

Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integrati on	Interdiscipli nary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
5	<u>WE'RE NOT AFRAID TO DIE IF WE CAN ALL BE TOGETHER...</u> q. Mention few instances where nature which is always friendly created a havoc? q. What all can really keep one moving during such	To enable the students-i?)to know the @xpressions and phrasal verbs used in the lesson and their usagee?i) to comprehend the text and enjoy the adventurous expeditioni?ii)to understand that optimism helps to endure the direst stressi?v) realise that Hazardous experience teach us to face the adverse circumstances With couragev) understand the parts of ship and different terms/words related to voyage	To enable the students to-i?) imbibe perseverance and patience, trust, self reliance and self confidence, positivity, team worki?i) understand that presence of mind along with the practical knowledge is important to take instant decisionsi?ii) know that adventures impart a great lesson of life and explore the beauty hidden in nature.i?v)	Discussion – How India especially Indore dealt with Covid 19? What qualities could you see in our leaders?Activity (to support learning) PPT on parts of a ship (Will be @ploaded in Google Classroom)Video clippings on sea and @hips(Will be uploaded in Google Classroom)Activity/Assignment (to check learning)?But our respite was short lived.“ Why does the narrator say so?	Art will be integrated by asking students to draw picture of a ship and lable it to know it's various parts.Geogra phy too will be infused by making the students know about the Southern Indian ocean and other islands during the voyage	Students will understand that misfortunes are bound to be converted into happiness if one has firm belief in God and himself Skills- Leadership skills, Exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills	The class will be actively involved in the reading and explanation of the chapter. Smart class would be used for explanation.The teacher will explain the chapter and would even give meanings of difficult word and phrases. Textual questions will be discussed and the students will be encouraged to write the answers on their own.	Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	Differen t levels of achiever s will be selected .Extra class and extra question s will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

[illegible]

Topic: Discovering tut: the saga continues

[illegible]

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4	A PHOTOGRAPH Q1. How many of you love clicking photographs? Q2. Tell us about your family album. Q3. Do you support the saying “Time and Tide wait for none?”	- To enable them to comprehend the theme and summarize the poem. - Identify and organize critical concepts, literary devices used in the poem.	- To enable the students to understand that Change is the harsh and bitter truth of life. - To know that death comes as the greatest leveler. -	The class will be encouraged for discussion on the value of their family albums. Each student will speak about his/her own experience.	- SDG’s will be integrated with the chapter. - Through this poem the students will be imparted the value that everything gets distorted and man is compelled to accept this lose with ease however painful it might be..	-Psychology and Sociology will be infused to make students more vigilant towards uploading pics in social media.	- Students will be able to read the poem with proper pronunciation and voice modulation. - Discussion and explanation of difficult words and phrases will be done. - Students will be able to narrate any harsh change that has affected their lives.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	- Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
3	THE LABURNUM TOP Q. What binds various elements of nature to one another? Q. What is the role of trees in the existence of life on	To enable the students to 1. enjoy and appreciate different genre of English writings 2. know the rhyme scheme and poetic devices 3. know about the poet and his contribution 4. understand various sound words mentioned in the poem 5. understand the comparison between a bird and a lizard	To enable the students to 1. admire nature 2. seek pleasure from nature and its bounty. 3. face hardships in life 4. understand the power of love SkillsAnalytical,Observational, Comprehension skills	Activity (to introduce the lesson) Discussion on birds and their habitats Activity(to support learning) What are the hardships in life and how one can overcome them? Activity/Assignment (to check learning) What do you notice about the beginning and the ending of the poem?	Geography, Environmental Science will be integrated	The students will learn to face hardships in life and understand the power of love from the goldfinch and its little ones	The class will be involved in the silent reading of the text to encourage them to comprehend the poem. The teacher	Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Dur	P.K Testing	Learning Objectives		Group Activities&	Art	Interdiscipli	Pedagogica	Assessment	Feedback	Inclusive
	earth? Q . Who all are dependent on trees and how?						will introduce poetic devices alliteratio n, simile, metaphor and personific ation to the class..The teacher will guide and engage the class in the reading			

