

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
4 periods	The portrait of a lady	Subject Specific	Behavioral (Application Bases)							
	<p>1.How many of you live with your grand parents?</p> <p>2.What do the grandparents expect from the family? What are the reasons for their loneliness?</p> <p>3. Present a pen picture of your grandparents describing their qualities you admire and appreciate the meet?</p>	<p>1.To accept and manage the situations with patience and tolerance</p> <p>2. To develop responsibility and sensitivity towards the sufferings of others.</p> <p>3. To know the sacrifices and support given by the grandparents in the family.</p> <p>4. To improve working relations and respect for identities in relation to other people.</p>	<p>1)The Portrait of a Lady: To enable the students to</p> <p>i) be independent in thought and action</p> <p>ii) understand the feelings of parents and grandparents</p> <p>iii) know that distancing due to circumstances never affects relations</p> <p>iv) understand that graph of life never follows a straight line</p> <p>v) show care and concern for animals</p> <p>Skills : Analytical, Imaginative, observatory</p>	<p>The class will be divided into pairs of two students each. They will be asked to compose a poem on. My Grandmother then they will be asked to present their composition to the class. Literary and dramatic skills will be integrated.</p>		<p>Through this chapter students will be imparted the values of selfless love, responsibility, helpful attitude, compassion determination etc. They will be reflect on the reasons to spend time with elders in families</p> <p>Psychology and Sociology will be infused to understand the need to be with the elders of the family.</p>	<p>The students will be asked to read the chapter with proper pronunciation and voice modulation . The difficult words and phrase will be explained in the class. The students will be able to identify an autobiographical piece of work. The students will be guided to put on their imagination caps and understand the scenario of natural family and their effect on grandparents.</p>	<p>The students will be able to communicate a personal response to the text supported by textual reference. The students will be assessed through textual questions, multiple choice questions and character sketches</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 questions will be beneficial for slow learners .</p>	<p>These activities will focus on differently abled students if any in the class</p>

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	<p><u>WE'RE NOT AFRAID TO DIE IF WE CAN ALL BE TOGETHER...</u></p> <p>q. Mention few instances where nature which is always friendly created a havoc?</p> <p>q. What all can really keep one moving during such</p>	<p>To enable the students- to know the expressions and phrasal verbs used in the lesson and their usage to comprehend the text and enjoy the adventurous expedition to understand that optimism helps to endure the direst stress that hazardous experience teach us to face the adverse circumstances with courage to understand the parts of ship and different terms/words related to voyage</p>	<p>To enable the students to imbibe perseverance and patience, trust, self reliance and self confidence, positivity, team work to understand that presence of mind along with the practical knowledge is important to take instant decisions know that adventures impart a great lesson of life and explore the beauty hidden in nature.</p>	<p>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 uploaded in Google Classroom)Video clippings on sea and ships(Will be uploaded in Google Classroom)Activity/Assignment (to check learning)“But our respite was short lived.” Why does the narrator say so?</p>	<p>Art will be integrated by asking students to draw picture of a ship and label it to know it's various parts.Geography too will be infused by making the students know about the Southern Indian ocean and other islands during the voyage</p>	<p>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</p>	<p>The class will be actively involved in the reading and explanation of the chapter.</p> <p>Smart class would be used for explanation.The teacher will explain the chapter and would even give meanings of difficult word and phrases.</p> <p>Textual questions will be discussed and the students will be encouraged to write the answers on their own.</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>

Duration/	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integrati	Interdiscipli nary Linkage	Pedagogical Strategies	Assessment	Feedback &	Inclusive practices
	<p>conditions?</p> <p>q. What role is played by family and friends during such conditions?</p>									

