

**CHOITHRAM SCHOOL, MANIK BAGH, INDORE**

**ANNUAL CURRICULUM PLAN SESSION 2017 – 2018**

**CLASS: X**

**SUBJECT: ENGLISH**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
<b>JUNE</b> 15	<b>Poem- THE FROG AND THE NIGHTINGALE</b> The poem describes how cunning and crafty frog tired and exhausted an innocent but dim-witted nightingale who allowed the bully to misguide and ruin her life. This is an allegorical poem which reveals a deeper meaning beneath the emotional story	<b>-To enable learners to appreciate a literary genre i.e. poetry.</b> -To enable the learners to appreciate Vikram Seth's popular poetic style. -To make the learners comprehend the literal as well as the figurative meaning of the poem. -To enable the learners to understand the literary devices/figures of speech used in the poem. -To develop an understanding of the themes conveyed by the poem. -To test the creativity and expression -To appreciate the poem	To develop- -Commitment -Determination -Hard work -Mentoring skills -Appreciation -Developing aesthetic skills, creativity, imagination -Comprehending, Reading and Listening skills - to prepare the students for a cutthroat competitive world -to admire the good qualities of others - Compare the modern competitive world with the theme of the poem. - Understand not to have blind faith on others - Sensitivity towards the sufferings of others	. Pre reading activity- Class Discussion Have you come across people who are not what they seem to be – like someone who is extremely friendly and helpful yet you are not very comfortable with him/ her as you feel it is a put-on? 1.A video of an obituary will be shown. 2.An animated video of the poem will be shown	Students will be able to: -understand the value of self-confidence and learn the art of living in a modern society - cultivate interest in Poetry - to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm - comparing and contrasting ideas and arriving at conclusions. - improve their writing skills	<b>Write an obituary for the nightingale.</b> You may begin like this.... May the kind soul..... ( or you may make use of your own beginning) <b>Parameters-</b> 1. Content 2. Creativity 3. Fluency 4. Accuracy

	<p>line where the frog symbolizes opportunistic and cunning people while the nightingale represents naturally talented artist and gullible who fails due to her simplicity and blind faith on others.</p> <p><b>CHAPTER 1- Two Gentlemen of Verona</b></p> <p>- The story recounts the hard life chosen by two young boys so that they could pay for the treatment of their sister afflicted with tuberculosis. The boys' sacrifice, sincerity and devotion to the cause and the maturity they display in their</p>	<p><b>To enable the students to-</b></p> <p>i) appreciate/comprehend the text</p> <p>ii) develop style of writing</p> <p>iii) verbally communicate an imagined situation</p> <p>iv) understand the phrasal verbs</p> <p>v) learn/enrich vocabulary and its usage within appropriate context</p> <p>vi) understand first person narrative style</p> <p>vii) develop confidence in speaking skills</p>	<p>- Gullible fail due to their simplicity and blind faith on others.</p> <p>- learn to appreciate others</p> <p>- to develop the ability of appreciation of ideas</p> <p>- to develop self confidence</p> <p><b>To enable the students to imbibe values like -</b></p> <p>- Selfless service</p> <p>- Empathy</p> <p>-Perseverance</p> <p>-Dedication</p> <p>- Determination</p> <p>-Positivity</p> <p>-Dignity of Labour</p> <p>-Respecting secrecy</p> <p>-promises hope for the society</p> <p>- sense of sacrifice and sensibility</p> <p>- Views on war which destroys everything resulting in hatred and enmity.</p> <p>-To cope up the challenges and stand against all odds</p> <p>-Inspite of war/ hatred/</p>	<p>1. <b>Warm up activity-</b></p> <p>a)What are the qualities of a 'Gentleman?'</p> <p>b) Have you ever come across any challenging situation. If yes,how did you overcome that?</p> <p>2. Explanation of the chapter by the students in groups of 7.Comprehension questions will be asked to test their understanding.</p> <p>3. Voice your opinions on</p> <p>a) Appearances are deceptive</p> <p>b) How does the story promise hope for the society</p> <p>c) War shattered their home but not the</p>	<p><b>Students will be able to:</b></p> <p>i)appreciate/comprehend the text</p> <p>iii) verbally communicate an imagined situation</p> <p>iv)understand the phrasal verbs and use in their writing skills</p> <p>v) learn/enrich vocabulary and its usage within appropriate context</p> <p>vi)understand the importance of sacrifice, sincerity and maturity</p> <p>vii) understand that war affects the tender minds deeply.</p> <p>viii) understand that most challenging situations could be overcome with immense courage and fortitude</p>	<p><b>Based on Explanation done by the students</b></p> <p>Individual</p> <p>1. Expression 2. Fluency 3. Accuracy</p> <p>Group</p> <p>1. Comprehension 2. Coordination 3. Overall Presentation</p>
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	actions gives a new hope for humanity		jealousy, the world still has generosity and magnanimity. - Focus on solution rather than the problem	spirits		
<b>JULY</b> 24	<b>CHAPTER-2.Mrs. Packletide’sTiger</b> The chapter gives insight into hypocritical ways, pretentions, vain glory and jealousy of the upper class. The follies and weakness of the people and what price one has to pay for false notion of self-importance. The chapter reveals that one who is vain, is full of self-importance, can go to any extent to prove his superiority & finally has to bear the consequences.	<b>To enable the students to-</b> - enhance their writing and speaking skills - reading with correct word stress, sentence stress and intonation. - writing for self - expression. - building vocabulary, deducing the meaning of unfamiliar lexical items in a given context -developing thought, critical analysis on the basis of the text read -learn the usage of oxymoron	<b>To enable the students to-</b> -Accept responsibilities - be Benevolent - be Helpful - be Sensitivity - develop care and concern towards animals - be Tolerant - one has to pay for false notion of self-importance -people who show off, their success is short lived - understand vanity leads to sufferings - understand the outcome of jealousy and show off - understand satire and humour -learn social norms -Understanding of human values -shallowness and hollowness of the so-called sophisticated society - Developing reasoning ability as well as the ability to justify views	1.The session would start with an interactive session with a discussion on ‘Being Famous’ thus interpreting the title of the story. 2.The students would bring out the drawbacks of Hunting. 3.Sometimes writers highlight certain negative aspects in society or human beings by making fun of it. This is called Satire. <b>Do you consider ‘Mrs.Packletide’s Tiger’ as a satire?</b>	Students will be able to: -Build vocabulary -Develop thought, critical analysis on the basis of the text read - develop care and concern towards animals - understand the outcome of jealousy and show off - understand satire and humour - enhance writing skills	<b>Construct the dialogues on anyof the following situations from the story:</b> 1.Mrs. Packletide and the headman of the village/other villagers discussing the details of the tiger shooting 2.Miss Mebbin blacking Mrs.Packletide into gifting her a cottage 3.LoonaBimberton and a lady-friend discussing Mrs.Packletide’s hunting success.  Parameters- 1. Content 2. Expression 3. Fluency 4. Accuracy

