WEEKLY PLAN-2026-27

GRADE: 11 **TERM 2** **WEEK – 22 10th November to 13th 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	Students will be able to: 1. Identify the major events, characters and settings in the narrative. 2. Explain the concept of parallel realities and alternate history. 3.	• Introduce the lesson through a discussion on how a single historical event can change the course of history. • Introduce the author and provide a brief	Diagnostic: Prior-knowledge questions on historical events and alternate realities. Formative: Oral questioning, vocabular	Support: Provide vocabulary lists, guided reading, simplified explanations and a story sequence chart. Core: Complete comprehension tasks and explain the major	Think-Pair-Share, questioning, prediction activities, concept mapping, peer discussion and exit tickets.	Appreciate the UAE's historical heritage, cultural identity and the importance of preserving historical records and landmarks for future generations.	Upload the lesson PDF, author introduction, vocabulary list, chapter summary, concept notes and competency-based worksheets on Edunation.	Read the prescribed lesson and prepare a sequence chart of Professor Gaitonde's experiences. Identify the major differences between the two historical realities and answer the

		Analyse Professor Gaitonde's unusual experiences and his quest to discover the truth. 4. Interpret the significance of the Battle of Panipat in shaping historical events. 5. Examine the author's use of scientific concepts to explore historical possibilities.	background to the Battle of Panipat. • Conduct interactive reading and explanation of the text, highlighting key events and unfamiliar vocabulary. • Use a timeline to trace Professor Gaitonde's experiences in the alternate world. • Explain the concepts of	y tasks, comprehension exercises and textual analysis. Summative: Short-answer, long-answer and extract-based questions. Evidence: Classwork, worksheets, oral responses and written assignments.	events and concepts in the lesson. Challenge: Critically analyse how an alternative outcome of the Battle of Panipat could reshape historical reality. Evaluate the author's integration of scientific theories into fiction.				textbook questions.

			parallel worlds, catastrophe theory and quantum theory. • Facilitate group discussions on the relationship between science, history and imagination.						
Physics	**Thermodynamics**	1. Explain the concepts of heat, internal energy and work in thermodynamic systems. 2. State and apply the	Starter (5 min): Display images of a pressure cooker, car engine and air conditioner. Students predict how heat	Diagnostic: Questioning to assess prior understanding of heat, temperature, work and	Support: Identify heat, work and internal energy using visual diagrams and guided examples. Complete energy-flow diagrams	Think–Pair–Share: Discuss whether the temperature of a gas always increases when heat is supplied. Mini	Connect thermodynamics to the UAE's sustainable development and technological innovation. Students explore	Upload the lesson PPT, thermodynamic process diagrams, syringe investigation instructions, differentiated worksheets (Support/Core/Challenge),	Activity: "Thermodynamics in Everyday UAE Life." Identify two applications of thermodynamics in the UAE,

		First Law of Thermodynamics to explain the relationship between heat, work, and change in internal energy. 3. Analyse thermodynamic processes and solve numerical problems involving heat transfer, work done, and internal energy.	and work are related to energy transfer. Teacher Explanation (10 min): Explain thermodynamic systems, heat, internal energy and work using particle models and energy-flow diagrams. Introduce the First Law of Thermodynamics, \(\Delta U=Q-W\), where \(W\) is work done	energy conservation. Formative: Observation of syringe activity, oral questioning, group discussions, and differentiated worksheets. Skills Assessed: Scientific reasoning, interpretation, mathematical problem-solving, application, and analysis.	with a word bank and solve simple numerical problems using a formula triangle or step-by-step guidance. Core: Apply \(\Delta U=Q-W\) to calculate changes in internal energy, heat supplied, and work done. Interpret positive and negative values and explain isochoric and isobaric processes using real-life	Whiteboards: Students identify the signs of heat and work in different situations. Peer Assessment: Exchange numerical solutions and check calculations using success criteria. Traffic Light Cards: Assess confidence in applying the First Law of Thermodynamics. Exit Ticket: A gas absorbs	how thermodynamic principles are applied in air-conditioning systems, district cooling facilities, power generation and solar thermal technologies in the UAE. Discuss how improving the efficiency of cooling systems can reduce energy consumption and support	pressure-volume graphs, interactive simulations, numerical practice questions and exit-ticket quiz to Edunation LMS or Microsoft Teams.	such as air-conditioning, refrigeration, car engines or solar thermal systems. Explain how heat, work and internal energy are involved. Numerical Task: A gas absorbs 800 J of heat and performs 350 J of work. Calculate the change in internal energy. If 200 J of work is subsequent

