



Vidya Pratishthan's
Dr. Cyrus Poonawalla School (CBSE), Baramati
Annual Curriculum Plan, 2024-25

Sub-English Core (301)

Class-XII

MONTH WORKING DAYS	TOPIC	THEME	LEARNING OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES ASSESSMENTS
MARCH 24	Flamingo-L-1- The Last Lesson 	Flamingo-L-1- The Last Lesson The story depicts the pathos of the whole situation about how people feel in not learning their language and losing an asset in M. Hamel, the French teacher. It also highlights linguistic chauvinism.	To enable the students to i)comprehend the story. ii)understand, enjoy and appreciate a wide range of text (different genre) iii)understand the meaning and usage of phrases and statements iv)understand the need for preserving one's language v)understand linguistic chauvinism and its effects vi)change their lackadaisical attitude towards their mother tongue 	Warm up questions i)How would you react when you come to know that your mother tongue is snatched from you? ii) Would you repent for not being sincere towards learning your mother tongue? iii) War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen the patriotic feelings. Justify. -Audio of the lesson	Students will be able to i)understand that language is a key to prison ii)know the meanings of new phrases iii)know the importance of mother tongue iv) understand the wastefulness of war v)enhance thinking, analytical, literary skills vi)understand linguistic chauvinism.	Assignments i)Comprehension questions Write a note on the character of M. Hamel as a teacher? Write a note on Mother tongue is the language of one's thoughts and ideas' and ii)Rejecting one's mother tongue is denying one's own culture and identity. -Worksheet iii) Textual questions/ Extra questions/ Assignments/ Character Sketches.

**MARC
H**

Flamingo-L-2-Lost Spring

Picture 2 → Lost spring → Tough childhood



The lesson is about the acceptance of poverty, exploitation as destiny and a dire need to provide the poverty-stricken people, especially the children, a life of dignity and opportunities to dare, dream and do.

Flamingo-L-2-Lost Spring

The lesson is about the exploitation of children in Hazardous conditions. It highlights abject poverty, thoughtless traditions, loss of innocence, importance of education, back breaking hard work and dismal working conditions
4. Quality Education – Students will gain insight into the problems of slums and refugees where the children also work to support their parents.

To enable the students to

- i) communicate their ideas with a lot of conviction.
- ii) appreciate the theme and the message conveyed.
- iii) sensitizes the reader to the miserable plight of the poorest of the poor
- iv) understand the urgent need to end the vicious circle of exploitation through education, awareness, cooperative organization and empowerment
- v) focus on the use of figures of speech in writing.
- vi) use appropriate vocabulary and expressions
- vii) realise that education, play and pleasure are not for poor children .



Warm up questions Activity (to introduce the lesson)


- i) Discussion on-**
 - *Dreams of the poor and the reality
 - *Problems of child labour, Education is the only weapon to better the lot.
 - *The plight of street children forced into labour early in life and denied the opportunities of schooling.
- Video on rag pickers and hazards of working in bangle industry
- Audio of the lesson

Students will be able to

- i) analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living
- ii) understand the miserable plight of street children forced into labour early in life
- iii) understand that they are denied the opportunity to go to school.
- iv) understand the vicious circle of social stigma, poverty and exploitation
- v) analyze that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society

Assignments

- Comprehension questions will be asked to test the understanding.
- Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?
- Do you think Saheb is happy working at the tea stall?
- Work sheet based on the lesson
- 3. Textual exercises/ RTC/ Literary devices

