WEEKLY PLAN-2026-27

GRADE: 11 **TERM 2** **WEEK – 21 2nd November to 6th November**

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	**The Adventure** *(Jayant Narlikar)*	• Introduce the concept of Catastrophe Theory and parallel worlds. • Analyze Professor Gangadharpant Gaitonde's transition from a familiar	**Hook:** Discuss time travel, alternate histories, and what might have happened if key historical battles had different outcomes. **Reading:** Guided	**Formative** *Skill:* Reading Comprehension & Inferential Thinking *Evidence:* Completed Timeline/Route Flowchart of Gangadharp	**Support:** Provide a glossary of historical references (e.g., Peshwas, Battle of Panipat) and guided text chunks. **Core:** Trace the protagonist	**Mini Whiteboards:** Quick spot-check questions on the historical discrepancies noticed by the protagonist. **Traffic Light Cards:** Self-assessment on	Appreciating Indian history, the rich legacy of the Maratha empire, and the spirit of scientific inquiry. Fostering national pride, historical awareness, and critical engagemen	Chapter Introduction Notes, Historical Context PPT, and Audio Link. Historical Context Handout and Extract-Based Practice Questions.	Read the next section up to the library scene; note down the historical book Gangadharpant consults. Answer extract-based questions on the book *Bakhar* and the outcome

		Pune to an unfamiliar, historically altered Pune. • Examine the significance of the Victoria Terminus and the East India Company.	reading of the train journey and arrival at Bombay (Victoria Terminus). **Task:** Mapping Gangadharpant's observations at the station and discovering the flag of the East India Company.	ant's transition. *Skill:* Logical Reasoning & Long Answer Synthesis	's mental state and his growing confusion regarding historical facts. **Challenge:** Critically analyze how Narlikar seamlessly blends science fiction with real historical speculation.	understanding the historical shift in the text.	t with our country's past.		of the Battle of Panipat.
Physics	**Thermodynamics**	1. Define thermodynamics and explain the concepts of a thermodynamic system,	Starter (5 min): Display images of a pressure cooker, refrigerator and car	Diagnostic: Oral questioning to assess prior knowledge of heat, temperatur	Support: Identify thermodynamic systems and classify examples of heat and	Think–Pair–Share: Discuss whether the internal energy of a system can	Connect thermodynamics to energy-efficient cooling systems used in UAE	Upload the lesson PPT, differentiated worksheets (Support, Core and Challenge),	1. State the Zeroth and First Laws of Thermodynamics. 2. Differentiate between isothermal,

		surroundings and thermal equilibrium. 2. Distinguish between heat, work and internal energy. 3. State and explain the Zeroth and First Laws of Thermodynamics. 4. Differentiate between isothermal, adiabatic, isobaric and isochoric processes. 5. Apply the First Law of Thermodynamics, \(\Delta U=Q-W\), to solve	engine. Ask: "How is heat converted into work?" and "Why does a refrigerator require electricity to transfer heat?" Teacher Demonstration (10 min): Demonstrate thermal equilibrium using water at different temperatures. Explain heat, work and internal energy through a piston-cylinder model or simulation.	e and energy conservation. Formative: Observation of group discussions, interpretation of P–V diagrams and numerical problem-solving to assess conceptual understanding, application and analytical skills. Summative: Short quiz containing conceptual, numerical and application-	work using visual prompts. Complete a guided table comparing thermodynamic processes. Solve simple First Law numerical problems using a formula sheet and worked examples. Core: Apply the First Law to calculate heat, work and change in internal energy. Interpret P–V	change without heat transfer. Mini Whiteboard Assessment: Solve a numerical problem using \(\Delta U=Q-W\). Concept Mapping: Students connect heat, work, internal energy and thermodynamic processes. Traffic Light Assessment: Students indicate their	buildings, particularly in Al Ain and Dubai. Discuss the application of thermodynamic principles in district cooling, air-conditioning, and sustainable energy technologies. Highlight how efficient cooling systems contribute to the UAE Net Zero 2050 Strategy by reducing energy consumptio	thermodynamic process diagrams, PhET simulation links, numerical practice questions, revision notes and an assessment quiz to Edunation LMS.	adiabatic, isobaric and isochoric processes. 3. A gas absorbs 500 J of heat and performs 200 J of work. Calculate the change in its internal energy. 4. A system loses 150 J of heat while 250 J of work is done on it. Calculate the change in internal energy. 5. Draw and label P–V diagrams for an isothermal and an