Class:xi

Subject: English

Topic: Discovering tut: the saga continues

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
	Discovering tut: the saga continues	Subject Specific	Behavioral (Application Bases)							
5 periods	<p>.What was the main storyline of the movies 'Mummy' and 'Mummy Returns' ?</p> <ul style="list-style-type: none"> • What all did the visitors see inside the burial place of the mummy ? • Why were mummies prepared ? 	<p>1)Discovering Tut: To enable the students to</p> <p>i)Understand the meaning and usage of phrases like resurrection, circumvented, computed Tomography, scudded across etc</p> <p>ii)understand advancement in technology</p> <p>iii)know about Egyptian belief of mummification</p> <p>iv)have the historical knowledge about King Tut's family line</p> <p>v)know about pyramids and their history</p> <p>vi)know how archaeology has changed in the intervening decades</p>	<p>1)Discovering Tut: To enable the students to</p> <p>i)inculcate the values of concern, responsibility, curiosity and respect</p> <p>ii)respect other's beliefs, customs, rituals</p> <p>iii)feel pride in using technology to unfold the mysteries</p> <p>iv)develop inquisitiveness towards historical events and people.</p> <p>Skills: Enhance reading, comprehending, thinking skills, analytical skills, Literary skills and Observation skills</p>	<p>1)Discovering Tut: Activity (to introduce the lesson) Power point presentation on Egypt and pyramids(will be uploaded in Google classroom) Activity(to support learning) Power point presentation on King Tut's Mummy, his valuable treasure(will be uploaded in Google Classroom) Activity/Assignment (to check learning) What efforts did Carter make to separate Tut's mummy from its solid gold bottom? Digital Content to be used: Power point presentation</p>	<ul style="list-style-type: none"> • P.P.T's on 'Egypt and Pyramids' and 'King Tut and his treasure'. • Art integration will be in the form of making face masks of a pharaoh. • History, Computers and Fine Arts will be used to make the chapter interesting. 	<ul style="list-style-type: none"> • The History teacher will shed more light on Egyptian Civilization. • Computers and Fine Arts will be used to make the chapter more interesting. 	<p>1. The students will be encouraged to prepare P.P.T's on :</p> <p>a) Egypt and Pyramids</p> <p>b) King Tut and his treasure</p> <p>2. The students will be encouraged to prepare masks of an Egyptian Pharaoh using charts, colours etc.</p>	<p>1. R.T.C. assignments will be taken up.</p> <p>2. M.C.Q's based on the chapter will be taken up.</p> <p>3. Textual questions will be discussed.</p>	<ul style="list-style-type: none"> • Extra class will be taken up to help the students facing some problems with the chapter. • Peer learning will be encouraged 	<ul style="list-style-type: none"> • Every child will be encouraged to read in the class. • Making of face masks using chart paper, colours and other items.

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?”	<ul style="list-style-type: none"> - To enable them to comprehend the theme and summarize the poem. - Identify and organize critical concepts, literary devices used in the poem. 	<ul style="list-style-type: none"> - 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. - 	<p>The class will be encouraged for discussion on the value of their family albums. Each student will speak about his/her own experience.</p>	<ul style="list-style-type: none"> - 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.. 	<p>-Psychology and Sociology will be infused to make students more vigilant towards uploading pics in social media.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> - Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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	<p><u>THE LABURNUM TOP</u></p> <p>Q. What binds various elements of nature to one another?</p> <p>Q. What is the role of trees in the existence of life on</p>	<p>To enable the students to enjoy and appreciate different genre of English writings</p> <p>2. know the rhyme scheme and poetic devices</p> <p>3. know about the poet and his contribution</p> <p>4. understand various sound words mentioned in the poem</p> <p>5. understand the comparison between a bird and a lizard</p>	<p>1. To enable the students to admire nature</p> <p>2. seek pleasure from nature and its bounty.</p> <p>3. face hardships in life</p> <p>4. understand the power of love</p> <p>Skills Analytical, Observational, Comprehension skills</p>	<p>Activity (to introduce the lesson)</p> <p>Discussion on birds and their habitats</p> <p>Activity (to support learning)</p> <p>What are the hardships in life and how one can overcome them?</p> <p>Activity/Assignment (to check learning)</p> <p>What do you notice about the beginning and the ending of the poem?</p>	<p>Geography, Environmental Science will be integrated</p>	<p>The students will learn to face hardships in life and understand the power of love from the goldfinch and its little ones</p>	<p>The class will be involved in the silent reading of the text to encourage them to comprehend the poem.</p> <p>The teacher</p>	<p>Students will be assessed through multiple choice questions, reference to context, competency</p> <p>Based questions will also be taken up.</p>	<p>Different levels of achievers will be selected.</p> <p>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>

