

CLASS: XII

SUBJECT: ENGLISH

Duration /No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integrat ion	Interdisci plinary Linkage & Infusion of life skills	Pedagogi cal Strategie s	Assessment	Feedbac k & Remedia l Teaching	Inclusiv e practic es And Full Participa tion Without Discrimi nation And Sustaina ble Develop ment Goals
		Subject Specific	Behavioral (Application based)							
5	<b>APRIL</b>  <b>THE LAST LESSON</b>  i) <b>How would you react when you come to know that your mother tongue is snatched from you?</b>  ii) <b>Would you repent for not being sincere towards learning your mother</b>	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	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	War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen the patriotic feelings. Group discussion.	<b>History of war between France and Prussia</b>	<b>The lesson will enable students to inculcate the values of concern, devotion, realisation of truth, respect and Patriotism. They will understand the language is a key to prison they will also learn to respect and</b>	The students will be asked to read the chapter with voice modulation. The difficult expressions and words will be explained. Students will be made to realise that Procrastination of learning or lackadaisical approach towards	Students will be assessed through MCQs, competency based questions can also be taken for assessment.	By using assessment based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can	These activities will focus on differently abled students if any in the class.

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
3	<b>tongue?</b>	<i>lackadaisical attitude towards their mother tongue</i>				<b>safeguard their language.</b>	<i>anything leads to repentance.</i>		<i>be taken. Simple sentences in the form of MCQs will be beneficial for slow learners</i>	
	<b>MY MOTER AT SIXTY SIX</b>	<p><i>To enable the students to</i></p> <p><i>i) realise that ageing is a natural process and is going to envelope one and all.</i></p> <p><i>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.</i></p> <p><i>iii)comprehend the poem.</i></p> <p><i>iv) identify the figures of speech and enhance their vocabulary.</i></p> <p><i>v )appreciate the theme and the style of writing of the poet.</i></p> <p><i>vi) understand the</i></p>	<p><i>To enable the students to</i></p> <p><i>i) imbibe values like care and concern, sharing loneliness, love and affection.</i></p> <p><i>ii) develop their views on inescapable ageing, decay and ultimate death.</i></p> <p><i>iii) realise the feeling of guilt and melancholy.</i></p> <p><i>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.</i></p> <p><i>v) develop - comprehension skill, analytical skill, thinking skill and language skill (reading, speaking, listening and writing)</i></p>	<p><i>Students will be asked to write a self composed poem on Mother. They will also be asked to draw a portrait of mother in their notebooks and share any memorable experience when they helped their mother. These activities will help the students improve their speaking and writing skills. They will become more creative and gain confidence.</i></p>	<p><i>'Human Psychology and Biology are imbibed.</i></p>	<p><i>The poem will enable students to inculcate values of concern care sharing love and affection. They will understand the importance of near and year ones. They will also realise and fulfill their duties towards elders in spite of being</i></p>	<p><i>The poem will be read aloud by the teacher with voice modulation. Explanation of the poem will be given to the students. Poetic Devices will be explained. Students will be made to realise that values like care, concern, sharing,</i></p>	<p><i>Students will be assessed through MCQs, short answer and long answer questions. Competency based questions can also be taken for assessment along with the textual questions.</i></p>	<p><i>By using assessm ent based criteria different levels of achiever s can be selected. For slow learners extra class with extra question s can be taken. Simple sentence s in the</i></p>	<p><i>These activitie s will focus on differen tly abled student s if any in the class.</i></p>