[illegible]

Topic : The voice of the rain

[illegible]

TERM - I

CLASS: XI

SUBJECT: ENGLISH

Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integrat ion	Interdisc iplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedbac k & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4	The summer of the beautiful white horse Q1. Do you know the meaning of the proverb “Honesty is the best policy?” Q2. Tell us about any adventure that you have undertaken in recent years. Q3. Do you support telling a white lie?	- To enable them to comprehend the theme and summarize the chapter. - Identify and organize critical concepts, appreciate characters and plot of the story.	- To enable the students to understand the need of avoiding stereotypes in one’s judgement of others - The students will be able to show understanding of explicit and implicit meanings and perspectives of Biased Value System.	The class will be divided into 2 groups for a Debate session on the topic “ Do you think Honesty is the best policy is still relevant in this 21 st century ?”	- SDG’s will be integrated with the chapter. - Students will learn to emote and express their opinion on the age old strong value systems in our society.	-Sociology and History will be infused to bring forth several time tested values and their implications in making our life a full circle.	- Students will be able to read the chapter with proper pronunciation and voice modulation. Discussion and explanation of difficult words and phrases will be done. Students will be able to narrate their personal childhood adventures if any.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	- Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Class : XI
Subject : ENGLISH
TERM : 1

Session 2025-26
Topic : The Address (By: Margo Minco) Snapshot

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4	- When did World War II happen? - What did Nazir do with the jews?	- To enable the students to comprehend the chapter. - Appreciate the theme and the message conveyed. - Understand the effects of war - Relaize the worth of loved ones in comparison to materialistic things.		Students will be asked to prepare a speech on “War’s Destroy and Peace Rejuvenates”. Students will be asked to read about Nazir’s movement. Diary of Anne Frank her autobiography is also associated with World War II. A quiz can be organized on World War II and the Holocaust of it. Russia – Ukraine War a declamation, PPT, News Report and Photos or collage competition could be organized.	Diksha portal link, NCERT text book and related link, PPT, videos created by concerned subject teachers, smart board, Microsoft word document worksheet, reference book.	Historical Pen Pals – Each student takes the role of a historical figure and writes to a classmate about events he or she faced. Drawing on resources such as videos and textbooks. Student can play a role of Hitler. World travel, News Analysis are the other mediums.	The students will respect the feelings of others and will understand that the objects linked in memory lose their importance, when cut off from them. Accept the situation and be optimistic in life. To understand that war destroys life and peace restore everything. Understand the family bondings and relations.	Students will be assessed through multiple choice questions, competency based questions can also be taken for assessment.	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.	These activities will focus on differently abled students if any in the class.

TERM-1
ENGLISH CORE
CLASS-XI
TOPIC- ARTICLE WRITING

TOPIC	Durati on	P.K.Testi ng	Objecti ve	Group Activity/Ha nds on Learning	Art Integratio n	Interdisciplinary Integration	Pedagogical Strategies	Assessment	Inclusive Practice
ARTICLE WRITIN G	2	1. The students will be questioned about different styles of writing in a Newspaper. 2. Students will be asked to read different articles in the class.	1. To introduce a new style of writing to the students. 2.To help students to organise their ideas. 3.To help the students to improve their writing skills	1.Group Discussions on a given topic will be encouraged. 2.Students will be asked to present their group ideas in the class.	Making of a PPT in group for presentation of their ideas will be introduced.	Computers and Language will be taken up together.	1. Group Discussion on the topic. 2. Oral and virtual presentation of the topic by students. 3.value points given by the students will be written on board. 4. The Format of Article Writing will be given to the class.	Exercises for article writing with value points will be given to the class.	All the activities will be undertaken keeping in mind all the students in the class.

