

WEEKLY PLAN-2026-27

GRADE: 11

TERM 1

WEEK – 15 31st August to 4th 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	Writing Skills: <i>Note-Making and Summarising</i>	* Identify key ideas, main headings, and sub-headings in a non-fiction text. * Apply standard abbreviation rules and symbol usage	* Introduction: Interactive session analyzing dense text vs. structured notes. * Guided Practice: Step-by-step breakdown of title selection, indentation, and key format. * Group Work: Practice condensing a sample passage	Type: Formative Assessment. Skill: Information extraction, synthesis, & editing. Evidence: Graded note-making draft including key to abbreviations and a structured summary.	* Support: Provided guided templates with pre-identified paragraph sections. * Core: Complete note-making structure and write a compliant summary	Peer Review: Swap notes to verify indentation and abbreviation key clarity. Traffic Light Rating: Self-assess confidence in identifying central vs. supporting ideas.	Relate concise communication and documentation skills to national administrative efficiency and digital governance goals.	* Note-Making Format Guide * Practice Passages PDF * Standard Abbreviations Sheet	Complete the assigned note-making and summarising exercise from the textbook for a given 500-word article.

		effectively. * Draft a concise summary (within 80 words) based on prepared notes.	into a structured outline and summary.		independently. * Challenge: Create notes on complex multi-topic texts using advanced shorthand.				
Physics	Motion in a plane.	Resolve the initial velocity of a projectile into horizontal and vertical components. Explain the independence of horizontal	Starter: Observe a tossed ball and a rotating object; compare their paths and changes in velocity. Teacher demonstration: Use a projectile simulation to investigate how launch angle and initial speed	Diagnostic – Prediction and reasoning: Starter responses reveal prior understanding of velocity and acceleration. Formative – Application: Completed numerical problems show correct equations, substitutions, units, and	Support: Provide labelled diagrams, formula sheets, worked examples, and scaffolded questions to identify components and calculate centripetal acceleration. Core:	Use Think–Pair–Share , mini-whiteboard calculations, and hinge questions: “Is acceleration zero at the highest point of a projectile?” and “Does	Connect projectile motion to sporting activities in the UAE and circular motion to vehicles travelling around bends at Yas Marina Circuit. Discuss how	Upload lesson slides, a summary of equations and their conditions of use, a simulation link, differentiated worksheets, and a short quiz. Students submit annotated	Solve two projectile-motion problems on time of flight, maximum height, and range, and two uniform-circular-motion problems on speed and centripetal acceleration

		al and vertical motion, neglecting air resistance. Apply equations to calculate time of flight, maximum height, and horizontal range for a projectile landing at its launch level. Explain why uniform circular	affect the trajectory. Group investigation: Compare the ranges for complementary launch angles at the same initial speed and launch/landing level. Circular motion task: Draw velocity and acceleration vectors at different points on a circular path. Application: Solve numerical problems in pairs and explain the reasoning behind the	answers. Formative – Analysis: Annotated trajectories and circular motion diagrams show correct vector directions. Exit ticket – Explanation: Explain the acceleration of a projectile at its highest point and of an object moving at constant speed in a circle.	Independently solve projectile and circular motion problems; explain velocity and acceleration directions. Challenge: Solve a projectile problem with unequal launch and landing heights; analyze how doubling speed or changing radius affects centripetal acceleration and	constant speed always mean zero acceleration?" Use responses to provide immediate feedback and regroup for students for support.	physics supports the UAE's commitment to sporting excellence, engineering innovation, and road safety.	vector diagrams and numerical solutions	. Explain: "Why does a projectile still accelerate at its highest point?" and "Why is uniform circular motion accelerated motion?"
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		motion is accelerated in motion despite constant speed. Calculate centripetal acceleration using [Equation] and relate linear speed to angular speed using [Equation].	selected equations		justify the results.				
Computer Science	Boolean Algebra	Define Boolean variable	Starter: UAE traffic-light scenario –	Diagnostic: Quick Boolean quiz.	Operator cards and partially	Think–Pair–Share.	Connect Boolean logic with	Lesson resources	Find 3 UAE-based examples