<i>Dura</i>	<i>P.K Testing</i>	<i>Learning Objectives</i>		<i>Group Activities&amp;</i>	<i>Art</i>	<i>Interdisci</i>	<i>Pedagogi</i>	<i>Assessment</i>	<i>Feedbac</i>	<i>Inclusiv</i>
5		<i>complexities of human life.</i>				<i>busy in the fullfilment of their on duties desires and aspirations of life</i>	<i>love and affection should be an integral part of one's life</i>		<i>form of MCQs will be beneficia l for slow learners</i>	
	<b>THE THIRD LEVEL</b>  <i>The students will be asked to share *any curious experience which others would find hard to believe * to share what they prefer to do to relieve themselves from stress * to share their hobbies</i>	<i>Enable students to understand * how fantasy and reality can be intervowen *understanding Waking Dream wish fullfilment concept * understand how one wanders from one world to another if he is insecure, fearful, tensed and worried.</i>	<i>Enable students to * understand that one should not be an escapist rather accept the challenges of real life * avoid living in fantasy world * be practical and acquire realistic approach</i>	<i>Time Travel short movie will be shown and students will be asked to write the review Students will be asked in groups of 4 - 5 to create a timeline of events for this story and note the moments when the story lapsed chronologically</i>	<i>History will be infused with language taking the students back to 1894 and knowing the various presidents of US</i>	<i>The students will learn to manage stress and pressure at various points of their lives. They will also get to know the ways to cope up with stress by adopting hobbies like stamp collecting</i>	<i>The students will be asked to read the chapter with voice modulation. The difficult expressions and words will be explained. Students will be made to identify and make connections between similar situations in own life experiences</i>	<i>Students will be assessed through MCQs, short answer and long answer questions. Competency based questions can also be taken for assessment along with the textual questions</i>	<i>By using assessme nt based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can be taken. Simple sentences in the form of MCQs will be beneficial for slow learners</i>	<i>These activities will focus on differentl y abled students if any in the class</i>

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
5	<b>THE TIGER KING</b>  Students will be asked * What is an endangered species? * How many wild tigers were alive in 1900 and how many tigers are left in the wild today? * Why do we think that tigers are special?	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. 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 animals.	To enable the students to - understand that whimsical decisions may prove disastrous. -judge the consequences of sycophancy --understand that one should not be conceited especially those who are in power. .enhance Thinking skills, analytical skills, Literary skills, Observation skills and recognise character	Class will be divided into small groups of 3 to 4 students each. Teacher would give them prompt. The prompt can be a targeted question. Make sure while making the prompt that it cannot be answered with a simple 'yes' or 'no'. Roleplay situation to be given to students to enact role play to bring out the irony.	Environmental science would be integrated as it would focus on the impact of human greed on wildlife  Biology will also be taken into consideration as suppuration would occur due to injury on King's finger  Drawing and painting would also be included as students will be asked to design a poster to spread awareness about	To enable students to  *inculcate the values of empathy, courage, kindness and sacrifice  *analyse and ponder that one in power should prioritise the work in general benefits as compared to one's personal vow.  *understand that subjecting innocent animals to the wilfulness of human beings is an injustice	The students will be asked to read the chapter with voice modulation, difficult words and expressions will be explained. Students will be made to understand that whimsical decisions may prove disastrous. They will also be made to understand that subjecting innocent animals to the willfulness of human beings is an injustice.	Students will be assessed through MCQs, short answer and long answer questions. Competency based questions can also be taken for assessment along with the textual questions	By using assessment based criteria different levels of achievers can be selected. For slow learners extra class with extra questions can be taken. Simple sentences in the form of MCQs will be beneficial for slow learners	These activities will focus on differently abled students if any in the class



[illegible]

