

Budha Dal Public School, Samana

ANNUAL CURRICULUM PLAN SESSION 2023-24

CLASS: XII

SUBJECT: ENGLISH

Month & Working Days	Theme/Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application Based)			
April 3 Days	Flamingo-P-1-My Mother at 66 -The poem reveals the fact of ageing as a natural process close to the hearts of all humans, the fear of losing a parent. It captures the complex subtleties of human relationships in a texture of symbols, images and poetic devices.	<p>To enable the students to</p> <p>i) realise that ageing is a natural process and is going to envelope one and all.</p> <p>ii) understand that the compulsion of life where one has to forego one relation for another due to the demands and social and personal obligations.</p> <p>iii) comprehend the poem.</p> <p>iv) identify the figures of speech and enhance their vocabulary.</p> <p>v) appreciate the theme and the style of writing of the poet.</p> <p>vi) understand the complexities of human life.</p>	<p>To enable the students to</p> <p>i) imbibe values like care and concern, sharing loneliness, love and affection</p> <p>ii) understand the importance of fear and dear ones</p> <p>iii) develop their views on inescapable ageing, decay and ultimate death</p> <p>iv) help them to realize and fulfil their duties towards the elders in spite of being busy in the fulfilment of their own desires and aspirations of life.</p>	<p>1. Warmup questions-</p> <p>-Ageing is a natural process. What do our parents want from us?</p> <p>-What should be our priorities in life?</p> <p>-Can we help our elders in keeping them away from loneliness?</p> <p>Recitation of poem by the teacher and students</p>	<p>Students will be able to</p> <p>i) read the poem with proper expressions, pauses and voice modulation.</p> <p>ii) comprehend the poem.</p> <p>iii) understand and find out the figures of speech in the poem.</p> <p>iv) understand and share the loneliness of aged.</p> <p>v) understand the importance of our duties towards the elderly people.</p> <p>vi) students would be asked to make a beautiful card for their mothers to show their gesture of love.</p>	<p>1. Assignments</p> <p>2. Comprehension questions will be asked to test the understanding.</p> <p>-Why did the poet use the device of repetition and alliteration? What was the purpose of 'smile and smile'?</p> <p>3. Textual exercises/ RTC/ Literary devices</p> <p>-Worksheet</p>

<p>April 4 Days</p>	<p>Flamingo-L-1-The Last Lesson— The story depicts the pathos of the whole situation about how people feel in not learning their language and losing an asset in M. Hamel, the French teacher. It also highlights linguistic chauvinism.</p>	<p>To enable the students to- i) comprehend the story. ii) understand, enjoy and appreciate a wider range of text (different genre) iii) understand the meaning and usage of phrases and statements iv) understand the need for preserving one's language v) understand linguistic chauvinism and its effects</p>	<p>To enable the students to - inculcate the values of concern, devotion, realisation of truth, respect and patriotism - understand that language is a key to prison - be sincere and serious in doing work as you never know when it would be a last opportunity to avail - respect and safeguard one's mother tongue</p>	<p>Warm up questions i) How would you react when you come to know that your mother tongue is snatched from you? ii) Would you repent for not being sincere towards learning your mother tongue? iii) War of any kind kills humanity but ironically on the other hand and strengthens the patriotic feelings. Justify Reading by students and explanation by the teacher</p>	<p>Students will be able to- i) understand that language is a key to prison ii) know the meanings of new phrases iii) know the importance of mother tongue iv) understand the wastefulness of war v) enhance thinking, analytical, literary skills vi) understand linguistic chauvinism. vii) Children will be asked to make a poster on importance of mother tongue</p>	<p>i) Assignments ii) Comprehension questions Write a note on the character of M. Hamel as a teacher? Write a note on 'Mother tongue is the language of one's thoughts and ideas' and 'Rejecting one's mother tongue is denying one's own culture and identity.' - Recall a moment/task/incident when you procrastinated learning and later felt sorry for your lackadaisical approach. Design a method plan/steps to do away with this casual approach. - Worksheet iii) Textual questions/Extra questions/Assignments/Character sketches</p>
<p>April 5 Days</p>	<p>Flamingo-L-2-Lost Spring The chapter is about the exploitation of children in hazardous conditions. It highlights subject poverty,</p>	<p>To enable the students to- i) communicate their ideas with a lot of conviction. ii) appreciate the theme and the message conveyed.</p>	<p>To enable the students- i) to inculcate values like empathy, responsibility, care and concern. ii) observation of the</p>	<p>Warm up questions- Activity (to introduce the lesson) i) Discussion on- Classroom discussion on-</p>	<p>Students will be able to- i) analyse that there are millions of children whose experience of no spring in their lives, for their childhood is consumed in making a living</p>	<p>1. Assignments 2. Comprehension questions will be asked to test the</p>