	<p><b>Poem- MIRROR</b></p> <p>It's a confessional poem which explores the relationship that we have with truth and particularly the truth about ourselves. The mirror is a symbol of truthfulness and it is exact. It reveals what we actually are.</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"><li>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</li><li>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li><li>-cultivate interest in poetry</li><li>-to develop the ability of appreciation of ideas</li><li>- to recall different forms of adjectives</li><li>-developing thought, critical analysis on the basis of the text read</li><li>- to learn poetic devices</li></ul> <p>To enable the students to appreciate the confessional</p>	<p>- Developing thought, critical analysis on the basis of the text read</p> <p>To develop-</p> <ul style="list-style-type: none"><li>-Planning skills</li><li>-Pronunciation and reading with intonation.</li><li>-Critical thinking.</li></ul> <p><b>To enable the students to imbibe values-</b></p> <ul style="list-style-type: none"><li>-Truthfulness</li><li>-Self realization</li><li>-Acceptability</li><li>-Stick to positivity</li><li>-Developing unbiased attitude towards others</li><li>-Be composed and calm in tough situations</li><li>-Appreciation of inner beauty</li><li>-Self introspection</li><li>-Acceptance of reality</li><li>-To overcome shortcomings</li><li>- Acceptance</li></ul>	<p>. Write an autobiography of a mirror.</p>	<p><b>Students will be able :</b></p> <ul style="list-style-type: none"><li>-to understand that we should accept the reality even if its bitter</li><li>-to develop the ability of appreciation of ideas and critical thinking</li><li>-to develop the ability of appreciation of ideas</li><li>- to recall different forms of adjectives</li><li>-developing thought, critical analysis on the basis of the text read</li><li>- to learn poetic devices</li></ul>	<p><b>Speaking Skills:</b></p> <p>1. Imagine you are the Mirror. Write a speech that you would like to deliver to the humans who come to see their reflection in you. We should accept the realities of life.</p>
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		<p>poem</p> <ul style="list-style-type: none"> <li>-to make students develop acceptability to reality to make them realize that soul is permanent</li> <li>-to accept reality</li> <li>- aging is the fact of life and better to accept it</li> </ul>				
	<p><b>Writing skills-</b> Message Writing Email Writing Letter Writing Diary entry</p> <p>MCB- 1. Health and Medicine</p>	<p>To enable students to</p> <ul style="list-style-type: none"> <li>-correspond effectively</li> </ul> <p>To enable students to</p> <ul style="list-style-type: none"> <li>-express ideas with clarity</li> <li>-draft in a prescribed format</li> </ul> <p><b>To enable the students to</b></p> <ul style="list-style-type: none"> <li>-understand the importance of good health</li> <li>-inculcate good habits</li> <li>- create awareness regarding personal hygiene</li> <li>-identify , interpret and infer he ideas in a text</li> </ul>	<p>Become systematic and organized</p> <p>Proficiency in language</p> <p>- express and respond personal feelings, opinions and attitudes</p>	<p>-----</p> <p><b>Discussion-</b> How can Laughter be used as a therapy to combat stress ?</p>	<p>To students will be able to-</p> <ul style="list-style-type: none"> <li>-correspond effectively</li> </ul> <p>To enable students to</p> <ul style="list-style-type: none"> <li>-express ideas with clarity</li> <li>-draft in a prescribed format</li> </ul> <p><b>The students will be able to-</b></p> <ul style="list-style-type: none"> <li>-understand the importance of good health</li> <li>-inculcate good habits</li> <li>- create awareness regarding personal hygiene</li> <li>-identify , interpret and infer he ideas in a text</li> </ul>	<p>Assessment on the basis of the answers of Practice questions</p>
August 21	<p><b>Chapter 3 - The Letter</b></p> <p>The story tells about an old man who eagerly waits for a letter from his</p>	<ul style="list-style-type: none"> <li>- learn phrasal verbs and understand their meanings.</li> <li>- to organize and structure thoughts in writing</li> <li>-to develop the ability of appreciation of ideas</li> <li>- to read with interpretive</li> </ul>	<p><b>To develop-</b></p> <ul style="list-style-type: none"> <li>- tolerance</li> <li>- respect for elderly</li> <li>- Commitment</li> <li>- to understand the grief and loneliness of parents</li> <li>- to sensitize the students</li> </ul>	<p>Study the facial expressions of the person (picture) and comment on his feelings. What might be the reasons for these feelings?</p> <p>1. The postmaster was anxiously waiting for his</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"> <li>- learn phrasal verbs and understand their meanings.</li> <li>- organize and structure thoughts in writing</li> <li>- develop the ability of appreciation of ideas</li> </ul>	<p>1. Write a letter to your father expressing your gratitude towards him. The letter will be written in the classroom. They will post the letter to their house. Father will give the feedback. They will bring the letter and submit.</p>