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
3	<p><b>Following questions will be asked from the students-</b></p> <p>a) What all adventurous activities have you undertaken?</p> <p>b) Narrate your personal experience to overcome fear.</p> <p>c) Name different types of phobias</p>	<p>To enable the students to-</p> <p>i) appreciate/ comprehend the text</p> <p>ii) understand first person narrative style</p> <p>iii) understand phrases/catchy lines from the text</p> <p>iv) analyse the difficult situation and act accordingly and to understand another person's experience (Decision Making)</p> <p>v) understand the worth of life and to face the situation with courage</p> <p>vi) know various kinds of water sports and their importance</p> <p>vii) gain knowledge about various types of phobias</p>	<p>To enable the students to</p> <p>i) imbibe values like courage, optimism, self-confidence, patience</p> <p>ii) develop positive attitude towards life</p> <p>iii) cope up the challenges and stand against all odds</p> <p>iv) share views on personal experience to overcome fear</p> <p>v) know the importance of decision making and determination in adverse circumstances</p> <p>vi) know that practice and perseverance help to conquer failure</p> <p>vii) develop confidence in taking decisions</p> <p>viii) conquer different fears with courage</p> <p>ix) develop Analytical skills, Observatory skills, Thinking skills, Critical thinking, Decisive skills</p>	<p>Students will express their views on the topic</p> <p>There is terror only in the fear of death. All we have to fear is fear itself. Students will write speech on the topic - Determination, courage as well as honest efforts win over all terror</p>	<p>Art in the form psychology, sociology, theatre, languages and science will be integrated</p>	<p>Students will learn the importance of decision making and determination in adverse circumstances</p>	<p>The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail</p>	<p>Assignments 2. Comprehension questions - Express your views on-- There is terror only in the fear of death. -All we have to fear is fear itself. Textual exercises/ Extracts/ Value based/ Character sketches will be given in assignment.</p>	<p>By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class questions can be taken. Simple sentences in the form of MCQ</p>	<p>These activities will focus on differently abled students if any in the class</p>
	<p><b>KEEPING QUIET</b></p> <p>Students will be asked the following questions</p> <p>* What is meditation?</p> <p>* What are the benefits of</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</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>-enhance analytical skills, literary skills, problem solving</p>	<p>Students will be asked to remain completely silent in meditation. Then they will be asked how exotic the stillness was and were they able to realize the strangeness in this</p>	<p>Art in the form of language, Technology and Science will be integrated. Meditation as an art of living will</p>	<p>Students will be able to-</p> <p>i) understand the critical appreciation of the poem</p> <p>ii) enhance comprehensive skills</p> <p>iii) strengthen</p>	<p>The poem will be read allowed by the teacher with voice modulation. Explanation of the poem will be given to the</p>	<p>Students will be assessed through MCQs, short answer and long answer questions. Competency based</p>	<p>By using the assessment based criteria different levels of achievers can be selected.</p>	<p>These activities will focus on differently abled students if any in the class</p>

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
	<p>meditation? * Do you think that people have become self - centered and there is no feeling of mutual understanding among human beings?</p>	<p>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 should not be associated with death. It is to be lived with positive attitude.</p>	<p>skills, observation skills and high order thinking skills</p>	<p>exotic situation.  Students will be asked to make PPT on Covid19 threat. This activity will make them understand that when human activities stood still, the earth began to heal and regenerate. This activity will also make them realise what damage the technological advancement was leading to.</p>	<p>also be integrated.</p>	<p>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>students, poetic devices will be explained with examples.</p>	<p>questions can also be taken for assessment along with the textual questions</p>	<p>For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ</p>	
4	<p><b>JOURNEY TO THE END OF THE EARTH</b></p> <p>What is a travelogue?</p> <ul style="list-style-type: none"> <li>What is the purpose of writing a travelogue?</li> <li>What do you think a journey to the end of the earth would be like?</li> </ul>	<p>The children will be able to comprehend the text and enhance their vocabulary and expressions. • The children will be able to understand that India and Antarctica at one point had been a part of the same landmass. • The children will understand the threat of Global warming and the fact that Antarctica</p>	<p>To enable the students to- -check and analyse the effect of increase of human population and climate change. -foster a new understanding and respect for our planet Earth. -understand that they are the future generation of policy makers. -show care and concern for the increase in the average global temperature and other species on the planet.</p>	<p>Students will be encouraged to make P.P.T's on</p> <ul style="list-style-type: none"> <li>The great continental drift</li> <li>Climate in Antarctica</li> <li>Fauna in Antarctica</li> <li>Scientific expeditions going on in Antarctica</li> </ul>	<p>Environmental Science, Geography and Computer Science will be integrated</p>	<p>Climate, Fauna and mineral reserves present in the region will be discussed to make it interdisciplinary.  • Assistance of the computer</p>	<p>The children will be encouraged to read the chapter in the class turn wise and explanation will be given by the teacher. It will help them to understand the urgency to save our environment</p>	<p>MCQ's and question for critical appreciation will be taken up.  2. OTBA will be taken up</p>	<p>By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be</p>	<p>These activities will focus on differently abled students if any in the class</p>