	<p>thoughtless traditions, loss of innocence, importance of education, back breaking hardwork and dismal working conditions. The chapter is about the acceptance of poverty, exploitation as destiny and a dire need to provide the poverty-stricken people, especially the children, a life of dignity and opportunities to dare, dream and fulfil their goals.</p> <p>UN Sustainable Goals to be discussed:</p> <p>4. Quality Education – Students will gain insight into the problems of slums and refugees where the children also work to support parents</p>	<p>iii) sensitizes the reader to the miserable plight of the poorest of the poor</p> <p>iv) understand the urgent need to end the vicious circle of exploitation through education, awareness, co-operative organization and empowerment</p> <p>v) focus on the use of figures of speech in writing.</p> <p>vi) use appropriate vocabulary and expressions</p> <p>vii) realise that education, play and pleasure are not for poor children .</p>	<p>paradoxes in the society we live in.</p> <p>iii) creates social awareness</p> <p>iv) understand the plight of street children forced into labour early in life.</p> <p>v) know the importance of education and knowledge.</p>	<p>Dreams of the poor and the reality</p> <p>Problems of child labour, Education is the only weapon to better the lot.</p> <p>– the plight of street children forced into labour early in their childhood are denied the opportunities of schooling</p> <p>-Video on ragpickers and hazards of working in bangle industry</p> <p>-Audio of the lesson</p>	<p>ii) understand the miserable plight of street children forced into labour early in life</p> <p>iii) understand that they are denied the opportunity to go to school.</p> <p>iv) understand the vicious circle of social stigma, poverty and exploitation</p> <p>v) analyse that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society</p>	<p>understanding.</p> <p>-Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?</p> <p>-Do you think Saheb is happy working at the tea stall?</p> <p>-Worksheet based on the lesson</p> <p>3. Textual exercises/ RTC/ Literary devices</p>
--	---	--	--	---	---	--

<p>April 4 Days</p>	<p>Flamingo- L-3- Deep Water- A real life personal account of experiencing fear and the steps to overcome it. The experience of fear and its conquest made him live intensely. Children will like the autobiography of Douglas</p>	<p>To enable the students to- i) understand first person narrative style ii) understand phrases/catchy lines from the text iii) analyse the difficult situation and act accordingly and to understand another person's experience (Decision Making) iv) know various kinds of water sports and their importance v) gain knowledge about various types of phobias</p>	<p>To enable the students to i) imbibe values like courage, optimism, self-confidence, patience ii) develop positive attitude towards life iii) cope up the challenges and stand against all odds iv) share views on personal experience to overcome fear v) know the importance of decision making and determination in adverse circumstances</p>	<p>1. Warmup questions- Activity (to introduce the lesson) a) What all adventurous activities you performed? b) Narrate your personal experience to overcome fear. c) Brief up about the author d) Name different types of phobias Activity (to support learning) 1. A clipping on water sports will be shown for understanding the lesson. 2. PowerPoint presentation with narration 3. William Douglas did manage to overcome his fear of water but part of the credit also goes to his teacher who played an important part in making this happen. How can learning be made more effective?</p>	<p>Students will be able to- i) appreciate/comprehend the text ii) understand that most challenging situations could be overcome with immense courage and determination iii) know various types of water sports and phobias iv) understand that there is terror only in the fear of death and at death there is peace v) understand the first person narrative style</p>	<p>1. Assignments 2. Comprehension questions - Express your views on-- There is terror only in the fear of death. - All we have to fear is fear itself. - Discuss- Determination, courage as well as honest efforts win over all terror. 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>
--------------------------------	---	--	--	--	--	--

<p>May 3 Days</p>	<p>3) Notice Writing:</p>	<p>3) Notice Writing: Knowledge of the purpose and importance of writing a Notice. i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing a Notice. iii) Awareness of the form, content and process of writing.</p>	<p>3) Notice Writing: Guide and motivate the students to express and write effectively. The students will be able to- Guide and motivate the students to express and write effectively. i) to share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and</p>	<p>3) Notice Writing: Notice: -Projector will be used to explain the skill – Notice. -Revision and previous knowledge will be tested. i) Pre-activities: *Revision of the format of notice *Purpose and significance of writing the skill *Discussion on using the electronic media rather than writing letters. *Old and new methods of</p>	<p>3) Notice Writing: The students to express and write effectively. - Awareness of the form, content and process of writing. -Knowledge of the purpose and importance of writing a Notice. i) Guide the students to write effectively.</p>	<p>3) Notice Writing: i) Practice exercises based on the short skill. ii) Assignment</p>
------------------------------	----------------------------------	---	--	--	---	---

<p>May 4 Days</p>	<p>1)Letter Writing</p>	<p>1)Letter Writing: - Focus on the form, content and process of writing. -Practice and extra exercise to enhance the skill. i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing a letter. iii) Awareness of the form, content and process of writing. iv) Able to retain a data and information. v) Organize ideas on a particular subject. vi) Practice to enhance the skill.</p>	<p>1)Letter Writing: Guide students to write and express on their own The students will be able to- i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) write formal letters iv) appreciate the skill of expressing and writing effectively. v) relate with business, issues relating to the environment and the society. vi) writing, reading skill and thinking skill. Skills: reading skill, thinking skill and writing skill.</p>	<p>1)Letter Writing: -Revision of the formats of formal and informal letters. -Purpose and significance of writing letters. -Discussion on using the electronic media rather than writing letters. - Old and new methods of communication -Job Application i) Pre-activities: *Revision of the formats of formal and informal letters *Purpose and significance of writing letters *Discussion on using the electronic media rather than writing letters. *Old and new methods of communication. Activity: (to support learning) i) Sample formal letters will be read out in the class and shown on the</p>	<p>1)Letter Writing: Guide the students to write effectively. -Develop and strengthen business relations, enquiries, registering complaints, placing orders, sending replies, apply for a job. -Letter to school authorities regarding admission, school issues, requirements and suitability. -To write in formal tone, to be precise and to the point. -Focus on the qualifications and experiences.</p>	<p>1)Letter Writing: i)Practice exercises based on the long writing skill. ii)Assignment</p>
------------------------------	--------------------------------	--	--	---	--	---

