

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

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)			
March- 15 April- 13	Flamingo- P-1-My Mother at 66- The poem captures the complex subtleties of human relationships in a texture of symbols, images and poetic devices. The poem is about childhood fear of separation and the sadness associated with the thought of losing the loved ones. (Coping with childhood fears).	To enable the students to i) realise that ageing is a natural process and is going to envelope one and all. 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. iii) comprehend the poem. iv) identify the figures of speech and enhance their vocabulary. v) appreciate the theme and the style of writing of the poet. vi) understand the complexities of human	To enable the students to i) imbibe values like care and concern, sharing loneliness, love and affection. ii) develop their views on inescapable ageing, decay and ultimate death. iii) realise the feeling of guilt and melancholy. iv) realise and fulfill their duties towards the elders in spite of being busy in the fulfillment of their own desires and aspirations of life. v) develop - comprehension skill, analytical skill, thinking skill and language skill (reading, speaking, listening and writing)	1. Warm up questions- -Ageing is a natural process. What do our parents want from us? -What should be our priorities in life?	Students will be able to i) read the poem with proper expressions, pauses and voice modulation. ii) comprehend the poem. iii) understand and find out the figures of speech in the poem. iv) understand the pain and agony of separation from loved ones. v) understand and share the loneliness of aged. vi) understand the importance of our duties towards the elderly people. vii) understand that ageing is a natural process.	1. Assignments 2. Comprehension questions will be asked to test the understanding. 3. Textual exercises/ RTC/ Literary devices

		life.				
	<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 wide 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 vi) change their lackadaisical attitude towards their mother tongue vii) understand that war is a waste</p>	<p>To enable the students to- i) inculcate the values of concern, devotion,realisation of truth, respect,patriotism ii) understand that language is a key to prison iii) be sincere and serious in doing work as you never know when it would be a last opportunity to avail iv) respect and safeguard one's mother tongue v)enhance thinking skills, analytical skills, literary skills, observation skills</p>	<p>1.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?</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.</p>	<p>i) Assignments ii) Comprehension questions iii) Textual questions/ Extra questions/ Assignments/Character sketches</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 moralethical</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. iii) analyse the situations and characters of the</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) create a balance between personal choices and responsibilities.</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?</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) discuss ethical and moral issues and conflicts. iii) 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. 3. Textual exercises/ Character sketches/ RTC/ Value based questions</p>

	<p>responsibility is to save the soldier or to let the prisoner die. He risks his life, fame and social status-takes him to his house and makes efforts to save him.</p>	<p>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.</p>	<p>iv) recognise character traits, v) analyze the various situations vi) develop comprehension skills and language skills</p>			
	<p>Vistas- L-5- Evans Tries an O-Level- The story depicts a class of wit between a criminal and the law enforcing authorities in which the prisoner Evans befools the jail authorities and manages to escape from the prison. The governor fails to revoke the escape plan of Evans and proves himself to be good for a giggle gullible governor.</p>	<p>To enable the students to- i) understand, enjoy and appreciate a wide range of text ii) understand the use of humour to lighten the seriousness of the tone iii) know the phrases and vocabulary used in the text iv) understand that there exists a constant battle of wits between crime and punishment v) understand that one should not jump on to the conclusions without verifying the facts</p>	<p>To enable the students to- i) assess the social milieu ii) know multidimensional approach to the problem iii) understand the gravity of the situation and act accordingly iv) inculcate analytical skills, evaluating skills, logical, management skills v) imbibe values of patience, trust, faith and confidence vi) use wisdom and wit for solving the problem</p>	<p>1.Warm up questions- i) Should criminals in prison be given the opportunity of learning and education? Can education bring any reform ? ii) The prison staff often develops a soft corner for those in custody? Do you agree?</p>	<p>Students will be able to- i) develop the skills required in managing situations ii) understand the multidimensional approach to the problem iii) have confidence and presence of mind in adverse circumstances iv) understand that one should not jump on to the conclusions without verifying the facts vii) understand the strengths and weaknesses of the opponent viii) understand the vocabulary and the phrases used in the lesson</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

