

HAPPY DAYS SCHOOL, SHIVPURI (M.P.)



DEPARTMENT OF ENGLISH

CLASS- XI (2024-25)

MONTH	CHAPTER	EXPECTED	PEDAGOGICA	ASSESSMENT	RUBRICS	ART	ICT
		LEARNING	L APPROACH	TOOLS		INTEGRATION	INTEGRATION
		OUTCOMES	(TEACHING				
			METHODS/				
			STRATEGIES)				
	Chapter 1 - The Portrait of a Lady	1.make the students identify the genre to which the story Belongsto understand the techniques used by the author -to enhance vocabulary -to strengthen family bonds -to enable them to	Constructivist	Group Discussion, Real Life Simulations	-Relevance to the topic - Leadership skills - Time Management -Content -Creativity - Presentation	Draw the portrait of your grand- parents and write/Speak your sweet and bitter experience with them	
		comprehend the cultural background					
JULY	Chapter 2 – We're Not Afraid to Dieif We Can All Be Together,	2To allow a problem solving: identifying the problem; considering the options; To facilitate making connections between similar situations	Constructivist, Collaborative	Group Discussion , Case Study	Relevance to the topic - Leadership skills - Time Management -Content		Video Of sea Voyages
E	Poem 1 - A Photograph	3. to encourage the students to appreciate poetry and read aloud with proper intonation -to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm. to read and recognize	Reflective	Home Assignments	Creativity -Presentation Vocabulary -Content - Timely Submission - Neatness	Live	S
		the purpose of economy of words					





Education to Chan	nge Lives		I	I	1	I	
		and the hidden pathos					
		and nuances of the					
		lines, correlating them					
	Note Making	-To summarize	Constructivist, ICT,	Home Assignments	Content		
		information from	Inquiry based		- Timely Submission		
		different written text,	,,		- Neatness		
		reconstructing			3		
		arguments and					
		accounts in a coherent					
	1	Presentation.			All and a second		
		To express			E.V.		
	100	spontaneously,			1		
		concisely and			16		
		precisely,	14		Marie Control		
		differentiating finer			Ale.		
		shades of significance					
		even in the most					
		complex situations	0 0	0 0 0			
	Horror omnibus	To improve reading and	Constructivist, ICT,	-Debate	-Relevance to the	Role play	Picture
	(Story Book)	writing habits of the	Inquiry based	-Classroom	topic		drawing
		students	mqum y buscu	Discussions	- Leadership		urawing
					- Time		
				-Questions/	Property Section 1		
		A740. 100 100 100 100 100 100 100 100 100 1		Answers	management		
- /			F	Pre Mid Exam			
	Chapter 1 - The	To enhance	Constructivist, ICT,	-Debate	Relevance to the		Video clip on
	Summer of the	familiarizing with	Inquiry based	-Classroom	topic		the
_	Beautiful White	specific background	,	Discussions	- Leadership		times of
	Horse	information of book					
		excerpt / History		-Questions/	- Time		William
		-		Answers	management		Saroyan
	-	To facilitate an					
AUGUST		attitude					
) ()		to become			_ H H		
ă		honest and			-		
⋖		trustworthy in thought	51				
- 1	101	and action,	1-	1600		1	
-	The	To facilitate an	Constructivist,	-Group	-Theme		
11	Address	attitude	Collaborative	Discussions	-Leadership	_//	0
		to become	Conductative		· ·		
		honest and		- Case Study	-Time		
		trustworthy in thought			Management		
		and action, responsible			-Research		
		cooperative,			- linkage		
	L	cooperative,	l .	l .		L	