<p>May 5 Days</p>	<p>Invitations and Replies</p>	<p>Invitations and Replies:</p> <ul style="list-style-type: none"> i) Guide and motivate students to express and write effectively. ii) Develop knowledge and purpose of writing invitations and replies. iii) Awareness of the form, content and process of writing. iv) Able to retain data and information. v) Organize ideas on a 	<p>Invitations and Replies:</p> <p>The students will be able to-</p> <ul style="list-style-type: none"> i) inculcate values like share ideas, freedom to express and acceptance of ideas. ii) make use of appropriate formats, expressions and vocabulary. iii) write formal and 	<p>Invitations and Replies:</p> <p>Activity: (to introduce the lesson)</p> <p>i) Pre-activities:</p> <ul style="list-style-type: none"> *Revision of the formats of formal and informal invitations and replies. *Purpose and significance of writing formal and informal invitations and replies. <p>Activity: (to support learning)</p> <ul style="list-style-type: none"> i) Sample formal and informal invitations and replies will be read out in the class and shown on the screen. ii) Use of projectors to show different model exercises based on the skills. 	<p>Invitations and Replies:</p> <ul style="list-style-type: none"> i) Guide the students to write effectively. iv) To write in formal tone, to be precise and to the point. vi) To write with appropriate vocabulary and expressions. vii) The students will be able to express their ideas by writing short writing skills. 	<p>Invitations and Replies:</p> <ul style="list-style-type: none"> i) Practice exercises based on the short writing skills. ii) Assignment
-------------------	---------------------------------------	---	--	--	---	---

<p>August 5 Days</p>	<p>Vistas-L- 2- The Enemy An American prisoner of war is washed ashore in a dying state and is found at the doorstep of a Japanese doctor. Dr. Sadao encounters the dilemma-to live as a private individual whose moral ethical responsibility is to save the soldier or to let the prisoner die..</p>	<p>To enable the students to- i) comprehend the chapter. and to enhance their vocabulary. ii) communicate their ideas with a lot of conviction. conveyed. iii) analyse the situations and characters of the chapter. iv) understand that there are moments in life when we have to make a hard choice between our role as private individuals and as citizens with a sense of national loyalty. v) understand the conflict between man's inherent humaneness and the hatred and prejudices created by pseudo-nationalism and war. vi) understand the dilemma of a doctor to take a decision.</p>	<p>To enable the students to- i) inculcate values like care and concern, fulfilling duties, compassion, humaneness in war, responsibility, patriotism and equality. ii) focus on the importance of fulfilling duties. iii) understand the importance of being humane. iv) inculcate the feeling of patriotism. v) create a balance between personal choices and responsibilities. vi) recognise character traits vii) analyse the various situations to take appropriate decisions</p>	<p>1. Warm up questions- i) Discussion on-Should we hate our enemy if he is in the death trap or should we save? ii) Is it justifiable to hate an enemy during wartime? iii) Text book for reading and explanation and disksha app would be used.</p>	<p>Students will be able to- i) conclude that people of the world are inherently the same despite the differences in colour, culture and nationalities. ii) realize that war and narrow – nationalism can shuffle human feeling of love and compassion and turn friends and fellow human beings into enemies.</p>	<p>1. Assignments 2. Comprehension questions. i) What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply self-absorption? 3. Textual exercises/ Character sketches would be discussed</p>
<p>May 3 Days</p>	<p>Vistas- L-2- The Tiger King- The story is a satire on the conceit of those in power. The writer has used the literary devices of dramatic irony and humour to create this effect. The story spans from the birth of</p>	<p>To enable the students to- i) understand, enjoy and appreciate a wide range of text (different genre) ii) understand the use of literary devices to make the story humorous and interesting.</p>	<p>To enable the students to -inculcate the values of empathy, courage, kindness and sacrifice -understand that whimsical decisions may prove disastrous.</p>	<p>1. Warm up questions- Activity (to introduce the lesson) a) How many of you believe in astrology? Would you prove or disprove astrology predictions? Why/Why</p>	<p>Students will be able to- i) understand that there is a need for a new system for the age of ecology ie. a system which is embedded in the care of all people and also in the care of the Earth and all life upon it. ii) know use of dramatic irony to create humour</p>	<p>1. Assignments 2. Comprehension questions - Would you run after fulfilling your whimsical vow at the cost of other living creatures?</p>

	<p>tiger king to death covering all the landmarks connected with his passion-tiger-hunt.</p>	<p>iii) understand the political scenario during the British rule. iv) understand the Science of astrology. v) sensitize people towards wildlife vi) gain insight into today's political order vii) understand general attitude of human beings towards wild animal</p>	<p>- judge the consequences of sycophancy -understand that one should not be conceited especially those who are in power. -understand that subjecting innocent animals to the wilfulness of human beings is an injustice.</p>	<p>not? b) How many of you follow the dictum 'Live and let others live'? c) If you become a king would you prefer ruling your state and discussing on important issues or indulge in petty issues and feel conceited? -Discussion about wild life and extinction of tigers PPT On the tigers would be shown to the students Students would be asked to post on save tigers</p>	<p>iii) have insight into political order. iv) understand that it is inappropriate to prove or disprove astrological predictions</p>	<p>- Explanation of the story by focusing on dramatic irony and elements of humour. 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>
	<p>10. Reduce inequalities – eradicate social injustice and class inequalities</p>	<p>inequalities prevailing in the society. ix) analyse that the right exposure, education and social transformation is important for the liberation of the slum children from the shackles of poverty. x) understand that better opportunities should be provided to the slum children to lead dignified lives as human beings.</p>	<p>v) importance of good mental and physical health vi) make the best use of opportunities given to them.</p>	<p>with domes', 'world maps' and 'beautiful valleys'. How do these contrast with the world of these children? ii) Bring out the scene of dejection and despair</p>	<p>opportunities should be provided to the slum children to lead dignified lives as human beings</p>	