		vi) understand that the criminal often gains an advantage over his keepers because of his keen observation of their weaknesses vii) know that presence of mind helps in decision making in adverse situations				
June-15	Flamingo-L-2-Lost Spring The chapter is about the exploitation of children in hazardous conditions. It highlights abject poverty, 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	To enable the students to- i) communicate their ideas with a lot of conviction. ii) appreciate the theme and the message conveyed. iii) sensitizes the reader to the miserable plight of the poorest of the poor iv) understand the urgent need to end the vicious circle of exploitation through education, awareness, co-operative organization and empowerment v) focus on the use of figures of speech in writing. vi) use appropriate vocabulary and	To enable the students to- i) inculcate values like empathy, responsibility, care and concern ii) observation of the paradoxes in the society we live in iii) create social awareness iv) understand the plight of street children forced into labour early in life. v) know the importance of education and knowledge vi) understand the callousness of the society and the political class to the sufferings of the poor. vii) develop comprehension skill, analytical skill, thinking skill	Warm up questions- i) Discussion on- Dreams of the poor, Problems of child labour, Education is the only weapon to better the lot.	Students will be able to- i) analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living ii) understand the miserable plight of street children forced into labour early in life iii) understand that they are denied the opportunity to go to school. iv) understand the vicious circle of social stigma, poverty and exploitation v) analyse that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society	1. Assignments 2. Comprehension questions will be asked to test the understanding. 3. Textual exercises/ RTC/ Literary devices

	opportunities to dare, dream and do.	expressions				
	<p>Flamingo- L-3- Deep Water- A real life personal account of experiencing fear and the steps to overcome it. The story is a psychological analysis of fear from a child's point of view when he was nearly drowned in a swimming pool. The experience of fear and its conquest made him live intensely. He enjoyed every moment of his living.</p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> i) appreciate/comprehend the text ii) understand first person narrative style iii) understand phrases/catchy lines from the text iv) analyse the difficult situation and act accordingly and to understand another person's experience (Decision Making) v) understand the worth of life and to face the situation with courage vi) know various kinds of water sports and their importance vii) gain knowledge about various types of phobias 	<p>To enable the students to-</p> <ul style="list-style-type: none"> 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 vi) know that practice and perseverance help to conquer failure vii) develop confidence in taking decisions viii) conquer different fears with courage ix) develop Analytical skills, Observatory skills, Thinking skills, Critical thinking, Decisive skills 	<p>1.Warm up questions-</p> <ul style="list-style-type: none"> i) Do you have any phobia? ii) Narrate your personal experience to overcome fear. iii) Which water sport do you like? Why? iv)A clipping on water sports will be shown for understanding the lesson 	<p>Students will be able to-</p> <ul style="list-style-type: none"> 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. v) understand that there is terror only in the fear of death and at death there is peace v) understand the first person narrative style 	<ul style="list-style-type: none"> 1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC
	<p>Flamingo-P-2- An Elementary School Classroom in a Slum- The poem highlights the harsh realities of life as experienced by</p>	<p>To enable the students to-</p> <ul style="list-style-type: none"> i) read with proper voice intonation and pauses. ii) comprehend the poem. 	<p>To enable the students to-</p> <ul style="list-style-type: none"> i) understand the value of education ii) understand the pathetic condition of the slum children 	<p>1.Warm up questions-</p> <ul style="list-style-type: none"> i)Discussion on 'Importance of Education'. ii) Power Point Presentation will be 	<p>Students will be able to-</p> <ul style="list-style-type: none"> i) read effectively with proper voice intonation and modulation. ii) understand the figures of speech used in the poem. iii) identify the rhyming scheme. 	<ul style="list-style-type: none"> 1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character

