modelling: Explain the Binomial Theorem using Pascal's triangle and the formula. Demonstrate how to find the general term. Guided 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	factorials. Formative: Observe pair work and check classwork. Skills: Algebraic manipulation, pattern recognition, logical reasoning and problem-solving. Evidence: Correct expansions, identification of coefficients and accurate calculation of specific terms.	partially completed examples. Core: Expand expressions such as $((x+2)^4)$ and identify the general term. Challenge: Find a particular term or coefficient in a higher-power expansion and solve multi-step NCERT-style problems.	responses; peer assessment; exit ticket: Find the general term in $((x+2)^5)$.	focus on innovation, technology and STEM education. Discuss how algebraic modelling supports engineering and scientific applications.	worksheet and homework instructions to the LMS.	$((2x-3)^6)$. 3. Find the coefficient of (x^3) in $((x+2)^5)$. 4. Find the middle term(s) in the expansion of $((x+1)^6)$. Use NCERT examples and exercise questions for additional practice.
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			independentl y.						
Psychology	Learning	To Differentiate between classical conditioning and operant conditioning . Explain the concepts of acquisition, extinction, spontaneous recovery, reinforcement and punishment.	Introduction to Learning: Brainstorm examples of 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.	Diagnostic: Prior-knowledge questions and brainstorming responses. Formative: Stimulus–response flowcharts, scenario classification, concept maps, peer discussions and worksheets .	Support: Provide a key-terms glossary, 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.	Think–Pair–Share; targeted questioning; 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.”	Connect learning with the UAE’s 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,	Upload NCERT-based presentation , concise revision notes, learning-theories comparison chart, differentiated worksheets (Support–Core–Challenge), scenario cards, practice questions and answer key to Edunation/Teams, as applicable.	Prepare a comparison table of classical conditioning, operant conditioning and observational learning

			Students identify the elements in a familiar fictional example.		Challenge: Students analyse unfamiliar situations, identify the relevant learning principles, justify their answers and evaluate how reinforcement can influence behaviour.		discipline and responsible citizenship.		
Marketing	Meaning and Types of Product; Evaluation of the Levels of Product	1. Explain the meaning of a product and classify products into appropriate types based on their characteristics and intended use. 2.	Starter: Display a smartphone or a familiar product and ask, "Are customers buying only the physical product, or the benefits it provides?" Teacher	Diagnostic: Oral questioning to assess prior knowledge of products and consumer needs. Formative: Product-classification	Support: Provide picture cards, a keyword bank and a partially completed three-level product diagram. Students identify the	Use Think–Pair–Share, product-picture classification, targeted questioning and exit tickets. Ask: "Why might two products with	Connect product strategy with UAE-based businesses, local entrepreneurship and the country's emphasis on innovation and customer	Upload the lesson presentation, product-classification worksheet, three-level product analysis template, case study and assessment	Select a familiar consumer product. Explain its meaning and type, then analyse its core benefit,

		<p>Evaluate the different levels of a product— core benefit, actual product and augmented product— and analyse how each level contributes to customer satisfaction and competitive advantage.</p> <p>3. Apply the concept of product levels to familiar goods and services using real-life marketing examples.</p>	<p>Input: Explain the meaning of a product and distinguish between consumer products and industrial products, with suitable examples. Introduce the three product levels: core benefit, actual product and augmented product. Collaborative Activity: Students classify examples of products and services</p>	<p>n activity and product-level analysis to assess conceptual understanding and analytical skills. Application-based: Students examine a real-life product and evaluate how its three levels create customer value. Evidence: Accurate classification, completed product-</p>	<p>core benefit, physical features and additional services. Core: Students classify products into appropriate types and explain the three levels using a familiar product. Challenge: Students evaluate how augmented benefits, branding, quality and additional services influence customer satisfaction,</p>	<p>similar physical features attract different customers ?” Students identify how core benefits and augmented features influence purchasing decisions.</p>	<p>service. Discuss how businesses can create value through product quality, culturally responsive offerings, reliable after-sales service and sustainable packaging while respecting UAE consumer expectations .</p>	<p>questions to Education/MS Teams, as applicable.</p>	<p>actual product and augmented product using suitable examples . Conclude by evaluating how its augmented features add value for customers.</p>
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			<p>and identify their respective levels.</p> <p>Application Task: Groups analyse a smartphone, car or branded footwear by identifying its core benefit, actual features and augmented services, such as warranties or after-sales support.</p> <p>Plenary: Students explain how augmented features can differentiate a product</p>	<p>level diagram, relevant examples and justified evaluations .</p>	<p>differentiation and competitive advantage.</p>				
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			from competitors.						
Accountancy	Bank Reconciliation Statement (BRS) as per Cash Book Balance	1. Explain the meaning, purpose and need for a BRS. 2. Identify the reasons for differences between the Cash Book and Pass Book. 3. Prepare a BRS starting from the Cash Book balance, correctly adding and deducting items, including overdraft cases.	Engage: Discuss why a person's own record of their bank balance may differ from the bank statement. Explore: Compare a sample Cash Book and Pass Book and match the entries. Explain: Teach the causes of differences (cheques issued but not presented, cheques deposited but not cleared, direct deposits, bank charges, interest,	Oral questioning, classification quiz and numerical problem solving. Evidence: notebook work, completed BRS problems and weekly test marks.	Support: Step-by-step BRS format sheet, a checklist of add and deduct items, and guided problems. Core: Prepare a BRS from the Cash Book balance with timing differences and bank-only items. Challenge: Solve problems with overdraft balances, errors in the Cash Book and an updated Cash Book before the BRS.	Think–Pair–Share, mini whiteboard responses, targeted questioning and an exit ticket on add or deduct decisions.	Connect BRS to the UAE values of honesty, transparency and accountability in financial records. Link to trust in the UAE banking system and responsible money management.	Upload BRS notes, the format sheet, solved examples and practice problems.	Solve 2 BRS problems from the Cash Book balance (one with an overdraft) and list 5 reasons for difference s between the Cash Book and Pass Book.

