

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2020 – 2021

CLASS: XII

SUBJECT: ENGLISH TERM 1

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application Based)			
March-21	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.	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 speechand enhance their vocabulary. v)appreciate the theme and the style of writing of the poet. vi) understand the complexities of human life.	To enable the students to i) imbibe values like care and concern, sharing loneliness, love and affection ii) understand the importance of near and dear ones iii) develop their views on inescapable ageing, decay and ultimate death iv) realise and fulfill their duties towards the elders inspite of being busy in the fulfillment of their own desires and aspirations of life.	1.Warm up questions- -Ageing is a natural process. What do our parents want from us? -What should be our priorities in life? -Can we help our elders in keeping them away from loneliness? -Audio of the poem	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 and share the loneliness of aged. v) understand the importance of our duties towards the elderly people.	1. Assignments 2. Comprehension questions will be asked to test the understanding. -Why did the poet use the device of repetition in ‘and all I did was to smile, smile and smile’? 3. Textual exercises/ RTC/ Literary devices -Worksheet

	<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</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 unites people to lend their helping hands and strengthen the patriotic feelings. Justify -Audio of the lesson</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 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 one moment/ task/incident when you procrastinated learning and later felt sorry for your lackadaisical approach. Design methods plan / steps / to do away with this casual approach. -Worksheet iii) Textual questions/ Extra questions/ Assignments/ Character sketches</p>
	<p>Flamingo-L-2-Lost Spring The chapter is about the exploitation of children in hazardous conditions. It highlights abject 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 experience 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 do.</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) create 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 life and denied the opportunities of schooling</p> <p>-Video on rag pickers 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>-Work sheet based on the lesson</p> <p>3. Textual exercises/ RTC/ Literary devices</p>
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	<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. He enjoyed every moment of his living.</p>	<p>To enable the students to-</p> <ul style="list-style-type: none">i) understand first person narrative styleii) understand phrases/catchy lines from the textiii) 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 importancev) 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, patienceii) develop positive attitude towards lifeiii) cope up the challenges and stand against all oddsiv) share views on personal experience to overcome fearv) know the importance of decision making and determination in adverse circumstances	<p>1. Warm up questions- Activity (to introduce the lesson)</p> <ul style="list-style-type: none">a)What all adventurous activities you performed?b) Narrate your personal experience to overcome fear.c) Brief up about the authord) Name diff types of phobias <p>Activity(tosupport learning)</p> <ul style="list-style-type: none">1. A clipping on water sports will be shown for understanding the lesson.2.PowerPoint presentationwith narration3.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>Students will be able to-</p> <ul style="list-style-type: none">i) appreciate/comprehend the textii) understand that most challenging situations could be overcome with immense courage and determinationiii) know various types of water sports and phobiasv) understand that there is terror only in the fear of death and at death there is peacev) understand the first person narrative style	<ul style="list-style-type: none">1. Assignments2. Comprehension questions<ul style="list-style-type: none">- Express your views on--There is terror only in the fear of death.<ul style="list-style-type: none">-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>Writing Skills- Invitations Revision</p>					

APRIL 21	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.	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 vi) understand that the criminal often gains an advantage over his keepers because of his keen observation of their weaknesses	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) imbibe values of patience, trust, faith and confidence v) use wisdom and wit for solving the problem vi) know that presence of mind helps in decision making in adverse situations	1.Warm up questions- Activity (to introduce the lesson) 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? iii) Audio part -1 of the lesson will be shared	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.	1. Assignments 2. Comprehension questions -Does that final act of foolishness really prove that he was just another good-for-a-giggle, gullible governor? 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