	<p>the slum children. It based on the theme of social injustice and class inequalities prevailing in the society, effect of social disorder, confusion, chaos and poverty.</p>	<p>iii) identify the figures of speech. iv) enhance their vocabulary. v) appreciate the simple and lucid style of the poet along with the use of figures of speech. vi) appreciate the use of imagery and symbols by the poet. vii) describe the pathetic and miserable condition of the slum children. viii) understand the theme of social injustice and class 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>iii) know the importance of the bounties of nature iv) importance of good mental and physical health v) make the best use of opportunities given to them. vi) acquaint themselves with the world around them. vii) learn not only from books but from nature around them. viii) all forms of injustice should be wiped out from the society. ix) develop comprehension skill, analytical skill, thinking skill, imaginative skill and language skills.</p>	<p>shown. iii) Visit to slum school to make them understand the importance of education</p>	<p>iv) convey the message to the educated and affluent sections of the society to better the lot of slum children whose only hope is education. v) understand that these children must be provided opportunities to experience the beauty and joy of life and learning. vi) develop the basic language skills (reading, listening, speaking and writing skill) vii) understand the theme of social injustice and class inequalities prevailing in the society. viii)) understand that better opportunities should be provided to the slum children to lead dignified lives as human beings</p>	<p>sketches/RTC</p>
	<p>Flamingo-L-4- The Rattrap-The story has a universal theme that</p>	<p>To enable the students to- i) understand, enjoy and</p>	<p>To enable the students to- i) inculcate values like generosity, love,</p>	<p>1.Warm up questions- i) Are you tempted by any thing in life or have you</p>	<p>Students will be able to- i) understand that humour is the spice of life</p>	<p>1. Assignments 2. Comprehension questions</p>

	<p>the essential goodness in a human being can be awakened through understanding and love.</p> <p>Edla's kindness and hospitality awakens his conscience and he realises that there is a way out of the trap and returns the money through Edla.</p>	<p>appreciate not only entertaining but also philosophical text</p> <p>ii) understand the use of literary devices to make the story humorous and interesting</p> <p>iii) understand that one gets trapped by own deeds</p> <p>iv) understand everyone should get a second chance to improve oneself</p> <p>v) understand that kindness and hospitality awaken conscience</p> <p>vi) know the meaning of phrases used in the lesson</p>	<p>understanding, trust, care concern, redemption and confession</p> <p>ii) understand 'an Eye for an Eye will make the whole world blind.'</p> <p>iii) show kindness as kindness is contagious</p> <p>iv) understand not to fall into materialistic things and get trapped</p> <p>v) enhance thinking skills, analytical skills, literary skills, observation skills</p>	<p>fallen to any of the temptation which made you do even wrong?</p> <p>ii) Should a person be given a chance to reform himself?</p>	<p>ii) become compassionate and helping</p> <p>develop a flair for reading different genre</p> <p>iii) understand everybody must get a chance to undo the wrong he did</p> <p>iv) understand different characters and to identify them in their vicinity</p> <p>learn new phrases and their usage</p> <p>think, analyse and observe</p> <p>v) understand not to be revengeful</p> <p>rather have a different approach to deal with the persons and awaken him</p> <p>have a better understanding of literary devices</p>	<p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>
July-24	<p>Flamingo- L- 5- Indigo</p> <p>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</p>	<p>To enable the students</p> <p>i) to understand the meanings of the quotations used in the lesson</p> <p>ii) to know the vocabulary used in legal procedures</p> <p>iii) to comprehend the text</p> <p>iv) to notice the use of direct speech in narration</p> <p>v) to understand the qualities of a leader</p>	<p>To enable the students to</p> <p>i) imbibe empathy, confidence, self-respect, honesty, integrity, self-reliance, truthfulness, patience</p> <p>ii) importance of decision making in adverse circumstances</p> <p>iii) understand that freedom is priceless and one should respect it</p> <p>iv) know fundamental rights and duties</p>	<p>1. Warm up questions-</p> <p>a) List some characteristics of a leader.</p> <p>b) What was Gandhiji's role in freedom movement?</p> <p>c) What do you know about indigo plantation?</p> <p>2. Clipping will be shown on the lesson</p>	<p>Students will be able to-</p> <p>i) to get acquainted with the legal vocabulary</p> <p>ii) to understand the role of a leader</p> <p>iii) to understand the importance of rights</p> <p>iv) to know the sufferings and contributions of freedom fighters</p> <p>v) to understand that freedom from fear is a prerequisite for justice</p> <p>vi) to inculcate various skills required for the task</p> <p>vii) to take initiative with a sense of responsibility and confidence</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