			dishonoured cheques) and the BRS format with its add and deduct rules.						
Economics	Producer's Equilibrium using the MC = MR Approach and Types of Profit	1. Analyse producer's equilibrium using the MC = MR approach and explain the conditions necessary for equilibrium. 2. Evaluate the different types of profit— normal profit, supernormal (abnormal) profit and subnormal (below- normal) profit—and	Starter: Present a business scenario in which a producer compares the additional revenue and additional cost of producing one more unit. Teacher Input: Explain the MC = MR condition and the second condition that MC must cut MR	Diagnostic: Oral questions on revenue and cost concepts. Formative: Numerical exercises, graph interpretati on and profit- classificatio n tasks. Application -based: Students determine equilibrium output and evaluate profit using TR–TC or AR–AC	Support: Provide partially completed MC–MR schedules, labelled graphs, formula prompts and a profit- classification table. Core: Students determine equilibrium output, explain both equilibrium conditions and distinguish the three types of profit using	Use Think– Pair–Share, mini- whiteboard calculations, graph- based questioning and exit tickets. Ask: “If AR is greater than AC, what type of profit does the firm earn, and how can this be represented?” Students identify the profit type	Relate producer decision- making and profitability to UAE- based enterprises and entrepreneurship. Discuss how cost efficiency, informed production decisions and responsible business practices support competitiveness, innovation	Upload the lesson presentation , MC–MR numerical worksheet, equilibrium graph activity, profit- classification worksheet and assessment questions to Edunation/M S Teams, as applicable.	1. Prepare a numerical schedule to identify producer's equilibrium using the MC = MR approach and explain both conditions. 2. Differentiate between normal, supernormal and

		<p>distinguish between them using cost and revenue relationships . 3. Apply numerical schedules and graphical representations to determine equilibrium output and assess a firm's profit position.</p>	<p>from below. Demonstrate equilibrium using numerical schedules and graphs. Guided Practice: Students identify equilibrium output from given MC and MR values. Collaborative Activity: Students classify business situations into normal, supernormal and subnormal profit using the relationship</p>	<p>relationships. Evidence: Accurate calculations, correctly labelled diagrams, identification of equilibrium conditions and justified classification of profit.</p>	<p>AR and AC. Challenge: Students analyse unfamiliar numerical data, evaluate profit outcomes at different output levels and justify equilibrium and profit classification using appropriate economic reasoning.</p>	<p>and explain the relationship between revenue and cost.</p>	<p>and sustainable economic growth.</p>		<p>subnormal profit using the relationship between AR and AC. Support your answer with suitable numerical examples .</p>
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			<p>between Average Revenue (AR) and Average Cost (AC). Application Task: Students analyse a firm's revenue and cost data to identify its profit position and justify their conclusions. Plenary: Students explain why $MC = MR$ alone is insufficient to establish producer's equilibrium and distinguish</p>						
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			the three profit types.						
Business Studies	sources of Finance: Share Capital (Equity and Preference) and Debentures	1. Explain share capital and debentures as sources of finance. 2. Distinguish between equity shares, preference shares and debentures. 3. Evaluate the suitability of each source for a given business situation.	Engage: Discuss how a new business can raise money. Explore: Read short case studies on companies raising funds. Explain: Teach features, advantages and limitations of equity shares, preference shares and debentures. Elaborate: Complete a comparison chart on ownership, return, risk and voting rights.	Oral questioning, comparison chart and short case-based answers. Evidence: notebook work and participation .	Support: Guided comparison table with key-word clues. Core: Compare the three sources using features and examples. Challenge: Justify the best source of finance for a business with supporting reasons.	Think–Pair–Share, targeted questioning and an exit ticket.	Connect to UAE vision of entrepreneurship, economic growth and investor confidence through responsible business financing.	Upload notes, comparison chart and practice questions.	Write the difference s between equity shares, preference shares and debenture s with one example each.
Arabic	حماية البيئة	أن يقرأ الطالب نص درس	التهيئة بعرض صور عن البيئة ومناقشة	تقييم تكويني لمهارة القراءة والفهم.	الدعم: مساعدة الطلاب على	الأسئلة الشفوية والمناقشة.	تعزيز قيم المحافظة على البيئة والاستدامة	رفع أوراق العمل على المنصة	قراءة درس حماية البيئة