	<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) analyze 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?</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/ RTC/ Value based questions</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 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</p>	<p>1. Assignments 2. Comprehension questions - Would you run after fulfilling your whimsical vow at the cost of other living creatures?</p>

	tiger king to death covering all the landmarks connected with his passion-tiger-hunt.	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	- 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.	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 -Video on Royal Bengal Tiger	iii) have insight into political order. iv) understand that it is inappropriate to prove or disprove astrological predictions	- Explanation of the story by focusing on dramatic irony and elements of humour. 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC
May 25	Flamingo-P-2- An Elementary School Classroom in a Slum- The poem highlights the harsh realities of life as experienced by the slum children. It is based on the theme of social injustice and class inequalities prevailing in the society, effect of social disorder, confusion, chaos and poverty. UN Sustainable Goals:(To be discussed) 5.Quality Education – education to enhance the children with skills and knowledge for a better living	To enable the students to- i) read with proper voice intonation and pauses. ii) comprehend the poem. 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	To enable the students to- i) inculcate values like - appreciate what they are blessed with, care and concern for the deprived people of the society, sympathise with the situation the slum children are in, help people in need, selfless deeds ii) understand the value of education iii) understand the pathetic condition of the slum children iv) know the importance of the bounties of nature	1.Warm up questions-Activity: (to introduce the lesson) i)Discussion on 'Importance of Education'. ii) Brief up about the author - Discussion based on the condition of the people living in the slums./ Activity: (to support learning) Power Point Presentation based on the poem. i)The walls of the classroom are decorated with the pictures of 'Shakespeare', 'buildings	Students will be able to- i) read effectively with proper voice intonation and modulation. ii) understand the figures of speech used in the poem. iii) identify the rhyming scheme. 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) understand the theme of social injustice and class inequalities prevailing in the society. vii) understand that better	1. Assignments 2. Comprehension questions i)What does the poet want for the children of the slums? How can their lives be changed? -Summary to be given 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

	10.Reduce inequalities – eradicate social injustice and class inequalities	<p>inequalities prevailing in the society.</p> <p>ix)analyse that the right exposure, education and social transformation is important for the liberation of the slum children from the shackles of poverty.</p> <p>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</p> <p>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?</p> <p>ii) Bring out the scene of dejection and despair</p>	opportunities should be provided to the slum children to lead dignified lives as human beings	
	<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>UN Sustainable Goals-(to be discussed)</p> <p>Peace, Justice and strong</p>	<p>To enable the students to-</p> <p>i) evoke subjective responses to the language of poetry.</p> <p>ii) appreciate the images and symbols.</p> <p>iii) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements</p> <p>iv) appreciate the beauty of language and understand the rhyme scheme</p> <p>v) know about the poet and his work/genre</p>	<p>To enable the students to</p> <p>-inculcate values like concern, care for each other, patience and responsibility</p> <p>-bring all evil thoughts to an end and bring in a new life of peace and tranquility.</p> <p>-think critically, understand not to harm others</p> <p>-remain quiet and still be productive and active</p>	<p>1.Warm up questions-Activity (to introduce the lesson)</p> <p>-Importance of meditation</p> <p>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.</p> <p>Activity(tosupport learning)</p> <p>Share the level of stress you (the students) go</p>	<p>Students will be able to</p> <p>i) know about the poet and his work understand the critical appreciation of the poem</p> <p>ii) understand that introspection makes us find our flaws and give us the opportunity to rectify them</p> <p>iii) think critically, understand not to harm others, remain quiet and still be productive and active</p> <p>iv) appreciate the images and symbols.</p> <p>v) understand the critical appreciation of the poem based on rhyme, content, theme, genre and</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>-How does the poet distinguish ‘stillness’ from ‘total inactivity’? Explain.</p> <p>-I want no truck with death.” Explain</p> <p>-Where ‘pun’ has been used in the poem?</p>

