

WEEKLY PLAN-2026-27

GRADE: 11

TERM 1

WEEK – 16 7th September to 11th 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	The Voice of the Rain (Walt Whitman)	* Analyze the personification, tone, and cyclical structure of the poem. * Identify literary devices (metaphor, hyperbole)	* Hook: Listen to rainfall soundscapes and discuss sensory associations. * Recitation & Annotation: Read the poem as a dialogue between poet and rain; map structural transitions.	* Type: Formative Assessment. * Skill: Textual Analysis & Literary Appreciation. * Evidence: Extract-based comprehension questions, literary device identification sheet.	* Support: Vocabulary glossary with visual cycle diagrams and sentence frames. * Core: Stanza-by-stanza thematic breakdown and literary	* Think-Pair-Share: Analyze the line "<i>I am the Poem of Earth.</i>" * Fist-to-Five: Self-assess mastery of personification and	Discussion on national water security, cloud seeding technology, and environmental sustainability efforts (e.g., UAE Water Aid / Suqia initiatives).	* Annotated Poem PDF * Literary Devices Reference Guide	Write an 8–10 line original poem using personification to give a voice to a natural element (e.g., the desert, the wind, or the sun).

		, imagery, parallelism).	*Comparative Diagram: Dual flowchart mapping the scientific water cycle alongside the artistic journey of a poem.		device analysis. * Challenge: Analytical paragraph comparing Whitman's view of nature with transcendentalist philosophy.	metaphor.			
Physics	LAWS OF MOTION	1. State and explain Newton's First, Second and Third Laws of Motion. 2. Define momentum and	Starter: Present situations such as sudden braking, pushing a trolley, rocket launch and walking. Students predict which law of motion applies. Teacher	Formative – Application, Analysis and Problem Solving. Skill: Applying Newton's laws, interpreting forces, and solving numericals. Evidence:	Provide force-diagram templates, formula cards, vocabulary support, and worked examples. Use guided questions to	Think– Pair– Share: Predict the motion when net force changes. Mini-whiteboards:	Connect Newton's laws to the UAE Space Programme , including rocket propulsion and satellite launch. Relate force, inertia and	Lesson notes on Newton's laws; demonstration videos; free-body diagram worksheet; differentiated numerical practice;	1. Solve 5 numerical problems based on Newton's Second Law and momentum. 2. Draw free-

		relate force to the rate of change of momentum. 3. Apply Newton's Second Law to solve numerical problems involving force, mass, and acceleration. 4. Analyse action–reaction force pairs in real-life situations. 5. Draw and interpret simple free-body diagrams	Demonstration: Demonstrate inertia using a coin-card setup and action–reaction using balloons or spring balances. Guided Practice: Model how to draw free-body diagrams and resolve forces. Group Activity: Students analyse real-life scenarios and identify forces, Newton's law involved and expected motion. Problem-Solving Task: Students solve graded numericals based on $F=ma$,	Correct free-body diagrams, accurate calculations, scientific explanations, correct identification of action–reaction pairs and reasoning in contextual questions	help students identify forces and choose the correct equation. Students independently draw free-body diagrams, identify net force, apply Newton's laws, and solve standard numerical problems involving force, mass, acceleration, and momentum. Students analyse multi-force situations involving	Quick free-body diagrams and numerical responses. Concept Questions: Address misconceptions about inertia and action–reaction pairs. Peer Assessment: Students check each other's solutions using success criteria.	momentum to UAE road safety, vehicle design and transportation systems. Students discuss how physics supports innovation, safety and technological development in the UAE.	UAE-based application questions; interactive quiz; extension problems on friction and connected bodies.	body diagrams for three everyday situations. 3. Explain how Newton's Third Law is involved in rocket propulsion. 4. Challenge: A 1200 kg car accelerates at 2.5 m/s^2. Calculate the net force and explain how the acceleration changes
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		for objects under different forces.	momentum and net force. Peer Discussion: Students justify whether action and reaction forces cancel each other.		friction, tension, or inclined surfaces, solve multi-step numerical problems, and justify why action and reaction forces do not cancel because they act on different bodies.	Exit Ticket: Explain one Newton's law using a real-life example and solve one short numerical .			if the same force acts on a car of greater mass.
Computer Science	List Manipulation in Python	• Create and initialise lists in Python. • Input numbers into a list using loops. • Manipulate lists	• Starter: Discuss how student marks can be stored as a list. • Demonstrate creating and inputting numbers into a list. • Students practise <code>append()</code>,	• Diagnostic: Identify list operations. • Formative: Write and execute list programs. • Application: Manipulate a list of numbers based on given conditions.	Support: Guided code templates and simple list operations. Core: Input and manipulate a list of numbers. Challenge: Develop a	• Think–Pair–Share. • Code tracing questions . • Peer debugging.	Use UAE-related datasets such as city temperature s, population figures or school activity data to demonstrate list	• Lesson notes • Python programs • Practice worksheet • Coding challenge • Quiz	Write a Python program to input 10 numbers into a list and display the sum, average, largest number,