<p>APRIL 25</p>	<p>FLAMINGO L.No.3 Deep Water</p>	<p>Flamingo- L3- Deep Water A real life personal account of experiencing fear and the steps to overcome it. The experience of fear and its conquest made him live intensely. He enjoyed every moment of his living.</p>	<p>To enable the students to i) understand first person narrative style ii) understand phrases catchy lines from the text iii) analyze the difficult situation and act accordingly and to understand another person's experience (Decision Making) iv) know various kinds of water sports and their importance v) gain knowledge about various types of phobias.</p>	<p>1. Warm up questions Activity (to introduce the lesson) a) What all adventurous activities you performed? b) Narrate your personal experience to overcome fear. c) Brief up about the author d) Name diff types of phobias 1. A clipping on water sports will be shown for understanding the lesson. 2. PowerPoint Presentation with narration 3. William Douglas did manage to overcome his fear of water but part of the credit also goes to his teacher who played an important part in making this happen. How can learning be made more effective?</p>	<p>Students will be able to i) appreciate/comprehend the text ii) understand that most challenging situations could be overcome with immense courage and determination iii) know various types of water sports and phobias v) understand that there is terror only in the fear of death and at death there is peace v) understand the first person narrative style</p>	<p>1. 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. - Discuss- Determination, courage as well as honest efforts win over all terror.' 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p> 
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APRIL	Writing Skills- Invitations		<p>students will be able to:</p> <ul style="list-style-type: none"> - apply comfortable giving, accepting, and refusing invitations in English. <p>Students are aware of the sample dialogs.</p>	<p>1. Write target vocabulary on the board, section titled "To Invite". Encourage the student to use one of the phrases to accept the invitation that you wrote on the board.</p>		<p>*Practice Exercises *Worksheet</p> <p>Ask a student volunteer to come up to the front of the class. Ask the student if he would like to go to a party with you using the vocabulary.</p>
	<p>Flamingo- (Poetry) P-1- My Mother at 66 By Kamala Das</p>	<p>Flamingo- P-1-My Mother at 66- The poem reveals the fact of ageing as a natural process close to the hearts of all humans the fear of losing a parent. It captures the complex subtleties of human relationships in a texture of symbols, images and poetic devices.</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> imbibe values like care and concern, sharing loneliness, love and affection understand the importance of near and dear ones develop their views on inescapable ageing, decay and ultimate death realise and fulfill their duties towards the elders inspite of being busy in the fulfillment of their own desires and aspirations of life. 	<p>1. Warm up questions-</p> <ul style="list-style-type: none"> -Ageing is a natural process. What do our parents want from us? -What should be our priorities in life? -Can we help our elders in keeping them away from loneliness? -Audio of the poem 	<p>Students will be able to</p> <ol style="list-style-type: none"> read the poem with proper expressions, pauses and voice modulation. comprehend the poem. understand and find out the figures of speech in the poem. understand and share the loneliness of aged. understand the importance of our duties towards the elderly people. 	<p>*Practice Exercises</p> <ol style="list-style-type: none"> Assignments Comprehension questions will be asked to test the understanding. <ul style="list-style-type: none"> -Why did the poet use the device of repetition in and all I did was to smile, smile and smile?' Textual exercises/ RTC/ Literary devices <p>-Worksheet</p>



**JUNE
25**

**FLAMINGO
VISTAS- L.1-
The Third
Level**

**By
Jack Finney**



The Third level refers to the world of fantasy where Charley used to visit as a temporary relief or a medium of escape from the world of harsh realities. Man achieves this by constantly moving between the past, the present and the future



**Franklin
Roosevelt**

To enable the students to
-understand how fantasy and reality can be interwoven
-understand waking dream wish fulfillment' concept
-understand split personality-understand the threat of global warming.
-understand that Antarctica is the place to study about the repercussions due to the change in the environment accept the realities of life
-avoid living in a fantasy world and find respite in the real world
-be practical and acquire realistic approach towards real life challenges
-and acquire realistic approach towards real life challenges

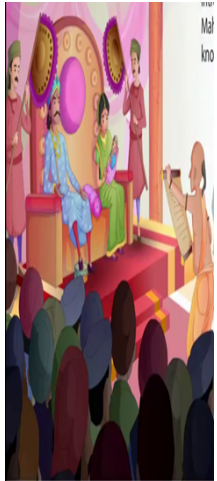


1. Warm up questions-
Activity: (to introduce the lesson)
i) Discussion on Importance of Education'.
ii) Brief up about the author
- Discussion based on the condition of the people living in the slums.
Activity: (to support learning)
Power Point Presentation based on the poem.
i) The walls of the classroom are decorated with the pictures of Shakespeare, buildings with domes', world maps' and beautiful valleys'.
How do these contrast with the world of these children?
ii) Bring out the scene of dejection and despair

Students will be able to
i) read effectively with proper voice intonation and modulation.
ii) understand the figures of speech used in the poem.
iii) identify the rhyming scheme.
iv) convey the message to educated and affluent sections of the society to better the lot of slum children whose only hope is education.
v) understand that these children must be provided opportunities to experience the beauty and joy of life and learning.
vi) understand the theme of social injustice and class inequalities prevailing in the society.
vii) understand that better