	movement.	vi) to understand the importance of good health vii) to know fundamental rights viii) to know the sacrifices and sufferings of people for gaining freedom	v) know the importance of health and hygiene vi) develop self reliance, confidence, sense of sacrifice and sensibility viii) take initiative for the task ix) develop Organizational skills, Negotiating skills, Critical Thinking, Observatory skills, Analytical skills			
	<p>Vistas- L-1- The Tiger King</p> <p>- 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 tiger king to death covering all the landmarks connected with his passion-tiger-hunt.</p>	<p>To enable the students to-</p> <p>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. 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>To enable the students to-</p> <p>i) inculcate the values of empathy, courage, kindness and sacrifice ii) understand that whimsical decisions may prove disastrous. iii) judge the consequences of sycophancy iv) analyse and ponder that one in power should prioritise the work in general benefits as compared to one's personal vow. v) understand that one should not be conceited especially those who are in power. vi) understand that subjecting innocent animals to the wilfulness of human</p>	<p>1.Warm up questions-</p> <p>a) How many of you believe in astrology? Would you prove or disprove astrology predictions? Why/Why 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?</p>	<p>Students will be able to-</p> <p>i) understand that there is a need of 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 iii) have insight into political order. iv) understand that it is inappropriate to prove or disprove astrological predictions iv) tshink, analyse and observe</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

			<p>beings is an injustice. vii) enhance Thinking skills, analytical skills, Literary skills, Observation skills and recognise characters.</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.</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 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</p>	<p>To enable the students to- i) inculcate values like concern, care for each other, patience and responsibility ii) bring all evil thoughts to an end and bring in a new life of peace and tranquility. iii) enhance analytical skills, literary skills, problem solving skills, observation skills and high order thinking skills</p>	<p>1.Warm up questions- a) Importance of meditation b) How can peace be achieved?</p>	<p>Students will be able to- i) understand the critical appreciation of the poem ii) enhance comprehensive skills iii) strengthen literary devices iv) understand that introspection makes us find our flaws and give us the opportunity to rectify them v) think critically, understand not to harm others</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

		should not be associated with death. It is to be lived with positive attitude.				
	<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.</p>	<p>To enable the students to 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 students to i) inculcate values like sympathy, confidence, patience and empathy ii) understand that women-folk is a respectable entity and deserves due respect. iii) face such unforeseen oppressions boldly iv) raise voice against patriarchy and have individuality. v) enhance thinking skills, analytical skills, literary skills, problem solving skills and observation skills</p>	<p>1. Warm up questions- a) Do you think 'happily married' is an oxymoron? Why/ Why not? b) What do you think about patriarchal society? Does it still exist? c) Comment on 'Marriage is a blissful state'. 2. PPT will be shown for retaining literary devices.</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 females even have inherent desires and they deserve freedom: mental and emotional both</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>
August-21	<p>Flamingo-L-8- Going Places- The story of an incurable dreamer and an escapist who</p>	<p>To enable the students i) to comprehend the text and to read between the lines</p>	<p>To enable the students to i) have respect for elders and family, patience and perseverance, truthfulness,</p>	<p>1. Warm up questions- a) Do you have a dream? What efforts you are putting in to make it true?</p>	<p>Students will be able i) to analyse the difference between realistic and unrealistic dreams ii) to compare their world of fantasy</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/</p>