		using common methods and functions. • Write programs to search, sort and calculate values from a list.	insert(), remove() and sort(). • Write programs to find sum, maximum, minimum and average. • UAE Context: Analyse a list of temperatures recorded across UAE cities.		menu-driven program for multiple list operations.		manipulation.		smallest number, and the list in ascending order.
Biology	CELL UNIT OF LIFE	Define the cell as the basic structural and functional unit of life . • Differentiate between prokaryotic and eukaryotic cells .	Introduce cell theory and the concept of prokaryotic and eukaryotic cells.	Correctly labelled cell diagrams, completed comparison table and accurate explanation of organelle functions.	Predict the effect on a cell if a particular organelle stops functioning and justify the answer.	Think–Pair–Share	Relate the study of cells to UAE healthcare, biotechnology and scientific research	Presentation /lesson notes,	Prepare a table showing 10 cell organelles and their functions .

		Identify major cell organelles and describe their functions.							
Chemistry	Chemical Equilibrium	Define dynamic equilibrium and state its key microscopic and macroscopic characteristics.	Real-world analogy discussion (e.g., people moving between two rooms at an equal rate) to introduce the concept of dynamic equilibrium.	Formative	Provide a scaffolded template for setting up ICE tables with pre-labeled units and step-by-step mathematical cues	Mini-whiteboard checks during the setup of ICE tables and targeted questioning during independent practice.	Connect the principles of chemical equilibrium to the UAE's industrial energy and petrochemical sector (such as ammonia production via the Haber process at Fertiglobe/ADNOC) , highlighting the importance of optimizing	Equilibrium slide deck, instructional video on using ICE tables, and a digital practice assignment sheet.	Complete assigned textbook numerical problems on K_c calculations and preview the upcoming reading on Le Chatelier's Principle.

							yield and efficiency in national industrial operations.		
Mathematics	Permutations and Combinations	Understand the difference between permutation and combination . • Apply the Fundamental Principle of Counting. • Calculate and use nPr and nCr . • Solve problems involving arrangement	Starter: “How many different ways can 3 students stand in a line?” • Students physically arrange cards/objects to discover permutations. • Compare: selecting a team vs arranging a team to develop the concept of combination vs permutation. • Use tree diagrams and systematic listing before	Diagnostic: Prior knowledge of factorials and counting. Formative: Think-Pair-Share and questioning – “Does order matter?” Group task: Sort problems into permutation/combination categories and justify. Exit ticket: One nPr and one nCr problem with reasoning. Skill: Mathematical reasoning, interpretation and problem-solving.	Support: Visual cards, listing method, factorial reminders and structured examples. Core: Standard nPr/nCr problems and word problems. Challenge: Problems with restrictions, repeated reasoning and multi-step applications; students	Hinge questions , Think–Pair–Share, mini-whiteboards, peer checking and “ Order Matters / Order Doesn't Matter ” quick-response activity.	Connect counting and selection to UAE national events, sports teams, school leadership and community activities . Example: selecting student representatives for a UAE-themed school event and arranging participants for a	Upload presentation, differentiated worksheet, problem-solving activity, P&C formula sheet and assessment task to LMS.	1. Complete textbook exercises on permutations and combinations. 2. Solve 5 application-based questions. 3. Create one real-life permutation problem and one combination problem ,