1. Assignments
2. Comprehension questions
i) What does the poet want for the children of the slums? How can their lives be changed?
-Summary to be given
3. Textual exercises/
Extracts/ Value based/
Character sketches/RTC
Explanation of the story by focusing on dramatic irony and elements of humour.
3. Textual exercises/
Extracts/ Value based/
Character sketches/RTC

**Vistas- L-2-
The Tiger
King
By
Kalki**



**Vistas- L-2-
The Tiger
King-** The story is a satire on the conceit of those in power. The writer has used the literary devices of dramatic irony and humour to create this effect. The story spans from the birth of point in our life. We should be strong enough to face all the hardships of life with courage.



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.
-inculcate the values of empathy, courage, kindness and sacrifice
-understand that whimsical decisions may prove disastrous.
-inculcate values like - appreciate what they are blessed with, care and concern for the deprived people of the society, sympathize with the situation the slum children are in, help people in need, selfless, deeds.



1. Warm up questions-
Activity (to introduce the lesson)
a) a) How many of you believe in astrology? Would you prove or disprove astrology predictions? Why/Why not?
b) How many of you follow the dictum Live and let others live?
c) If you become a king would you prefer ruling your state and discussing on important issues or indulge in petty issues and feel conceited?
-Discussion about wild life and extinction
-Video on Royal Bengal Tiger

Students will be able to
i) understand that there is a need for a new system for the age of ecology i.e. a system which is embedded in the care of all people and also in the care of the Earth and all life upon it.
ii) know use of dramatic irony to create humour
iii) have insight into political order.
iv) understand that it is inappropriate to prove or disprove astrological predictions.



Assignments
Comprehension questions
- Would you run after fulfilling your whimsical vow at the cost of other living creatures?
- Explanation of the story by focusing on dramatic irony and elements of humour.
3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

**Flamingo-
Poetry
3- Keeping
Quiet--**

By
Pablo
Neruda



Description
The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to create a society of peace and mutual understanding.



To enable the students to
i) evoke subjective responses to the language of poetry.
ii) appreciate the images and symbols.
iii) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements
iv) appreciate the beauty of language and understand the rhyme scheme
v) know about the poet and his work/genre
vi) experience the moment of realization and peace.
vii) learn from the earth when everything seems dead, the earth still remains alive
viii) understand life is an ongoing process and should not be associated with death.
It is to be lived with positive attitude.

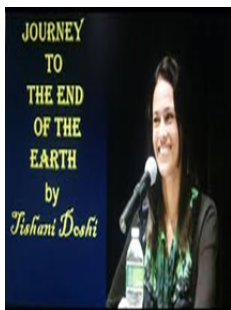
Warm up questions-
Activity (to introduce the lesson)
-Importance of meditation
Students will be asked to remain completely silent in meditation Then they will be asked how exotic this stillness was and were they able to do.
Activity(to support learning)
Share the level of stress you (the students) go through due to the pressure from parents, teachers, school and coaching classes.
-Students will be shown videos how during covid- 19 threat when human activities stood still, the Earth began to heal, regenerate. This would make them understand what damage the technological advancement was leading to.
Warm up questions

Students will be able to
i) know about the poet and his work understand the critical appreciation of the poem
ii) understand that introspection makes us find our flaws and give us the opportunity to rectify them
iii) think critically, understand not to harm others, remain quiet and still be productive and active
iv) appreciate the images and symbols.
v) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements.

1. Assignments
2. Comprehension questions
-How does the poet distinguish stillness from total inactivity? Explain.
-I want no truck with death. Explain
-Where pun has been used in the poem?.
3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC

Vistas-L.3-Journey to the End of the Earth

By Tishani Doshi

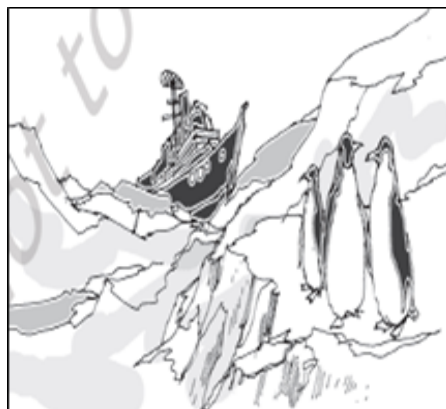


Tishani Doshi is a writer and dancer Born in Chennai in 1975 to Welsh mother and a Gujarati father. Studied Business Administration and Communications from the US