	<p>daughter. Protagonist is a symbol of endless patience perseverance and his unshaken faith does not end with his death.</p>	<p>and analytical proficiency</p> <ul style="list-style-type: none"><li>- to develop their thoughts (in form of dialogue writing)</li><li>- to express their emotions in written form</li></ul>	<p>with the emotions of the people</p> <ul style="list-style-type: none"><li>- develop thought, critical analysis on the basis of the text read</li><li>- to appreciate the father-son/daughter bond</li><li>- understanding sufferings</li><li>- to be kind and humane</li></ul>	<p>ailing daughter's news. On not getting any news he visits his daughter's town. Now construct the dialogues between the postmaster and his daughter.</p>	<ul style="list-style-type: none"><li>- read with interpretive and analytical proficiency</li><li>- developing thought, critical analysis on the basis of the text read</li><li>- to learn to write dialogue</li><li>- understand that attitude and hobbies change with age</li></ul>	
	<p><b>Poem- MIRROR</b></p> <p>It's a confessional poem which explores the relationship that we have with truth and particularly the truth about ourselves. The mirror is a symbol of truthfulness and it is exact. It reveals what we actually are.</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"><li>-to encourage students to appreciate poetry and develop the ability of reading with proper stress and intonation</li><li>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</li><li>-cultivate interest in poetry</li><li>-to develop the ability of appreciation of ideas</li><li>- to recall different forms of adjectives</li><li>-developing thought, critical analysis on the basis of the text read</li><li>- to learn poetic devices</li></ul> <p>To enable the students to</p> <ul style="list-style-type: none"><li>-appreciate the confessional</li></ul>	<p><b>To enable the students to imbibe values-</b></p> <ul style="list-style-type: none"><li>-Truthfulness</li><li>-Self realization</li><li>-Acceptability</li><li>-Stick to positivity</li><li>-Developing unbiased attitude towards others</li><li>-Be composed and calm in tough situations</li><li>-Appreciation of inner beauty</li><li>-Self introspection</li><li>-Acceptance of reality</li><li>-To overcome shortcomings</li><li>- Acceptance</li></ul>	<p><b>Speaking Skills:</b></p> <p>1. Imagine you are the Mirror. Write a speech that you would like to deliver to the humans who come to see their reflection in you. We should accept the realities of life.</p> <p>2. Write an autobiography of a mirror.</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"><li>-to understand that we should accept the reality even if its bitter</li><li>-to develop the ability of appreciation of ideas and critical thinking</li><li>-to develop the ability of appreciation of ideas</li><li>- to recall different forms of adjectives</li><li>-developing thought, critical analysis on the basis of the text read</li><li>- to learn poetic devices</li></ul>	