		ents and selections. • Determine when order is important or not important. • Apply counting principles to real-life situations.	introducing formulas. • Group task: create different passwords/arrangements using given conditions. • Real-life application: selecting committees, arranging students, choosing representatives. • Challenge task involving restrictions such as “together”, “not together” or fixed positions.		create their own P&C problem.		presentation.		with solutions.
Psychology	Sustained Attention	To understand and define the concept of sustained attention as the	Optical illusion or test image. Students share what they notice. Explanation of	Formative Assessment Skill: Knowledge and Understanding	Support: Provide key vocabulary definitions, visual organizers, and guided	Exit Ticket: Students write one example showing the	Discuss how Attentiveness and accurate perception contribute	Concept wise ppt, Notes, ncert solution, learning mats,	Observe yourself for one day and identify one situation where you were able

		ability to focus on a single task or activity for an extended period without being easily distracted.	sensation, attention, and perception using examples and multimedia. "Selective Attention Experiment" (e.g., counting passes in a video while identifying missed stimuli). Discussion on attention. Group analysis of real-life scenarios (driving, social media notifications, studying in noisy environments) • Students	Evidence: Responses during class discussion and questioning. Application Assessment Skill: Analysis and Application Evidence: Group scenario analysis and explanations linking sensation, attention, and perception	questions. Core: Complete scenario analysis using learned concepts. Challenge: Evaluate how biases, expectations, or cultural influences affect perception in complex situations.	interaction of sensation, attention, and perception in daily life. Teacher reviews responses to identify misconceptions.	to safety, responsible citizenship, and community well-being in the UAE (e.g., road safety campaigns and public awareness initiatives)	mind maps, worksheets	to maintain attention for an extended period. Write: What task were you doing? What helped you maintain attention? What distractions could have affected your attention?
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			identify sensation, attention, and perception processes.						
Marketing	Self-Management, Strengths & Weaknesses Analysis, and Asking for Directions	Analyse the meaning and importance of self-management skills in personal, academic and professional life. • Conduct a personal strengths and weaknesses analysis and identify areas for improvement.	Starter – Self-Reflection: Students respond to: <i>“What helps a person manage themselves effectively?”</i> and identify key self-management behaviours such as time management, goal setting, discipline and stress management. Strength–Weakness Analysis: Students complete a simple	Type: Formative Assessment Skills: Self-awareness, analysis, reflection, interpersonal communication and speaking. Evidence: Completed strengths–weaknesses analysis, personal improvement strategy, constructed language model and observed role-play performance.	Support: Guided self-analysis template, vocabulary bank, sentence starters and model dialogues for asking directions. Core: Independently analyse strengths and weaknesses and construct and perform an appropriate dialogue for	Self-Assessment + Peer Feedback + Role-Play Observation. Students assess their own strengths and areas for improvement, while peers provide feedback using simple success criteria for	Students develop responsibility, self-discipline, respect and effective communication , linking these skills to the UAE's emphasis on developing confident, responsible and future-ready young people who can communicate effectively in a multicultural society.	Lesson presentation, self-management skills resource, strengths–weaknesses analysis template, language model for asking directions, map-based role-play activity and reflection sheet.	Students will complete a personal Strengths–Weaknesses Analysis and write a short dialogue demonstrating how to politely ask for and respond to directions in a real-life situation.

		• Construct and use an appropriate language model for politely asking for and giving directions.	Strengths & Weaknesses Analysis and identify one strength to develop further and one weakness to improve. Pair Activity: Students discuss practical strategies for converting weaknesses into areas for development. Language Model – Asking Directions: Teacher introduces useful expressions for asking and giving directions. Students		asking directions. Challenge: Develop a more complex, natural conversation involving clarification, alternative routes and polite follow-up questions while explaining how effective self-management supports communication.	clarity, confidence, politeness and appropriate language.			
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			identify appropriate levels of politeness and clarity. Role Play: In pairs, students practise asking for and giving directions using a simple map or familiar school/community locations.						
Accountancy	Financial Statements of Sole Proprietorship – Preparation of Trading Account, Profit & Loss Account and	Explain the purpose and structure of financial statements. • Prepare Trading Account, Profit & Loss Account	Starter: Display a simple list of business items and ask students to classify them as <i>income, expense, asset or liability</i> using Mentimeter/interactive questioning. Teach: Teacher demonstrates	Formative Assessment: Questioning, item-classification activity and observation of group work. Skill: Classification, application, calculation and preparation of financial statements.	Support: Provide partially completed formats, formula/adjustment prompts and a list of items with guided classification. Core: Students	Think–Pair–Share + Exit Ticket: Students first classify an item individually, discuss with a partner and justify	Connect financial reporting with UAE businesses and entrepreneurship. Discuss how accurate financial statements help UAE entrepreneurs monitor	Upload lesson resources, worked examples, differentiated practice worksheet, assessment/exit ticket and homework on the school LMS.	Complete a financial statements problem involving Trading A/c, Profit & Loss A/c and Balance Sheet, including