		numerical problems, where \(W\) is the work done by the system. 6. Analyse the applications of thermodynamics in everyday life and modern technologies.	Introduce the First Law of Thermodynamics with simple calculations. Collaborative Activity (15 min): Students work in groups to analyse different thermodynamic processes using P–V diagrams. They solve real-life numerical problems involving heat transfer, work done and changes in internal	based questions. Evidence: Completed worksheets, correctly labelled P–V diagrams, numerical calculations, student explanations and exit tickets.	diagrams and compare isothermal, adiabatic, isobaric and isochoric processes. Challenge: Analyse multistep thermodynamic problems involving different processes. Interpret the area under P–V curves and evaluate energy transfers in heat engines. Explain why internal	confidence in interpreting P–V diagrams and applying the First Law. Exit Ticket: State the First Law, identify one thermodynamic process and solve one numerical problem.	n and supporting environmental sustainability.		adiabatic expansion of an ideal gas from the same initial state. 6. HOTS: Explain why the temperature of an ideal gas decreases during adiabatic expansion when it does positive work. 7. Application: Investigate how air-conditioning systems in UAE buildings use thermodynamic principles to

			energy. Plenary (5 min): Students explain how the First Law of Thermodynamics applies to a refrigerator or heat engine and complete a quick concept-check question.		energy remains constant during an isothermal process for an ideal gas.				maintain comfortable indoor temperatures.
Computer Science	Boolean Algebra	Understand Boolean operators, construct truth tables, and apply Boolean laws to simplify expressions.	Explain AND, OR, and NOT operators; demonstrate truth tables and Boolean laws; practise evaluating and	Formative assessment through truth tables, expression evaluation, and simplification exercises.	Support: Complete basic truth tables. Core: Evaluate expressions. Challenge: Simplify complex	Questioning, peer discussion, and exit tickets.	Relate logical reasoning to digital innovation and technology in the UAE.	Upload notes, worksheets, and practice questions.	Complete Boolean expressions and truth-table exercises.

			simplifying expressions.		expressions.				
Biology	Body fluid and circulation	Differentiate between plasma, RBCs, WBCs and platelets. 3. Explain blood groups and the ABO blood group system. 4. Describe the structure and working of the human heart and cardiac cycle	Teaching: Explain the components of blood using diagrams and charts. Demonstrate the structure of the human heart and trace the pathway of blood through the chambers, valves, lungs and body. Explain the cardiac cycle, ECG and double circulation using animations	Formative: Labelled heart diagram, blood-component matching activity and competency-based questions. Skills: Observation, interpretation, comparison and scientific reasoning. Evidence: Correct diagrams, explanations of blood flow and answers on cardiac	Think–Pair–Share, questioning, peer assessment, diagram labelling	Support: Provide a labelled heart diagram, a blood-component word bank and a flowchart showing blood circulation. Core: Students explain the functions of blood components and describe double circulation. Challenge: Interpret a simple ECG, analyse	Connect the topic to the UAE's healthcare services, blood donation campaigns and public awareness of cardiovascular health.	Upload the presentation, heart structure diagram, blood circulation flowchart, ECG illustration and differentiated CBSE practice worksheets	. Draw and label the human heart. 2. Differentiate between RBCs, WBCs and platelets. 3. Explain the cardiac cycle and double circulation

				cycle and double circulation.		changes in heart rate during exercise and explain the importance of valves in preventing backflow.			
Chemistry	Classification of Organic Compounds and IUPAC Nomenclature	To analyse the classification of organic compounds based on their structures and functional groups and apply IUPAC rules to name organic compounds.	Students classify organic compounds using structure-card sorting and Think–Pair–Share. Identify parent chains, functional groups and substituents through guided naming activities.	Formative assessment – Classification, application and analytical skills. Evidence: Classification charts, IUPAC naming exercises and exit tickets.	Support: Name simple straight-chain compounds with guidance. Core: Classify and name branched-chain compounds with functional groups. Challenge: Name complex	Think–Pair–Share, peer assessment, mini-whiteboard responses and exit tickets.	Connect organic compounds to the UAE petroleum and petrochemical industries, highlighting their economic importance and sustainable chemical production.	PPT, classification chart, IUPAC nomenclature notes and practice worksheet.	Classify five organic compounds and write IUPAC names of five given structures, identifying parent chains and substituents.