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

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	<p>The summer of the beautiful white horse</p> <p>Q1. Do you know the meaning of the proverb “Honesty is the best policy?”</p> <p>Q2. Tell us about any adventure that you have undertaken in recent years.</p> <p>Q3. Do you support telling a white lie?</p>	<ul style="list-style-type: none"> - To enable them to comprehend the theme and summarize the chapter. - Identify and organize critical concepts, appreciate characters and plot of the story. 	<ul style="list-style-type: none"> - 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. 	<p>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 21st century ?”</p>	<ul style="list-style-type: none"> - 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. 	<p>-Sociology and History will be infused to bring forth several time tested values and their implications in making our life a full circle.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> - Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

Class : XI
 Subject : ENGLISH
 TERM : 1

Session 2023-24
 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	<ul style="list-style-type: none"> When did World War II happen? What did Nazir do with the jews? 	<ul style="list-style-type: none"> 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. 		<p>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.</p> <p>Diary of Anne Frank her autobiography is also associated with World War II.</p> <p>A quiz can be organized on World War II and the Holocaust of it.</p> <p>Russia - Ukraine War a declamation, PPT, News Report and Photos or collage competition could be organized.</p>	<p>Diksha portal link, NCERT text book and related link, PPT, videos created by concerned subject teachers, smart board, Microsoft word document worksheet, reference book.</p>	<p>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.</p> <p>World travel, News Analysis are the other mediums.</p>	<p>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.</p>	<p>Students will be assessed through multiple choice questions, competency based questions can also be taken for assessment.</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 questions will be beneficial for slow learners.</p>	<p>These activities will focus on differently abled students if any in the class.</p>

TERM-II
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	Interdisciplinar y 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-II
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 differen t styles of writing in a News paper. 2.Stude nts will be asked about differen t advertis ements in the class. 3.The student s will be asked about the Filters used for Online Shoppin g	1. To introduc e a new style of writing to the e students. 2.To help students to organise their ideas. 3.To help the students to improve their writing skills	1.Grou p Discuss ions on a given topic for sale or purcha se of any produc t will be encour aged. 2.Stude nts will be asked to presen t their group ideas in the class creativ ely.	AD MAD activity for presen tation of their ideas will be taken up.	Enactm ent and Langua ge will be taken up togethe r.	1.Group Discussion on the topic. 2.Enactm ent 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 Advertise ment 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

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	<ol style="list-style-type: none"> 1. What were the main goods that were traded along the Silk Road 2. Discussion of the importance of traveling 	<p>3) Silk Road: The students will be able to-</p> <ol style="list-style-type: none"> 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 	<p>3) Silk Road: The students will be able to-</p> <ol style="list-style-type: none"> 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 	<p>ACTIVITIES</p> <p>Role play will be done in the class.</p> <p>Students will make a flowchart of Nick Middleton’s journey to Mount Kailash.</p> <p>Students will be asked to sing Tibetan folk song.</p>	<p>Art in the form of Geography, Music, Dramatics, Drawing, language and culture is Integrated.</p>	<p>Geography teacher will share more light on the trade routes</p> <p>Drawing various routs will make the chapter more interesting.</p>	<p>The students will be able to</p> <ol style="list-style-type: none"> 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 	<p>Assignments.</p> <p>Extra questions/textual questions/value based questions/character sketches</p>	<ul style="list-style-type: none"> • Extra class will be taken up to help the students facing some problems with the chapter. • Peer learning will be encouraged 	<ul style="list-style-type: none"> • Every child will be encouraged to read in the class.
--------------	--	---	--	--	---	---	---	---	--	--

		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			
--	--	--	--	--	--	--	---	--	--	--

Class XI
Subject English
Topic -: Father to Son

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 Periods	What sort of relationship do	2) Father to Son: To enable the students to i) comprehend the poem	2)Father to Son: To enable the students to i) accept differences and understand	Activities: Role Play: Dialogue conversation	Art in the form of Psychology,	Psychology Teacher will emphasize	Students will be able to i) comprehend	1. Assignments 2.	• Extra class will be	• Every child will be
-----------	------------------------------	--	---	--	--------------------------------	-----------------------------------	--	----------------------	-----------------------	-----------------------