	Balance Sheet	and Balance Sheet from given information. Classify items correctly as Trading A/c, P&L A/c or Balance Sheet items.	the format and preparation of Trading A/c, P&L A/c and Balance Sheet using a worked example on the board. Collaborative Activity: Students work in pairs/groups to classify accounting items and prepare the relevant financial statement. Apply: Students solve a graded financial-statement problem independently PI enary: Students identify one common error made while	Evidence: Completed Trading A/c, P&L A/c and Balance Sheet; responses to exit-ticket questions; classwork.	prepare complete Trading A/c, P&L A/c and Balance Sheet from a given trial balance. Challenge: Students solve a problem involving identify/correct errors in a prepared financial statement.	their answer. At the end, students answer: <i>“What is one adjustment that can affect both the financial statements?”</i> Teacher uses responses to identify misconceptions and plan the next lesson.	profitability, assets, liabilities and make responsible business decisions.		basic adjustments. Students must show proper format, workings and narration where required.
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			preparing financial statements and explain how to avoid it.						
Economics	Production Function – Short Run and Long Run	• Understand and explain the meaning of a production function and its relationship between inputs and output. • Distinguish between short-run and long-run production functions	Starter – Real-Life Hook: Students consider: “<i>If a bakery wants to double its production, can it change all its resources immediately?</i>” Concept Building: Teacher introduces the production function using a simple relationship between inputs (factors of production) and output. Students identify inputs	Type: Formative Assessment Skills: Understanding, classification, comparison and application. Evidence: Completed production-function organiser, scenario classification, student explanations, questioning responses and exit-ticket answer.	Support: Key-term cards, visual examples, sentence starters and a partially completed comparison table. Core: Independently explain the production function and distinguish between short-run and long-run production using examples.	Think–Pair–Share + Hinge Questions + Concept Sort + Exit Ticket. Students classify production factors and justify their choices, enabling the teacher to identify misconceptions	Students explore production decisions in UAE-based industries such as manufacturing, food production and construction , recognising the role of efficient resource utilisation in supporting economic diversification and sustainable growth.	Lesson presentation, production-function concept map, short-run vs long-run comparison sheet, differentiated activity and exit-ticket task.	Students will prepare a comparison table showing at least four differences between short-run and long-run production, supported with suitable examples.

		based on the nature of factors of production. • Apply and illustrate the concepts using suitable production examples and simple representations.	used in familiar businesses such as bakeries, restaurants and factories. Think–Pair–Share: Students classify factors such as machinery, factory size, labour and raw materials according to whether they can be changed immediately or only over time. Compare & Contrast: Groups complete a comparison organiser distinguishing short run (at least one factor fixed) from long		Challenge: Analyse real-world production decisions and justify whether a firm is operating in the short run or long run, considering the nature of fixed and variable factors.	and provide immediate feedback.			
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			run (all factors variable). Application Activity: Students analyse business scenarios and determine whether each represents a short-run or long-run decision, explaining their reasoning. Plenary: Students answer: “What makes the short run different from the long run in production?”						
Business Studies	Limitations of E-Business	Students will be able to: 1. Identify	Starter: Display images/scenarios showing online shopping						