	institutions- Students will develop positive attitude towards life as everyone will try to be still for a moment and would introspect.	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.	-put away their evil thoughts, solve problem by introspecting	through due to the pressure from parents, teachers, school andcoaching classes. -Students will be shown videos how 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	literary elements	3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC
	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.	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	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 but humour in life as boredom sets in with monotony	1.Warm up questions-Activity(To introduce the lesson) -How many of you watch Tom and Jerry show? Have you ever seen Tom caught in a rattrap? -Is loneliness good if you have target in life? - Are you tempted by any thing in life or have you fallen to any of the temptation which made	Students will be able to- i) understand that humour is the spice of life ii) become compassionate and helpingdevelop a flair for reading different genre iii) understand everybody 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 him have a better understanding of literary devices	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>conscience</p> <p>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?</p> <p>- Monologue on understanding your faults and its redemption</p>		<p>-How can you explain metaphor using the title of the story</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>
<p>JUNE 17</p>	<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 movement.</p>	<p>To enable the students to</p> <p>i) know the vocabulary used in legal procedures</p> <p>ii) understand the qualities of a leader and about role of Gandhiji in freedom movement</p> <p>iii) know about different freedom fighters in the text.</p> <p>iv) know fundamental rights</p> <p>v) know the sacrifices and sufferings of people for gaining freedom</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>v) know the importance of health and hygiene</p>	<p>Warm up questions</p> <p>Activity(To introduce the lesson)</p> <p>-List some characteristics of a leader.</p> <p>-What efforts our leaders took to meet the challenges due to deadly corona virus?</p> <p>c) How were people motivated towards positivity during the outbreak of virus in our country?</p> <p>2. Brief up about other freedom fighters who had contributed for the freedom struggle.</p> <p>Activity(to support learning)</p> <p>i)Some people in America and Australia opposed lock down</p>	<p>Students will be able to</p> <p>ii) get acquainted with the legal vocabulary</p> <p>ii) understand the role of a leader</p> <p>iii) understand the importance of rights</p> <p>iv) know the sufferings and contributions of freedom fighters</p> <p>v) understand that freedom from fear is a prerequisite for justice</p> <p>vi) take initiative with a sense of responsibility and confidence</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>-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?</p> <p>2. A video on the lesson will be shown to the students.</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 Vasan ..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-</p> <ul style="list-style-type: none"> -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>To enable the students to</p> <ul style="list-style-type: none"> -arouses the curiosity because there seems to be no connection between the two word - 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>Warm up questions-Activity (to introduce the lesson)</p> <p>A class room discussion based on – Today’s film technology compared with that of the early days of Indian cinema.</p> <p>--Narrate a humorous piece about the idiosyncrasies of some interesting characters in your neighbourhood or elsewhere.</p> <p>Activity(To support learning)</p> <p>‘Humour creates interest and attraction brings out the hidden talent of the character through the writer’s creation’ – Discuss.</p> <p>- The author has used gentle humour to point out human foibles. Pick</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> -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 factor in the popularity of the film. -gain knowledge of Gemini Studios and the people from different regions and religions working together. 	<p>Assignments</p> <p>Comprehension questions</p> <p>i) Why was KothamangalamSubbu considered No.2 in Gemini Studios?</p> <p>iii) Textual questions/ Extra questions/ Value based questions/ Character sketches</p>

		and religions working together presented a glimpse of national integration. -understand the humour and satire.		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?		
	REVISION of INVITATIONS and REPLIES					
JULY 26	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 MukundPadmanabhan from ‘The Hindu.’ This interview helps us know many aspects of his writing style and ideas.	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 opinions of eminent people about interview v) understand that the interview holds a position of unprecedented power and influence.	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 ingredient of interview v) understand the challenges faced by reporters and journalists	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	Students will be able to i) express personal opinion on the interview genre ii) know the opinions 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	i) Assignments ii)Comprehension questions iii) Textual questions