ge Lives						000000000000000000000000000000000000000
	understanding and tolerance, respect for national identities inrelation to other people -Democratic citizenship. [Global aim]. Recognize Marginalization			- Presentation		
The Voice of the Rain	- To help learners distinguish different perspectives; analyzing them; drawing conclusion/s -To encourage the uncovering of motives	Constructivist, Integrative	-Brainstorming - Project	-Topic covered -Linkage -Creativity - Presentation	The students will write and recite their own creation. The students would be asked to write poems on different elements of the natur	
Horror omnibus (Story Book)	To improve reading and writing habits of the students	Constructivist, ICT, Inquiry based	-Debate -Classroom Discussions -Questions/ Answers	-Relevance to the topic - Leadership - Time management	Role play	Picture drawing
Discovering Tut	-To enhance familiarizing with specific background Information of author / book excerpt /history of Tut and humanTo guide the students to relate the characteristics of literature to larger cultural and human values -identify the techniques used by the	Constructive, Inquiry	-Classroom Discussions -Speech - Case Study	- Creativity -Presentation -Vocabular -Relevance to the Topic -Content -Expressions -presentation	Live	S





Education to Chai	Revision of Pre			Classica	Cupativity		
	Mid Exam			Classroom	- Creativity		
	Wild Exam			Discussions	-Presentation -Vocabular		
				-Speech	-Relevance to the		
				- Case Study			
					Topic		
					-Content		
					-Expressions		
					-presentation		
	Father to Son	This poem shows the	-Constructive	Home Assignments	- Creativity		PPT
	100	unrealistic expectations	-Real Life		-Presentation -Vocabular		
		that parents might have for	Simulation				
		their children sometimes	- Case Study		-Relevance to the		
		, like having common	- Classroom		Topic		
		interests, same opinions	Discussion		-Content		
		and choices			-Expressions		
					-presentation		
	Horror o <mark>mnib</mark> us	To improve reading and	Constructivist, ICT,	Home Assignments	Content	Role play	
	(Story Bo <mark>ok)</mark>	writing habits of the	Inquiry based		- Creativity		
		students			-Presentation Vocabular		
					Vocabular		
/	Poster Making	Posters can have	Constructive,	-Problem Based	Constructivist, ICT,		Poster making
SEPTEMBER	1 00001 1/20/11/19	quite a positive effect	Integrative	- Debate	Inquiry based		
S S		on the process of	integrative	-Presentation	Content		
Ē		_		-i rescritation	- Creativity		
<u> </u>		learning. The best			-Presentation		
ν		advantage of poster			Vocabular		
		making is that					
	9	it facilitates team					
		work and		C 0	_ 2		
	農	understanding along			4 -11		
		with facilitating					
		creative thinking and		~ 1			
1	NIIC	extensive research	to	has	200	11110	
	uuu	and reading.	LUL	11101	145	LIVE	0
	ASL	The learning outcome	Constructivist,	-Group Discussion	Content	Ppt, project files	
		is for students to gain	Integrative	-Brain Storming	- Creativity		
		confidence in speaking		-Problem Based	-Presentation		
		English. However, you			Vocabular		
		often need to give					





Education to Char	nge Lives	aturdonta tirri - t-			T		
		students time to					
		prepare and think					
		about what they're					
		going to say before they					
		speak.					
			MII	D TERM EXAMS			
	Childhood	To facilitate making	Constructivis	-Real Life	-Relevance to the		
		connections between		Simulation	topic		
	_	similar situations in		- Case Study	-Coordination		
		different storylines/life		- Classroom	- Leadership		
	100	experiences			- Leadership		
		fill fill		Discussion			
	Birth	-To allow a problem	Constructivist,	-Real Life	-Relevance to the		
		solving: identifying the	inquiry	Simulation	topic		
		problem; considering	. ,	- Case Study	-Coordination		
		the options; weighing		- Classroom	- Leadership		
		the pros and cons of		Discussion	- Time		
		each option; reaching		Discussion		7	
		an empathetic			management		
∝		decision with the					
BE		protagonis			and the same of the same		
OCTOBER							
5	Mother's Day	To facilitate making	integrative	Classroom	Coordination/invol	Role Play on	
0		connections between		Discussion	vement	Mother's Day	
		similar situations in		- PPT	- Time		
		different storylines/life	- 11 11	-Group			
		experiences through		Discussions			
		the genre of					
		theatre/drama that is		Management			
	- 0	more credible and					
		realistic to					
		comprehend the	1 0		6		
		mother's stereotype and understand her			-		
		and understand ner significant role in					
El .	- /	family bonding-to	4	1		I *	
<i>II</i>	- MIIC	empathize with her	TO	noi	200	111/0	
	JUUL	problems and seek		711CII	140	L/VC	0
		Resolution.					
		กองเนเเบน.				1	