	<p>we have with our Parents?</p> <p>Do we discuss everything with our parents?</p> <p>Do you think Parents are our role models?</p>	<p>ii) critically analyse the poem on the basis of the text read iii) understand consequences of lack of communication and cold indifferences in a family. iv) understanding the bonding with family members.</p>	<p>people ii) respect elders and value relations iii) resolve conflicts with patience iv) handle criticism and to take initiative for making up the loss v) communicate with family members and share joys and sorrows vi) to look into their own behaviour and mend their ways to develop a healthy relationships</p>	<p>between students playing the role of father and son. Speech on the topic “Generation Gap is destroying family life”</p>	<p>Dramatics, language is Integrated.</p>	<p>more on Child's Psychology and behavioral issues.</p>	<p>the poem ii) critically analyse the poem on the basis of the text read iii) understand the consequences of lack of communication and cold indifferences in a family iv) develop analytical and thinking skills v) handle criticism and to take initiative for making up the loss vi) communicate with family members and share joys and sorrows</p>	<p>Comprehension questions i) How far has the poet succeeded in transforming a purely personal matter to a universal experience prevalent in present society? ii) Why is the reference of the „Prodigal Son“ given by the poet? Which poetic device has been used here? 3) Textual questions/ Extracts</p>	<p>taken up to help the students facing some problems with the chapter. • Peer learning will be encouraged</p>	<p>encouraged to read in the class.</p>
--	---	---	--	---	---	--	--	--	---	---

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	<p>Poem – Childhood</p> <p>Following questions will be asked from the students :</p> <ul style="list-style-type: none"> ●Share your most cherished childhood memories. ●When do you feel the childhood period gets over? 	<p>To enable students the</p> <ul style="list-style-type: none"> ●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 	<p>To enable the students to i)accept differences, understand people</p> <p>ii)value childhood and freedom</p> <p>iii)develop individuality</p> <p>iv)treasure innocence of childhood.</p> <p>SDG’S will be included to Ensure inclusive and equitable quality education, with this children will understand the real world.</p>	<p>Summary of the poem will be given at the outset.</p> <p>Recitation of the poem using voice modulation will be done laying stress on certain words and phrases to enhance their vocabulary.</p> <p>Explanation of the poem will be done with the usage of poetic devices</p>	<p>Activity/Assignment</p> <p>Discuss: Is attainment of maturity a sign of loss of innocence.</p> <p>Students will be asked to compose a poem on one of their childhood memories. They may also enact any memorable moment of their childhood.</p> <p>Group discussion on difference in behaviour of children and adults will be done.</p>	<p>Art in the form of Drawing, Music, History, Geography, Psychology, Sociology and Languages will be integrated.</p>	<p>Students will be asked to recite the poem with voice modulation and intonation. They may also enact any memorable moment of their childhood.</p>	<p>Diksha Portal link, NCERT Text Book and Related Link PPT, videos created by concerned subject teachers.</p>	<p>1 Write a brief note on ‘Childhood is an essential state in the process of growing up, but it can’t go on forever’.</p> <p>2.Textual questions/ Extracts/Value based.</p> <p>Students will be assessed through multiple choice questions. Competency based questions can also be taken for assessment. Oral and written responses and worksheets.</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 questions will be beneficial for slow learners. Students will be asked to identify the stanzas of the poem talking about individuality, rationalism and hypocrisy.</p>	<p>These activities will focus on differently abled students if any in the class.</p>