<p>May 3 Days</p>	<p>Flamingo- P-3- Keeping Quiet-- The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to create a society of peace and mutual understanding. UN Sustainable Goals-(to be discussed) Peace, Justice and strong</p>	<p>To enable the students to- i) evoke subjective responses to the language of poetry. ii) appreciate the images and symbols. iii) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements iv) appreciate the beauty of language and understand the rhyme scheme v) know about the poet and his work/genre</p>	<p>To enable the students to -inculcate values like concern, care for each other, patience and responsibility -bring all evil thoughts to an end and bring in a new life of peace and tranquility. -think critically, understand not to harm others -remain quiet and still be productive and active</p>	<p>1. Warmup questions- Activity (to introduce the lesson) -Importance of meditation Students will be asked to remain completely silent in meditation. Then they will be asked how exotic this stillness was and were they able to do. Activity (to support learning) Share the level of stress you (the students) go</p>	<p>Students will be able to i) know about the poet and his work understand the critical appreciation of the poem ii) understand that introspection makes us find our flaws and gives us the opportunity to rectify them iii) think critically, understand not to harm others, remain quiet and still be productive and active iv) appreciate the images and symbols. v) understand the critical appreciation of the poem based on rhyme, content, theme, genre and</p>	<p>1. Assignments 2. Comprehension questions -How does the poet distinguish 'stillness' from 'total inactivity'? Explain. -I want no truck with death. Explain -Where 'pun' has been used in the poem?</p>
	<p>institutions- Students will develop positive attitude towards life as everyone will try to be still for a moment and would introspect.</p>	<p>vi) experience the moment of realization and peace. vii) learn from the earth when everything seems dead, the earth still remains alive viii) understand life is an ongoing process and should not be associated with death. It is to be lived with positive attitude. ix) How during the covid time everything seemed quiet but life kept on moving</p>	<p>-put away their evil thoughts, solve problem by introspecting</p>	<p>through due to the pressure from parents, teachers, school and coaching classes. -Students will be shown a video showing during covid-19 threat when human activities stood still, the Earth began to heal, regenerate. This would make them understand what damage the technological advancement was leading to. https://www.youtube.com/watch?v=6fallraXCg0 https://www.youtube.com/watch?v=TEIuXoaq4uQ</p>	<p>literary elements</p>	<p>3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>

<p>July 4 Days</p>	<p>Flamingo-L4. The Rattrap- The story has a universal theme that the essential goodness in a human being can be awakened through understanding and love.</p>	<p>To enable the students to- i) understand, enjoy and appreciate not only entertaining but also philosophical text ii) understand the use of literary devices to make the story humorous and interesting iii) understand everyone should get a second chance to improve oneself iv) understand that kindness and hospitality awaken</p>	<p>To enable the students to- - values like generosity, love, understanding, trust, care, concern, redemption and confession - understand an Eye for an Eye will make the whole world blind. Gain insight into life - show kindness as kindness is contagious - boredom sets in with monotony</p>	<p>1. Warmup questions- Activity (To introduce the lesson) - How many of you watch Tom and Jerry show? Have you ever seen Tom caught in a rat trap? - Is loneliness good if you have a target in life? - Are you tempted by anything in life or have you fallen to any of the temptations which made</p>	<p>Students will be able to- i) understand that humour is the spice of life ii) become compassionate and help develop a flair for reading different genres iii) understand everyone must get a chance to undo the wrong he did iv) understand not to be revengeful rather have a different approach to deal with the persons and awaken his better understanding of literary devices</p>	<p>1. Assignments 2. Comprehension questions - How close do you find yourself to the protagonist of the story? - Do you find people like Edla in the society? How could one play a pivotal role in awakening the essential goodness in a person?</p>
		<p>conscience vi) know the meaning of phrases used in the lesson</p>	<p>- understand that sharing lightens the burden and helps in overcoming loneliness</p>	<p>you do even wrong? - Monologue on understanding your faults and its redemption Moral values would be inculcated in the students. They would be asked to speak on one moral value each</p>		<p>- How can you explain metaphor using the title of the story 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>