			by the system. Hands-on Investigation (10 min): "Energy in Action – The Syringe Challenge" – Students compress air in a sealed, needle-free syringe and observe the resistance. Discuss how work done on the gas can increase its internal energy. Group Task (15 min): Students complete differentiat	Evidence: Completed worksheets, labelled energy-flow diagrams, numerical solutions, group responses, and exit tickets.	examples. Challenge: Analyse isothermal and adiabatic processes, interpret pressure-volume graphs, calculate work done during constant-pressure expansion, and compare energy transfers in different thermodynamic processes. Justify solutions using the First Law of	500 J of heat and performs 200 J of work. Calculate the change in internal energy and justify the answer.	the UAE Net Zero 2050 Strategy.		ly done on the gas without heat transfer, calculate the further change in internal energy. Challenge Extension: Explain why the internal energy of an ideal gas remains constant during an isothermal process and describe the relationship between heat supplied and work done.

			ed activities involving energy-flow diagrams, thermodynamic processes and numerical calculations. Plenary (5 min): Students explain how the First Law of Thermodynamics represents the conservation of energy.		Thermodynamics.				
Computer Science	Boolean Algebra	Understand Boolean operators, construct truth	Introduce Boolean algebra and its application	Formative assessment through oral	Support: Complete basic truth tables.	Targeted questioning, peer discussion,	Relate logical reasoning to digital innovation	Upload lesson notes, worksheets, and practice questions.	Solve Boolean expression evaluation and

		tables, and simplify Boolean expressions using Boolean laws.	s. Explain AND, OR, and NOT operators with truth tables. Demonstrate Boolean laws and guide students in evaluating and simplifying expressions.	questioning, truth-table exercises, and expression simplification tasks.	Core: Evaluate expressions. Challenge: Simplify complex Boolean expressions.	and exit tickets.	and technological development in the UAE.		simplification exercises.
Biology	NERVOUS TISSUE	Identify the structure and functions of nervous tissue. Describe the structure of the human brain and explain the functions of cerebrum,	Explain neurons using labelled diagrams and PPT. Discuss the transmission of nerve impulses. Use a brain model/video to identify	Diagram labelling, oral questioning and worksheets. Assess identification of neuron parts, brain regions	Support: Identify neuron parts and brain regions using labelled pictures and word banks. Core: Explain the functions of different	Think-Pair-Share, questioning, brain diagram labelling, quick quiz and exit ticket.	Relate brain health and nervous system care to the UAE's focus on health, wellbeing and quality of life (SDG 3). Promote	Upload PPT, neuron and brain diagrams, class notes and differentiated worksheets.	Draw and label a neuron and the human brain. Write the functions of cerebrum, cerebellum and medulla oblongata.

		cerebellum and medulla oblongata.	different parts of the brain and their functions	and their functions.	parts of the brain. Challenge: Analyse how different brain regions coordinate voluntary and involuntary activities.		awareness of road safety and prevention of head injuries.		
Chemistry	Organic Chemistry – Some Basic Principles and Techniques	To analyse the structure, classification and nomenclature of organic compounds.	Guided discussion, textbook-based learning, drawing complete, condensed and bond-line structures, classification of organic compounds, identifying functional groups and practising IUPAC	Formative – Application and analysis through structure drawing, compound classification, IUPAC naming exercises and written responses.	Support: Identify functional groups and simple structures. Core: Classify compounds and apply IUPAC rules. Challenge: Analyse complex structures and identify naming errors.	Think–Pair–Share, peer assessment, targeted questioning and exit ticket.	Explore the role of organic compounds in sustainable fuels, petrochemicals and green innovations supporting Masdar City and UAE Vision 2071.	PPT, textbook notes and nomenclature practice worksheet.	Draw complete, condensed and bond-line structures of selected organic compounds and practise IUPAC naming.

