

**CLASS- XI ( 2025-26)**

**SUBJECT - ENGLISH CORE**

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

|        |   |   |                                    |  |   |   |  |
|--------|---|---|------------------------------------|--|---|---|--|
|        | Note Making   | -To summarize information from different written text, reconstructing arguments and accounts in a coherent Presentation.<br>To express spontaneously, concisely and precisely, differentiating finer shades of significance even in the most complex situations | Constructivist, ICT, Inquiry based | Home Assignments   | Content<br>- Timely Submission<br>- Neatness                        |   |  |
|        |   |   |                                    |  |   | The couch potato who said ouch (Story Book) |  |
| AUGUST | Pre Mid Exam  |   |                                    |  |   |   |  |
|        | Chapter 1 - The Summer of the Beautiful White Horse | To enhance familiarizing with specific background information of book excerpt / History<br>-<br>To facilitate an attitude to become honest and trustworthy in thought and action,   | Constructivist, ICT, Inquiry based | -Debate<br>-Classroom Discussions<br>-Questions/ Answers | Relevance to the topic<br>- Leadership<br>- Time management         |   | Video clip on the times of William Saroyan |
|        | The Address   | To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative,  | Constructivist, Collaborative      | -Group Discussions<br>- Case Study                       | -Theme<br>-Leadership<br>-Time Management<br>-Research<br>- linkage |   |  |
|        |   | understanding and tolerance, respect for national identities in relation to other people<br>-Democratic citizenship. [Global aim]. Recognize Marginalization  |                                    |  | - Presentation  |   |  |

|  |                                 |  |                                    |   |   |   |  |
|--|---------------------------------|--|------------------------------------|---|---|---|--|
|  | <b>The Voice of the Rain</b>    | <ul style="list-style-type: none"> <li>- To help learners distinguish different perspectives; analyzing them; drawing conclusion/s</li> <li>-To encourage the uncovering of motives</li> </ul>   | <b>Constructivist, Integrative</b> | <ul style="list-style-type: none"> <li>-Brainstorming</li> <li>- Project</li> </ul>                             | <ul style="list-style-type: none"> <li>-Topic covered</li> <li>-Linkage</li> <li>-Creativity</li> <li>- Presentation</li> </ul>   | <p>The students will write and recite their own creation.</p> <p>The students would be asked to write poems on different elements of the nature</p> |  |
|  |                                 |  |                                    |   | -   | The couch potato who said ouch (Story Book)   |  |
|  | <b>Discovering Tut</b>          | <ul style="list-style-type: none"> <li>-To enhance familiarizing with specific background Information of author / book excerpt /history of Tut and human.</li> <li>--To guide the students to relate the characteristics of literature to larger cultural and human values</li> <li>-identify the techniques used by the Writer</li> </ul> | <b>Constructive, Inquiry</b>       | <ul style="list-style-type: none"> <li>-Classroom Discussions</li> <li>-Speech</li> <li>- Case Study</li> </ul> | <ul style="list-style-type: none"> <li>- Creativity</li> <li>-Presentation</li> <li>-Vocabular</li> <li>-Relevance to the Topic</li> <li>-Content</li> <li>-Expressions</li> <li>-presentation</li> </ul> |   |  |
|  | <b>Revision of Pre Mid Exam</b> |  |                                    | <ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>-Speech</li> <li>- Case Study</li> </ul>  | <ul style="list-style-type: none"> <li>- Creativity</li> <li>-Presentation</li> <li>-Vocabular</li> <li>-Relevance to the Topic</li> <li>-Content</li> <li>-Expressions</li> <li>-presentation</li> </ul> |   |  |



|           |               |   |  |  |   |   |               |
|-----------|---------------|---|--|--|---|---|---------------|
| SEPTEMBER | Father to Son | This poem shows the unrealistic expectations that parents might have for their children sometimes, like having common interests, same opinions and choices  | -Constructive<br>-Real Life Simulation<br>- Case Study<br>- Classroom Discussion | Home Assignments                                       | - Creativity<br>-Presentation<br>-Vocabular<br>-Relevance to the Topic<br>-Content<br>-Expressions<br>-presentation |   | PPT           |
|           |               |   |  |  |   | The couch potato who said ouch (Story Book) |               |
|           | Poster Making | Posters can have quite a positive effect on the process of learning. The best advantage of poster making is that it facilitates team work and understanding along with facilitating creative thinking and extensive research and reading. | Constructive, Integrative  | -Problem Based<br>- Debate<br>-Presentation            | Constructivist, ICT, Inquiry based Content<br>- Creativity<br>-Presentation<br>Vocabular                            |   | Poster making |
|           | ASL           | The learning outcome is for students to gain confidence in speaking English. However, you often need to give  | Constructivist, Integrative  | -Group Discussion<br>-Brain Storming<br>-Problem Based | Content<br>- Creativity<br>-Presentation<br>Vocabular   | Ppt, project files                          |               |
|           |               | students time to prepare and think about what they're going to say before they speak.   |  |  |   |   |               |