		s and operators. • Apply AND, OR, NOT operations. • Construct and interpret truth tables. • Apply Boolean laws to simplify expressions. • Relate Boolean logic to real-life digital systems.	identify ON/OFF conditions. • Teacher demonstration of Boolean operators. • Students build truth tables in pairs. • Logic Challenge: Design a smart parking rule using Boolean conditions. • Use Python to verify simple Boolean expressions.	• Formative: Truth-table activity. • Application: Smart parking logic problem. • Evidence: Completed truth tables and simplified expressions.	completed truth tables. Core: Construct truth tables and simplify expressions.	• Mini whiteboard responses. • Exit ticket: <i>“Where is Boolean logic used in the UAE?”</i>	UAE Smart Government, smart traffic systems, security systems and smart-city technologies.	• Truth-table worksheet • Python practice task • Exit ticket/quiz	where ON/OFF or YES/NO decisions can be represented using Boolean logic. Write a Boolean expression for one example.
Biology	Describe the structure and functions of	Students compare	Students identify organelles	Skills: Identification, classification,	Analyse a situation where one	Think–Pair–Share	UAE innovation in	Labelled plant and animal cell	Prepare a table showing

	the nucleus, mitochondria, ribosomes, endoplasmic reticulum, Golgi apparatus, lysosomes, vacuoles, chloroplasts, cell membrane and cell wall.	organelles with roles in a city—for example, nucleus = control centre, mitochondria = energy station, Golgi = packaging centre.	from diagrams and explain what would happen if a particular organelle stopped functioning.	comparison, application, communication and problem-solving. Evidence: Correctly labelled cell diagram, completed organelle-function table and oral explanations	organelle fails and predict the effect on the whole cell. Explain how multiple organelles cooperate to perform a cellular process		biotechnology, health and sustainable agriculture	diagrams, organelle-function worksheet, Cell City activity	organelle, structure and function.
Chemistry	Redox Reactions: Oxidation, Reduction and Oxidation Number	Identify oxidation and reduction in terms of electron transfer and changes	Introduction: Recall the formation of ionic compounds through electron transfer using NaCl as an example.	Type: Formative assessment. Skill: Calculation, interpretation, chemical reasoning and application. Evidence:	Support: Provide oxidation-number rules, guided examples and partially completed equations. Core:	Think–Pair–Share: Analyse a redox equation and compare answers. Exit Ticket:	Connect redox reactions to corrosion control in UAE infrastructure, oil and gas industries, metal	- Lesson notes/PPT on Redox Reactions - Oxidation Number Rules Sheet - Practice Worksheet	Complete the assigned textbook questions on oxidation number and identification of oxidising and reducing agents. Write one real-life

		in oxidation number. - Calculate the oxidation number of elements in ions and compounds. - Identify oxidising and reducing agents in redox reactions.	Guided Practice: Explain oxidation, reduction, oxidising agent and reducing agent using chemical equations. Collaborative Learning: Students calculate oxidation numbers and identify oxidised and reduced species in given reactions. Application Task: Analyse everyday redox processes such as corrosion, combustion and bleaching.	Completed oxidation-number problems, annotated redox equations and exit-ticket responses.	Calculate oxidation numbers and identify oxidised/reduced species independently. Challenge: Analyse complex redox reactions and justify the oxidising and reducing agents using oxidation-number changes.	Identify the oxidised species, reduced species and respective agents in one reaction.	protection and sustainable energy technologies. Emphasise the UAE's commitment to innovation, responsible resource use and Net Zero 2050.	Redox Reaction Exit Ticket	application of a redox reaction in the UAE.
Mathematics	Permutations and Combinations	Understand the difference between	Starter: "How many different ways can 3 students stand in a line?"	Diagnostic: Prior knowledge of factorials and counting.	Support: Visual cards, listing method,	Hinge questions, Think–Pair–Share, mini-	Connect counting and selection to UAE	Upload presentation, differentiated	1. Complete textbook exercises on permutations and