		the limitations of e-business. 2. Explain how these limitations may affect businesses and customers. 3. Suggest suitable solutions to overcome selected limitations of e-business. Differentiate between traditional business and e-business	problems such as delayed delivery, security concerns and lack of personal interaction. Students identify the possible problem. Teaching: Brief explanation of the limitations of e-business. Activity: Students work in groups to create a mind map on the limitations of e-business. Each group explains one limitation using a real-life example. Plenary: “One limitation – One solution” exit response.						
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		using key features.							
Arabic	قواعد (إن) وأخواتها	1 - أن يتعرف المتعلم على إن وأخواتها في الجمل 2 - أن يحدد اسم غن وخبرها 3 - أن يوظف إن وأخواتها في جمل صحيحة	التمهيد: عرض جملة: «الجو جميل» ثم «إنَّ الجوَّ جميلٌ» ومناقشة التغيير. العرض: شرح إنَّ وأخواتها: إنَّ، أنْ، كأنَّ، لكنَّ، ليت، لعلَّ، وبيان أنها تنصب المبتدأ وترفع الخبر. التدريب الموجّه: تحديد اسم إنَّ وخبرها في جمل متنوعة.	1 - تقييم تكويني: أسئلة شفوية أثناء الشرح. 2 - مهارة القراءة والتحليل: تحديد إنَّ وأخواتها واسمها وخبرها. 3 - مهارة التطبيق: إكمال جمل بالأداة المناسبة.	دعم: بنك 1 - كلمات، صور، جمل نموذجية، تلوين اسم إنَّ وخبرها، إكمال جمل بمساعدة. 2 - أساسي: تحديد الأداة واسمها وخبرها وإكمال جمل بشكل مستقل. 3 - متقدم: كتابة فقرة قصيرة توظف 4-6 من أخوات إنَّ مع تحديد اسم كل أداة وخبرها وضبط أواخر الكلمات	فكر - زواج - شارك: يفكر الطالب في الإجابة ثم يناقشها مع زميله ويشارك بها.	ربط الجمل بموضوعات الإمارات والقيادة والتراث والمستقبل	رفع عرض + درس + ورقة العمل + أنشطة التمايز + التقييم + بطاقة الخروج	حل ورقة عمل عن إنَّ وأخواتها
Islamic Studies	Umm Salamah (R.A)	Deduce the key virtues of Umm	Starter Activity (10 mins): Display a thought-	Formative Assessment	Ask students to write a short paragraph	Think-Pair-Share: Used	Emphasize the UAE's national value of	Presentation Slides: <i>Umm Salamah (R.A)</i> –	Write a 200-word reflective

		Salamah (R.A) based on pivotal positions in her biography , such as her patience during migration and her counsel at the Treaty of Hdaybiyyah. Appreciate the elevated status, agency, and intellectual contributions of women in	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 Hdaybiyyah.		analyzing how her intervention at Hdaybiyyah demonstrated both political wisdom and deep understanding of human psychology.	during the Hdaybiyyah case study to let students discuss her decision before sharing insights with the class.	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).	<i>Wisdom and Status of Women in Islam</i>	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).
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		Islam using historical evidence from her life. Discuss the intelligence and wisdom of Umm Salamah (R.A) in resolving complex social and political situations during the Prophet's ﷺ era.							
Moral Science	Peer Pressure	Analyse real-life situations where peer pressure influences	Case study analysis of school-based and social scenarios involving peer pressure.	Formative Assessment Scenario based reflection: "How would you respond to peer	Support: Guided scenarios with sentence starters and structured	Think– Pair– Share discussion on peer influence	Discuss how UAE promotes youth empowerment and positive	PPT	Write reflective paragraph: "A time when I saw or

		decision-making. Demonstrate strategies to resist negative peer pressure Confidentially		pressure in this situation?" Skill: Critical thinking, decision-making, reflection Evidence: worksheet	response frames. Core: Standard reflection and role-play tasks on peer pressure situation. Challenge: Create a peer-awareness campaign (poster/slogan /video) promoting positive choices.	situation.	decisionmaking through schools and community programs.		experienced peer pressure and how I responded or would respond."
MSCS	Reflection and Transition	Reflect on personal growth, achievements, and challenges experienced during	Teacher explanation, video presentation, class discussion, case study analysis, Think -	Oral questioning, activity completion, case study responses, exit ticket	Support: Reflection prompts, sentence starters, guided templates. Core:	Think-Pair-Share, Exit Ticket, Reflection Journal,	Link to UAE values of lifelong learning, resilience, adaptability , and preparing	PPT	Write a 200-word reflection on a transition you have

		different stages of life. Identify the emotional , social, and academic Changes associated with transitions	Pair -Share.		Complete reflection tasks and explain strategies for managing transitions. Challenge: Develop a Personal action plan and mentor style advice guide for younger students facing transitions.	Self-Assessment Checklist, Peer Feedback , Traffic Light Reflection	young people to contribute positively to society and the nation's future development.		experienced and explain what you learned from it. Include one personal goal and the steps you will take to achieve it
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