	<p>belongs to a lower middle class family and indulges in Idantasing and hero worship. It also focuses on the complexities of human relationships among different members of a family.</p>	<p>ii)to know certain metaphorical expressions iii)to notice words used in an informal way iv) to understand that hard work is required to Idantasi dream v) to differentiate between unrealistic and realistic dreams vi) to understand that Idantasing can lead to failure vii) to understand the complexities of human relationships among different members of a family</p>	<p>faith, self reliance ii) differentiate between realistic and unrealistic dreams iii) understand that hard work along with determination is required to Idantasi dream iv) understand the relationships and financial problems in the family v) know the disadvantages of Idantasing and hero worship vi) show responsibility towards family and friends vii) develop Thinking Skills (Imaginative), Negotiating skills, Critical Thinking, Observatory skills, Analytical skills</p>	<p>b) Express your views ‘Dreams are extremely important, you cannot achieve it unless you imagine it.’</p>	<p>and reality iii) to understand metaphorical expressions used in the lesson iv) to understand that there is no substitute to hard work v) to accept the reality in life and responsibility in the family vi) to inculcate various skills required to succeed in life vii) to understand relationships/bonding in family</p>	<p>Extracts/ Value based/ Character sketches/RTC</p>
	<p>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.</p>	<p>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 aesthetic writing iv) appreciate the beauty</p>	<p>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</p>	<p>1. Warm up questions- a)What is beauty according to you? b) What do you think - ‘Beauty dwells outside or within?’ c)Brief up about the poet and his poem ‘Endymion’ as mentioned in the book.</p>	<p>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</p>	<p>1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

		<p>of language</p> <p>v) know about the poet and his work/genre</p> <p>vi) understand that the thing which give us happiness is beauty</p> <p>vii) sensitize the learners towards environment</p> <p>viii) admire the sacrifices of our forefathers</p> <p>ix) appreciate the nature's bounty</p>	<p>iv) understand that nature provides respite from sorrows</p> <p>v) understand the struggles and sacrifices of great people and to draw inspiration from them</p> <p>vi) finding happiness in every situation</p> <p>vii) inspiration from nature/ warriors</p> <p>viii)creative skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills</p>			
	<p>Vistas-L-4-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 which 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. It is about Mr. Lamb, a physically</p>	<p>To enable the students to-</p> <p>i) analyse the situations and characters.</p> <p>ii) express themselves effectively in the written form.</p> <p>iii) communicate their ideas with a lot of conviction.</p> <p>iv) appreciate the theme and the message conveyed.</p> <p>v) develop their skills.</p> <p>vi) able to analyse the situations and characters of the chapter.</p> <p>vii) use appropriate vocabulary and</p>	<p>To enable the students to-</p> <p>i) inculcate values like empathy, affection, care and concern, optimism and faith.</p> <p>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.</p> <p>iii) understand that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.</p> <p>iv) develop comprehension skill, analytical skill, skill</p>	<p>1.Warm up questions-</p> <p>-How do you view your life?</p> <p>-How to motivate handicapped people?</p>	<p>Students will be able to</p> <p>i) gain insight into the loneliness of physically handicapped.</p> <p>ii) overcome negative attitude towards life.</p> <p>iii) understand that a person with physical impairment expects good and normal behaviour from others and respect them for what they are.</p> <p>iv) realise that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

	challenged old man who has a positive outlook and attitude towards life.	expressions. viii) 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. xii) understand that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities. xiii) analyse that scars do not change a person and that handicaps must be accepted in life and in the society. xiv) understand the uniqueness of every human being.	to recognize character traits, observation skill			
September -21	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	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	To enable the students to- i)imbibe values like respect, honesty, patience and self reliance ii)rise above prejudices and respect each other iii) learn and reflect their own/ right perspective of treating underprivileged and marginalised	1.Warm up questions- i) Narrate an incident from the history which tells us about untouchability. ii) Discussion- -Seeds of rebellion are sown in childhood. Do you agree? -Minorities are ill-treated. How?	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	1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