					structures containing multiple substituents and functional groups.				
Mathematics	Sequence and Series	ALL: Identify sequences and series, recognise number patterns and find missing terms. MOST: Identify AP and GP, calculate the nth term and sum of n terms, and find AM and GM. MORE ABLE: Derive formulae and solve higher-order and application-based problems involving AP,	Starter: Display number patterns and ask students to identify the pattern and predict the next term. Introduction: Explain sequences, series, finite and infinite sequences. Concept Development: Discuss AP, GP, nth term, sum of n terms, AM and GM using NCERT	Diagnostic Assessment: Oral questions on number patterns and missing terms. Formative Assessment: Worksheet on AP, GP, nth term and sum of terms. Skill Assessment: Application of formulae and mathematical reasoning. HOTS: Multi-step problems	SUPPORT: Identify common difference and common ratio; solve basic questions using formula cards and guided examples. CORE: Solve standard NCERT problems involving nth term, sum of AP and GP, AM and GM. CHALLENGE:	Think–Pair–Share, questioning, peer assessment, mini-whiteboard responses, quick quizzes and exit tickets.	Connect sequences and series to UAE development, savings, population growth and architectural patterns. Discuss mathematical patterns in sustainable development and financial planning.	Upload lesson notes, formula sheet, NCERT solved examples, differentiated worksheets and Quizizz practice questions to LMS.	Complete the assigned NCERT exercises on Sequence and Series. Practise questions involving AP, GP, nth term, sum of n terms, AM and GM. Prepare a formula summary sheet.

		GP and special series.	examples. Active Learning: Group activity – students create number patterns, identify AP/GP and exchange problems for peer solving. Application: Solve real-life problems related to savings, population growth and mathematical patterns.	involving AP, GP, AM and GM. Evidence: Classwork, notebook work, group activity and worksheet performance.	Derive formulae and solve complex, multi-step and real-life application problems involving sequences and series.				
Psychology	Cognitive Learning Verbal Learning Skill Learning Factors	Define cognitive learning and explain its significance. Differentiate cognitive learning	Introduce cognitive learning through everyday problem-solving situations.	Oral questioning, scenario-based worksheet and exit ticket. Evidence:	Support: Provide definitions, keywords and visual cues. Core: Explain insight and	Think–Pair–Share, targeted questioning and a one-minute exit ticket.	Connect cognitive learning with problem-solving, innovation and critical	Upload presentation, concept map, worksheet and answer key to Edunation.	Prepare a comparison table of insight learning and latent learning, including

	Facilitating Learning	from learning through direct reinforcement. Explain insight learning and latent learning with suitable examples.	Explain insight learning using Kohler's experiment with chimpanzees and latent learning through Tolman's maze experiment. Students analyse real-life situations and identify examples of cognitive learning.	accurate identification and explanation of insight and latent learning.	latent learning with examples. Challenge: Compare the two types of learning and apply them to unfamiliar situations.		thinking to address real-life challenges in the UAE community.		definitions, examples and relevant experiments.
Marketing	Classification of Products: Consumer and Industrial Products	Students will be able to distinguish between consumer and industrial products	Starter: Display examples such as toothpaste, a refrigerator, industrial machinery	Diagnostic: Identify familiar product categories. Formative: Product-sorting activity and	Support: Match products with their categories. Core: Distinguish consumer	Think–Pair–Share and exit ticket: Why can the same product be classified	Explore consumer and industrial products available in UAE retail markets	Upload the presentation, product-classification activity and differentiated	Identify five consumer products and three industrial products, then classify four

		and differentiate convenience products from shopping, speciality and unsought products.	and raw materials. Teacher Input: Explain product classification based on the end user and purchasing behaviour. Collaborative Task: Students categorise products using real-life examples and justify their classification. Application: Groups analyse a supermarket flyer and classify products as convenience, shopping, speciality or unsought products. Plenary:	questioning. Application-based: Classify unfamiliar products with justification. Evidence: Accurate categorisation and marketing terminology.	and industrial products with examples. Challenge: Analyse products with different uses and justify their classification based on the buyer and buying behaviour.	differently depending on who purchases it and for what purpose?	and industries, highlighting informed purchasing and responsible consumption.	tasksheet to Edunation/ MS Teams.	consumer products as convenience, shopping, speciality or unsought products with reasons.