TERM-1

ENGLISH CORE

CLASS-XI

TOPIC- CLASSIFIED ADVERTISEMENTS

TOPIC	Durati on	P.K.Test ing	Objective	Group Activity /Hands on Learnin g	Art Integra tion	Interdis ciplinary Integrati on	Pedagogical Strategies	Assessmen t	Inclusive Practice
2.CLAS SIFIED ADVE RTISE MENT S	2	1. The student s will be ques tioned about different styles of writing in a Newspaper. 2.Stude nts will be asked about different advertisements in the class. 3.The student s will be asked about the Filters used for Online Shopping	1. To introduce a new style of writing to the students. 2.To help students to organise their ideas. 3.To help the students to improve their writing skills	1.Group Discussion on a given topic for sale or purchase of any product will be encouraged. 2.Stude nts will be asked to present their group ideas in the class creatively.	AD MAD activity for presentation of their ideas will be taken up.	Enactment and Language will be taken up together.	1.Group Discussion on the topic. 2. Enactment for presentation of the topic by students. 3. Value points given by the students will be written on board. 4. The Format of Writing a Classified Advertisement will be given to the class.	Exercises for Advertisement writing with value points will be given to the class.	All the activities will be undertaken keeping in mind all the students in the class.

CLASS: XI

SUBJECT: ENGLISH

NOTICE WRITING

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
2 periods	1. What do you understand by a Notice? 2. Have you ever seen a notice being displayed in your locality? 3. What is the format of a Notice?	-To enable the students to express any message effectively. -To share ideas. -To develop appropriate style of writing. -To know the purpose of writing short and long compositions. -To know the usage of proper language, expressions, Vocabulary and sentence structure.	-Identify the appropriate usage of writing skills. -Apply it in practical life . - Express their views in desired manner. -Develop knowledge and purpose of writing a notice.	-Familiarize the students with the format of this writing skill. -Model samples will be shared. -Samples for practice will be shared. -Students will be asked to collect samples of different Notices they will find displayed in their locality.	- SDG's will be integrated with the Notice. Students will be able to express freely and correctly. -Students will acquire the correct format. -Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of Notice writing.	-Students will learn to express themselves freely by adopting the correct terminology. -know the relevance of Notice writing. -Acquire appropriate language, expression and sentence structure.	Notice will be explained. -Correct format will be discussed. - Students will learn self-expression through a formal means of communication	-Students will be assessed through multiple choice questions, unsolved notices, competency Based questions will also be taken up.	Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners	- Quiz ,MCQ ,Fill Ups, solved notices etc. will be taken up for differently abled students

Class XI

Subject English

Topic -: Silk Road

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							

5 Periods	1. What were the main goods that were traded along the Silk Road 2. Discussion of the importance of traveling	3) Silk Road: The students will be able to- i)comprehend the chapter and enhance their vocabulary. ii)know the physical and mental stress occurred while travelling. iii)understand the difficulties faced whiletravelling in different situations and places. iv)understand that	3) Silk Road: The students will be able to- i)understand as to how to face and deal challenging situations and come up with an appropriate solution for the same. ii)understand that the narrator’s bitter experience of Hor came as a stark contrast to accounts he had read of earliertravellers. iii) analyse the trip to be adventurous iv) praise and	ACTIVITIES Role play will be done in the class. Students will make a flowchart of Nick Middleton’s journey to Mount Kailash. Students will be asked to sing Tibetan folk song.	Art in the form of Geography, Music, Dramatics, Drawing, language and culture is Integrated.	Geography teacher will share more light on the trade routes Drawing various routs will make the chapter more interesting.	The students will be able to i)realise that people could work as a team to be successful. ii)understand that positive thinking changes the expected results. iii)understand the difficulties faced while travelling in	Assignments. Extra questions/textual questions/value based questions/character sketches	• Extra class will be taken up to help the students facing some problems with the chapter. • Peer learning will be encouraged	• Every child will be encouraged to read in the class.
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		silk was the main commodity that was traded in those areas. v)know the purpose of the author’s journey to Mount Kailash.	appreciate the dull but small town. v)realise that people could work as a team to be successful. vi)understand that the author thought that his positive				different situations and places. iv)analyse that the author’s experience at Hor was in stark contrast to earlier accounts of the place			
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Class XI