Vistas-L.3-Journey to the End of the Earth

Tishani Doshi describes the journey to the coldest, driest and windiest continent in the world: Antarctica. The world's geological history is trapped in Antarctica. Geoff Green's Students on Ice' program aims at taking high school students to the ends of the world. Doshi thinks that Antarctica is the place to go and understand the earth's present, past and future. UN Sustainable Goal - 13. Climate Action

To enable the students to-
-comprehend the chapter.
-enhance their vocabulary and expressions.
- communicate their ideas regarding Antarctica.
-understand that India and Antarctica at one point of time had been part of the same landmass.
-understand that the breakup of Gondwana started the episode of a continental drift.
-understand the significance of Cordilleran folds and pre- Cambrian granite shields.
-gain knowledge of the Students on Ice' programme for high school students.



Activity
(to introduce the lesson):
-Brief up about the author
-Why do people go on expeditions?
-The students will be shown a video on Antarctica'.
Activity (to support learning):
Q1: How does the writer, Tishani Doshi, create a sense of distance between the rest of the world and Antarctica?
-What are Geoff Green's reasons for including high school students in the Students on Ice expedition?
-Take care of the small things and the big things will fall into place.' What is the relevance of this statement in the context of the Antarctica environment?

Students will be able to-
-understand that millions of years ago humans hadn't arrived and the climate was much warmer with a variety of flora and fauna.
-know that the landmass disintegrated into countries shaping the globe.
-understand that to study the Earth's past, present and future, Antarctica is the place – the World's geological history is in Antarctica.
-analyse and evaluate the effect of human population and climate change.
-understand that students are the future generation of policy makers.

Assignment
Comprehension questions –
Textual questions/
Extra questions/
Value based questions/
Character sketches



July 26

**Flamingo-
L4.The Rattrap**

**By
Selma
Lagerlof**



**Flamingo-
L4.The Rattrap**

The story has a universal theme that the essential goodness in a human being can be awakened through understanding and love.



To enable the students to-
i) understand, enjoy and appreciate not only entertaining but also philosophical text
ii) understand the use of literary devices to make the story humorous and interesting
iii) understand everyone should get a second chance to improve oneself
iv) understand that kindness and hospitality awaken conscience
vi) know the meaning of phrases used in the lesson
vii) inculcate values like concern, care for each other, patience and responsibility
vii) bring all evil thoughts to an end and bring in a new life of peace and tranquility.
viii) think critically, understand not to harm others

1.Warm up questions

Activity(To introduce the lesson)
-How many of you watch Tom and Jerry show?
Have you ever seen Tom caught in a rattrap?
-Is loneliness good if you have target in life?
- Are you tempted by any thing in life or have you fallen to any of the temptation which made you do even wrong?
- Monologue on understanding your faults and its redemption



Students will be able to

i) understand that humor is the spice of life
ii) become compassionate and helping develop a flair for reading different genre
iii) understand everybody must get a chance to undo the wrong he did
iv) understand not to be revengeful rather have a different approach to deal with the persons and awaken him have a better understanding of literary devices
v) remain quiet and still be productive and active

Assignments

Comprehension questions
-How close do you find yourself to the protagonist of the story?

-Do you find people like Edla in the society?

How could one play a pivotal role in awakening the essential goodness in a person?

-How can you explain metaphor using the title of the story

3. Textual exercises/
Extracts/ Value based/
Character sketches/RTC

Flamingo- L- 5-Indigo



Flamingo- L- 5-Indigo

The lesson is based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation. It also mentions the contributions made by anonymous Indians to the freedom movement.