<i>Dura</i>	<i>P.K Testing</i>	<i>Learning Objectives</i>		<i>Group Activities&amp;</i>	<i>Art</i>	<i>Interdisci</i>	<i>Pedagogi</i>	<i>Assessment</i>	<i>Feedbac</i>	<i>Inclusiv</i>
5						<i>teacher will be taken by the students to</i>  <i>prepare PPT's.</i>  <i>Skills :</i>  <i>Social responsibility</i>  <i>, understandin g &amp; respect for Mother Earth and concern</i>  <i>for other species existing in the world.</i>	<i>to avoid extreme conditions</i>		<i>taken. Simple sentences in the form of MCQ</i>	
	<b>JULY</b>  <b>THE RATTRAP</b>  <i>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</i>	<i>To 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 conscience vi) know the meaning of</i>	<i>To enable students to understand – 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 -put humour in life as boredom sets in with monotony</i>	<i>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</i>	<i>Science, philosophy will be integrated and the children will get to know about human relations and they will draw web charts. They will also learn</i>	<i>With the addition of SGD's, Teachers as stakeholders will be able to sensitize the students to develop the faith in human goodness and to develop mutual</i>	<i>Students will also share their personal experiences . Students will be able to understand the plot and character of the story .</i>	<i>Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up</i>	<i>Different levels of achievers will be selected.Extra - class and extra questions will be taken up for slow learners.</i>	<i>Quiz ,MCQ ,Fill Ups etc will be taken up for differentl y abled students</i>



<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
3	<p>any of the temptation which made you do even wrong? - Monologue on understanding your faults and its redemption.</p> <p><b>A ROADSIDE STAND</b></p> <p>Who was Robert Frost?</p> <ul style="list-style-type: none"> <li>• Have you ever stopped at any roadside stand while travelling?</li> <li>• Who is responsible for the economic wellbeing of people in the village?</li> </ul>	<p>phrases used in the lesson</p> <p>1. To enable the students analyze and understand the poem.</p> <p>2. To enable the students to read the poem aloud with proper intonation and even recognize the poetic devices used.</p>	<p>To enable the students understand the themes of the poem:</p> <p>a) Plight of the underprivileged in the society.</p> <p>b) Isolating nature of exclusive development meant for the privileged society.</p>	<p>deal with the persons and awaken him have a better understanding of literary devices</p> <p>Group discussions on the Increasing disparity between Haves and Have nots in the society will be taken.</p> <p>2. The students will be encouraged to contribute for the development of villages by teaching the illiterates and by awakening them about hygiene and healthy living</p>	<p>about different human behaviours</p> <p>Economics in the Urban and Rural areas, rich and poor nations will be discussed.</p>	<p>understandin g.</p> <p>Social responsibility &amp; empathy will be taught to the children.</p>	<p>The poem will be read allowed by the teacher with voice modulation. Explanation of the poem will be given to the students, poetic devices will be explained with examples. They will also understand the plight of these poor people and their struggle for survival</p>	<p>Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up</p>	<p>Different levels of achievers will be selected. Extra - class and extra questions will be taken up for slow learners</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>
4	<p><b>ON THE FACE OF IT</b></p> <p>Following questions will be</p>	<p><b>To enable the students to</b></p> <p>i) comprehend the chapter and enhance their vocabulary</p> <p>ii) understand the theme</p>	<p><b>To enable the students to</b></p> <p>i) inculcate values like empathy, affection, care and concern, optimism and faith. ii) face the challenges</p>	<p>Can you quote examples of physically handicapped people who had made a mark in history? How one can motivate handicapped</p>	<p>Art in the form of Psychology, Sociology, Drama and languages</p>	<p>Students will analyse that scars do not change a person and handicaps</p>	<p>The chapter will be read aloud by the teacher using proper stress</p>	<p>Assignments Comprehension questions Textual exercises/</p>	<p>By using the assessment based criteria</p>	<p>Quiz ,MCQ ,Fill Ups etc will</p>