| MID TERM EXAMS |                        |   |                         |   |   |                             |
|----------------|------------------------|---|-------------------------|---|---|-----------------------------|
| OCTOBER        | Childhood              | To facilitate making connections between similar situations in different storylines/life experiences  | Constructivis           | -Real Life Simulation<br>- Case Study<br>- Classroom Discussion   | -Relevance to the topic<br>-Coordination<br>- Leadership                      |                             |
|                | Birth                  | -To allow a problem solving: identifying the problem; considering the options; weighing the pros and cons of each option; reaching an empathetic decision with the protagonis   | Constructivist, inquiry | -Real Life Simulation<br>- Case Study<br>- Classroom Discussion   | -Relevance to the topic<br>-Coordination<br>- Leadership<br>- Time management |                             |
|                | Mother's Day           | To facilitate making connections between similar situations in different storylines/life experiences through the genre of theatre/drama that is more credible and realistic to comprehend the mother's stereotype and understand her significant role in family bonding-to empathize with her problems and seek Resolution. | integrative             | Classroom Discussion<br>- PPT<br>-Group Discussions<br>Management | Coordination/involvement<br>- Time  | Role Play on Mother's Day   |
| NOVEMBER       | The Tale of Melon City | To read and recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up Didactics on the role of democracy in a state.   | Constructivist, Inquiry | Classroom Discussions<br>- Questions/Answers                      | Relevance to the topic<br>-Coordination<br>- Leadership<br>- Time management  | Videos related to the topic |

|          |                      |  |                             |   |   |                                   |                                     |
|----------|----------------------|--|-----------------------------|---|---|-----------------------------------|-------------------------------------|
|          | Report Writing       | -To express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, Relevant vocabulary.  | Constructivist, Reflective  | -Classroom Discussions<br>-Report Writing                                       | -Relevance to the topic<br>-Coordination<br>- Leadership<br>- Time management             |                                   |                                     |
|          | Letter to the Editor | -To express ideas fluently and relevantly without difficulty in expressions and purpose, grammar usage, format usage, relevant vocabulary  | Constructivist, Reflective  | -Classroom Discussions<br>-Home Assignments                                     | -Content<br>- Timely Submission<br>- Neatness   |                                   |                                     |
|          | The Adventure        | -To enhance familiarizing with specific background information of author / book excerpt / history<br>-To facilitate making connections between similar situations in different storylines/life | Constructivist, Integrative | -Group Discussions<br>-Real Life simulations<br>- computer<br>-Home Assignments | -Relevance to the topic<br>-Coordination<br>- Leadership<br>- Time management             | Make a poster for a travel agency |                                     |
| DECEMBER | POST MID EXAMS       |  |                             |   |   |                                   |                                     |
|          | Laburnum Top         | -To sensitize learners to the imminent issues of declining health of planet Earth<br>-To facilitate making connections between similar situations in different life experiences                | Constructivist, Integrative | Classroom Discussion<br>-Home Assignment<br>- Chart                             | -Content<br>-Presentation<br>-Creativity<br>-Content<br>- Timely Submission<br>- Neatness |                                   | Draw a picture of Ideal Environment |



|             |                               |  |                             |  |   |                                     |                            |
|-------------|-------------------------------|--|-----------------------------|--|---|-------------------------------------|----------------------------|
|             | Article Writing               | -To enhance familiarizing with specific background information of author / book excerpt / history<br>-To express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, Relevant vocabulary. | Constructivist, Integrative | -Classroom Discussion<br>-Home Assignment<br>-Computer | -Content<br>- Timely Submission<br>- Neatness                                 | displaying blogs of various writers |                            |
|             | Notice Writing                | -To enable the students to apply the correct format while Writing a notice.<br>-to make the students comprehend why a notice is written and the style and Procedure.   | Constructivist              | -Classroom Discussion<br>-Home Assignment              | -Content<br>- Timely Submission<br>- Neatness                                 |                                     |                            |
| JANUARY-26  | Debate                        | The students would be able to generate effective critical thinking into primary issues in the given topic.   | Constructivist              | -Debate<br>-Home Assignment                            | -Relevance to the topic<br>-Coordination<br>- Leadership<br>- Time management |                                     | Video related to the topic |
|             | Revision for the Annual Exams |  |                             |  |   |                                     |                            |
| FEBRUARY-26 | Annual Exams                  |  |                             |  |   |                                     |                            |

