

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS -X**  
**SUBJECT – ENGLISH LANGUAGE LITERATURE**

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
		Ls. 1 A Letter To God (First Flight)		March	March	Students will write their one utmost wish/desire/dream on a piece of paper and address it to God and put it in a postbox. Later it will be read and discussed.	1. Storytelling & Role Play Strategy 2. Discussion-Based Learning	To enable students to imbibe faith, empathy, trust, helpfulness, Patience, simplicity, innocence, piousness and kindness.	Engage with multilingualism, comprehend complex texts, relate to real-life situations Empathy, Faith in Humanity, and Reflective Thinking Empathy and emotional understanding: Encouraging students to connect with the struggles of the poor (like Lencho), and understand the emotional depth of hope, despair, and faith. Moral reasoning and values: Developing awareness of honesty, trust in divine power, and human compassion, particularly shown through the postmaster's actions. Critical thinking about belief and irony: Exploring the contrast between faith and realism, and	Identify & discuss the essence of the lesson. Read, comprehend and respond to complex texts, enhance spoken skills. Understand and appreciate the firm faith of a simple farmer. Read, comprehend, and respond to complex texts independently, Infer to inherent ideas. Understand the new terms in the lesson appropriately. Relate to real life situations and develop opinions/ideas appropriately.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

									<p>discussing the irony in Lencho's reaction to the help he receives.</p> <p>Perspective-taking: Enhancing the ability to see situations from multiple viewpoints— Lencho's, the postmaster's, and the reader's.</p> <p>Appreciation of human kindness: Understanding that even small acts of goodness can have a deep impact on others' lives.</p>		
		Poem 1- Dust of Snow(First Flight)		March	March	<p>Students will close their eyes and imagine walking through a cold, silent, snow-covered forest while feeling very sad and share their experience individually</p>	<p>1. Mood Meter Asking students to describe a "rued" day (regretted day) and what small thing might fix it.</p> <p>2. Model Recitation: Read the poem aloud with emphasis on the flow created by enjambment (lack of punctuation)</p> <p>3. Symbolism Swap: Discuss why Frost chose a poisonous hemlock and a crow instead of a cuckoo or an oak tree.</p>	<p>To enable the students to</p> <p>To admire and observe nature's small incidents</p> <p>To make students understand the thought and imagination contained in the poem.</p> <p>To make students think about different human emotions and their effects.</p> <p>To inspire them write their feelings in the form of short poems.</p> <p>To develop their imagination skills</p>	<p>Interpret symbolism, analyse rhyme, and express creativity</p> <p>Emotional Resilience, Positive Thinking, and Symbolic Interpretation</p> <p>Emotional awareness and resilience: Helping students recognize that small, unexpected moments in nature or life can uplift one's mood and change a negative perspective.</p> <p>Optimism and positivity: Reinforcing the idea that hope and joy can</p>	<p>Understand the theme of the poem, style of writing of Robert Frost.</p> <p>Identify and appreciate literary elements such as –metaphor, imagery, symbol, simile, intention/point of view, rhyme scheme, (poetic devices) etc.</p> <p>Understand the dilemma of the poet.</p> <p>Enhance their creativity and imagination</p> <p>Develop confidence in spoken skills.</p>	<p>Activity: (Assessment for learning) (MA): Group Discussion: The poem presents a moment that seems simple, but has a larger significance. Share your experience</p>

								To make them realise that nature gives soothing/healing effect and two negatives can become positive	emerge even in bleak or gloomy moments, fostering a positive mindset. Interpretation of symbolism: Developing the ability to understand how simple natural elements like the crow and the hemlock tree symbolize transformation and insight. Poetic appreciation: Enhancing skills in recognizing rhyme, tone, imagery, and economy of language, and how they convey deep meaning in a short poem. Mindfulness and observation: Encouraging students to notice and appreciate small details in nature and life, and their emotional impact.		
		Poem 2 Fire and Ice (First light)		March	March	Repeating the tongue twister 'Fine flickering fire and frigid frozen ice fixate on five fine flies' in one go.	<b>Socratic inquiry</b> method to facilitate a debate on how human emotions like desire and hatred possess destructive powers. Students will perform a <b>comparative analysis</b> to contrast Robert	To enable the students to imbibe- Eagerness to learn Importance of Love Curiosity Imagination. Faith Control of emotions. Patience.	Literary Application and critical thinking; analyzing themes and symbols, interpreting poetic devices, making human connections, reflective thinking, expressive skills	Understand the theme of the poem, style of writing of Robert Frost. His ideas on how the world will end. Identify and appreciate literary elements such as –metaphor, imagery, symbol, simile, intention/point of view, rhyme scheme, (poetic devices) etc. Understand the dilemma of the poet. Enhance their creativity and imagination	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