Subject English

Topic -: Report Writing

Duration/No. of Days	P. K Testing 3. The students will be question ed about different styles of Report writing . Students will be asked to read different reports .	Learning Objectives	4. Group Activities & Hand on LearningThe students will be question ed about different styles of writing in a Newspa per. 5. Students will be asked to read different articles in the class.	4. Art IntegrationTo introdu ce a new style of writing to the student s. 5.To help student s to organis e their ideas. 6.To help the student s to improv e their writing skills	3.Interdisciplinary Linkage & Infusion of life skillsGroup Discussions on a given topic will be encourage d. Students will be asked to present their group ideas in the class.	Pedagogical StrategiesM aking of a PPT in group for presentat ion of their ideas will be introduce d.	AssessmentC omputers and Language will be taken up together.	5.Feed back & Remedial TeachingGroup Discussio n on the topic. 6.Oral and virtual presenta tion of the topic by students. 7.value	Inclusive practicesE xercises for article writing with value points will be given to the class.
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									points given by the students will be written on board.	
		6. The students will be question ed about different styles of writing in a Newspa per. 7. Students will be asked to read different articles in the class.	7. To introdu ce a new style of writing to the student s. 8.To help student s to organis e their ideas. 9.To help the student s to improv e their writing skills	4.Group Discussions on a given topic will be encourage d. 5. Students will be asked to present their group ideas in the class.	Making of a PPT in group for presentat ion of their ideas will be introduce d.	Computers and Language will be taken up together.	8.Group Discussio n on the topic. 9.Oral and virtual presenta tion of the topic by students. 10. val ue points given by the students will be written on board. 11. Th e Format of Article Writing will be given to the class.	Exercises for article writing with value points will be given to the class.	All the activities will be undertaken keeping in mind all the students in the class.	

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Duration / No. Of Days	Previous Knowledge Testing-	Learning Outcomes (Subject Specific)	Behavioural (Application Based)	Pedagogical Strategies	Group Activities and Hands on Learning	Art Integration	Interdisciplinary Linkage and Infusion of Life Skills	Resources including ICT	Assessment	Feedback and Remedial Teaching	Inclusive Practices
03	Poem – Childhood Following questions will be asked from the students : •Share your most cherished childhood memories. •When do you feel the childhood period gets over?	To enable students the •Recognize poetry from a variety of cultures, languages and historic periods •Understand and appreciate poetry as a literary art form •Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. •Recognize the rhythms, metrics and other musical aspects of poetry •Read and discuss selected poems in translation •Apply the principles of literary criticism to the analysis of •Develop their critical thinking •Develop	To enable the students to i)accept differences, understand people ii)value childhood and freedom iii)develop individuality iv)treasure innocence of childhood. SDG’S will be included to Ensure inclusive and equitable quality education, with this children will understand the real world.	Summary of the poem will be given at the outset. Recitation of the poem using voice modulation will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the poem will be done with the usage of poetic devices	Activity/Assignment Discuss: Is attainment of maturity a sign of loss of innocence. Students will be asked to compose a poem on one of their childhood memories. They may also enact any memorable moment of their childhood. Group discussion on difference in behaviour of children and adults will be done.	Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.	Students will be asked to recite the poem with voice modulation and intonation. They may also enact any memorable moment of their childhood.	Diksha Portal link, NCERT Text Book and Related Link PPT, videos created by concerned subject teachers.	1 Write a brief note on ‘Childhood is an essential state in the process of growing up, but it can’t go on forever’. 2.Textual questions/ Extracts/Value based. Students will be assessed through multiple choice questions. Competency based questions can also be taken for assessment. Oral and written responses and worksheets.	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. Students will be asked to identify the stanzas of the poem talking about individuality, rationalism and hypocrisy.	These activities will focus on differently abled students if any in the class.