		n permutation and combination. • Apply the Fundamental Principle of Counting. • Calculate and use nPr and nCr. • Solve problems involving arrangements and selections.	• 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 introducing formulas. • Group task: create different passwords/arrangements using given conditions.	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.	factorial reminders and structured examples. Core: Standard nPr/nCr problems and word problems. Challenge: Problems with restrictions, repeated reasoning and multi-step applications ; students create their own P&C problem.	whiteboards, peer checking and “Order Matters / Order Doesn't Matter” quick-response activity.	national events, sports teams, school leadership and community activities. Example: selecting student representatives for a UAE-themed school event and arranging participants for a presentation.	worksheet, problem-solving activity, P&C formula sheet and assessment task to LMS.	combination s. 2. Solve 5 application-based questions. 3. Create one real-life permutation problem and one combination problem, with solutions.
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		• Determine when order is important or not important. • Apply counting principles to real-life situations.	• Real-life application: selecting committees, arranging students, choosing representatives. • Challenge task involving restrictions such as “together”, “not together” or fixed positions.						
Psychology	Sensory Attentional and Perceptual Process	To understand the concepts of sensory, attention, sensory perception	Optical illusion or test image. Students share what they notice. Explanation of sensation, attention, and perception using examples and	Formative Assessment Skill: Knowledge and Understanding Evidence: Responses during class discussion and	Support: Provide key vocabulary definitions, visual organizers, and guided questions. Core: Complete scenario analysis	Exit Ticket: Students write one example showing the interaction of sensation, attention, and	Discuss how attentive and accurate perception contribute to safety, responsible	Concept wise ppt, Notes, ncert solution, learning mats, mind maps, worksheets	Students observe and record three real life situations where sensation, attention, and perception interact.

		and the interplay between them. To apply knowledge of sensory attention and perception to real world scenarios.	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 identify sensation, attention, and perception processes.	questioning. Application Assessment Skill: Analysis and Application Evidence: Group scenario analysis and explanations linking sensation, attention, and perception	using learned concepts. Challenge: Evaluate how biases, expectations, or cultural influences affect perception in complex situations.	perception in daily life. Teacher reviews responses to identify misconceptions.	citizenship , and community well-being in the UAE (e.g., road safety campaigns and public awareness initiatives) .		For each example, explain how the three processes influenced behaviour or decisionmaking
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Marketing	Marketing mix	- Analyse the 7 Ps of the Service Marketing Mix: Product, Price, Place, Promotion, People, Process and Physical Evidence. - Compare and contrast the marketing mix of services and goods.	Starter: Students identify the factors that influence their experience at a restaurant, bank, airline or hospital. Main Learning: Teacher introduces the 7 Ps using real-life service examples. Students work collaboratively to analyse a selected service organisation and identify how each of the 7 Ps contributes to customer satisfaction.	Type: Formative Assessment Skill: Analysis, comparison, application and communication. Evidence: Completed 7 Ps analysis task, comparison chart/Venn diagram, group discussion, peer responses and exit ticket.	Support: Scaffolded 7 Ps template with definitions, guiding questions and familiar examples. Core: Independently analyse the 7 Ps of a selected service business and compare services with goods marketing. Challenge: Critically evaluate how changing one or	Think–Pair–Share + Hinge Questions + Exit Ticket. Students explain and justify the role of each of the 7 Ps. Teacher uses questioning and student responses to identify misconceptions and adapt instruction.	Students explore how UAE service organisations such as Emirates, Etihad Airways, UAE banks and tourism services use the 7 Ps to deliver world-class customer experiences and strengthen the UAE's reputation as a global service hub.	Lesson presentation, 7 Ps learning resource, differentiated task sheet, comparison activity and exit-ticket/reflection task.	Choose one service organisation and analyse how it uses the 7 Ps . Then prepare a brief comparison showing the similarities and differences between the marketing mix of goods and services .
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		• Apply the 7 Ps to real-life service organisations and marketing situations.	Compare & Connect: Students create a comparison between the marketing mix of goods (4 Ps) and services (7 Ps). Plenary: Groups present their findings and justify why People, Process and Physical Evidence are particularly important in service marketing.		more of the 7 Ps could improve customer experience and competitive advantage in a real service organisation.				
Accountancy	Financial Statements of Sole Proprietorship – Preparation	Explain the purpose and structure of	Starter: Display a simple list of business items and ask students to	Formative Assessment: Questioning, item-classification activity and	Support: Provide partially completed formats, formula/adj	Think–Pair–Share + Exit Ticket: Students first	Connect financial reporting with UAE businesses and	Upload lesson resources, worked examples, differentiated	Complete a financial statements problem involving Trading A/c,