	The Tale of	To read and recognize	Constructivist,	Classroom	Relevance to the		Videos relate
	Melon City	the purpose of	Inquiry	Discussions	topic		to the topic
		economy and the		-	-Coordination		
		hidden satire, irony and pun in the		Questions/Answe	- Leadership		
		nuances - to build up		rs	- Time		
		Didactics on the role of			management		
		democracy in a state.					
	Report Writing	-To express ideas	Constructivist,	-Classroom	-Relevance to the		
	•	harmoniously and	Reflective	Discussions	topic		
	///	chronologically	Renedite	-Report Writing	-Coordination		
		without difficulty in	The second second	-Keport writing	- Leadership		
		expressions, grammar			The second secon		
		usage, format usage,			- Time		
~		Relevant vocabulary.			management		
NOVEMBER	Letter to the	(T)	0	01	Contont		
Ξ	Editor Editor	-To express ideas	Constructivist,	-Classroom	-Content - Timely Submission		
⋛	Editor	fluently and	Reflective	Discussions	- Neatness	7 11	
Ž		relevantly		-Home	- Neathess		
		without difficulty in		Assignments			
		expressions and					
		purpose, grammar					
		usage, format usage,					
		relevant vocabulary					
	The Adventure	-To enhance	Constructivist,	-Group	-Relevance to the	Make a poster for	
		familiarizing with	Integrative	Discussions	topic	a travel agency	
		specific background		-Real Life	-Coordination		
		information of author /		simulations	- Leadership		
		book excerpt / history -To facilitate making		- computer	- Time		
	-	connections between		-Home	management		
		similar situations in		Assignments			
		different storylines/life		Assignments	1		
			<u> </u>	ST MID EXAMS		Jan 1997	l
<u>~</u>	1 1		1	OI IVIID EXAIVIS			
CEMBER							

DECEMB





Education to Chang	Laburnum Top	-To sensitize learners to	Constructivist,	Classroom	-Content		Draw a picture
		the imminent issues	Integrative	Discussion	-Presentation		of Ideal
		of declining health of		-Home	-Creativity		Environment
		planet Earth -To facilitate making		Assignment	-Content		
		connections between		- Chart	- Timely Submission		
		similar situations in			- Neatness		
		different life					
		experiences					
					NG O		
	Article Writing	-To enhance	Constructivist,	-Classroom	-Content	displaying blogs	
		familiarizing with	Integrative	Discussion	- Timely Submission	of	
		specific background		-Home	- Ne <mark>atne</mark> ss	various writers	
		information of author /		Assignment	and the same of th		
		book excerpt / history -To express ideas		-Computer			
		fluently and					
		spontaneously	000	-	_		
		without difficulty in				7 1	
		expressions, grammar					
		usage, format usage,					
		Relevant vocabulary.					
4	Notice Writing	-To enable the	Constructivist	-Classroom	-Content		
		students to apply the		Discussion	- Timely Submission		
		correct format while		-Home	- Neatness		
		Writing a noticeto make the students		Assignment			
		comprehend why a					
		notice is written and					
	-	the style and	9				
	-	Procedure.					
	The Ghat of the	-To enhance	Constructivist,	-Classroom	Content	Draw the picture	
	only world	familiarizing with	integrative	Discussion	-Presentation	of the landscape	
25		specific background information of author /	N	-computer	-Creativity	you visited	
-⊱	diin	book excerpt / history	+0	-Home	-Content	recently	-
JANUARY-25		-To facilitate making	1()	Assignment	- Timely Submission		-
N	~~~	connections between		- I I Cal	- Neatness	- 1 4 0	
Ϋ́		similar situations in					
		different storylines/life					
		Experiences.					