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
5	<p><b>asked from the students-</b></p> <p>1. Have you ever met physically disabled person?</p> <p>2. How can you help them?</p> <p>3. Name two famous personalities who are physically disabled and how do they inspire us.</p>	<p>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) able to analyse the situations and characters of the lesson</p>	<p>in life with a positive approach iii) develop optimistic approach towards life iv) gain insight into the loneliness of physically handicapped. v) accept the things as they are and believe in oneself.</p>	<p>people? What all benefits do they have from the government? Video based on physically handicapped people will be shown to the students to relate with the lesson</p>	<p>will be integrated</p>	<p>must be accepted in life and in the society. Students will understand that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities</p>	<p>and intonation. Further the chapter will be explained in detail.</p>	<p>extracts/ Character sketches The play ends on a tragic note but reaffirms hope. Discuss with reference to the text.</p>	<p>different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based</p>	<p>be taken up for differently abled students</p>
	<p><b>AUGUST</b></p> <p><b>INDIGO</b></p> <p>Who is known as the 'Father of Nation' in India?</p> <p>• What do you know about Mahatma Gandhi?</p> <p>• Name the tools used by Mahatma Gandhi to help India gain Independence.</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>vi) to understand the importance of good health</p> <p>vii) to know fundamental rights</p> <p>viii) to know the sacrifices and sufferings of people for</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>v) know the importance of health and hygiene</p> <p>vi) develop self reliance, confidence, sense of sacrifice and sensibility</p> <p>viii) take initiative for the task</p> <p>ix) develop Organizational skills, Negotiating skills, Critical Thinking, Observatory skills,</p>	<p>1. The students will be encouraged to work in group and write a Newspaper Report on some event mentioned in the chapter.</p> <p>2. The class will be encouraged to enact the court scene of the chapter</p>	<p>Historical impact of the Champaran Episode on the Indian Freedom struggle.</p> <p>• Soil and Climatic conditions suitable for Indigo Cultivation will be shared.</p>	<p>Non Violence, Truth, Self – Reliance, Effective leadership, planning, moral transformation of opponents and unity will be inculcated.</p>	<p>The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail. <b>Students</b> will get acquainted with the legal vocabulary, understand the role of a leader, the importance of rights, know the sufferings and</p>	<p>Assignments Comprehension questions Textual exercises/ extracts/ Character sketches . Discuss with reference to the text.</p>	<p>By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

<i>Dura</i>	<i>P.K Testing</i>	<i>Learning Objectives</i>		<i>Group Activities&amp;</i>	<i>Art</i>	<i>Interdisci</i>	<i>Pedagogi</i>	<i>Assessment</i>	<i>Feedbac</i>	<i>Inclusiv</i>
3	<b>A THING OF BEAUTY</b>  What is beauty according to you? Do we experience things of Beauty only for short moments or do they have an ever lasting impact? What do you think – ‘Beauty dwells outside or inside’?	gaining freedom  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 of language v) know about the poet and his work/genre vi) understand that the thing which give us happiness is beauty vii) sensitize the learners towards environment viii) admire the sacrifices of our forefathers ix) appreciate the nature’s bounty	Analytical skills  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 v) understand that nature provides respite from sorrows v) understand the struggles and sacrifices of great people and to draw inspiration from them vi) finding happiness in every situation vii) inspiration from nature/ warriors viii) creative skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills	Working in a group to write an ‘Ode’	.Art in the form of drawing pictures of Sun, Moon and other objects of nature. Poster will be drawn related to peace. Students will make a flow chart of the objects that bring happiness to humanbeings.	Sense of self respect responsibility ,development of thinking skills, critical appreciation and development of observatory and analytical skills	contributions of freedom fighters, understand that freedom from fear is a prerequisite for justice  Children will be taken for a nature walk to help them admire the beauty of nature and understand how nature provides respite from sorrows. The class will be encouraged to write an ‘ODE’ in a group.	Assignments Comprehension questions Textual exercises/ extracts/ Character sketches The play ends on a tragic note but reaffirms hope. Discuss with reference to the text.	By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
5	<b>POETS AND PANCAKES</b>	The students will be	Students will learn about many	Enactment of the	Information	Sense of self	Brain storming	Assignments	By using	Quiz