			Students defend their classifications using relevant marketing concepts.						
Accountancy	Bank Reconciliation Statement (BRS)	1. Explain the meaning and need for a BRS. 2. Identify reasons for differences between the cash book and the pass book. 3. Prepare a BRS from given data. 4. Correct the cash book and find the adjusted balance.	Starter: quick quiz on cash book vs pass book. Mini-lecture with a worked example. Pair task: tick off cash book against pass book entries. Guided practice on preparing the BRS. Independent practice, then a plenary recap.	Formative, written. Skill: analysing and preparing. Evidence: completed BRS worksheet and a 5-question exit quiz.	**Support:** step-by-step template with a partly completed BRS. **Core:** standard BRS problems. **Challenge:** BRS with an overdraft and adjustments, plus preparing the revised cash book.	Exit tickets; mini whiteboards; traffic-light self-assessment; think-pair-share; targeted questioning.	Link to the UAE banking system and the Central Bank of the UAE. Stress honesty, accuracy and transparency in financial records, in line with UAE values.	PowerPoint slides, BRS format and worked example, practice worksheet, and the exit quiz link.	Prepare a BRS from the given problem and list five causes of differences between the two balances.
Economics	Factors Affecting Quantity Supplied and Shifts in	Students will be able to analyse the factors affecting	Differentiation (Support–	Support: Match products with their	Support: Identify factors using guided	Hinge questions and exit ticket: How does a rise	Examine how technological advanceme	Upload the presentation, differentiated	Identify three real-life factors affecting

	the Supply Curve	quantity supplied and evaluate shifts in the supply curve resulting from changes in its determinants.	Core–Challenge)	categories. Core: Distinguish consumer and industrial products with examples. Challenge: Analyse products with different uses and justify their classification based on the buyer and buying behaviour.	examples. Core: Distinguish movements along the curve from shifts. Challenge: Evaluate multiple changing determinants and predict their effects on market supply.	in input costs affect supply, and why is it different from a rise in the product's price?	nt, government support and production costs influence the supply of goods in the UAE.	tasksheet and supply-curve diagrams to Edunation/ MS Teams.	supply and illustrate any two resulting shifts with labelled diagrams.
Business Studies	Small Business: Need and Importance; Process of Entrepreneurship	1. Define a small business and an entrepreneur. 2. Explain the need and importance of small businesses to the economy.	Starter: "Name a local small business you use" discussion. Mini-lecture on the features and importance of small	Formative, written and oral. Skill: explaining and applying. Evidence: flow chart of the entrepreneurship process and a 5-	**Support:** sentence starters and a partly completed flow chart. **Core:** explain the importance of small businesses	Exit tickets; mini whiteboards; traffic-light self-assessment; think-pair-share; targeted questioning.	Link to UAE Vision 2031, support for SMEs, Emirati entrepreneurship, and initiatives such as Khalifa Fund and Dubai	PowerPoint slides, case study handout, entrepreneurship process worksheet, and the exit quiz link.	Write a short paragraph on a local small business, stating its importance and the steps its owner likely followed to start it.

		3. Identify the steps in the process of entrepreneurship. 4. Apply the process to a simple business idea.	businesses. Group activity: sort the stages of the entrepreneurship process (idea generation, opportunity assessment, planning, resourcing, launch, growth). Case study on a successful UAE start-up. Plenary: summarise in a flow chart.	question exit quiz.	with examples. **Challenge:** evaluate the challenges faced by entrepreneurs and suggest solutions.		SME. Highlight innovation, job creation and national economic diversification.		
Arabic	**التجارة الإلكترونية**	أن يعرّف الطالب مفهوم التجارة الإلكترونية. • أن يحدد مزايا التجارة الإلكترونية وتحدياتها.	التمهيد: عرض صور لمواقع التسوق الإلكتروني وطرح سؤال: هل سبق لك شراء منتج عبر الإنترنت؟	أسئلة شفوية حول خبرات الطلاب السابقة. **بنائي:** مناقشة وإجابة عن أسئلة الفهم أثناء الدرس	ميتوى اول : بنك كلمات وصور للمفاهيم الرئيسة، وأسئلة اختيار من متعدد. مستوى ثانى استكمال جدول مقارنة	فكر - زاوج - شارك بطاقة الخروج	إبراز دور دولة الإمارات في التحول الرقمي والاقتصاد الرقمي ودعم الابتكار والتكنولوجيا	ورقة عمل	اكتب فقرة من 5 أسطر توضح فوائد التجارة الإلكترونية وكيف يمكن استخدامها بطريقة آمنة ومسؤولة