	of Trading Account, Profit & Loss Account and Balance Sheet	financial statements. • Prepare Trading Account, Profit & Loss Account and Balance Sheet from given information. • Classify items correctly as Trading A/c, P&L A/c or Balance Sheet items. •	classify them as <i>income, expense, asset or liability</i> using Mentimeter/interactive questioning. Teach: Teacher demonstrates 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	observation of group work. Skill: Classification, application, calculation and preparation of financial statements. Evidence: Completed Trading A/c, P&L A/c and Balance Sheet; responses to exit-ticket questions; classwork.	adjustment prompts and a list of items with guided classification. Core: Students 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.	classify an item individually, discuss with a partner and justify their answer. At the end, students answer: “What is one adjustment that can affect both the financial statements?” Teacher uses responses to identify misconceptions and plan the next lesson.	entrepreneurship. Discuss how accurate financial statements help UAE entrepreneurs monitor profitability, assets, liabilities and make responsible business decisions.	ed practice worksheet, assessment/exit ticket and homework on the school LMS.	Profit & Loss A/c and Balance Sheet, including basic adjustments. Students must show proper format, workings and narration where required.
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			financial statement. Apply: Students solve a graded financial-statement problem independently Plenary: Students identify one common error made while preparing financial statements and explain how to avoid it.						
Economics	Elasticity of Demand	Understand and explain the meaning and concept of Elasticity of	Starter – Real-Life Hook: Students discuss: <i>“Why does the demand for some products change significantly when prices</i>	Type: Formative Assessment Skills: Conceptual understanding, calculation, graphical interpretation and evaluation.	Support: Visual vocabulary cards, formula scaffold, worked examples and partially	Hinge Question + Mini Whiteboards + Exit Ticket. Students display their calculation	Students explore how an understanding of consumer responsiveness and demand can	Lesson presentation, elasticity formula sheet, differentiated practice questions, diagram-based	Students will solve selected numerical questions on Elasticity of Demand and draw and interpret