Class : XI
Subject : ENGLISH
TERM : 2

Session 2025-26
Topic : Mother’s Day

Dur atio n/No . of Day s	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integra tion	Interdiscip linary Linkage & Infusion of life skills	Pedagogic al Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Applicati on based)							
6	- When is Mother’s day celebrated? - How you celebrate it? - What gifts you give? - How you help our mother’s?	To enable the students appreciate the theme and language of the text. Design and create a homemade Mother’s Day card. To imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance.		Students will design a card on Mother’s Day. Some will write down a poetry. A cross word puzzle could be made. Some students can sing a song too. A PPT will be made by the students to pay gratitude to their mother’s. Students will be made to write and deliver a speech on Mother’s or grandparents. Students will wish their teachers too.	Diksha portal link, NCERT text book and related link, PPT, videos created by concerned subject teachers, smart board, Microsoft word document worksheet, reference book.	Students will learn that mothers have equal rights to enjoy their lives and deserve acknowledge and appreciation. To strengthen the family bonding with sharing and solving problems.	The students will be able to know that mothers have equal rights to enjoy their lives and deserve acknowledgem ent and appreciation. Students will understand the central main point and supporting details along with phrases used in the lesson.	Students will be assessed through multiple choice questions, competency based questions can also be taken for assessment	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.	These activities will focus on differently abled students if any in the class.

CLASS: X

Session 2025-
26

BIRTH

SUBJECT: ENGLISH

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No. of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4	1. What is faith? 2. How can helping others give you satisfaction? 3. Hard work always pays. justify the above statement narrating your own experience.	1)Birth: To enable the students to -comprehend the chapter. -communicate their ideas with a lot of conviction -appreciate the theme and the message conveyed -use appropriate vocabulary and medical expressions - understand the selfless service to mankind - understand the practical approach 1)Birth: To enable the students to - understand the responsibilities of a doctor -value commitment ,care and concern -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession Skills: - comprehension skill, analytical skill, decision making, observatory, 1)Birth: Activity (to introduce the lesson) Bookish knowledge is theoretical. It is practice and observation which makes a man perfect in	1)Birth: To enable the students to -comprehend the chapter. - communicate their ideas with a lot of conviction -appreciate the theme and the message conveyed -use appropriate vocabulary and medical expressions - understand the selfless service to mankind - understand the practical approach 1)Birth: To enable the students to - understand the responsibilities of a doctor -value commitment ,care and concern -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession Skills: - comprehension skill, analytical skill, decision making, observatory, 1)Birth: Activity (to introduce the lesson) Bookish knowledge is theoretical. It is practice and observation which makes a man perfect in his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists,	1)Birth: To enable the students to -comprehend the chapter. - communicate their ideas with a lot of conviction -appreciate the theme and the message conveyed - use appropriate vocabulary and medical expressions - understand the selfless service to mankind -understand the practical approach 1)Birth: To enable the students to - understand the responsibilities of a doctor -value commitment ,care and concern -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession Skills: - comprehension skill, analytical skill, decision making, observatory, 1)Birth: Activity (to introduce the lesson) Bookish knowledge is	Integration of music, psychology, drawing and sociology will be the part of the chapter .Students will be taught that helping hand always keep you happy .	Students will be taught to have faith in God but not to be superstitious . Students will also be taught how to save tigers which are on the verge of extinct .	1)Birth: The students will be able to- - understand the duty and responsibility of a doctor - understand the themenever say die attitude -be positive and confident in adverse situations -never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession 1)Birth: i) Assignments ii) Comprehension questions: - Comment on behaviour and role of the midwife who was attending Susan. iii) Textual	1)Birth: The students will be able to- - understand the duty and responsibility of a doctor - understand the themenever say die attitude -be positive and confident in adverse situations - never lose hope - stress more on practical knowledge instead of theoretical -be faithful to one's profession 1)Birth: i) Assignments ii) Comprehension questions: - Comment on behaviour and role of the midwife who was attending	Different levels of achievers will be selected .Extra - class and extra questions will be taken up for slow learners .	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students.