	<p>MCB unit 2 – Education</p> <p>Importance of education in one’s life.</p>	<p>poem</p> <p>-to make students develop acceptability to reality to make them realize that soul is permanent</p> <p>-to accept reality</p> <p>- aging is the fact of life and better to accept it</p> <p><b>To enable the students to-</b></p> <p>-get aware of right to education</p> <p>-know the importance and need of educating a girl child</p> <p>-know the govt. initiatives &amp; provisions made for girl child</p> <p>-Understand what difference education can bring</p>	<p>Creating awareness</p> <p>-Becoming duty conscious</p> <p>-Socially responsible</p> <p>-Gender equality</p>	<p>Discussion of comprehension based on Right to Education</p> <p>-Study the map(text based) and find reasons for female illiteracy.</p> <p>-discussion</p> <p>The need to recognize and empower the Girl Child</p> <p>Writing skill Bio-Sketch(text based)</p>	<p>get aware of right to education</p> <p>-know the importance and need of educating a girl child</p> <p>-know the govt. initiatives &amp; provisions made for girl child</p> <p>-Understand what difference education can bring</p> <p>To be innovative</p> <p>To be creative</p> <p>To transcode information from verbal to diagrammatic form</p> <p>-To enrich vocabulary</p> <p>-To speak intelligibly</p> <p>-To learn to save environment</p>	<hr/>
	<p>MCB unit 3- Science</p> <p>The unit reflects human interventions and their consequences and need to</p>	<p><b>To enable the students to-</b></p> <p>To transcode information from verbal to diagrammatic form</p> <p>-To enrich vocabulary</p> <p>-To speak intelligibly</p> <p>-To learn to save environment</p>	<p>Co-existence</p> <p>Inquisitive</p> <p>Be creative</p> <p>Creating awareness</p> <p>Becoming duty conscious</p>	<p><b>Subject Enrichment Activity – I</b></p> <p>Presenting an Advertisement of Innovative Inventions (Group Task)</p> <p>Students will be divided in</p>	<p>To develop critical thinking</p> <p>To transcode information from verbal to diagrammatic form</p> <p>-To enrich vocabulary</p> <p>-To speak intelligibly</p> <p>-To learn to save environment</p>	<p>Parameters:</p> <p><b>Group</b></p> <p>-Understanding of the theme</p> <p>-Organisation</p> <p>-Over all Presentation</p> <p><b>Individual</b></p> <p>-Elocution/eye contact</p> <p>-Creative Appeal (Body</p>

	<p>create awareness and ecofriendly gadgets</p>	<p>To develop critical thinking</p>		<p>groups of seven. They will give a two minutes presentation on the latest gadgets that are user friendly and affordable in ones budget. Examples of the products can be LED Umbrella, Alarm clock, Power nap, Laser gadgets, Sandals etc.,</p> <p><b>Discussion-</b></p> <p>i) Do you read novels? Specify the genre-mystery, horror, fiction, romance,adventure etc.</p> <p>ii) Who is your favourite author and why? Discussions on</p> <p>How war is a waste? Describe traumatic conditions of war victims</p> <p>-Character sketches will be given.</p>		<p>Language) -Accuracy</p>
	<p><b>Novel- Diary of a Young Girl</b> It’s a story of a girl Anne Frank, who was a war victim. This book describes the lives of eight Jews &amp; the tortures they had to face. War is a waste. It leads to destruction. Atrocities of war embittered everyone.</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"><li>-To write in formal tone, to be precise and to the point.</li><li>-To inculcate reading habits and to improve vocabulary</li><li>-To understand the first person narrative style</li><li>-To sharpen writing and speaking skills</li><li>-to understand the characters and their role in the novel</li><li>-to understand elements of humour, conflict, tragedy in the novel</li><li>-to understand the plot and the theme of the novel</li></ul>	<p><b>To understand-</b></p> <ul style="list-style-type: none"><li>-relation between family members.</li><li>-Bond between mother and daughter</li><li>-will understand child psychology.</li><li>-Importance of human relationship.</li><li>Behavioural changes in adolescent stage</li><li>-Acceptance of situations and face them with a lot of courage and find solutions to problems in life.</li><li>-Decision making in most adverse conditions.</li><li>-Understand child psychology.</li><li>empathy</li><li>care and concern</li><li>iv) faith</li><li>v) peace and patience</li><li>helping the society to</li></ul>		<p><b>Students will be able</b></p> <ul style="list-style-type: none"><li>- To write in formal tone, to be precise and to the point.</li><li>-To inculcate reading habits and to improve vocabulary</li><li>-To understand the first person narrative style</li><li>-To sharpen writing and speaking skills</li><li>-To understand the characters and their role in the novel</li><li>-to understand elements of humour, conflict, tragedy in the novel</li><li>to understand the plot and the theme of the novel</li></ul>	



			develop brotherhood -spreading peace and brotherhood -developing compassion -selfless service to the society -Building rapport -Unbiased approach			
<b>September 21</b>	<b>Literature</b> Drama-1 .The Dear Departed The play reveals that with modernization, reverence of the elderly seems to have suffered a grievous blow and a need for a cultured society. It satires on degradation of moral values in the society  <b>Tenses</b> Active and Passive Voice <b>Writing skills-</b> Notice Writing <b>Novel-</b>	<b>To enable the students:</b> - to understand, enjoy and appreciate a wide range of text - to organize and structure thoughts in writing -to develop the ability of appreciation of ideas - to demonstrate various reading and viewing strategies for comprehension and appreciation - to comprehend the character - to express their opinion in grammatically correct, fluent and coherent language - understand the central idea and locate details in the text (prescribed and non-prescribed)	<b>To enable the students to develop-</b> - Empathy -Respect for others -Love for family -Courtesy - a sense of respect and belongingness towards elders -patience - acceptance - Selfless approach - awareness about elderly face growing neglect - duty consciousness - socially responsible - sensitize with the emotions of the people - responsibility towards their parents - comprehending, Reading, Listening and speaking skills	<b>Warm up –</b> -Read the news story given and analyse the situation (text book) Class discussion- ‘What are the reasons for the old people being ‘abused, harassed and abandoned’ in India . Activity- -Explanation of the chapter by the students in groups of 7.Comprehension questions will be asked to test their understanding.	<b>The students will be able to-</b> - to understand, enjoy and appreciate a wide range of text - to organize and structure thoughts in writing -to develop the ability of appreciation of ideas - to demonstrate various reading and viewing strategies for comprehension and appreciation - to comprehend the character - to express their opinion in grammatically correct, fluent and coherent language	<b>Based on Explanation done by the students</b> Individual 1. Expression 2. Fluency 3. Accuracy Group 2. Comprehension 2. Coordination 3. Overall Presentation