		Demand . • Calculate the Elasticity of Demand using appropriate formulae and numerical data. • Evaluate and interpret different degrees of Elasticity of Demand with the help of relevant	<i>change, while demand for others remains almost unchanged?"</i> Concept Building: Teacher facilitates an interactive exploration of the meaning of Elasticity of Demand using familiar examples such as petrol, luxury goods and essential commodities. Guided Practice: Students work through scaffolded numerical problems to calculate	Evidence: Student responses during questioning, completed numerical calculations, labelled diagrams, group discussion and exit-ticket responses.	labelled diagrams. Core: Independently calculate elasticity and interpret standard demand diagrams. Challenge: Analyse complex scenarios, compare different degrees of elasticity and evaluate how elasticity influences consumer behaviour and	s and diagram interpretations, enabling the teacher to identify misconceptions immediately and adapt the next stage of learning.	support businesses in the UAE's diversified economy, particularly in sectors such as tourism, retail and transport, while making informed economic decisions.	activity and exit-ticket task.	diagrams representing different degrees of elasticity. They will also identify one real-life product and justify whether its demand is likely to be elastic or inelastic.
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		diagram s. elasticity using the percentage method. Visual Exploration: Students analyse demand curves representing different degrees of elasticity and explain the relationship between the slope/shape of the curve and responsiveness of demand. Collaborative Application: Groups solve a real-life scenario, calculate elasticity and justify their interpretation		business decisions.					
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			using an appropriate diagram. Plenary: Students answer the Big Question: “Does every change in price produce the same response in demand?”						
Business Studies	Emerging Modes of Business – E-Business and its Scope, Benefits and Limitations	Explain the meaning and features of e-business. • Identify different forms and areas of e-business such as	Starter: Display familiar online businesses such as Amazon, Noon and Talabat and ask students: <i>“How is buying through an app different from buying from a physical shop?”</i>	Formative Assessment: Questioning, group activity, case-study analysis and digital quiz. Skills: Application, classification, comparison, analysis and critical thinking. Evidence: Group responses,	Support: Provide a glossary of key terms, examples and a partially completed comparison table. Core: Students classify examples into B2B, B2C and C2C and	Think–Pair–Share + Traffic Light: Students decide whether statements about e-business are <i>True/False</i> and justify their answers. At the end, students	Connect e-business with the UAE’s digital economy and smart-business environment. Discuss how digital platforms and online services	Upload presentation, vocabulary/glossary, group activity, case study, digital quiz and differentiated worksheet to the LMS.	Choose one UAE-based online business/platform and prepare a short analysis covering: type of e-business, services offered, benefits to customers, benefits to the business

		B2B, B2C and C2C. - Analyse the benefits and limitations of e-business. - Compare traditional business with e-business using real-life examples.	Teach: Teacher explains the concept, scope, benefits and limitations of e-business using real-life examples and a visual presentation. Collaborative Activity: Groups are given different e-business models (B2B, B2C, C2C) and identify a real-life example, customer and type of transaction. ICT/AI Activity: Students use an AI tool to generate	completed case study, student explanations and Quizizz/Kahoot results	explain the benefits and limitations of e-business. Challenge: Students evaluate whether a traditional UAE business should shift to e-business and justify their recommendation using advantages, limitations and customer needs.	use Green/Yellow/Red to indicate their confidence in explaining e-business, its scope and its limitations.	support entrepreneurship, innovation and economic development in the UAE.		and one limitation/challenge.
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			examples of e-business and then verify the examples using reliable sources. Apply: Students analyse a short case study of a UAE-based online business and identify the opportunities and challenges of e-business. Plenary: Students complete a quick digital quiz using Quizizz/Kahoot .						
Arabic	(مهارة الكتابة)	أن - 1 يتعرف الطالب	التمهيد (5 - 1 دقائق): عرض صورة مشوقة على	النوع: تقييم - 1 تكويني وختامي.	الدعم - 1 (ذوو المستوى المبتدئ):	يتبادل طالبان الدفاتر، ويقوم كل منهما بتصحيح خطأ	توظيف مهارة الكتابة في التعبير عن	ورقة العمل التفاعلية،	كتابة 3 جمل جديدة تصف شيئاً في المنزل