	Debate	The students would be able to generate effective critical thinking into primary issues in the given topic.	-Debate -Home Assignment	-Relevance to the topic -Coordination - Leadership - Time management	Video related to the topic
FEBRUARY-25			n for the Annual Exa	ams	

SIGNATURE OF HOD --

[MUKESH RATHORE]

SIGNATURE OF PRINCIPAL --

[ANJU SHARMA]

विमुक्तये विद्या Education to Change Lives..



HAPPY DAYS SCHOOL, SHIVPURI (M.P.) DEPARTMENT OF ENGLISH



CLASS- XII (2024-25)

MONTH	CHAPTER	EXPECTED LEARNING	PEDAGOGICAL APPROACH	ASSESSMENT TOOLS	RUBRICS	ART INTEGRATION	ICT INTEGRATION
		OUTCOMES	(TEACHING METHODS/ STRATEGIES)				
	TEXT BOOK FLAMINGO- 1.The Last Lesson	Students will learn the feeling of patriotism, freedom of language; identifying the problems considering the problem	Inquiry Based Approach Reflective Approach Teacher Centric Approach Integrative Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought	Role Play	
APRIL	2.Lost Spring	They would be able to identify the problem of child labour, consider the options, weigh the pros and cons of each. They would also be able to identify the motives of the parents/ middle men/police/politicians record, .practice two approaches for systematic learning.	Inquiry Based Approach Reflective Approach Teacher Centric Approach Integrative Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought		Audio/Visual
E	WRITING-1 Letter to the editor	They would develop an interest towards writing thus enhancing their writing skills. The learners will be able to express ideas fluently and chronologically, concisely without	Inquiry Based Approach Reflective Approach Teacher Centric Approach Integrative Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought	ive.	S





Education to Change L	ives			1		1	
		difficulty in purpose,					
		expressions, grammar					
		usage, format usage					
		and relevant					
		vocabulary.					
	VISTAS-1. The Third	Student will be able to	Inquiry Based	Portfolio,	Content	The students	
	Level	identify and make	Approach	class	relevance,	were asked to	
		connections between	Reflective Approach	discussion,	neatness and	show their	
		similar situations in	Teacher Centric	post writing	clarity of	experience of	
		own life experiences	Approach	P	thought	time travel by	
		and science fiction	Integrative Approach		one organi	pictorial	
		genre of 'Time			The same of the sa	depiction	
		Travel'.			5,7905	a opionon	
		Student will be able to					
		understand the		0			
	13"-	contrast between the	VENT				
		fantasy world and real	The state of the s				
		world.					
	2. The Tiger King	The Learners will be	Inquiry Based		Content	Draw the	
- 4	2. The Tiger King	able to uncover	Approach Approach	Portfolio,	relevance,	picture of a	
10	//	motives, and	Reflective Approach	class	neatness and	tiger and a	
		familiarize with	Teacher Centric	discussion,	clarity of	king	
		specific Royal Indian	Approach	post writing	thought	Killg	
		background	Integrative Approach	post writing	thought	2.1	
		information of the	integrative Approach			and the second	
		author/history of cruel					
		insensitive kings who	1				
		found pleasure in					
		hunting and killing		106,			
		innocent animals.		-			
	TEXT BOOK	The students will be	Constructive	Portfolio,	Content		
//	FLAMINGO-	able to enhance their	Approach	class	relevance,	1110	
					1	IVE.	7
≥	3. Deep Water	understanding skills	Reflective Approach	discussion,	neatness and		
JULY		and create an interest	Teacher Centric	post writing	clarity of		
		on the topic to be	Approach		thought		
		studied and enrich	Inquiry Based				
		their vocabulary and	Approach				





	strengthen their understanding skills.					
Poem-1. My Mother at sixty six	Students will be able to appreciate poetry and read aloud with proper intonation and adept with the figures of speech, rhyme and rhythm	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought	Write about your 'Mother'	
Article Writing	The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought		
TEXT BOOK FLAMINGO- 4. The Rattrap	The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story. They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought		ROLE PLAY
3. Journey to the End of the Earth	The students would be able to learn about the Antarctica, the effects of the climatic changes due to the human activities which can have	Constructive Approach Reflective Approach Teacher centric Approach Inquiry Based Approach	Portfolio, post writing, question answers	Content relevance, neatness and clarity of thought	ive	S