	The Diary of a Young Girl Ch-6 to 10					
October 17	Periodic Assessment Test (PAT) – II  Grammar- Direct and Indirect Speech Speech Writing					
November 23	Play- Julius Caesar The play highlights that after defeating the son of Pompey, <i>Julius Caesar</i> was offered the crown. Jealous of Caesar’s growing power, a conspiracy was instigated	<b>To enable the students to:</b> -summarize key plot points in <i>Julius Caesar</i> -analyze characters in <i>Julius Caesar</i> -determine how characters develop in <i>Julius Caesar</i> -Explain the definitions of antagonist and protagonist and discuss Shakespeare’s development of these roles in <i>Julius Caesar</i> . -Identify the primary conflicts and themes	<b>To enable the students to develop-</b> -understand how jealousy enforces one to commit crimes -appreciate the drama and style of writing -Explain notions of democracy vs. tyranny and allegiance vs. rivalry and duplicity and describe how these are developed thematically in the play. <ul style="list-style-type: none"><li>• learn art of</li></ul>	<b>-Movie titled “Julius Caesar” will be shown.</b> -Activity- Complete the web-chart based on the character traits of the different character of the drama. Writing Skills- “Words can produce the desired effect on anyone.” Compare and contrast Brutus and Antony with reference to the above statement.	Students will be able to: -summarize key plot points in <i>Julius Caesar</i> -analyze characters in <i>Julius Caesar</i> -determine how characters develop in <i>Julius Caesar</i> -Explain the definitions of antagonist and protagonist and discuss Shakespeare’s development of these roles in <i>Julius Caesar</i> . -Identify the primary conflicts and themes in <i>Julius Caesar</i> .	Subject Enrichment Activity – II Press Conference  <b>Group</b> - Organization and Fluency (sequence, linking of ideas) - Expressionand Initiation -Teamwork <b>Individual</b> -Intensity and Accent according to characters -Accuracy - Understanding of the theme/character

	<p>and Caesar was assassinated. It's a historical play which presents the political drama full of personal strives and moral dilemmas faced by the main character of the play.</p> <p>Novel-Diary of a Young Girl <b>Chapter – 11 to 14</b></p> <p>Subject Enrichment Activity – II Press Conference</p>	<p>in <i>Julius Caesar</i>.</p> <ul style="list-style-type: none"> <li>-Identify and discuss examples of fate, fortune, and the supernatural in the play.</li> <li>-Identify and discuss the literary devices and language techniques employed by Shakespeare.</li> <li>-Determine what makes <i>Julius Caesar</i> a timeless and popular work and relate events in the play to contemporary world events.</li> <li>-to comprehend the character</li> <li>-to express their opinion in grammatically correct, fluent and coherent language</li> <li>-understand the central idea and locate details in the text (prescribed and non-prescribed)</li> </ul>	<p>questioning</p> <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Commitment</li> <li>• Inquisitiveness</li> <li>• Practicality</li> <li>• Respect</li> <li>• Trustworthiness</li> <li>• Wisdom</li> <li>• Justice</li> <li>• Motivation</li> <li>• Team work</li> <li>• Decision Making</li> </ul>	<p>-Stage a press conference that takes place shortly after Caesar death.</p> <p>Students will be shown a PPT based on conduction of Press Conference. They will be divided in groups of 7 students. Based on the theme of the drama, students would be probing the conspirators to give justified reason to kill Julius Caesar.</p>	<p>-Identify and discuss examples of fate, fortune, and the supernatural in the play.</p> <p>-Identify and discuss the literary devices and language techniques employed by Shakespeare.</p> <p>-Determine what makes <i>Julius Caesar</i> a timeless and popular work and relate events in the play to contemporary world events.</p> <p>-to comprehend the character</p>	
<b>December 22</b>	<p><b>Chapter-4 A Shady Plot Poem</b></p> <p>This is not a spine-chilling ghost story but is full of humour which brings out the frivolous</p>	<ul style="list-style-type: none"> <li>-Develop their basic skills of language viz., listening, speaking, reading and writing.</li> <li>-Understand the plot and character of the story.</li> <li>-Learn words related to ghosts and ghost stories.</li> <li>-Enjoy and appreciate the</li> </ul>	<p><b>To develop-</b></p> <ul style="list-style-type: none"> <li>-Awareness about Paranormal world</li> <li>- Faith</li> <li>- Understanding</li> <li>- Trust</li> <li>- Commitment</li> <li>- develop thought, critical analysis on the basis of the</li> </ul>	<p><b>Warm up –</b></p> <p>The class would begin with an interactive session on Ghosts-real or a mystery.</p> <ul style="list-style-type: none"> <li>• Pre-reading activities like matching words related to ghosts and ghost stories with their meanings.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop their basic skills of language viz., listening, speaking, reading and writing.</li> <li>• Understand the plot and character of the story.</li> <li>• Learn words related to ghosts and ghost stories.</li> </ul>	<p><b>Debate- Ghosts are the creation of human mind.</b></p>