<p>July 3Days</p>	<p>Flamingo- L- 5-Indigo The lesson is based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation. It also mentions the contributions made by anonymous Indians to the freedom movement.</p>	<p>To enable the student to i) know the vocabulary used in legal procedures ii) understand the qualities of a leader and about the role of Gandhiji in the freedom movement iii) know about different freedom fighters in the text. iv) know fundamental rights v) know the sacrifices and sufferings of people for gaining freedom</p>	<p>To enable the students to i) imbibe empathy, confidence, self-respect, honesty, integrity, self-reliance, truthfulness, patience ii) importance of decision making in adverse circumstances iii) understand that freedom is priceless and one should respect it v) know the importance of health and hygiene</p>	<p>Warm up questions Activity (To introduce the lesson) -List some characteristics of a leader. -What efforts did our leaders take to meet the challenges due to the deadly corona virus? c) How were people motivated towards positivity during the outbreak of virus in our country? 2. Brief up about other freedom fighters who had contributed for the freedom struggle. Activity (to support learning) i) Some people in America and Australia opposed lock down</p>	<p>Students will be able to ii) get acquainted with the legal vocabulary ii) understand the role of a leader iii) understand the importance of rights iv) know the sufferings and contributions of freedom fighters v) understand that freedom from fear is a prerequisite for justice vi) take initiative with a sense of responsibility and confidence</p>	<p>1. Assignments 2. Comprehension questions -Textual questions/ Extra questions/ RTC</p>
				<p>during the outbreak of virus as they felt it is against their rights. Some thought of economy crisis. Do you think they were right? 2. A video on the lesson will be shown to the students.</p>		

<p>July 4 Days</p>	<p>Flamingo-L-6-Poet and Pancakes -the author talks about the Gemini studios which was set up in Chennai .It was one of the most influential film producing organizations of India in the early days of Indian film making .Its founder was SS Vasam ..He talks about the pancakes which was the brand name of the make up material that Gemini Studios bought in truck loads. He also talks of the poets who frequently visit Gemini Studios.</p>	<p>To enable the students to- -comprehend the chapter - enhance their vocabulary and expressions - communicate their ideas regarding the Indian Film Industry. -enhance their knowledge of the events and personalities in a film company in the early days of Indian cinema. -know about the poets and writers in a film company environment. -gain knowledge of the famous Gemini Studio and its emblem. -get a better insight of the various characters working in the studio. - understand the problems of human relationship in the studio. -analyse that in the studio the people from different regions</p>	<p>To enable the students to -arouses the curiosity because there seem to be no connection between the two words - poets and pancakes. -appreciate the style of writing the chapter. -inculcate values like sincerity, dedication and being focussed. -make the best use of creativity and talent. -express effectively -understand that ambition leads to success</p>	<p>Warm up questions- Activity (to introduce the lesson) A class room discussion based on – Today’s film technology compared with that of the early days of Indian cinema. --Narrate a humorous piece about the idiosyncrasies of some interesting characters in your neighbourhood or elsewhere. Activity (To support learning) _Humour creates interest and attraction brings out the hidden talent of the character through the writer’s creation’ – Discuss. -The author has used gentle humour to point out human foibles. Pick</p>	<p>Students will be able to- -analyse the working conditions and people involved in the studios. -understand that there was a great deal of national integration. -understand the use of talent and creativity at its best. -analyse that good poetry and music are the deciding factors in the popularity of the film. -gain knowledge of Gemini Studios and the people from different regions and religions working together.</p>	<p>Assignments Comprehension questions i) Why was Kothamangalam Subbu considered No.2 in Gemini Studios? iii) Textual questions/ Extra questions/ Value based questions/ Character sketches</p>
		<p>and religions working together presented a glimpse of national integration. -understand the humour and satire.</p>		<p>out instances of this to show how this serves to make the piece interesting. (Relational)- How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?</p>		

<p>October 4 Days</p>	<p>Flamingo-L-7-The Interview The interview as a communication genre. 'The Interview' written by Christopher Sylvester briefs the new invention- Part I- Interview in the field of journalism. Part II -is an extract from an interview of Umberto Eco, author of the popular novel, 'Name of the Rose' by Mukund Padmanabhan from 'The Hindu'. 'This interview helps us know many aspects of his writing style and ideas.</p>	<p>To enable the students to i) understand interview as communication genre ii) enjoy an excerpt from an interview with an author iii) express personal opinion on the interview genre iv) know the opinion of eminent people about interview v) understand that the interview holds a position of unprecedented power and influence.</p>	<p>To enable the students to i) compare different media of communication ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills iv) understand that confidence is one of the important ingredients of interview v) understand the challenges faced by reporters and journalists</p>	<p>Activity (to introduce the lesson) 1. Warm up activity How should one prepare for the interview? Activity (to support learning) -Discussion about the interviews of famous personalities watched by you. -What role did reporters/journalists play during the outbreak of deadly corona? What all challenges did they face during the lock down? . What impact does the interview of the renowned person create on others? -Excerpts from the interviews of famous personalities</p>	<p>Students will be able to i) express personal opinion on the interview genre ii) know the opinion of eminent people about interview iii) understand that the interview holds a position of unprecedented power and influence. iv) learn the Analytical skills, Thinking skills, Observatory skills, Interviewing skills v) enjoy an excerpt from an interview with an author</p>	<p>i) Assignments ii) Comprehension questions iii) Textual questions</p>
------------------------------	--	---	--	--	--	--

May 2
Days

Flamingo- P-4-A Thing of Beauty- A taste of classical poetry with universal appeal and eternal value. The natural bounties are all beautiful things which fill us with joy and remove the gloom in life

To enable the students to
i) understand the critical appreciation of the poem based on rhyme, content, theme, genre, literary elements
ii) identify the figures of speech used in the poem
iii) appreciate the beauty of language
iv) know about the poet and his work/genre
v) understand that the things which give us happiness is beauty
vi) sensitize the learners towards environment