موضوع : أهمية القراءة في حياتنا	على بنية الفقرة الكتابية (الجملة الرئيسية، جمل الدعم، جملة الختام). أن - 2 يكتب الطالب فقرة مترابطة مكونة من 4 إلى 5 جمل مستخدماً أدوات الربط المناسبة (و، ثم، ف، لكن). أن - 3 يدرك الطالب أهمية التعبير عن الأفكار بوضوح	السبورة الذكية، وطرح أسئلة استثارة للتفكير (ماذا ترون؟ صفوا لي هذا المكان في (كلمة أو كلمتين) النمذجة (10 - 2 دقائق): كتابة فقرة نموذجية أمام الطلاب على السبورة، وتحليل عناصرها جماعياً (أين جملة المقدمة؟ وأين الأدوات المستخدمة؟). الممارسة - 3 الموجهة (15 دقيقة): العمل في مجموعات ثنائية لترتيب جمل مبعثرة لتكوين فقرة صحيحة، ثم تصحيحها مع المعلم. الممارسة - 4 المستقلة (15 دقيقة): كتابة الطالب لفقرته الخاصة بشكل	المهارة: مهارة - 2 الإنتاج الكتابي والربط الإملائي والنحوي. الدليل: الفقرة - 3 الكتابية التي ينتجها الطالب في نهاية الدرس (وتصحح باستخدام سلم تقدير لفظي Rubric).	تزويدهم ببنك كلمات (Vocabulary Bank) وجمل ناقصة يكملون فراغاتها للوصول للفقرة. الأساسي - 2 (المستوى المتوسط): كتابة الفقرة المطلوبة مع الالتزام بعدد محدد من الجمل وأدوات الربط. التحدي - 3 (المستوى المتقدم): كتابة فقرة إضافية متقدمة مع إبداء الرأي الشخصي وتوظيف تعبيرات مجازية أو صفات متقدمة.	إملائي أو وضع خط تحت أداة ربط استخدمها زميله.	حب الوطن، أو وصف معالم بارزة في دولة الإمارات العربية المتحدة (مثل: برج خليفة، قصر الحصن، الواحات الطبيعية، أو الفعاليات الوطنية).	نموذج الفقرة النمذجية،	باستخدام أدوات الربط.
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		ودقة مكتابيا	فردى بناءً على موجهاتها (ورقة عمل أو الدفتر).						
Islamic Studies	Sources of Islamic Sharia	1. Explain the meanin g of the sources of Islamic Sharia. 2. State the charact eristics of the Holy Qur'an. 3. Clarify the authorit y of the noble Sunnah of the Prophet ﷺ as a source	Starter: Discuss where Muslims obtain guidance for daily life.	Diagnostic: Prior knowledge questioning. Formative: Observation during group and pair activities.	Support: Provide key vocabulary, guided notes, and simplified examples.	Think-Pair- Share • Questionin g	Reinforces Islamic values that form an essential part of the UAE's identity, encouragi ng adherence to the Qur'an and Sunnah while promoting moderatio n, tolerance, and responsibl e citizenship	PowerPoint presentatio n, lesson notes, worksheet,	Write a short paragraph explaining why the Holy Qur'an and the Sunnah are the primary sources of Islamic Sharia.

		of Islamic legislation.							
Moral Science	Peer Pressure	Analyse real-life situations where peer pressure influences decision-making. Demonstrate strategies to resist negative peer pressure. Confidentially	Case study analysis of school-based and social scenarios involving peer pressure.	Formative Assessment Scenario based reflection: "How would you respond to peer pressure in this situation?" Skill: Critical thinking, decision-making, reflection Evidence: worksheet.	Support: Guided scenarios with sentence starters and structured response frames. Core: Standard reflection and role-play tasks on peer pressure situation. Challenge: Create a peer-awareness campaign (poster/slogan/video)	Think– Pair– Share discussions on peer influence situation.	Discuss how UAE promotes youth empowerment and positive decision making through schools and community programs.	PPT	Write reflective paragraph: "A time when I saw or experienced peer pressure and how I responded or would respond."

					promoting positive choices.				
MSCS	Reflection and Transition	Reflect on personal growth, achievements, and challenges experienced during different stages of life. Identify the emotional, social, and	Teacher explanation, video presentation, class discussion, case study analysis, Think - Pair -Share.	Oral questioning, activity completion, case study responses, exit ticket	Support: Reflection prompts, sentence starters, guided templates. Core: 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.	Think-Pair -Share, Exit Ticket, Reflection Journal, Self-Assessment Checklist, Peer Feedback, Traffic Light Reflection	Link to UAE values of lifelong learning, resilience, adaptability, and preparing young people to contribute positively to society and the nation's future development.	PPT	Write a 200 -word reflection on a transition you have experienced and explain what you learned from it. Include one personal goal and the steps you will take to achieve it

		academic Changes associated with transitions							
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