	<p>activities in which women engaged themselves. The story reflects that existence of ghosts is not quite strong still the narrator’s encounter with it &amp; the hilarious situations make the readers amused.</p> <p><b>Poem- 4 Ozymandias</b> This sonnet reflects the decline of all mighty rulers inspite of their efforts to erect statues and monuments as time spares none. The poem uses a shattered statue to highlight the ephemeral nature of fame, popularity &amp; power.</p>	<p>story and the use of language. -Puzzle out the meaning of some unfamiliar words in the story. -to make the students aware of the theme and emotions.</p> <p><b>To enable the students to-</b> -know the past -comprehend the poem after silent reading. -Develop their basic skills of language viz., listening, speaking, reading and writing. -Understand the theme of the poem and the message conveyed through the same. -Add some new words to their vocabulary and thereby enhance and enrich their word power. -Enjoy and appreciate the poem and the use of the poetic devices by the poet in this poem. -Compare Shakespeare’s</p>	<p>text read - Helpfulness - Patience</p> <p><b>To enable the students to imbibe-</b> -To make them understand proud leads to nothing -Understand the ephemeral nature of life -Control over thoughts and actions -Critical thinking -Appreciation -Self Control</p> <ul style="list-style-type: none"><li>• Moderating our own behaviour</li></ul>	<ul style="list-style-type: none"><li>• Story prediction based on the title of the story.</li><li>- Do you believe ghost can be called through plank chit/ Ouija board?”</li></ul> <p><b>Warm up activity-</b> -Introduce your students to the Egyptian King Ramses II, known as Ozymandias to the Ancient Greeks. A good resource is <u>Discovering Egypt</u> 1) Group discussion based on their perception about the picture in the textbook based on the poem 2) Completion of web-chart based on their impressions about the picture. -After learning about this great pharaoh, what kind of</p>	<ul style="list-style-type: none"><li>• Enjoy and appreciate the story and the use of language.</li><li>• Puzzle out the meaning of some unfamiliar words in the story.</li><li>• to make the students aware of the theme and emotions.</li></ul> <p>Students will be able to: -know the past -comprehend the poem after silent reading. -Develop their basic skills of language viz., listening, speaking, reading and writing. -Understand the theme of the poem and the message conveyed through the same. -Add some new words to their vocabulary and thereby enhance and enrich their word power. -Compare Shakespeare’s Sonnet 55 ‘Not Marble, nor the Gilded Monuments’ already learned in term 1 with Shelley’s Sonnet ‘Ozymandias’ in terms of the way in which <b>Time</b> is treated by the two poets.</p>	<p>Write an informal letter to a friend about the sight they have seen (picture of the broken statue) in an old and mysterious country on a sight-seeing tour / statue on the square of the road.</p>
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		<p>Sonnet 55 ‘Not Marble, nor the Gilded Monuments’ already learned in term 1 with Shelley’s Sonnet ‘Ozymandias’ in terms of the way in which <b>Time</b> is treated by the two poets. Read the poem with proper stress, rhythm, pronunciation and intonation.</p>		<p>person do you think Ozymandias was?</p> <p>-If you had a chance to have a statue made of yourself, would you do it? If so, where and why?</p>	<p>-Read the poem with proper stress, rhythm, pronunciation and intonation.</p>	
	<p>MCB Unit- 4 Environment The unit reflects human interventions and their consequences and need to create awareness and ecofriendly gadgets</p> <p>Unit- 5 Travel And Tourism The unit deals with Eco Tourism ,India As A unique</p>	<p><b>To enable the students to-</b></p> <ul style="list-style-type: none"><li>-write newspaper reports</li><li>-discuss on the environmental issues</li><li>-participate in spontaneous spoken discourse</li><li>-learn new words related to environmental degradation</li></ul>	<p>Environmental awareness Sensitivity Responsibility</p>	<p>Complete the statements to check the awareness about environment Post activity -Match the ‘environment words’ with the meaning</p>	<p><b>The students will be able to –</b></p> <ul style="list-style-type: none"><li>-write newspaper reports</li><li>-discuss on the environmental issues</li><li>-participate in spontaneous spoken discourse</li><li>-learn new words related to environmental degradation</li></ul>	<p>-Letter to editor expressing your concern about the threat to the bio reserves.</p>
		<p><b>To enable students to -</b></p> <ul style="list-style-type: none"><li>-retrieve and synthesis information</li><li>-Prepare an itinerary &amp; brochure</li><li>-to know their</li></ul>	<p><b>To develop-</b></p> <p>Sensitivity Thoughtfulness Sympathy Responsibility Belongingness</p>	<p>1min. speech delivery on the topic ‘ Our responsible behavior as a tourist</p>	<p><b>The students will be able to-</b></p> <ul style="list-style-type: none"><li>-retrieve and synthesis information</li><li>-Prepare an itinerary &amp; brochure</li><li>-to know their responsibilities regarding promoting tourism</li></ul>	<p>-----</p>