To enable the students to
i) inculcate values like peace, contentment, respect, care and concern
ii) understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of people
iii) know that inner beauty is important rather than the outer one
iv) understand that nature provides respite from sorrows
v) understand the benefits of nature walk

1. Warmup questions- Activity (to introduce the lesson)
a) What is beauty according to you?
b) Brief up about the poet.
Activity (to support learning)
1. Do we experience things of beauty only for short moments or do they make a lasting impression on us?
2. What do you think - Beauty dwells outside or within?
Skills- Creative/aesthetic skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills
Students would be taken out in nature experience the serenity

Students will be able
1. to understand the critical appreciation of the poem
2. to understand that beauty dwells inside us and gives us happiness
3. to appreciate and admire the beauty of nature
4. to understand varied definitions of beauty
5. to learn from the stories of great people

1. Assignments
2. Comprehension questions
-What do you think - Beauty dwells outside or within?
3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC

<p>October 3 Days</p>	<p>Flamingo-P-5-Aunt Jennifer's Tigers The poem consists of three quatrains which expose the desolating effects of patriarchy. The poem showcases a fair interplay between rebellion and repression, individual and the social and between personal and political aspects of male chauvinism and suffocation in a married life. UN Sustainable Goals- 5-Gender Equality</p>	<p>To enable the studentsto i) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements ii) appreciate the beauty of language and understand the rhyme scheme iii) know about the poet and his work/genre iv) visualise the constraint of married life experienced by a woman. v) evoke feelings/sympathy for victimised homemakers. vi) evaluate the situation and find solutions to domestic violence. vii) understand that equal status should be given to man and woman</p>	<p>To enable the studentsto -inculcate values like sympathy, confidence, patience and empathy -understand that women-folk is a respectable entity and deserves due respect. face such unforeseen oppressions boldly raise voice against patriarchy and have individuality.</p>	<p>1. Warmup questions- Activity (to introduce the lesson) a) Do you think 'happily married' is an oxymoron? Why/ Why not? -In Miss Universe Pageant 1994 Sushmita Sen was asked—What for you is the essence of being a woman?! She replied, 'Being a woman is the gift of God. The origin of a child is its mother who is a woman. The women share the love with men and teach them what love, caring and sharing are all about'. What according to you is the place of women in present day society? -Comment on 'Marriage is a blissful state'. -PPT will be shown for retaining literary devices. deons small scale male chauvinism in present scenario(UN Sustainable Goal 5) s://www.youtube.com/watch?v=PMueJh9sCP8</p>	<p>Students will be able to- i) understand the critical appreciation of the poem ii) understand that man and woman are equal iii) empathise with the victims of male chauvinism iv) be prepared to face such oppressions boldly v) raise voice against domestic violence vi) understand that female even have inherent desires and they deserve freedom: mental and emotional both</p>	<p>1. Assignments 2. Comprehension questions -How would you feel if female members of your family are oppressed? 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>

<p>A July 3 Days</p>	<p>Flamingo-Poem-5-A Roadside Stand- Brief Description-Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity. The poor people had constructed a roadside stand to sell their products and earn a living but the rich do not even bother to take a look at it. UN Sustainable Goals- Reduce inequalities – eradicate social injustice and class inequalities (to be discussed)</p>	<p>To enable the students to i) read with proper voice intonation and pauses. ii) comprehend the poem and enhance the vocabulary iii) identify the figures of speech. iv) understand the problems of rural folks v) know about the sufferings of people managing the roadside stand</p>	<p>To enable the students to i) analyse that the poet has aroused his feelings of sympathy, disgust and anger ii) contribute for the development of villages in terms of education, health and sanitation iii) show the care and concern for the people who put up the roadside stand iv) understand the contrast between the lives of rich and poor</p>	<p>1. Warm up questions Activity (to introduce the lesson) -Introduction about the poet - Have you ever stopped at the roadside stand while travelling? List your observations. The economic wellbeing of a country depends on a balanced development of the villages and the cities. Discuss. Activity (to support learning) -How do the government and other social service agencies help the poor rural people? Through this poem, Frost underlines his sympathy for the rural people in opposition to the uncaring capitalistic elite. Justify.</p>	<p>Students will be able to i) understand the contrast between the lives of rich and poor ii) acquaint themselves with the world around them iii) learn not only from books but from the examples around them iv) comprehend the poem and enhance the vocabulary v) identify the figures of speech vi) understand that the economic well-being of a country depends on a balanced development of the villages and the cities</p>	<p>i) Assignments ii) Comprehension questions iii) Textual/RTC - Summary will be given</p>