	mainstream culture.	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	community. iv)imbibe value of respecting each individual irrespective of their caste and creed. v)enhance thinking skill, analytical skills, reading skills,writing skills and observation skills	-Comment on the title' We too are Human Beings'		
	Revision of writing skills					
October-17	Vistas- L-3- Should Wizard Hit Mommy? The story deals with a very serious theme of 'good parenting'. It is about the father who tries to teach moral values through his stories to his daughter and about the worth of originality. It is a sharp contrast about the child's viewpoint and an adult's perception of life	To enable the students to- i) communicate their ideas with a lot of conviction. ii) appreciate the theme and the message conveyed. iii) understand that Jack, the father of the four year old Jo, tries to teach her moral values through his stories. iv) know that one should not change one's personality just to get accepted in the society. v) understand that the world is based on individual differences. vi) realise that one has to	To enable the students to- i) inculcate values like respect, patience, concentration and curiosity. ii) understand that the world is based on individual differences. iii) realise that one has to be true to one's identity. iv) understand that an adult's perspective is different from that of a child. v) analyse that children understand only the reality that they have been exposed to and cannot think of ideas and feelings in abstraction. vi) understand that a child speaks from the heart what	1.Warm up questions- -What is an adult perspective towards life? -Why we are deluded by our peer group in adolescence and childhood?	Students will be able to- i) voice their opinions. ii) understand the viewpoints of others skills. iii) recognise the character traits. iv) appreciate the fact that elders will realise that the children have their own identity, views and attitudes. v) that the parents must respect and accept the ideas and opinions of their children. accept that we should honour, value and accept all creatures. vi) analyse and appreciate the feelings and expectations of family members. vii) analyse the philosophical level (nothing in this world is unwanted and worth rejecting) viii) analyse the psychological	1. Assignments 2. Comprehension questions 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

		<p>be true to one's identity.</p> <p>vii) understand that an adult's perspective is different from that of a child.</p> <p>viii) analyse that children understand only the reality that they have been exposed to and cannot think of ideas and feelings in abstraction.</p>	<p>seems to be ethically and morally correct.</p> <p>vii) understand that the perception of an adult is based on what he has learnt over the years, the expectations of the society and similar other experiences.</p> <p>viii) develop comprehension skill, analytical skill, critical thinking skill, language skills, creativity and imagination.</p>		<p>level(highlights the pitiable fate of the modern struggling youth)</p>	
<p>November -23</p>	<p>Novel- The Invisible Man</p> <p>The Invisible Man is about a lone researcher, Griffin, whose discovery of invisibility alienates him from other people. He goes from scientist to fanatic when he begins to focus all of his attention merely on the concept of invisibility and neglects to think about the consequences. The humour provided by the odd behaviour of the people makes for a</p>	<p>To enable the students to-</p> <p>i) to inculcate reading habits and to improve vocabulary</p> <p>ii) to understand the first person narrative style</p> <p>iii) to enjoy and appreciate the science fiction</p> <p>iv) to sharpen writing and speaking skills</p> <p>v) to understand the characters and their role in the novel</p> <p>vi) to understand that ambition can be the greatest foe of man</p> <p>vii) to know the effects</p>	<p>To enable the students to-</p> <p>i) imbibe values like empathy, respect, care and concern, faith, peace and patience, compassion</p> <p>ii) understand that knowledge should be used for betterment of humanity</p> <p>ii) help the society in developing with one's intellect</p> <p>iii) spread peace and brotherhood</p> <p>iv) do selfless service to the society</p> <p>v) know that greed destroys everything and isolation leads to failure</p> <p>vi) understand that over</p>	<p>1.Warm up questions-</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?</p> <p>1. Movie based on the novel will be shown for better understanding.</p> <p>2. Express your views 'Science is a good servant but a bad master.'</p>	<p>Students will be able to-</p> <p>i) understand that an individual is powerless compared to larger society</p> <p>ii) know that the ambition can be the greatest foe of man</p> <p>iii) know the effects of misusing the technology</p> <p>iv) gain knowledge about different characters and their role in the novel</p> <p>v) understand that Science is a good servant but a bad master</p> <p>vi) improve vocabulary by reading books and novels</p> <p>vii) develop flair for language and to understand various elements used in the novel</p> <p>viii) enhance various skills</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

	well- balanced novel- not too frightening, not too silly but always entertaining.	of misusing the technology viii) to understand that Science is a boon for humanity and is a good servant if correctly used ix) to understand the invisibility formula as given by the scientist in the story x) to understand elements of humour, horror, suspense, conflict, tragedy, climax in the novel xi) to understand the plot and the theme of the novel	ambition results in frustration and destruction vii) develop Analytical and Critical Thinking skills, Negotiating skills, Thinking, Observatory, Organisational, Scientific/Technological skills and Logical skills			
December-22	REVISION and PRE-BOARD					