	<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</p> <ul style="list-style-type: none">i) understand the critical appreciation of the poem based on rhyme, content, theme, genre, literary elementsii) identify the figures of speech used in the poemiii) appreciate the beauty of languageiv) know about the poet and his work/genrev) understand that the things which give us happiness are beautyvi) sensitize the learners towards environment	<p>To enable the students to</p> <ul style="list-style-type: none">i) inculcate values like peace, contentment, respect, care and concernii) understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of peopleiii) know that inner beauty is important rather than the outer oneiv) understand that nature provides respite from sorrowsv) understand the benefits of nature walk	<p>1. Warm up questions- Activity (to introduce the lesson)</p> <ul style="list-style-type: none">a) What is beauty according to you?b) Brief up about the poet. <p>Activity(to support learning)</p> <ul style="list-style-type: none">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?’ <p>Skills- Creative/aesthetic skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills</p>	<p>Students will be able</p> <ul style="list-style-type: none">1.to understand the critical appreciation of the poem2. to understand that beauty dwells inside us and gives us happiness3. to appreciate and admire the beauty of nature4. to understand varied definitions of beauty5. to learn from the stories of great people	<ul style="list-style-type: none">1. Assignments2. Comprehension questions- What do you think - ‘Beauty dwells outside or within?’3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC
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	<p>Flamingo- P- 5- Aunt Jennifer's Tigers</p> <p>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>UN Sustainable Goals- 5-Gender Equality</p>	<p>To enable the students to</p> <p>i) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements</p> <p>ii) appreciate the beauty of language and understand the rhyme scheme</p> <p>iii) know about the poet and his work/genre</p> <p>iv) visualise the constraint of married life experienced by a woman.</p> <p>v) evoke feelings/ sympathy for victimised homemakers.</p> <p>vi) evaluate the situation and find solutions to domestic violence.</p> <p>vii) understand that equal status should be given to man and woman</p>	<p>To enable the students to</p> <p>-inculcate values like sympathy, confidence, patience and empathy</p> <p>-understand that women-folk is a respectable entity and deserves due respect.</p> <p>face such unforeseen oppressions boldly</p> <p>raise voice against patriarchy and have individuality.</p>	<p>1. Warm up questions- Activity (to introduce the lesson)</p> <p>a) Do you think ‘happily married’ is an oxymoron? Why/ Why not?</p> <p>- 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?</p> <p>-Comment on ‘Marriage is a blissful state’.</p> <p>-PPT will be shown for retaining literary devices.</p> <p>deo on small scale male chauvinism in present scenario(UN Sustainable Goal 5)</p> <p>https://www.youtube.com/watch?v=PMueJh9sCP8</p>	<p>Students will be able to-</p> <p>i) understand the critical appreciation of the poem</p> <p>ii) understand that man and woman are equal</p> <p>iii) empathise with the victims of male chauvinism</p> <p>iv) be prepared to face such oppressions boldly</p> <p>v) raise voice against domestic violence</p> <p>vi)understand that females even have inherent desires and they deserve freedom: mental and emotional both</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>-How would you feel if female members of your family are oppressed?</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>

AUGUST 20	<p>Flamingo-Poem- 5 -A Roadside Stand-</p> <p>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.</p> <p>UN Sustainable Goals-Reduce inequalities – eradicate social injustice and class inequalities (to be discussed)</p>	<p>To enable the students to</p> <p>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</p> <p>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</p> <p>Activity (to introduce the lesson)</p> <p>-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.</p> <p>Activity (to support learning)</p> <p>-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</p> <p>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>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 fantasising and hero worship</p>	<p>1. Warm up 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>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’ Explain.</p> <p>- What differences did Charley observe at the third level of the Grand Central?</p> <p>iii)Textual questions/RTC</p>
September 24	<p>Vistas-L.3-Journey to the End of the Earth</p> <p>TishaniDoshi 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.</p> <p>UN Sustainable Goal - 13. Climate Action —The students will understand the</p>	<p>To enable the students to-</p> <p>-comprehend the chapter. enhance their vocabulary and expressions.</p> <p>- communicate their ideas regarding Antarctica.</p> <p>-understand that India and Antarctica at one point of time had been part of the same landmass.</p> <p>-understand that the breakup of Gondwana started the episode of a continental drift.</p> <p>-understand the significance of Cordilleran folds and pre-Cambrian granite shields.</p> <p>-gain knowledge of the ‘Students on Ice’ programme for high school students.</p>	<p>To enable the students to-</p> <p>-check and analyse the effect of increase of human population and climate change.</p> <p>-foster a new understanding and respect for our planet Earth.</p> <p>-understand that they are the future generation of policy makers.</p> <p>-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):</p> <p>-Brief up about the author</p> <p>-Why do people go for expedition?</p> <p>-The students will be shown a video on ‘Antarctica’.</p> <p>Activity (to support learning):</p> <p>Q1: How does the writer, TishaniDoshi, create a sense of distance between the rest of the world and Antarctica?</p> <p>-What are Geoff Green’s reasons for including high school students in</p>	<p>Students will be able to-</p> <p>-understand that millions of years ago humans hadn’t arrived and the climate was much warmer with a variety of flora and fauna.</p> <p>-know that the landmass disintegrated into countries shaping the globe.</p> <p>-understand that to study the Earth’s past, present and future, Antarctica is the place – the World’s geological history is in Antarctica.</p> <p>-analyse and evaluate the effect of human population and climate change.</p> <p>-understand that students are the future generation of policy makers.</p> <p>-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>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>