SIGNATURE OF HOD

[MUKESH RATHORE]

SIGNATURE OF PRINCIPAL

[ANJU SHARMA]

| MONTH | CHAPTER   | EXPECTED LEARNING OUTCOMES  | PEDAGOGICAL APPROACH (TEACHING METHODS/ STRATEGIES )  | ASSESSMENT TOOLS                          | RUBRICS  | ART INTEGRATION | ICT INTEGRATION |
|-------|---|---|---|---|--|-----------------|-----------------|
| APRIL | <b>TEXT BOOK FLAMINGO-</b><br>1.The Last Lesson | Students will learn the feeling of patriotism, freedom of language ; identifying the problems considering the problem   | Inquiry Based Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Integrative Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought | Role Play       |                 |
|       | 2.Lost Spring                                   | They would be able to identify the problem of child labour, consider the options, weigh the pros and cons of each.<br>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<br>Reflective Approach<br>Teacher Centric Approach<br>Integrative Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |                 | Audio/Visual    |
|       | WRITING-1<br>Letter to the editor               | They would develop an interest towards writing thus enhancing their writing skills.<br>The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.      | Inquiry Based Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Integrative Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |                 |                 |



|      |   |   |  |   |  |  |  |
|------|---|---|--|---|--|--|--|
| JULY | VISTAS-1. The Third Level               | Student will be able to identify and make connections between similar situations in own life experiences and science fiction genre of 'Time Travel'.<br>Student will be able to understand the contrast between the fantasy world and real world. | Inquiry Based Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Integrative Approach  | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought | The students were asked to show their experience of time travel by pictorial depiction |  |
|      | 2. The Tiger King                       | The Learners will be able to uncover motives, and familiarize with specific Royal Indian background information of the author/history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.                      | Inquiry Based Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Integrative Approach  | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought | Draw the picture of a tiger and a king   |  |
|      | TEXT BOOK<br>FLAMINGO-<br>3. Deep Water | The students will be able to enhance their understanding skills and create an interest on the topic to be studied and enrich their vocabulary and strengthen their understanding skills.  | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |  |  |
|      | 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<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought | Write about your 'Mother'  |  |

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|--|---|---|--|---|--|--|-----------|
|  | Article Writing                           | The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced.   | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |  |           |
|  | TEXT BOOK<br>FLAMIN GO-<br>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<br>Reflective Approach<br>Teacher Centric Approach<br>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 serious consequences in the future. They will be sensitized towards the saving of the environment.   | Constructive Approach<br>Reflective Approach<br>Teacher centric Approach<br>Inquiry Based Approach | Portfolio, post writing, question answers | Content relevance, neatness and clarity of thought |  |           |

|        |                                    |  |  |   |  |   |  |
|--------|------------------------------------|--|--|---|--|---|--|
| AUGUST | WRITING-.<br>2.Application for Job | Their thinking skills would be enhanced. The learners would be able to express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event. The learners will be able to understand the nature and purpose of a letter of application. They will be able to examine a variety of letters to determine best layout, content and style. | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |   |  |
|        | TEXT BOOK<br>FLAMINGO-<br>5.Indigo | The students would become familiar with the struggles faced by the Indians during the British rule and they will also come to know about the ways in which Gandhiji dealt with these problems in non-violent manner  | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought | Write and find out the famous places of Bihar where Gandhiji visited. |  |
|        | <b>PRE MID EXAMS</b>               |  |  |   |  |   |  |
| AUGUST | VISTAS-4.The Enemy                 | The learners will be able to familiarize themselves with specific background of political enmity   | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio, class discussion, post writing | Content relevance, neatness and clarity of thought |   |  |
|        |                                    |  |  |   |  | STORY BOOK<br>READY 99<br>SKILLS                                      |  |