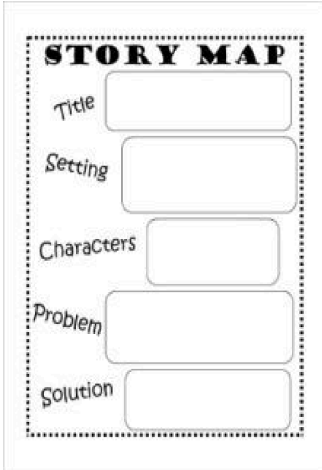

To enable the students to
i) know the vocabulary used in legal procedures
ii) understand the qualities of a leader and about role of Gandhiji in freedom movement
iii) know about different freedom fighters in the text.
iv) know fundamental rights
v) know the sacrifices and sufferings of people for gaining freedom
vi) imbibe empathy, confidence, self-respect, honesty, integrity, self reliance, truthfulness, patience
vii) importance of decision making in adverse circumstances
viii) understand that freedom is priceless and one should respect it
ix) know the importance of health and hygiene

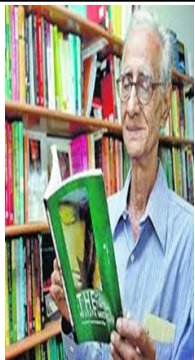
Warm up questions
Activity(To introduce the lesson)
-List some characteristics of a leader.
-What efforts our leaders took to meet the challenges due to deadly corona virus?
c) How were people motivated towards positivity during the outbreak of virus in our country?
2. Brief up about other freedom fighters who had contributed for the freedom struggle.
Activity(to support learning)
i)Some people in America and Australia opposed lock down

Students will be able to
i) get acquainted with the legal vocabulary
ii) understand the role of a leader
iii) understand the importance of rights
iv) know the sufferings and contributions of freedom fighters
v) understand that freedom from fear is a prerequisite for justice
vi) take initiative with a sense of responsibility and confidence

Assignments
Comprehension questions
-Textual questions/
Extra questions/
RTC



	<p>Vistas-L- 2- The Enemy By Pearl S. Buck</p>  <p>She won a Nobel Prize for Literature in 1938.</p>	<p>-Vistas-L- 2- The Enemy An American prisoner of war is washed ashore in a dying state and is found at the doorstep of a Japanese doctor. Dr.Sadao encounters the dilemma-to live as a private individual whose moral ethical responsibility is to save the soldier or to let the prisoner die...</p>	<p>To enable the students to i)comprehend the chapter. and to enhance their vocabulary. ii) communicate their ideas with a lot of conviction. iii) analyse the situations and characters of the chapter. iv) understand that there are moments in life when we have to make a hard choice between our role as private individuals and as citizens with a sense of national loyalty. v) understand the conflict between man’s inherent humaneness and the hatred and prejudices created by pseudo-nationalism and war. vi) understand the dilemma of a doctor to take a decision.</p>	<p>1.Warm up questions Discussion on-Should we hate our enemy if he is in the death trap or should we save? ii) Is it justifiable to hate an enemy during wartime?</p> 	<p>Students will be able to i)conclude that people of the world are inherently the same despite the differences in colour, culture and nationalities. ii) realize that war and narrow – nationalism can shuffle human feeling of love and compassion and turn friends and fellow human beings into enemies.</p> 	<p>1. Assignments 2. Comprehension questions. i) What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply selfabsorption? 3. Textual exercises/ Character sketches/ RTC/ Value based questions</p>
<p>JULY 26</p>	<p>Flamingo-L-6-Poet and Pancakes</p>	<p>-Flamingo-L-6-Poet and Pancakes -the author talks about the Gemini studios which was set up in Chennai</p>	<p>To enable the students to- -comprehend the chapter - enhance their vocabulary and expressions - communicate their ideas regarding the Indian Film Industry. -enhance their knowledge of</p>	<p>Warm up questions- Activity (to introduce the lesson) A class room discussion based on – Today’s film technology</p>	<p>Students will be able to- -analyse the working conditions and people involved in the studios.</p>	<p>Assignments Comprehension questions i) Why was Kothamangalam Subbubudhu considered No.2 in</p>



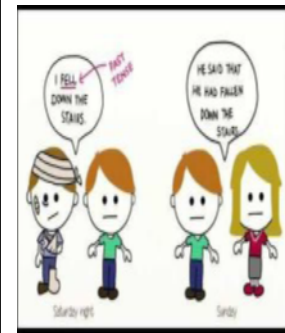
.It was one of the most influential film producing organizations of India in the early days of Indian film making .Its founder was SS Vasan ..He talks about the pancakes which was the brand name of the make up material that Gemini Studios bought in truck loads. He also talks of the poets who frequently visit Gemini Studios.