			nomenclature through problem-solving.						
Mathematics	Sequence and Series – Revision and CBSE Question Paper Practice	1. Recall the concepts of sequences, series, AP and GP. 2. Identify the general term and distinguish between AP and GP. 3. Apply formulae to find the nth term and sum of terms of AP and GP. 4. Solve problems involving arithmetic mean and geometric mean. 5. Apply mathematic	Starter: Identify the patterns in number sequences and predict the next terms. Concept Recall: Revise sequence, series, AP, GP, nth term, sum of n terms, arithmetic mean and geometric mean. Guided Practice: Solve selected NCERT examples and exercise	Diagnostic: Oral questioning on sequence patterns and formulae. Formative: Classwork and teacher observation during problem-solving. Summative: NCERT-based and CBSE-pattern question paper practice. Skills assessed: Pattern	Support: Formula chart, identification of AP/GP, guided examples and scaffolded questions. Core: Independent practice involving nth term, sum of AP/GP and arithmetic/geometric means. Challenge: HOTS and application-based problems involving multiple concepts and	Think–Pair–Share; oral questioning; mini-whiteboard responses; peer assessment; formula recall quiz; exit ticket.	Explore number patterns in UAE architecture, geometric designs, traditional patterns and sustainable development. Discuss how mathematical sequences are used in planning, construction and financial growth.	Upload NCERT-based revision worksheet, formula sheet, solved examples and CBSE-pattern question paper to LMS.	Complete the assigned NCERT questions on AP and GP. Practise selected competency-based and HOTS questions and revise all important formulae.

		al reasoning to NCERT-based and competency-based questions.	questions. Individual Practice: Attempt CBSE-style MCQs, short-answer and long-answer questions. Collaborative Activity: Students work in pairs to identify suitable formulae and compare solution methods. Plenary: Three-question exit ticket covering AP, GP and sum of terms.	recognition, logical reasoning, mathematical application and computational accuracy. Evidence: Completed worksheets, notebook work and individual question paper responses.	unfamiliar sequences.				
Psychology	Human Memory Nature and	Define memory	Memory Challenge:	Diagnostic: Pre-	Support: Provide	- Think-Pair-Share	Connect memory with UAE	Chapter 6 NCERT presentation and	Read the prescribed

	Meaning of Memory, Information Processing Model	and explain its importance in everyday life. Describe the stages of memory: Encoding, Storage and Retrieval. Explain the Information Processing Model of memory. Differentiate between Sensory Memory, Short-Term Memory and Long-Term Memory	Display a series of 10 unrelated objects for 30 seconds. Students recall as many as possible and discuss why some items are remembered better than others. Think-Pair-Share: Students discuss how they remember a phone number, a friend's birthday or information before an	assessment through brainstorming and memory challenge. Formative: Oral questioning, matching activities, concept maps and classification worksheets. Application-based assessment: Case-based questions on encoding, storage, retrieval	illustrated notes, simplified definitions, word banks and partially completed flowcharts. Use familiar examples to explain the three stages of memory. Core: Students compare the three memory systems, explain the information processing model and complete NCERT-based application questions.	to assess prior knowledge. - Traffic Light Cards to check understanding of memory systems. - Targeted questioning during classroom discussions. - Peer assessment of concept maps and flowcharts. - Exit Ticket: Explain the difference between encoding,	National Identity by encouraging students to explore how collective memories, historical events, national celebrations and cultural traditions contribute to a shared national identity. Students discuss how important UAE historical events and national symbols are preserved	digital notes. Information Processing Model flowchart. Memory systems comparison worksheet. Application-based and case-study questions. Concept map and revision material.	NCERT section on Human Memory. 2. Prepare a flowchart explaining Encoding, Storage and Retrieval with suitable examples.

			examination. Connect responses to encoding, storage and retrieval. Information Processing Flowchart: Students create a flowchart illustrating the three stages of memory with everyday examples.	and memory systems.	Challenge: Students critically analyse factors affecting memory, evaluate different ways of improving retention and solve higher-order case-based questions involving memory processes.	storage and retrieval with one example each.	and passed on through generations.		
Marketing	Entrepreneurship, Types of Businesses and	Students will be able to define entrepreneur and entreprene	Starter: Present examples of a bakery owner, a retail	Diagnostic: Define entrepreneur and identify familiar	Support: Match business examples and values using	Think–Pair–Share, peer feedback and an exit ticket: How	Connect entrepreneurship with the UAE's culture of innovation,	Upload the presentation, business-classification activity, case studies and	Identify one entrepreneur and one employee from real-