वेमुक्तर्य विद्या ation to Change Lives						
	serious consequences					
	in the future. They					
	will be sensitized					
	towards the saving of					
	the environment.					
WRITING	Their thinking skills	Constructive	Portfolio,	Content		
2.Application for Job	would be enhanced.	Approach	class	relevance,		
11	The learners would be	Reflective Approach	discussion,	neatness and		
	able to express their	Teacher Centric	post writing	clarity of		
	ideas cohesively,	Approach	8	thought		
	completely, fluently	Inquiry Based				
	and spontaneously	Approach		Marine		
	with expressions,			3,703		
	grammar usage and					
	relevant vocabulary					
117	for a hospitable					
	announcement of an					
	event. The learners					
	will be able to					
	understand the nature			ST C		
	and purpose of a letter	W C		100		
	of application. They					
	will be able to					
	examine a variety of	-				
	letters to determine		-			
	best layout, content					
	and style.	1				
TEXT BOOK	The students would	Constructive	Portfolio,	Content	Write and find	
FLAMINGO-	become familiar with	Approach	class	relevance,	out the famous	
5.Indigo	the struggles faced by	Reflective Approach	discussion,	neatness and	places of Bihar	
	the Indians during the	Teacher Centric	post writing	clarity of	where Ghandi	
- duico	British rule and they	Approach	post witting	thought	ji visited.	
Luuua	will also come to	Inquiry Based	allu	thought	Ji visited.)
	know about the ways	Approach				
	in which Gandhiji					
	dealt with these					
	South Williams					





		problems in non- violent manner						
		violent manner	DDE MID EV	ANAS				
	PRE MID EXAMS							
AUGUST	VISTAS-4.The Enemy	The learners will be able to familiarize themselves with specific background of political enmity	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought			
	STORY BOOK READY 99 SKILLS	Studets are likely to learn something new ,at the same time frow at their firm assumptions.	Constructive Approach	Title and illustration	Pronunciatio n,Meaning of difficult words			
	Poem-3. Keeping Quiet	The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought	Draw a chart of poetic devices		
	WRITING- Invitations and Replies	They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced	Constructive Approach Reflective Approach Teacher Centric Approach Inquiry Based Approach	Portfolio, class discussion, post writing	Content relevance, neatness and clarity of thought	ive:	S	





Education to Change		1	T	1	T	1		
	Poem 4. A Thing of	The students would be	Constructive,	Class room	Content		Audio/Visual	
	Beauty is Joy for ever	able to understand that	Collaborative	discussion	relevance,			
		beauty can be the	Reflective	Home	neatness and			
		source of eternal joy	Integrative Approach	assignment	clarity of			
		and can be found		Portfolio,	thought			
		anywhere provided we		post writing				
		keep a positive						
		outlook.			3847			
	TEXT BOOK	The learners would be			Div.	Role play		
~	FLAMINGO-	able to fight out their			1			
SEPTEMBER	6. On The Face of it	loneliness, depression			1.8			
Σ		and disappointment.			and the			
		They would accept the						
SEI		physically challenged		100				
		people positively in	0 0 0					
	10.1	their life and expand		~				
		their social interaction.	-					
		They would be able to						
		build up optimism and						
		self confidence.						
49								
	STORY BOOK							
	Ready 99 Skills							
	MID TERM EXAMS							
	TEXT BOOK	Learners would be	Constructive,	Class room	Content	Student should		
	FLAMINGO-	able to appreciate the	Reflective	discussion	relevance,	interview two		
	7. The Interview	comical side of what	Integrative Approach	Home	neatness and	people		
OCTOBER	(Part 1 and 2)	is thought to be		assignment	clarity of			
	,	always associated with		Interactive	thought			
	-	negativity		sessions				
	5.A Roadside Stand	The students would be	Constructive,	Class room		1110		
O	uula	able to understand the	Reflective	discussion		IVE.) * * * *	
		sad plight of the	Integrative Approach	Home				
		economically underfed		assignment				
		people who are often		Interactive				
		fooled by the cunning		sessions				
		1 2 2 2 3 7 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	l .		1	1	1	