Dura	P.K Testing	Learning Objectives		Group Activities&	Art	Interdisci	Pedagogi	Assessment	Feedbac	Inclusiv
2	What difference do you observe in the modern day film technology from the one in the past? Narrate a humorous piece about the idiosyncrasies of some interesting characters in your neighbourhood.	able to appreciate the style of writing the chapter. Analytical study of the working conditions and people involved in a studio. Gain knowledge about the Gemini Studio and the people working in there. Add new words and phrases to their vocabulary.	things related to the film industry and get an inside glimpse of its work and the beginning of India after independence. After that, they'll learn that Pancakes is actually the name of a makeup brand used by Gemini Studios	scene in the makeup room for better understanding and added interest.	about the time period of Robert Clive from the British Era will be given to bring out the historical importance if few episodes. Art in the form of enactment will be used.	respect responsibility ,development of thinking skills, critical appreciation and development of observatory and analytical skills.	will be used to improve the understanding of the chapter. Enactment of the scene in the makeup room for better understanding and added interest.	Comprehension questions Textual exercises/ extracts/ Character sketches The play ends on a tragic note but reaffirms hope. Discuss with reference to the text	the assessme nt based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based	,MCQ ,Fill Ups etc will be taken up for differentl y abled students
	<b>AUNT JENNIFER'S TIGERS</b>  1. Do you think happily married is an oxymoron?  2. What according to you is the place of women in the present day society ?	To enable the students to *understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements * appreciate the beauty of language and understand the rhyme scheme know about the poet and his work/genre visualise the constraint of married life	To enable the students to -inculcate values like sympathy, confidence, patience and empathy -understand that women- folk is a respectable entity and deserves due respect. face such unforeseen oppressions boldly raise voice against	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	Language will be integrated with sociology to make students understand the phenomenon of equality.Stude nts will be taught the importance of both the genders They will be taught that both male and	The students will be able to – -understand the powerful nature and worth of Equality of male and female	Students learn the art of composing a poem to express their feelings. Through the poem the learners will realize the beauty of equality to realize that.male and female are equal.	Assignments Compre hension questio ns will be asked to test the underst anding. -Why did the poet use the device of repetition in _and all I	By using the assessme nt based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be	Quiz ,MCQ ,Fill Ups etc will be taken up for differentl y abled students



Dura	P.K Testing	Learning Objectives		Group Activities&	Art	Interdisci	Pedagogi	Assessment	Feedbac	Inclusiv
6	<b>THE ENEMY</b>	experienced by a woman. * evoke feelings/ sympathy for victimised homemakers. evaluate the situation and find solutions to domestic violence. *understand that equal status should be given to man and woman	apatriarchy and have individuality	according to you is the place of women in present day society? -Comment on <u>Marriage is a blissful state</u> ’. -PPT will be shown for retaining literary devices. deo on small scale male chauvinism in present scenario( UN Sustainable Goal 5	female are two sides of same coin			<b>did was to smile, smile and smile’?</b> Textual exercises/ RTC/ Literary devices -Worksheet	taken. simple sentences in the form of MCQ based questions will be beneficial for slow learners. New vocabulary words will be given to students.	
		This lesson requires knowledge of World War II *What is the meaning of Patriot or Traitor? *What are the professional ethics? Who is enemy?	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	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. iv) recognise character traits, v) analyze the various situations vi) develop comprehension skills and language skills	Working in group students will talk about the professional ethics related to any profession like Doctor, Lawyer, Judge, Teacher, Principal etc.	Art in the form of enactment can be indulged. Art in the form of psychology Sociology, Languages and Music will be integrated.	Students will understand the conflict between man’s inherent humaneness and the hatred created by pseudo nationalism and war. The spirit of patriotism will be taught, students will	The session would begin with an interactions with students regarding the professional ethics. The students will be encouraged to work in pairs regarding the duties of a Doctor. Students will be aspect to name some	By using the assessme value based questions will be given in the assignments. levels of achievers can be selected. For slow learners, extra class with extra questions	Quiz ,MCQ ,Fill Ups etc will be taken up for differentl y abled students

<b>Dura</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities&amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogi</b>	<b>Assessment</b>	<b>Feedbac</b>	<b>Inclusiv</b>
3		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.				learn the positive attitude to cope up with all the challenges and stand against all odds.	patriots and mentors their deeds too.		can be taken. simple sentences in the form of MCQ based questions will be beneficial for slow learners. New vocabulary words will be given to students	
	<b>SEPTEMBER</b>	<b>TERM 1 EXAMS</b>								
	<b>OCTOBER</b>  <b>THE INTERVIEW</b>  <b>Following questions will be asked from the students-</b> 1. What do you understand by the word Interview? 2. Have you ever given interview in your life?	<b>To enable the students to</b> 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.	<b>To enable the students to</b> i) compare different media of communication ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills	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 lockdown? . What impact does the interview of the renowned person create on others?	Art in the form of Psychology, Sociology, Drama and Languages will be integrated	Students will understand that confidence is one of the important ingredient of interview and also understand the challenges faced by reporters and journalists	The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail	Assignments Comprehension questions / Textual questions will be given in assignment. How should one prepare for the interview? What impact does the interview of the renowned person create on others?	By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class questions can be taken.	These activities will focus on differently abled students if any in the class