the events and personalities in a film company in the early days of Indian cinema.
 -know about the poets and writers in a film company environment.
 -gain knowledge of the famous Gemini Studio and its emblem.
 -get a better insight of the various characters working in the studio.
 -understand the problems of human relationships in the studio.
 -appreciate the style of writing the chapter.
 -inculcate values like sincerity, dedication and being focussed.
 - make the best use of creativity and talent.
 -express effectively
 -understand that ambition leads to success

compared with that of the early days of Indian cinema.
 -Narrate humorous piece about the idiosyncrasies of some interesting characters in your neighbourhood or elsewhere.
 Activity(To support learning)
 Humour creates interest and attraction brings out the hidden talent of the character through the writer’s creation’
 Discuss.

-understand that there was a great deal of national integration.
 -understand the use of talent and creativity at its best.
 -analyse that good poetry and music are the deciding factor in the popularity of the film.
 -gain knowledge of Gemini Studios and the people from different regions and religions working together.

Gemini Studios?
 iii) Textual questions/
 Extra questions/
 Value based questions/
 Character sketches



Flamingo- P-4-A Thing of Beauty




Flamingo- P-4-A Thing of Beauty- A taste of classical poetry with universal appeal and eternal value. The natural bounties are all



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 the beauty of language



1. Warm up questions-
 Activity (to introduce the lesson)
 a) What is beauty according to you?
 b) Brief up about the poet.
 Activity(to support learning)
 1. Do we experience



Students will be able
 1.to understand the critical appreciation of the poem
 2. to understand that beauty dwells inside us and gives us happiness

1. Assignments
 2. Comprehension questions
 - What do you think -
 _Beauty dwells outside or within?’
 3. Textual exercises/

		<p>beautiful things which fill us with joy and remove the gloom in life</p>	<p>iv) know about the poet and his work/genre v) understand that the thing which give us happiness is beauty vi) sensitize the learners towards environment</p>	<p>things of beauty only for short moments or do they make a lasting impression on us? 2.What do you think Beauty dwells outside or within?</p>	<p>3. to appreciate and admire the beauty of nature 4. to understand varied definitions of beauty 5. to learn from the stories of great people</p>	<p>Extracts/ Value based/ Character sketches/RTC</p> 
JULY	FIRST	PERIODIC	TEST, JULY 2024			
AUGUST 24	<p>Flamingo-L-7-The Interview</p> <p>By Christopher Sylvester</p>	<p>The interview as a communication genre. The Interview written by Christopher Sylvester briefs the new invention Part I- Interview in the field of journalism. Part II -is an extract from an interview of Umberto Eco, author of the popular novel, Name of the Rose' by</p>	<p>To enable the students to i) understand interview as communication genre ii) enjoy an excerpt from an interview with an author iii)express personal opinion on the interview genre iv) know the opinions of eminent people about interview v) understand that the interview holds a position of unprecedented power and influence. ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills iv) understand that confidence is one of the important ingredient of</p>	<p>Activity (to introduce the lesson) 1. Warm up activity How should one prepare for the interview? Activity (to support learning) -Discussion about the interviews of famous personalities watched by you. -What role did reporters/ journalists play during the outbreak of deadly corona? What all challenges did they face during the lock down? . What impact does then interview of the</p>	<p>Students will be able to i) express personal opinion on the interview genre ii) know the opinions of eminent people about interview iii) understand that the interview holds a position of unprecedented power and influence. iv) learn the Analytical skills, Thinking skills, Observatory skills, Interviewing skills v) enjoy an excerpt from an interview with an author</p>	<p>i) Assignments ii)Comprehension questions iii) Textual questions.</p> 