|                  |   |  |  |  |  |                                |              |
|------------------|---|--|--|--|--|--------------------------------|--------------|
|                  | 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<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio,<br>class discussion,<br>post writing                        | Content relevance, neatness and clarity of thought | Draw a chart of poetic devices |              |
|                  | WRITING- Invitation s and Replies                   | They would develop an interest towards writing thus enhancing their writing skills.<br>Their thinking skills would be enhanced   | Constructive Approach<br>Reflective Approach<br>Teacher Centric Approach<br>Inquiry Based Approach | Portfolio,<br>class discussion,<br>post writing                        | Content relevance, neatness and clarity of thought |                                |              |
| <b>SEPTEMBER</b> | Poem 4. A Thing of Beauty is a Joy for ever         | The students would be able to understand that beauty can be the source of eternal joy and can be found anywhere provided we keep a positive outlook.   | Constructive ,<br>Collaborative<br>Reflective<br>Integrative Approach                              | Class room discussion<br>Home assignment<br>Portfolio,<br>post writing | Content relevance, neatness and clarity of thought |                                | Audio/Visual |
|                  | <b>TEXT BOOK FLAMIN GO-</b><br>6. On The Face of it | The learners would be able to fight out their loneliness, depression and disappointment. They would accept the physically challenged people positively in their life and expand their social interaction. They would be able to build up optimism and self confidence. |  |  |  | Role play                      |              |
|                  |   |  |  |  |  |                                |              |

**STORY BOOK**  
**Ready 99 Skills**

|          | MID TERM EXAMS                           |  |  |  |  |                                     |  |
|----------|--|--|--|--|--|-------------------------------------|--|
|          | TEXT BOOK<br>FLAMIN<br>GO-               | Learners would be able to appreciate the comical side of what is thought to be always associated with negativity   | Constructive ,<br>Reflective<br>Integrative Approach   | Class room discussion<br>Home assignment<br>Interactive sessions | Content relevance, neatness and clarity of thought | Student should interview two people |  |
| OCTOBER  | 7. The Interview<br>( Part 1 and 2)      |  |  |  |  |                                     |  |
|          | 5.A Roadside Stand                       | The students would be able to understand the sad plight of the economically underfed people who are often fooled by the cunning  | Constructive ,<br>Reflective<br>Integrative Approach   | Class room discussion<br>Home assignment<br>Interactive sessions |  |                                     |  |
|          |  | who are responsible for their pathetic condition .This will sensitize the students towards the poor and the helpless.  |  |  |  |                                     |  |
|          | ASL                                      | The students would be able to improve their speaking and listening skills.   |  |  |  |                                     |  |
|          | Story Book – Ready 99 Skills             |  |  |  |  |                                     |  |
| NOVEMBER | TEXT BOOK<br>FLAMINGO<br>8. Going Places | To facilitate making connections between similar situations in different story lines/life experiences To read and recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences | Constructivist ,<br>Reflective<br>Integrative Approach | Class room discussion<br>Home assignments                        | Content relevance, neatness and clarity of thought |                                     |  |

|                              |   |   |   |   |  |  |   |
|------------------------------|---|---|---|---|--|--|---|
|                              | Poem- 5. Aunt Jennifer's Tigers               | To facilitate making connections between similar situations in different story lines/life Experiences   | Constructivist ,<br>Reflective<br>Integrative Approach  | Class room discussion<br>Home assignments | Content relevance, neatness and clarity of thought |  | Presentation on the great personalities who fought against social injustice |
|                              | <b>VISTAS-</b><br>8. Memories of Childhood    | To read and recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to build up diacritics, empathy and sympathy with the loss of the speaker and the final resigned acceptance and Optimism.<br>Students would understand the message that a single act of kindness can mean the world to someone. | Constructivist ,<br>Reflective<br>Integrative Approach  | Class room discussion<br>Home assignments | Content relevance, neatness and clarity of thought | Making posters for cultural equality           |   |
| Story Book – Ready 99 Skills |   |   |   |   |  |  |   |
|                              | <b>VISTAS-</b><br>The cutting of my long hair | Student would be able to recapitulate the content taught in the previous months and clear their doubts.   | The session would begin with a presentation on the great personalities who fought against social                    | Class room discussion<br>Home assignments | Content relevance, neatness and clarity of thought | Find out some news related with discrimination |   |
|                              | We too are human Being                        | Student would be able to recapitulate the content taught in the previous months and clear their doubts.   | The back ground of the author would be read aloud and discussed. Difficult words would be listed out and discussed. | Class room discussion<br>Home assignments |  |  |   |



|             |                                       |   |
|-------------|---------------------------------------|---|
| DECEMBER    | <b>I PRE BOARD EXAM</b>               | Student would be able to recapitulate the content taught in the previous months and clear their doubts. |
|             | <b>II PRE BOARD EXAM</b>              | Student would be able to recapitulate the content taught in the previous months and clear their doubts. |
| JANUARY-26  | <b>REVISION<br/>ANNUAL BOARD EXAM</b> |   |
| FEBRUARY-26 | <b>REVISION<br/>ANNUAL BOARD EXAM</b> |   |

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*Education to Change Lives...*