Dura	P.K Testing	Learning Objectives		Group Activities&	Art	Interdisci	Pedagogi	Assessment	Feedbac	Inclusiv
4	3.Have you ever conducted interview?								Simple sentences in the form of MCQ based questions will be beneficial for slow learners	
	<b>GOING PLACES</b>  *Students will be asked to express their dreams. *What is the difference between realistic and unrealistic dream? * How far is it justified to dream beyond one's economical boundaries?	To enable the students i) to comprehend the text and to read between the lines ii) to know certain metaphorical expressions iii) to notice words used in an informal way iv) to understand that hard work is required to 11antasi dream v) to differentiate between unrealistic and realistic dreams vi) to understand that 11antasizing can lead to failure vii) to understand the complexities of human relationships among different members of a family	To enable the students to i) have respect for elders and family, patience and perseverance, truthfulness, faith, self reliance ii) differentiate between realistic and unrealistic dreams iii) understand that hard work along with determination is required to fantasy dream iv) understand the relationships and financial problems in the family v) know the disadvantages of 11antasizing and hero worship vi) show responsibility towards family and friends vii) develop Thinking Skills (Imaginative), Negotiating skills, Critical Thinking, Observatory skills, Analytical skills Group discussion on 'Dreams are extremely important, you cannot achieve them unless you imagine them.'	Psychology and Sports (love for football) will be integrated	Students will understand that there is no substitute to hard work, to accept the reality in life and responsibility in the family, to inculcate various skills required to succeed in life, to understand relationships /bonding in family	Students will be able to analyse the difference between realistic and unrealistic dreams to compare their world of fantasy and reality and to understand metaphorical expressions used in the lesson	The chapter will be read aloud by the teacher using proper stress and intonation. Further the chapter will be explained in detail	Assignments Comprehension questions / Textual questions will be given in assignment. How should one prepare for the interview? What impact does the interview of the renowned person create on others?	By using the assessme nt based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners	These activities will focus on differently abled students if any in the class

<i>Dura</i>	<i>P.K Testing</i>	<i>Learning Objectives</i>		<i>Group Activities&amp;</i>	<i>Art</i>	<i>Interdisci</i>	<i>Pedagogi</i>	<i>Assessment</i>	<i>Feedbac</i>	<i>Inclusiv</i>
4	<b>MEMORIES OF CHILDHOOD</b>  * Name some people from marginalised society. * What kind of treatment do these people suffer in the society? * What is untouchability?	<i>To enable the students to-</i> <i>i) have profound and detailed understanding of the text.</i> <i>ii) express the ideas of the passage orally and in writing.</i> <i>iii) understand the meaning of new words and grammar structure pay attention to the writer's intentions, arguments, ideas, style etc</i> <i>iv) gain insight into the social evils prevailing in the society( in context with Bama's story)</i> <i>v) understand that injustice in any form cannot escape being noticed by children</i>	<i>To enable the students to-</i> <i>i) imbibe values like respect, honesty, patience and self reliance</i> <i>ii) rise above prejudices and respect each other</i> <i>iii) learn and reflect their own/ right perspective of treating underprivileged and marginalised community.</i> <i>iv) imbibe value of respecting each individual irrespective of their caste and creed.</i> <i>v) enhance thinking skill, analytical skills, reading skills, writing skills and observation skills</i>	<i>Narrate an incident from the history which tells us about untouchability.</i>  <i>Discussion on</i>  <i>*Seeds of rebellion are sown in childhood. Do you agree?</i>  <i>*Minorities are ill-treated. How?</i>	<i>History, Sociology and Psychology will be integrated.</i>	<i>The students will imbibe values like respect, honesty, patience and self reliance . They will rise above prejudices and respect each other.</i>	<i>Students will be able to- comprehend the text in detail, know the meaning and usage of new vocabulary, learn how to respect people from different culture, voice for injustice and discrimination and imbibe values, enhance skills.</i>	<i>RTC questions will be given, value based questions will be given in the assignmen</i>	<i>By using the assessment based criteria different levels of achievers can be selected. For slow learners, extra class with extra questions can be taken. Simple sentences in the form of MCQ based questions will be beneficial for slow learners</i>	<i>These activities will focus on differently abled students if any in the class</i>