	tourist destination and steps for promoting tourism	responsibilities regarding promoting tourism -write notice -speak publically	Spirit Zeal initiative		-write notice -speak publically	
January 23	<b>Poem The Rime of Ancient Mariner</b> The Rime of the Ancient Mariner of by Samuel Coleridge is a poem that has it all: great joy and sorrow, guilt and sin and redemption, and the supernatural. The strong bond with nature is broken when the mariner kills the albatross.	<b>To enable the students</b> -To demonstrate reading and reviewing strategies foe comprehension and appreciation. -To help the students learn to organize and remember information. -To develop analytical ability -To know new form of poetry(ballad) -To appreciate the poem to determine a theme or central idea of a text and how it is conveyed through particular details to provide a summary of the text distinct from personal opinions and judgments. -to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. -to cite textual evidence to	<b>To enable the students to imbibe-</b> -Self-realization -Self -control -Tolerance -Faith -Impact of Sin, guilt, and redemption, -Preparing for the odd situations and developing endurance to face them.	<b>Warm-up Activity-</b> -recall any incidents for which you feel sorry or guilty and if possible share it with the class. -Speaking Skills- Making Log Book of the Ship The students will speak entries for the log for the important events that took place in the poem recorded in the poem	Students will be able to: -To demonstrate reading and reviewing strategies foe comprehension and appreciation. -To help the students learn to organize and remember information. -To develop analytical ability -To know new form of poetry(ballad) -To appreciate the poem -to determine a theme or central idea of a text and how it is conveyed through particular details -to provide a summary of the text distinct from personal opinions and judgments. -to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. -to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"><li>• Speaking Skills- Making Log Book of the Ship The students will speak entries for the log for the important events that took place in the poem recorded in the poem</li></ul>