lucation to Change L	Lives					
		who are responsible				
		for their pathetic				
		condition .This will				
		sensitize the students				
		towards the poor and				
		the helpless.				
		1				
	ASL	The students would be			2047	
	1202	able to improve their			2/1	
		speaking and listening				
		skills.			(1)	
		SKIIIS.	Story Book – Read	dv 99 Skills	and the second	
		To facilitate making	Constructivist,	Class room	Content	
	TEXT BOOK	connections between	Reflective	discussion	relevance,	
	FLAMINGO	similar situations in	Integrative Approach	Home	neatness and	
	8. Going Places	different story	- Integrative 12pp16ach	assignments	clarity of	
	o. Comp races	lines/life experiences	The state of the s	assignments	thought	
		To read and recognize			thought	
		the purpose of human				
		loss and the hidden				
		pathos and nuances of		h // h		
<u>æ</u>		the lines, correlating				
BE		them with personal				
E						
NOVEMBER	Poem- 5. AuntJennifer's	experiences To facilitate making	Constructivist,	Class room	Content	Dungantation on
ž		connections between	, · · · · · · · · · · · · · · · · · · ·		Content	Presentation on
	Tigers		Reflective	discussion	relevance,	the great
		similar situations in	Integrative Approach	Home	neatness and	personalities who
		different story		assignments	clarity of	fought against
		lines/life		-	thought	social injustice
		Experiences				
	duran	linn to	n Ch	200	o live	
	ducai	I()IIII() ()///	7//()	e INE.	7
		1011 6		-,,9		





	VISTAS-	To read and recognize	Constructivist,	Class room	Content	Making	
	8. Memories of	the purpose of human	Reflective	discussion	relevance,	posters for	
	Childhood	loss and the hidden	Integrative Approach	Home	neatness and	cultural	
		pathos and nuances of		assignments	clarity of	equality	
		the lines, correlating			thought		
		them with personal					
		experiences- to build					
		up diacritics, empathy			SW		
		and sympathy with the			D.		
		loss of the speaker and			1		
		the final resigned			1		
		acceptance an			and the		
		Optimism.					
		Students would					
		understood the					
	11/2	message tha a single					
		act of kindness can					
		mean the world to					
		someone.					
			Story Book – Read	dy 99 Skills			
	VISTAS-	Student would be able	The session would		Content	Find out some	
	The cutting of my long	to recapitulate the	begin with a	Class room	relevance,	news related	
	hair	content taught in the	presentation on the	discussion	neatness and	with	
		previous months and	great personalities	Home	clarity of	discrimination	
		clear their doubts.	who fought against	assignments	thought		
			social				
	We too are human	Student would be able	The back ground of	Class room			
	Being	to recapitulate the	the author would be	discussion			
		content taught in the	read aloud and	Home			
		previous months and	discussed. Difficult	assignments			
//	duna	clear their doubts.	words would be listed	200		1110	
	1111111111	I(I)IIII	out and discussed.	7////		IVE.	3





MBER	I PRE BOARD EXAM Student would be able to recapitulate the content taught in the previous months and clear their doubts.					
DECEMBER	II PRE BOARD EXAM	Student would be able to recapitulate the content taught in the previous months and clear their doubts.				
JANUARY-25	REVISION ANNUAL BOARD EXAM					
FEBRUARY-25		REVISION ANNUAL BOARD EXAM				
=		DDT O A TO				

SIGNATURE OF HOD ---

[MUKESH RATHORE]

SIGNATURE OF PRINCIPAL -

[ANJU SHARMA]