		لتحقيق التنمية المستدامة		بين التجارة التقليدية والإلكترونية. مستوى ثالث : اقتراح أفكار لتطوير متجر إلكتروني ناجح مع مراعاة عوامل الأمان	المهارة: الفهم والاستنتاج والمقارنة. الدليل: إجابات الطلاب الشفوية والكتابية	أثناء التعلم: • قراءة النص ومناقشة الأفكار الرئيسة. • شرح مفهوم التجارة الإلكترونية وأمثلتها. • نشاط جماعي: مقارنة بين التسوق التقليدي والتسوق الإلكتروني باستخدام مخطط فن. • نشاط ثنائي: تحديد مزايا وتحديات التجارة الإلكترونية من النص. • مناقشة قواعد الأمان عند التسوق عبر الإنترنت. الختام: تلخيص أهم فوائد التجارة الإلكترونية	• أن يميز بين التسوق التقليدي والتسوق الإلكتروني. • أن يوضح أهمية الاستخدام الآمن للمنصات الإلكترونية		

			وأهمية التسوق الآمن						
Islamic Studies	Surah Al-Ahzab, Verses 28–35	Infer the moral instruction and principles incorporated in the verses. Explain the significances incorporated in the verses. Adhere to the values contained in the holy verses.	Ask students how patience, sincerity, and obedience to Allah (SWT) can guide our daily lives.	Identify the moral instructions in the verses.	Provide key words, simplified explanations, and a matching activity on Islamic values.	Questioning and Think–Pair–Share.	Connect the Islamic values of tolerance, respect, compassion, modesty, and social responsibility with the UAE's commitment to family values, community well-being, and peaceful coexistence.	Upload the lesson presentation, worksheet, and assessment questions to the school's LMS.	Infer three moral instructions from Surah Al-Ahzab, verses 28–35.
Moral Science	Self Confidence	Define self-confidence and explain its importance in personal	Understanding Self-Confidence: Begin with the thought, “Believe you	Skills assessed: Self awareness, communication,	Support: Provide sentence starters, a strengths word bank	Think–Pair–Share; questioning; peer feedback; self-	Connect self-confidence with the UAE’s values of	Upload the self-confidence presentation	Write a short reflection on the importance of self-

		and academic life. Identify personal strengths, abilities and areas for improvement.	can, and you are halfway there." Students discuss what self-confidence means and identify situations where it is useful.	decision-making, reflection and interpersonal skills.	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 goal. Challenge: Students analyse a fictional situation involving	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…".	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.		confidence in everyday life.

					fear of failure, propose strategies to build confidence and explain the difference between healthy self-confidence and overconfidence				
MSCS	Universal Culture	Define universal culture and explain its key characteristics. Identify shared human values, traditions and practices across	Understanding Universal Culture: Begin with images of greetings, family traditions, music and celebrations from different parts of the from	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:	Think–Pair–Share; targeted questioning; Venn diagram review; peer assessment; traffic-light self-assessment; and an exit ticket:	Connect universal culture with the UAE's values of tolerance, coexistence, respect and cultural understanding. Discuss how the UAE's multicultura	PPT	Create a Unity in Diversity poster showing how cultural differences can bring people together.

		traditions and practices across different cultures. 3. Differentiate between universal cultural elements and culture-specific practices.	different parts of the world. Students discuss: "What makes people different, and what connects us?"		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 while encouragin	"Identify one value shared across cultures and explain how it can promote peaceful coexistence."	l 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.		

					g positive cultural exchange.				