	<p><b>CHAPTER 5- PatolBabu, Film Star</b></p> <p>Subject Description- Satyajit Ray, an Indian filmmaker has written this story which tells of a chance opportunity that a man called PatolBabu gets to fulfil his lifelong dream of becoming a film star. This lesson also underlines the idea that no role in a film is minor or major. What matters the most is sincerity and dedication. It says that money is insignificant when measured</p>	<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>To enable the students to appreciate/comprehend the text</b></p> <ul style="list-style-type: none"><li>- To enable them to develop style of writing</li><li>- To enable the students to polish oratory skills</li><li>- To learn/enrich vocabulary and its usage within appropriate context-----</li></ul> <p>Correlation between strengths and aspirations</p> <ul style="list-style-type: none"><li>-Our aim should be to make the most of our opportunity</li><li>-Satisfaction is more valuable than money</li><li>- A play involves the work of many</li><li>-To put heart and soul in the given work</li></ul>	<p><b>To enable the students to imbibe -</b></p> <ul style="list-style-type: none"><li>- Patience</li><li>- Contentedness</li><li>-Perseverance</li><li>- Determination</li><li>-Positivity</li><li>-Sincerity</li><li>-To have an aim in life</li><li>-Desire to fulfil one’s dream</li><li>-To grab the opportunity</li><li>-Respect for work</li><li>- Adding value to the allotted work</li><li>-Practice makes man perfect</li><li>-Dedication to work</li><li>-Importance of Skilfulness</li><li>-Dignity of labour</li><li>-Learning team spirit</li><li>-Developing passion for dream</li><li>-Developing Punctuality, Diligence, Meticulousness</li><li>- Sense of satisfaction</li><li>-To value hard work and dedication</li></ul>	<p><b>1. Warm up activity- Pair Activity</b></p> <ul style="list-style-type: none"><li>-With your partner answer the following questions-</li><li>a)What are your strengths?</li><li>b) What is your dream career?</li><li>c)Is there any correlation between your strengths and aspirations?</li><li>d)Do you think you can achieve your dreams? Give reasons.</li><li>-Class discussion on - PatolBabu is an amateur actor for whom walk on part in a movie turns into an ultimate challenge</li><li>-Self satisfaction is important than money</li><li>-PatolBabu writes a letter to NishikantoGhosh to thank him for being instrumental in his getting a role in a film. He also shares his experience at the film shoot including the excitement and deep satisfaction that he derived from the same.</li></ul> <p>Write the letter in about</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>i)appreciate/comprehend the text</li><li>ii)understand the importance of satisfaction and patience</li><li>iii) communicate their ideas</li><li>iv)understand the meaning of expressions and their use in writing skills</li><li>v) learn/enrich vocabulary and its usage within appropriate context</li><li>vi) learn to value hard work</li></ul>	<p>After PatolBabu returns home he recounts his experience in front of the camera to his wife. Write a dialogue between them. You may start like this-</p> <p>PatolBabu’s wife- So what happened at the shooting today? Did you get to do your role? PatolBabu- Oh, yes, I had the time of my life-----</p> <p>Students will read their answers (dialogues) one by one in the class and their friends will assess them and decide whose answer is the best and why.</p>
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	<p>against intense satisfaction.</p> <p><b>Chapter 6</b>  <b>. 'Virtually True'</b> is a story about Michael Dawson and Shultz. Both Of them are connected through a computer in the Virtual world. It is an interesting story because this virtual world has certain real connections, which is by Michael.</p> <p>Periodic Assessment Test (PAT) – III</p>	<p><b>To enable the students to:</b></p> <ul style="list-style-type: none"> <li>-write sequentially</li> <li>-enrich their Vocabulary : virtual, three-dimensional, stimulation game, futuristic, wheezy, tapestry, retrieve, posse, swipe-card.</li> <li>-stimulate language development</li> <li>-develop an interest towards reading</li> <li>-develop their interpretative skills.</li> <li>-understand the difference between the real &amp; virtual world.</li> <li>-polish oratory skills</li> <li>-organize and remember information.</li> <li>-develop analytical ability</li> </ul>	<p><b>To develop-</b></p> <ul style="list-style-type: none"> <li>-respond to a personal dilemma</li> <li>-students' ability to write spontaneously</li> <li>-realize the advantages and disadvantages of computer games.</li> <li>-Awareness about Paranormal world</li> <li>-Logical reasoning</li> <li>-Helping the needy</li> <li>-Being strategic</li> <li>-Thoughtfulness</li> </ul>	<p>200 words.</p> <p><b>Warm up –</b></p> <ul style="list-style-type: none"> <li>-The class would start with an interactive session on the advantages and disadvantages of computer games.</li> <li>-Movie on Virtual world, clippings will be shown</li> <li>-Activity: Discuss in your group and continue the story: Will Michael and Sebastian Shultz meet in real life? Will they be friends? Will they try to re-enter the virtual world together.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-write sequentially</li> <li>-enrich their Vocabulary : virtual, three-dimensional, stimulation game, futuristic, wheezy, tapestry, retrieve, posse, swipe-card.</li> <li>-stimulate language development</li> <li>-develop an interest towards reading</li> <li>-develop their interpretative skills.</li> <li>-understand the difference between the real &amp; virtual world.</li> <li>-polish oratory skills</li> <li>-organize and remember information.</li> <li>-develop analytical ability</li> </ul>	<p><b>No assessment</b></p>
<b>February 21</b>	<p><b>Poem 6 –Snake</b>  In this poem the poet describes his encounter in details with the snake that had</p>	<ul style="list-style-type: none"> <li>-appreciate the poem</li> <li>-comprehend the poem after silent reading.</li> <li>-understand sonnets</li> <li>-appreciate the poem</li> <li>-comprehend the poem after</li> </ul>	<p><b>To enable the students to develop-</b></p> <ul style="list-style-type: none"> <li>-To develop compassion towards animals</li> <li>-think before we act</li> <li>- Empathy</li> </ul>	<p>Discussion- How will you react if you come across a snake? How will you react if you happen to see a snake in your garden?  Discuss the attitude of</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-appreciate the poem</li> <li>-comprehend the poem after silent reading.</li> <li>-understand sonnets</li> <li>- to learn new poetic devices</li> </ul>	<p>Compose a Calligram(a type of poem) visualizing any object...home, flower, star , animal etc....</p>



	<p>come to drink water from his water trough on a hot day. He also reveals his response towards the presence of the snake. Poem represents the instability of man's mind but champions the fact that it is our instinctive behaviour that generally prompts us to do good.</p> <p>MCB Unit -6 National Integration</p> <p>Novel-Diary of a Young Girl Ch 15 to 19 Revision</p>	<p>silent reading.</p> <ul style="list-style-type: none"><li>- to learn new poetic devices</li><li>- to express their opinion in grammatically correct, fluent and coherent language</li><li>- to analyse the situations in the chapter based on different characters and in real life</li><li>- to develop Comprehending, Reading, Listening and speaking skills</li><li>- to appreciate the poem</li><li>-to identify the poetic devices</li><li>-to justify the act of the characters (the poet)</li></ul>	<p>-Managing emotions</p> <ul style="list-style-type: none"><li>- helpfulness</li><li>-patience</li><li>-hospitality</li><li>- acceptance</li><li>- Selfless approach</li></ul> <p>Compassion towards animals</p> <p>Self-realization</p> <p>Self-control</p> <p>Love</p> <p>Concern</p> <p>care</p> <ul style="list-style-type: none"><li>- socially responsible</li></ul>	<p>people towards – snake charmers, snakes, attitude of animal activist towards snakes ( Nagpanchami)</p> <p>Identify the poetic devices given in the poem.</p>	<ul style="list-style-type: none"><li>- to express their opinion in grammatically correct, fluent and coherent language</li><li>- to analyse the situations in the chapter based on different characters and in real life</li><li>- to develop Comprehending, Reading, Listening and speaking skills</li><li>- to appreciate the poem</li><li>-to justify the act of the characters (the poet)</li></ul>	
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