		MukundPadma nabhan from The Hindu.	interview v) understand the challenges faced by reporters and journalists	renowned person create on others? -Excerpts from the interviews of famous personalities		
SEPTEMBER 23	Flamingo-Poem- 5 A Roadside Stand-  	Flamingo-Poem- 5 A Roadside Stand- Brief Description-Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity. The poor people had constructed a roadside stand to sell their products and earn a living but the rich do not even bother to take a look at it. UN Sustainable Goals- Reduce inequalities – eradicate social injustice, class inequalities	To enable the students to i) read with proper voice intonation and pauses. ii) comprehend the poem and enhance the vocabulary iii) identify the figures of speech. iv) understand the problems of rural folks v) know about the sufferings of people managing the roadside stand i) analyse that the poet has aroused his feelings of sympathy, disgust and anger ii) contribute for the development of villages in terms of education, health and sanitation iii) show the care and concern for the people who put up the roadside stand iv) understand the contrast between the lives of	1. Warm up questions Activity (to introduce the lesson) -Introduction about the poet - Have you ever stopped at the roadside stand while travelling? List your observations. The economic wellbeing of a country depends on a balanced development of the villages and the cities. Discuss. Activity (to support learning) -How do the government and other social service agencies help the poor rural people? Through this poem, Frost underlines his	Students will be able to i) understand the contrast between the lives of rich and poor ii)acquaint themselves with the world around them iii) learn not only from books but from the examples around them iv)comprehend the poem and enhance the vocabulary v) identify the figures of speech vi) understand that the economic well-being of a country depends on a balanced development of the villages and the cities	i) Assignments ii)Comprehension questions iii)Textual /RTC -Summary will be given

		(to be discussed)some time.	rich and poor	sympathy for the rural people in opposition to the uncaring capitalistic elite. Justify.		
OCTOBER 25	Vistas On the Face of it By Susan Hill 	The story begins with a teenage boy entering a garden. His face is burnt on one side due to an accident when acid fell on half of his face. He has gone there to hide himself as he is afraid of facing people. He fears being teased by others for having such a face. But when he enters, he finds someone already present there. He tries to leave the place but he is stopped by the old man, Mr. Lamb, the owner of the garden. Derry	To enable the students to i) understand interview as communication genre ii) enjoy an excerpt from an interview with an author iii) express personal opinion on the interview genre iv) making extensive reading an enjoyable experience v) linking the story in the play to drama in real life vi) Sensitising students to the sense of alienation felt by the disabled vii) To tell students about the importance of self-acceptance viii) To promote art integrated learning	Activities : 1. Overview of the lesson https://youtu.be/dQUHZdiPd8 2. Video presentation by teacher 3. Short film 'disability bias' https://youtu.be/KRabTQGo9RI 4. Power Point presentation 5. Questions for comprehension check	Students will be able to 1. Students would enjoy reading 2. Students would be able to relate the story to real life 3. Students would become sensitive to the expectations of the differently abled. 4. Students would understand the importance of self-acceptance 5. Students would be able to make appropriate evaluation 6. Using ambiguous pictures would integrate the learning of students with art.	1. Students are asked to browse the web to find out more about famous personalities who were differently abled 2. Students would describe a device they would like to invent for the differently abled 3. Students study an emotions chart, compare the emotions with those of the main characters and think of their own strengths and weaknesses

			feels guilty for entering the garden without permission.				
	Flamingo-L-8- Going Places	Flamingo-L-8-Going Places- The story of an incurable dreamer and an escapist who belongs to a lower middle class family and indulges in fantasizing and hero worship. It also focuses on the complexities of human relationships among different members of a family.	<p>To enable the students to</p> <ul style="list-style-type: none"> i) to understand that hard work is required to dream ii) to differentiate between unrealistic and realistic dreams iii) to understand that fantasizing can lead to failure iv) to understand the complexities of human relationships among different members of a family i) have respect for elders and family, patience and perseverance, truthfulness, faith ii) differentiate between realistic and unrealistic dreams iii) understand the strength of family bond. iv) understand the relationships and financial problems in the family v) know the advantages and disadvantages of fantasising and hero worship 	<p>1. Warm up questions (To introduce the lesson)</p> <ul style="list-style-type: none"> i) Discuss about your favourite game. ii) List the countries known for football fever. <p>Activity (to support learning)</p> <ul style="list-style-type: none"> i) Express your views Dreams are extremely important, you cannot achieve it unless you imagine it.' ii) Video on football and football player (mentioned in the lesson) will be shown to create interest in the lesson. 	<p>Students will be able</p> <ul style="list-style-type: none"> i) to analyse the difference between realistic and unrealistic dreams ii) to compare their world of fantasy and reality iii) to understand that there is no substitute to hard work iv) to accept the reality in life and responsibility in the family v) to understand relationships/bonding in family 	<p>Assignments</p> <p>Comprehension questions</p> <p>After reading the story, 'Going Places', you were forced to compare your world of fantasy and reality. Recount your views to express yourself on Fantasy World v/s Real World.</p> <p>-Did Sophie really meet Danny Casey?</p> <p>-Which was the only occasion when she got to see Danny Casey in person?</p> <p>3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p>	