	Entrepreneurial Values	urship; distinguish manufacturing, trading and service businesses; explain confidence, independence, perseverance and open-mindedness with examples; identify entrepreneurial values from case studies; and compare the attitudes of entrepreneurs and employees.	shopkeeper and a service provider. Teacher Input: Explain entrepreneurship and classify businesses into manufacturing, trading and services. Discuss confidence, independence, perseverance and open-mindedness through real-life examples. Collaborative Task: Groups	businesses. Formative: Classify businesses and match values with examples. Application-based: Interpret case studies and compare entrepreneurial and employee attitudes. Evidence: Accurate classifications, justified value identification and meaningf	prompt cards. Core: Classify businesses, explain entrepreneurial values and complete a comparison table. Challenge: Evaluate the attitudes demonstrated in complex case studies and recommend appropriate responses to business challenges.	can perseverance and open-mindedness help an entrepreneur overcome failure?	self-reliance, responsible enterprise and support for small businesses.	comparison worksheet to Edunation/MS Teams.	life examples. Compare their attitudes and explain two entrepreneurial values demonstrated through specific actions.

			analyse short case studies, identify the values demonstrated and justify their answers. Application: Students compare entrepreneur and employee attitudes towards risk, responsibility, decision-making and work goals. Plenary: Students identify the entrepreneurial value most essential	ul comparisons					

			for overcoming business challenges and justify their choice.						
Accountancy	Bank Reconciliation Statement (BRS) – As per Overdraft Balance	Understand overdraft balance and prepare BRS starting with overdraft as per Cash Book or Pass Book.	Explain overdraft with examples; demonstrate treatment of common causes of differences and solve numerical problems.	Worksheet and numerical practice; evidence through notebooks and LMS quiz.	Support: Guided examples. Core: Standard BRS problems. Challenge: Complex problems with multiple adjustments	Oral questioning, think-pair-share and exit ticket.	Relate bank overdrafts to financial management and responsible borrowing in UAE businesses.	PPT, worksheet and quiz on Edunation.	Complete textbook exercises and practise CBSE-based BRS problems starting with overdraft balance.
Economics	Perfectly Competitive Market, Market Equilibrium, Price Floor and Minimum Support Price (MSP)	Students will be able to analyse the meaning and features of a perfectly competitive market,	Starter: Present a market scenario involving farmers selling identical agricultural products.	Diagnostic: Recall demand, supply and equilibrium. Formative: Questioni	Support: Match market features with examples and label a guided equilibrium diagram.	Hinge questions, peer assessment of diagrams and an exit ticket: Why does a price floor	Explore the importance of competitive markets, food security and agricultural price-	Upload the presentation, differentiated tasksheet, market-equilibrium diagrams and price-floor case study to	Draw and label a market-equilibrium diagram and a price-floor diagram. Explain the difference between a

		evaluate market equilibrium under perfect competition, and distinguish between price floor and minimum support price using demand and supply curves.	Teacher Input: Explain the meaning and features of perfect competition, including many buyers and sellers, homogeneous products, free entry and exit, perfect knowledge and price-taking behaviour. Explain equilibrium through the interaction of demand and supply. Collaborati	ng on market features and price-taking behaviour. Application-based: Interpret equilibrium diagrams and distinguish price floor from MSP. Evidence: Accurate diagrams, correct economic terminology and reasoned comparisons.	Core: Explain equilibrium and draw a price-floor diagram showing surplus. Challenge: Evaluate the implications of a binding price floor and discuss how MSP can support farmers while potentially creating excess supply.	set above equilibrium create excess supply?	support policies in promoting economic stability and sustainable food systems in India and the UAE.	Edunation/MS Teams.	general price floor and MSP, using suitable examples.

			ve Task: Students identify equilibrium price and quantity from a demand–supply diagram. Application : Students compare a price floor set above equilibrium with MSP for agricultural produce and illustrate the resulting surplus using labelled demand and supply curves.						