No.	P.K Testing	Learning Objectives		Group Activities&	Art	Interdiscip	Pedagogical	Assessment	Feedbac	Inclusive
		his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists, administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role	administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role	theoretical. It is practice and observation which makes a man with theoretical knowledge, a man perfect in his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists, administrators to combat covid-19 Activity (to check learning) Name the five central characters in the story who played a key role			questions/ Extracts/Value based	Susan. iii) Textual questions/ Extracts/Value based		

Duration / No. Of Days	Previous Knowledge Testing-	Learning Outcomes (Subject Specific)	Behavioural (Application Based)	Pedagogical Strategies	Group Activities and Hands on Learning	Art Integration	Interdisciplinary Linkage and Infusion of Life Skills	Resources including ICT	Assessment	Feedback and Remedial Teaching	Inclusive Practices
03	POEM- THE TALE OF MELON CITY- Students will be asked following questions- 1. Which is your favorite fruit? 2. What are the qualities of good leader? 3. Is absolute peace possible in a state or a country?	To enable the students to 1.comprehend the poem and enhance their vocabulary. 2. identify the figures of speech and the rhyming scheme. 3. understand that law is not only blind but can also spell disaster if it is thoughtlessly implemented. 4.understand the process of fair and important judgement.	To enable the students to i) inculcate values like co-operation, confidence, faith,respect and integrity ii) analyse situations and take appropriate decisions. iii) understand the fun and humour used in the poem to point out the loopholes in the system iv) understand the role of aware and responsible citizens SDG's will be included to promote peaceful and inclusive society. Provide access to fair justice for all.	Summary of the poem will be given at the outset. Recitation of the poem using voice modulation will be done laying stress on certain words and phrases to enhance their vocabulary. Explanation of the poem will be done with the usage of poetic devices	Activity: (to support learning) How can peace and liberty be maintained in a state? Activity (to check learning) Comment on the caliber of the king his ministers, the people and the customs of the state.	Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.	Students will be asked to recite the poem with voice modulation and intonation. Students will be able to- realise that peace and liberty are the two strong factors for a state to flourish. -able to understand that the rulers of the state should be judicious and sensitive to the needs of the people. - to understand that the ruler of the state must understand the problems and needs of the people.	Diksha Portal link, NCERT Text Book and Related Link PPT, videos created by concerned subject teachers.	Students will be assessed through multiple choice questions. Competency based questions can also be taken for assessment. Oral and written responses and worksheets. Assignments ii) Comprehension questions: iii) Textual questions/ Extra	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. Students will be asked to identify the stanzas of the poem talking about individuality, rationalism and hypocrisy.	These activities will focus on differently abled students if any in the class.

TERM-II
ENGLISH CORE
CLASS-XI
TOPIC- FORMAL LETTER WRITING and Job Application

Duration of Days	P.K Testing	Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life Skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive Practices
		Subject Specific	Behavioral (Application Bases)							
Duration of Days -4	1. How people used to communicate before the invention of mobiles? 2. Which birds were	To enable the students to focus on the content and process of writing.	Guide students to write on their own. The students will be able to	Students will be encouraged to understand that a handwritten letter says you care and to give personal	Students will write letter on different subject. AP.P.T. will be made on job	Students will understand and recollect the formats. Write with appropriate expression and vocabulary.	The student s will be explained all the formal letters and	All the formal letters will be given to the students for practice.	By using the assessment-based criteria different levels of achievers can be	These activities will focus on differently abled students of

	used in the ancient days to deliver the message? 3. The concept of pen friend what does it mean?	Develop knowledge and purpose of writing.	inculcate values like share ideas, freedom of expression and acceptance of ideas. Writing, reading, and thinking skill will be enhanced.	attention to the matter or the person addressed. Official letter adds a certain authority to the communication to inculcate the habit of writing and to focus on that the students who took notes by hand perform better in tests.	application, Letter to the Editor and other official letter. Art in the form of drawing, dramatics, psychology, sociology, and languages will be integrated.		format will be written on the green board. Simple questions will be discussed in the class.	BBC questions will be done. Assignments will be given for more practice and accuracy.	select ed for slow learners more practice can be undertaken.	any in the class.
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TERM-II
ENGLISH CORE
CLASS-XI
TOPIC- INVITATION AND REPLY

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