NOVEMBER 15

Flamingo- P- 5- Aunt Jennifer's Tigers



Flamingo- P- 5- Aunt Jennifer's Tigers

The poem consists of three quatrains which expose the desolating effects of patriarchy. The poem showcases a fair interplay between rebellion and repression, individual and the social and between personal and political aspects of male chauvinism and suffocation in a married life.

UN Sustainable Goals
-Gender Equality

To enable the students to

- i) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements
- ii) appreciate the beauty of language and understand the rhyme scheme
- iii) know about the poet and his work/genre
- iv) visualise the constraint of married life experienced by a woman.
- v) evoke feelings/ sympathy for victimised homemakers.
- vi) evaluate the situation and find solutions to domestic violence.
- vii) understand that equal status should be given to man and woman.



Warm up questions


Activity (to introduce the lesson)
a) Do you think happily married' is an oxymoron? Why/ Why not?
- In Miss Universe Pageant 1994 Sushmita Sen was asked –What for you is the essence of being a woman? She replied, Being a woman is the gift of God. The origin of a child is its mother who is a woman. The women share the love with men and teach them what love, caring and sharing are all about. What according to you is the place of women in present day society?
-Comment on Marriage is a blissful state'.
-Video on small scale male chauvinism in present scenario(UN Sustainable Goal 5.

Students will be able to

- i) understand the critical appreciation of the poem
- ii) understand that man and woman are equal
- iii) empathise with the victims of male chauvinism
- iv) be prepared to face such oppressions boldly
- v) raise voice against domestic violence
- vi) understand that females even have inherent desires and they deserve freedom: mental and emotional both

- 1. Assignments
- 2. Comprehension questions -How would you feel if female members of your family are oppressed?
- 3. Textual exercises/ Extracts/ Value based/ Character sketches/RTC



	<p>Vistas-L-6-Memories of Childhood</p>	<p>Vistas-L-6-Memories of Childhood -The story presents autobiographical episodes from the lives of two women and is an insight into humiliations suffered by the marginalised communities and their relationship with the mainstream culture. UN Sustainable Goals: 10. Reduced Inequality 4. Quality Education-</p>	<p>To enable the students to i) have a profound and detailed understanding of the text. ii) express the ideas of the passage orally and in writing. iii) understand the meaning of new words and grammar structure pay attention to the writer's intentions, arguments, ideas, style etc. iv) gain insight into the social evils prevailing in the society(in context with Bama's story) v) understand that injustice in any form cannot escape being noticed by children. vi) imbibe values like respect, honesty, patience and self-reliance vii) rise above prejudices viii) respect each other ix) learn and reflect their own/ right perspective of treating underprivileged and marginalized community.</p>	<p>Warm up questions Activity (to introduce the lesson) -Narrate an incident from history which tells about untouchability. discrimination/ social injustice -Discussion- Seeds of rebellion are sown in childhood. Do you agree? Elucidate. - Minorities are illtreated. How? Activity -Comment on the title 'We too are Human Beings'? -How would you contribute in eradicating social evils? -You have been taught that one must get equal opportunities in life to learn and prosper.</p>	<p>Students will be able to i) comprehend the text in detail ii) know the meaning and usage of new vocabulary iii) learn how to respect people from different culture iv) voice for injustice and discrimination v) imbibe values, enhance skills vi) learn and reflect their own/ right perspective of treating underprivileged and marginalised community</p> 	<p>Assignments Comprehension questions -What is the commonality of theme found in the two stories? -What does Bama say about untouchability when she was in the third class? 3. Textual exercises/ Extracts/ Value based/ Character sketches/ RTC What are the solutions to the problem and how would you ensure that the deserved ones get the opportunities?</p>
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Decem ber & Januar y		Revision	Pre-Board Examination			
FEBRU ARY 23			ANNUAL EXAMINATION			

Swati R. Jadhav

SUBJECT TEACHER

PRINCIPAL