<p>October 4 Days</p>	<p>Flamingo-L-8- Going Places- The story of an incurable dreamer and an escapist who belongs to a lower middle class family and indulges in fantasizing and hero worship. It also focuses on the complexities of human relationships among different members of a family.</p>	<p>To enable the students i) to understand that hard work is required to dream ii) to differentiate between unrealistic and realistic dreams iii) to understand that fantasizing can lead to failure iv) to understand the complexities of human relationships among different members of a family</p>	<p>To enable the students to i) have respect for elders and family, patience and perseverance, truthfulness, faith ii) differentiate between realistic and unrealistic dreams iii) understand the strength of family bond. iv) understand the relationships and financial problems in the family v) know the advantages and disadvantages of fantasizing and hero worship</p>	<p>1. Warmup questions- (To introduce the lesson) i) Discuss about your favourite game. ii) List the countries known for football fever. Activity (to support learning) i) Express your views _Dreams are extremely important, you cannot achieve it unless you imagine it.' ii) Video on football and football player (mentioned in the lesson) will be shown to create interest in the lesson.</p>	<p>Students will be able i) to analyse the difference between realistic and unrealistic dreams ii) to compare their world of fantasy and reality iii) to understand that there is no substitute to hard work iv) to accept the reality in life and responsibility in the family v) to understand relationships/bonding in family</p>	<p>1. Assignments 2. Comprehension questions After reading the story, _Going Places', you were forced to compare your world of fantasy and reality. Recount your views to express yourself on _Fantasy World v/s Real World.' -Did Sophie really meet Danny Casey? -Which was the only occasion when she got to see Danny Casey in person? 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>
<p>May 3 Days</p>	<p>VISTAS- L.1- The Third Level- The story revolves around Charley, the protagonist, who claimed to find himself on the third level at the grand Central Station which the rail authorities swore doesn't</p>	<p>To enable the students to -understand how fantasy and reality can be interwoven -understand _waking dream wish fulfilment' concept -understand split personality</p>	<p>To enable the students to -accept the realities of life -avoid living in a fantasy world and find respite in the real world -be practical and acquire</p>	<p>Warm up questions- Activity (to introduce the lesson) -an interaction on fantasy and reality by giving examples of the movie Ra One and the reference of futuristic video games.</p>	<p>Students will be able to -identify and make connections between similar situations in own life experiences -understand the contrast between the fantasy world and real world -acquire realistic approach towards real life challenges</p>	<p>Assessment: Based on Bloom's Taxonomy i) Assignments ii) Comprehension questions: -Imagination is a _temporary refuge</p>

	<p>exist. The Third level refers to the world of fantasy where Charley used to visit as a temporary relief or a medium of escape from the world of harsh realities. Man achieves this by constantly moving between the past, the present and the future</p>	<p>and how one wanders from one world to another if he is insecure, fearful, tensed and worried</p> <p>-understand that one should not be an escapist rather accept the challenges of real life</p>	<p>realistic approach towards real life challenges</p> <p>-and acquire realistic approach towards real life challenges</p>	<p>-the title of the lesson would be open for class interpretation.</p> <p>-Brief up about the author</p> <p>Activity (to support learning)</p> <p>-Share- how could we escape insecurity, worry, stress and fear?</p> <p>Comment on the ending of the story. -Bring out the contrast between the world Charley lived in and the one that he strayed into.</p>		<p>from reality'</p> <p>Explain.</p> <p>- What differences did Charley observe at the third level of the Grand Central?</p> <p>iii) Textual questions/RTC</p>
<p>August 6 Days</p>	<p>Report Writing And Article Writing</p>	<p>Report Writing And Article Writing</p> <p>Guide and motivate students to express and write effectively.</p> <p>-Develop knowledge and purpose of writing the skills</p> <p>-Awareness of the form, content and process of writing.</p> <p>i) Guide and motivate</p>	<p>Report Writing And Article Writing</p> <p>The students will be able to-</p> <p>i) inculcate values like share ideas, freedom to express and acceptance of ideas.</p> <p>ii) make use of appropriate formats, expressions and</p>	<p>Report Writing And Article Writing</p> <p>Pre-activities:</p> <p>*Revision of the formats</p> <p>*Purpose and significance of writing speech and debate</p> <p>Activity: (to support learning)</p> <p>i) Sample speech and debate will be read out in the class and shown on the screen.</p> <p>ii) Use of projectors to show different model exercises based on the skills.</p> <p>Skills: reading skill, thinking and</p>	<p>Report Writing And Article Writing</p> <p>i) Guide the students to write effectively.</p> <p>ii) To write with appropriate vocabulary and expressions. iii) The students will be able to express their ideas by writing the skills.</p>	<p>Report Writing And Article Writing</p> <p>4) i) Practice exercises based on the long writing skill.</p> <p>ii) Assignment</p> <p>Debate Writing:</p> <p>i) Practice exercises based on the long writing skill.</p> <p>ii) Assignment</p>

<p>August 3 Days</p>	<p>Vistas-L.3-Journey to the End of the Earth Tishani Doshi describes the journey to the coldest, driest and windiest continent in the world: Antarctica. The world's geological history is trapped in Antarctica. Geoff Green's 'Students on Ice' programme aims at taking high school students to the ends of the world. Doshi thinks that Antarctica is the place to go and understand the earth's present, past and future. UN Sustainable Goal-13. Climate Action —The students will understand the</p>	<p>To enable the students to- -comprehend the chapter. enhance their vocabulary and expressions. - communicate their ideas regarding Antarctica. -understand that India and Antarctica at one point of time had been part of the same landmass. -understand that the breakup of Gondwana started the episode of a continental drift. -understand the significance of Cordilleran folds and pre-Cambrian granite shields. -gain knowledge of the 'Students on Ice' programme for high school students.</p>	<p>To enable the students to- -check and analyse the effect of increase of human population and climate change. -foster a new understanding and respect for our planet Earth. -understand that they are the future generation of policy makers. -show care and concern for the increase in the average global temperature and other species on the planet.</p>	<p>Warm up questions- Activity (to introduce the lesson): -Brief up about the author -Why do people go for expedition? -The students will be shown a video on 'Antarctica'. Activity (to support learning): Q1: How does the writer, Tishani Doshi, create a sense of distance between the rest of the world and Antarctica? -What are Geoff Green's reasons for including high school students in</p>	<p>Students will be able to- -understand that millions of years ago humans hadn't arrived and the climate was much warmer with a variety of flora and fauna. -know that the landmass disintegrated into countries shaping the globe. -understand that to study the Earth's past, present and future, Antarctica is the place – the World's geological history is in Antarctica. -analyse and evaluate the effect of human population and climate change. -understand that students are the future generation of policy makers. -evaluate that little changes in the environment can have more adverse</p>	<p>Assignment Comprehension questions – Textual questions/ Extra questions/Value based questions/ Character sketches</p>
	<p>current situation of planet and study the factors responsible for it. They will also know the measures to be adopted to safeguard our planet. Their own solutions and ideas towards these issues will be encouraged. (to be discussed)</p>	<p>-understand the threat of global warming. -understand that Antarctica is the place to study about the repercussions due to the change in the environment.</p>		<p>the Students on Ice expedition? -Take care of the small things and the big things will fall into place. 'What is the relevance of this statement in the context of the Antarctica environment? - How is Antarctica untouched as compared to the rest of the world?</p>	<p>effects. -analyse that further depletion in the ozone layer affects the life on earth. -understand that if the small things are taken care then the big things will fall into place. -analyse that the young generation still have the idealism to save the world. -understand that the entire creation is knitted despite geographical distances.</p>	