	in where the discrimination based on caste, creed and religion will not be there. (to be discussed)	vi)know about the two writers and the way they fought against injustice with their powerful writings		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?		
	REVISION FOR HALF YEARLY	WRITING SKILLS AND TEXT BOOKS			S	

TERM -II

Month & Working Days	Theme/Subtheme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
October 22	HALF YEARLY EXAMS					

	<p>Vistas-L.5-Should Wizard hit Mommy?</p> <p>The chapter 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.</p> <p>To make the reader understand that one should not change one’s personality just to be accepted in the society. It is a sharp contrast about the child’s viewpoint and an adult’s perception of life. It also indicates that parents know what is best for the child. The chapter contains a narrative within a narrative. It also involves issues such as the validity of parental authority, being true to one’s inherent nature and finding acceptability by the peer group.</p>	<p>To enable the students to-</p> <p>i) communicate their ideas with a lot of conviction.</p> <p>ii) appreciate the theme and the message conveyed.</p> <p>iii) know that one should not change one’s personality just to get accepted in the society.</p> <p>iv) understand that the world is based on individual differences.</p> <p>v) understand the relation of family members and the bond they share.</p> <p>vi) understand that children cannot justify an unhappy ending.</p>	<p>To enable the students to-</p> <p>i) inculcate values like respect, patience, concentration and curiosity.</p> <p>ii) understand that the world is based on individual differences.</p> <p>iii) realise that one has to be true to one’s identity.</p> <p>iv) understand that an adult’s perspective is different from that of a child.</p> <p>v) analyse that children understand only the reality that they have been exposed to and cannot think of ideas and feelings in abstraction.</p> <p>vi) 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>Skills: comprehension skill, analytical skill, critical thinking skill, language skills, creativity</p>	<p>Warm up questions- Activity: (to introduce the lesson)</p> <p>A Video / Picture on skunks will be shown to the students to relate with the lesson</p> <p>Share your views –‘What is natural is never disgraceful’</p> <p>How are the ways of storytelling differ in present days ?</p> <p>Activity: (to support learning)</p> <p>Why we are deluded by our peer group in adolescence and childhood? Why do you think, the title has a question mark? How far do you find it a convincing and appropriate title?</p> <p>Do you think difference of opinion creates conflicts (adult v/s child perspective)? What are the ways to make both the fronts to respect each other’s opinion?</p> <p>What is the moral issue that the story raises?</p>	<p>Students will be able to</p> <p>The students will be able to-</p> <p>i) voice their opinions.</p> <p>ii) understand the viewpoints of others skills.</p> <p>iii) recognise the character traits.</p> <p>iv) appreciate the fact that elders will realise that the children have their own identity, views and attitudes.</p> <p>v) that the parents must respect and accept the ideas and opinions of their children.</p> <p>vi) honour, value and accept all creatures.</p> <p>vi) analyse and appreciate the feelings and expectations of family members.</p> <p>vii) analyse the philosophical level (nothing in this world is unwanted and worth rejecting)</p> <p>viii) analyse the psychological level (highlights the pitiable fate of the</p>	<p>1. Assignments</p> <p>2. Comprehension questions</p> <p>i) What makes Jack feel caught in an ugly middle position?</p> <p>ii) What is your opinion regarding the two endings to the Roger Skunk story?</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>
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			and imagination		modern struggling youth	
November 20 days	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.	To enable the students to- 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.	To enable the students to- 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. Skills: comprehension skill, analytical skill, , observation skills.	Warm up questions 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 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.	Students will be able to- 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.	Assignments Comprehension questions i) Despite his show of Bravado, Mr. Lamb is a lonely man. Do you agree? Give a reasoned answer. Textual exercises/ extracts/ Character sketches

		REVISION FOR PRE BOARD EXAMS				