		<p>حماية البيئة قراءة صحيحة أن يتعرف الطالب على المفردات الجديدة الواردة في الدرس ويفهم معانيها أن يحدد الطالب الأفكار الرئيسية في النص المقروء</p>	<p>أهمية المحافظة عليها قراءة المعلم للنص قراءة نموذجية قراءة الطلاب للنص قراءة جهرية وفردية مناقشة معاني المفردات والأفكار الرئيسية في النص</p>	<p>الدليل: قراءة الطلاب للنص، والإجابة عن أسئلة الفهم، وتحديد معاني المفردات</p>	<p>قراءة الكلمات والجمل القصيرة وفهم معانيها المستوى الأساسي: قراءة النص والإجابة عن أسئلة الفهم التحدي: تلخيص الفكرة الرئيسية للدروس وذكر طرق إضافية لحماية البيئة</p>	<p>الملاحظة المباشرة أثناء القراءة التحقق من فهم المفردات والأفكار الرئيسية</p>	<p>والمسؤولية المجتمعية في دولة الإمارات العربية المتحدة</p>		
Islamic Studies	Surah Al-Ahzab, Verses 28–35	<p>Infer the moral instruction and principles incorporated in the verses. Explain the significances incorporated in the verses. Adhere to the values contained</p>	<p>Ask students how patience, sincerity, and obedience to Allah (SWT) can guide our daily lives.</p>	<p>Identify the moral instructions in the verses.</p>	<p>Provide key words, simplified explanations , and a matching activity on Islamic values.</p>	<p>Questioning and Think–Pair–Share.</p>	<p>Connect the Islamic values of tolerance, respect, compassion, modesty, and social responsibility with the UAE's commitment to family values, community well-being,</p>	<p>Upload the lesson presentation , worksheet, and assessment questions to the school's LMS.</p>	<p>Infer three moral instructions from Surah Al-Ahzab, verses 28–35.</p>

		in the holy verses.					and peaceful coexistence.		
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 strengths, reframe negative self-talk and develop a practical confidence-building	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 multicultural community, express ideas respectfully and take initiative in school and society.	Upload the self-confidence presentation	Write a short reflection on the importance of self-confidence in everyday life.

					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 overconfide nce				
MSCS	Universal Culture	Define universal culture and explain its key characteristi cs. Identify shared	Understandi ng Universal Culture: Begin with images of greetings, family traditions,	Diagnostic: Brainstormi ng and questioning on the meaning of culture.	Support: Provide visual prompts, a key-terms glossary, sentence starters and	Think– Pair–Share; targeted questionin g; Venn diagram review; peer	Connect universal culture with the UAE’s values of tolerance, coexistence, respect and	PPT	Create a Unity in Diversity poster showing how cultural differenc

		human values, traditions and practices across different traditions and practices across different cultures. 3. Differentiate between universal cultural elements and culture-specific practices.	music and celebrations from different parts of the world. Students discuss: "What makes people different, and what connects us?"		a guided worksheet on cultural similarities. Core: Students compare cultural practices, identify shared values and explain the importance of respecting differences. Challenge: Students evaluate how globalisation influences cultural identity and propose strategies to preserve cultural heritage	assessment ; traffic-light self-assessment ; and an exit ticket: "Identify one value shared across cultures and explain how it can promote peaceful coexistence."	cultural understanding. Discuss how the UAE's multicultural society brings people from diverse backgrounds together while preserving national heritage and traditions. Encourage students to demonstrate respect for different customs, languages and beliefs in everyday interactions.		es can bring people together.
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					while encouraging positive cultural exchange.				
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