<p>August 3 Days</p>	<p>Vistas-L-6-Memories of Childhood -The story presents autobiographical episodes from the lives of two women and is an insight into humiliations suffered by the marginalised communities and their relationship with the mainstream culture. UN Sustainable Goals: 10. Reduced Inequality 4. Quality Education-Students will learn that education overcomes all evils to make a world better place to live</p>	<p>To enable the students to- i) have profound and detailed understanding of the text. ii) express the ideas of the passage orally and in writing. iii) understand the meaning of new words and grammar structure pay attention to the writer's intentions, arguments, ideas, style etc iv) gain insight into the social evils prevailing in the society (in context with Bama's story) v) understand that injustice in any form cannot escape being noticed by children</p>	<p>To enable the students to i) imbibe values like respect, honesty, patience and self reliance ii) rise above prejudices iii) respect each other iv) learn and reflect their own/right perspective of treating underprivileged and marginalised community. v) imbibe value of respecting each individual irrespective of their caste and creed.</p>	<p>Warm up questions- Activity (to introduce the lesson) -Narrate an incident from the history which tells us about untouchability. discrimination/social injustice -Discussion- Seeds of rebellion are sown in childhood. Do you agree? Elucidate. -Minorities are ill-treated. How? Activity (to support learning) -Comment on the title'</p>	<p>Students will be able to- i) comprehend the text in detail ii) know the meaning and usage of new vocabulary iii) learn how to respect people from different culture iv) voice for injustice and discrimination v) imbibe values, enhance skills vi) learn and reflect their own/right perspective of treating underprivileged and marginalised community</p>	<p>1. Assignments 2. Comprehension questions -What is the commonality of theme found in the two stories? -What does Bama say about untouchability when she was in the third class? 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC</p>
		<p>vi) know about the two writers and the way they fought against injustice with their powerful writings</p>		<p>We too are Human Beings'? -How would you contribute in eradicating social evils? -You have been taught that one must get equal opportunities in life to learn and prosper. There seems a difference of opinion and a few oppose certain policies of equality. Why? What are the solutions to the problem and how would you ensure that the deserved ones get the opportunities?</p>		

					<i>s</i>	
--	--	--	--	--	----------	--

<p>August 3 days</p>	<p>Vistas- L.6 On the Face of It-The lesson is about the pain and isolation the physically handicapped go through. It highlights the callousness of the society towards them, affects them adversely and they become even more withdrawn. It encourages the readers to be brave enough to face, accept and deal with difficult situations in life.</p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> i) comprehend the chapter and enhance their vocabulary ii) understand the theme that appearances are deceptive and most often we go on dealing with our impressions and prejudices about others without caring to know them actually. iii) able to analyse the situations and characters of the lesson. iv) use appropriate vocabulary and expressions. vi) understand that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities. vii) analyse that scars do not change a person and that handicaps must be accepted in life and in the society. 	<p>To enable the students to-</p> <ul style="list-style-type: none"> i) inculcate values like empathy, affection, care and concern, optimism and faith. ii) face the challenges in life with a positive approach iii) develop optimistic approach towards life iv) gain insight into the loneliness of physically handicapped. v) accept the things as they are and believe in oneself. <p>Skills: comprehension skill, analytical skill, observation skills.</p>	<p>Warm up questions</p> <p>Activity:(to introduce the lesson) Can you quote examples of physically handicapped people who had made a mark in history? How one can motivate handicapped people? What all benefits do they have from the government? Brief up about the author</p> <p>Activity:(to support learning) Video based on physically handicapped people will be shown to the students to relate with the lesson. -The play ends on a tragic note but reaffirms hope. Discuss with reference to the text.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> i) gain insight into the loneliness of physically handicapped. ii) overcome negative attitude towards life. iii) understand that a person with physical impairment expects good and normal behaviour from others and respect them for what they are. iv) realise that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities. 	<p>Assignments Comprehension questions i) Despite his show of Bravery, Mr. Lamb is a lonely man. Do you agree? Justify. Textual exercises/ extracts/ Character sketches</p>
-----------------------------	---	---	--	--	---	---