Class XI

Subject English

Topic -: Father to Son

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 Periods	<p>What sort of relationship do we have with our Parents?</p> <p>Do we discuss everything with our parents?</p> <p>Do you think Parents are our</p>	<p>2) Father to Son: To enable the students to i) comprehend the poem ii) critically analyse the poem on the basis of the text read iii) understand consequences of lack of communication and cold indifferences in a family. iv) understanding the bonding with family members.</p>	<p>2) Father to Son: To enable the students to i) accept differences and understand people ii) respect elders and value relations iii) resolve conflicts with patience iv) handle criticism and to take initiative for making up the loss v) communicate with family members and share joys and sorrows vi) to look into their own behaviour and mend their</p>	<p>Activities: Role Play: Dialogue conversation between students playing the role of father and son. Speech on the topic “Generation Gap is destroying family life”</p>	<p>Art in the form of Psychology, Dramatics, language is Integrated.</p>	<p>Psychology Teacher will emphasize more on Child's Psychology and behavioral issues.</p>	<p>Students will be able to i) comprehend the poem ii) critically analyse the poem on the basis of the text read iii) understand the consequences of lack of communicatio</p>	<p>1. Assignments 2. Comprehension questions i) How far has the poet succeeded in transforming a purely personal matter to a universal experience</p>	<p>• Extra class will be taken up to help the students facing some problems with the chapter. • Peer</p>	<p>• Every child will be encouraged to read in the class.</p>
-----------	---	--	---	---	--	--	---	---	--	---

	role models?		ways to develop a healthy relationships				<p>n and cold indifferences in a family iv) develop analytical and thinking skills v) handle criticism and to take initiative for making up the loss vi) communicate with family members and share joys and sorrows</p>	<p>prevalent in present society? ii) Why is the reference of the „ Prodigal Son“ given by the poet? Which poetic device has been used here? 3)Textual questions/ Extracts</p>	<p>learning will be encoura ged</p>	
--	--------------	--	---	--	--	--	---	---	---	--

Class : XI
 Subject : ENGLISH
 TERM : 2

Session 2023-24
 Topic : Mother's Day

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)							
6	<ul style="list-style-type: none"> 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.		<p>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.</p> <p>Students will be made to write and deliver a speech on Mother's or grandparents. Students will wish their teachers too.</p>	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 acknowledgement 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 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

SUBJECT: ENGLISH

S

BIRTH

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	<p>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.</p>	<p>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 with theoretical knowledge, a man perfect in</p>	<p>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 with theoretical knowledge, a man perfect in his field. Discuss Activity (to support learning) Describe the role of our doctors, scientists,</p>	<p>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</p>	<p>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 .</p>	<p>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 .</p>	<p>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</p>	<p>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</p>	<p>Different levels of achievement 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>

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

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

	<p>used in the ancient days to deliver the message?</p> <p>3. The concept of pen friend what does it mean?</p>	<p>Develop knowledge and purpose of writing.</p>	<p>inculcate values like share ideas, freedom of expression and acceptance of ideas. Writing, reading, and thinking skill will be enhanced.</p>	<p>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.</p>	<p>application, Letter to the Editor and other official letter. Art in the form of drawing, dramatics, psychology, sociology, and languages will be integrated.</p>		<p>format will be written on the green board. Simple questions will be discussed in the class.</p>	<p>BBC questions will be done. Assignments will be given for more practice and accuracy.</p>	<p>select ed for slow learners more practice can be undertaken.</p>	<p>any in the class.</p>
--	--	--	---	---	---	--	--	--	---	--------------------------

TERM-II
ENGLISH CORE
CLASS-XI
TOPIC- INVITATION AND REPLY

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	<p>How you invite your friend on your birthday?</p> <p>What are the different ways of inviting a friend or anybody?</p> <p>What are the formal and Informal way of inviting somebody?</p> <p>Can we make a card on every occasion?</p>	<p>To enable the students to understand the importance of writing an invitation. To improve their writing skills.</p>	<p>To enable the students to develop the ability to plan and organize the events. To learn new words and enhance their vocabulary skills will be improved. analytical, imaginative and observatory skills will be improved.</p>	<p>Students will be encouraged to present their ideas. Two groups will be made one for formal invitation and other for informal invitation. 1.Students will present their ideas on the blackboard and a healthy group discussion will be done.</p>	<p>Students will draw beautiful cards on every occasion whether it is a school or a personal one</p>	<p>Computers and language s will be used. Students will understand recollect the formats.</p>	<p>The format of invitation will be drawn on the board. Points to remember for writing invitation will be given to students. Oral and virtual presentation of the topic will be done.</p>	<p>Exercises, invitation, and its replies will be given to the students from BBC assignment will be done.</p>	<p>By using the assessment based criteria different levels of achievers can be select ed. For slow learners more practice can be undertaken.</p>	<p>These activities will focus on differently able students if any in class.</p>