			Plenary: Students justify the purpose and possible effects of government-imposed price floors.						
Business Studies	Small Business	Explain the meaning, importance and role of small businesses and entrepreneurship in economic development.	Discuss the role of small businesses, identify entrepreneurial qualities and analyse examples of successful UAE entrepreneurs.	Oral questioning, worksheet and case-based questions; evidence through notebook work.	Support: Identify key terms. Core: Explain the role of small businesses. Challenge: Analyse entrepreneurial opportunities and challenges.	Think–Pair–Share, questioning and exit ticket.	Connect UAE entrepreneurship initiatives and SMEs with national economic growth and innovation.	PPT, worksheet and case study uploaded on Edunation	Read the NCERT chapter and answer textbook questions on small business and entrepreneurship.
Arabic	**التجارة الإلكترونية**	• أن يعدد فوائد التجارة	عرض صور لمواقع التسوق	• الإجابة عن أسئلة	المستوى الاول • توفير صور ومفردات	تذكرة الخروج : اذكر فوائد	تعكس التجارة الإلكترونية	ورقة عمل	اذكر مخاطر التجارة الالكترونية

		الإلكترونية في الحياة اليومية. • أن يميّز بين التسوق التقليدي والتسوق الإلكتروني. • أن يستنتج قواعد الأمان عند الشراء عبر الإنترنت. • أن يوظف مفردات الدرس في مواقف حياتية.	الإلكتروني وسؤال الطلاب: كيف نتسوق عبر الإنترنت؟	الفهم. • المشاركة في المناقشات الصفية. • إكمال مخطط المقارنة بين نوعي التسوق. • كتابة نص قصير يوضح فوائد التجارة الإلكترونية	داعمة. • أسئلة مباشرة وبسيطة. المستوى الثانى • تحديد فوائد التجارة الإلكترونية. • الإجابة عن أسئلة الفهم والاستيعاب. **المستوى الثاث** • اقتراح طرق للتسوق الإلكتروني الآمن. • كتابة فقرة تقارن بين التجارة التقليدية والإلكتروني	التجارة الالكترونية	رؤية دولة الإمارات في التحول الرقمي والابتكار واستخدام التكنولوجيا الحديثة لتسهيل حياة الأفراد وتعزيز الاقتصاد الرقم		
Islamic Studies	Surah Al-Ahzab,	Infer the moral	Ask students	Identify the moral	Provide key words,	Questioning and	Connect the Islamic	Upload the lesson	Infer three moral

	Verses 28–35	instruction and principles incorporated in the verses. Explain the significances incorporated in the verses. Adhere to the values contained in the holy verses.	how patience, sincerity, and obedience to Allah (SWT) can guide our daily lives.	instructions in the verses.	simplified explanations, and a matching activity on Islamic values.	Think–Pair–Share.	values of tolerance, respect, compassion, modesty, and social responsibility with the UAE's commitment to family values, community well-being, and peaceful coexistence.	presentation, worksheet, and assessment questions to the school's LMS.	instructions from Surah Al-Ahzab, verses 28–35.
Moral Science	Self Confidence	Define self-confidence and explain its importance in personal and academic life. Identify personal	Understanding Self-Confidence: Begin with the thought, “Believe you can, and you are halfway there.”	Skills assessed: Self awareness, communication, decision-making, reflection and	Support: Provide sentence starters, a strengths word bank and guided reflection prompts. Allow students to	Think–Pair–Share; questioning; peer feedback; self-assessment checklist; traffic-light reflection; and an exit	Connect self-confidence with the UAE’s values of tolerance, respect, responsibility, perseveran	Upload the self-confidence presentation	Write a short reflection on the importance of self-confidence in everyday life.

		strengths, abilities and areas for improvement.	Students discuss what self-confidence means and identify situations where it is useful.	interpersonal skills.	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 fear of failure, propose strategies to build confidence	ticket: "One strength I recognise in myself is…, and one step I can take to build my confidence is…".	ce and innovation. Discuss how confidence enables students to contribute positively to a multicultural community, express ideas respectfully and take initiative in school and society.		

					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 traditions and practices across different cultures. 3.	Understanding Universal Culture: Begin with images of greetings, family traditions, music and celebrations from different parts of the from different parts of the world. Students discuss: "What	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	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	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	PPT	Create a Unity in Diversity poster showing how cultural differences can bring people together.

		Differentiate between universal cultural elements and culture-specific practices.	makes people different, and what connects us?"		importance of respecting differences. Challenge: Students evaluate how globalisation influences cultural identity and propose strategies to preserve cultural heritage while encouraging positive cultural exchange.	promote peaceful coexistence."	backgrounds together while preserving national heritage and traditions. Encourage students to demonstrate respect for different customs, languages and beliefs in everyday interactions.		