							<p>Frost's use of scientific metaphors with his symbolic warnings regarding the end of the world.</p>	<p>Avoid instant reactions.</p>	<p>Critical Thinking, Moral Reasoning, and Interpretation of Abstract Ideas          Understanding human emotions and behaviour:          Encouraging students to reflect on destructive forces like desire (fire) and hatred (ice), and their impact on individuals and society.          Abstract and metaphorical thinking:          Developing the ability to interpret symbolism, where natural elements represent intense emotions and philosophical ideas.          Ethical reasoning:          Promoting discussion around choices, consequences, and moral responsibility in preventing conflict and destruction.          Concise analysis of poetic form:          Enhancing appreciation for brevity in poetry, focusing on rhyme, tone, and structure to convey deep meaning.          Emotional</p>	<p>Develop confidence in spoken skills.</p>	
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									intelligence: Helping students identify and understand negative emotions, and the importance of managing them for personal and social harmony.		
		Grammar Tenses		April	April	<p>A <b>five-minute bell ringer</b> that forces students to switch between past, present, and future forms quickly.</p> <p><b>The Prompt:</b> Write three headers on the board: <b>Yesterday, Today, and Tomorrow.</b></p> <p><b>The Activity:</b> Students write (or quickly share with a neighbour) one sentence for each category.</p> <ul style="list-style-type: none"> <li>• <i>Yesterday, I ate...</i></li> <li>• <i>Today, I am feeling...</i></li> <li>• <i>Tomorrow, I am going to...</i></li> </ul>	<p>1. Implementing a <b>contextual learning</b> approach by using real-life storytelling and situational role-plays to demonstrate how different timeframes function in communication.</p> <p>2. Students engage in <b>inductive reasoning</b> by identifying verb patterns in authentic texts to derive the rules of tense usage and their practical applications.</p>	<p>To enable students to apply the tenses in their day to day situations. Enable them to make their own sentences. To demonstrate command of the conventions of standard English Grammar and usage when writing and speaking. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p>	<p>Distinguish between verb forms and use them contextually. Effective Communication and Temporal Awareness in Language Use</p> <p>Accurate expression of time and sequence: Enabling students to use past, present, and future tenses correctly to convey when actions occur. Clarity and coherence in writing and speech: Helping students structure sentences logically for clear understanding in narratives, reports, and conversations. Grammatical precision: Strengthening command over verb forms, auxiliary verbs, and sentence construction</p>	<p>Revise/recall different types of tenses. Learn about the grammatical form of different tenses. Understand/Identify the tenses and use them appropriate in various meaningful sentences. Express themselves accurately with appropriate usage of language</p>	<p>ASSESSMENT AS LEARNING Editing/Omission/fill ups tasks (Use previous text with Narration, conversation, etc) (SEA)</p>

								across various tenses. Application in real-life contexts: Building the ability to communicate effectively in everyday situations, academic writing, and examinations. Editing and self-correction skills: Improving their capacity to identify and correct tense errors, enhancing overall language accuracy			
		Ls. 2 Nelson Mandela-A Long Walk to Freedom  (First Flight)		April	April	Role-play style ice breaker to introduce the concept of <b>Apartheid</b> . <b>The Setup:</b> Divide the class into two groups based on a random characteristic (e.g., eye colour or the colour of their shoes). <b>The Activity:</b> Briefly assign one group "privileges" (e.g., they get to sit in the front or use better markers) while the other group has "restrictions". <b>The Discussion:</b> After 2 minutes, end the simulation and	1. Employing <b>biographical inquiry</b> to help students explore the historical context of Apartheid and its impact on human dignity through Mandela's personal journey. 2. Students participate in <b>thematic reflection</b> by connecting Mandela's concepts of "the twin obligations" and "freedom" to contemporary struggles for social justice and equality.	To enable the students to imbibe the importance of freedom, its struggle, sacrifices. Imbibe righteousness Promote equality for all. Rise above prejudices. Unite and be the change makers.	Understanding Social and Ethical Values through Biographical Texts <b>Comprehension and interpretation.</b> Understanding the key events and messages in the autobiographical account. <b>Value education:</b> Recognizing the importance of <b>freedom, equality, courage, perseverance, and sacrifice.</b> <b>Empathy and emotional intelligence:</b> Developing respect for those	Identify and understand the essence of the lesson. Relate to the life of Nelson Mandela and compare it with the Indian freedom struggle. Understand and empathize with the people who were fighting against racism, apartheid. Grasp the global meaning of the text, its story and history. Relate to the real-life experiences of a great world leader. Express themselves in grammatically correct sentences/language	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

						ask the restricted group how they felt.			who struggled against oppression and appreciating the importance of human dignity and rights.		
		Skill Writing Formal letters (Letter to Editor, Enquiry, Complaint, Order)		April	April	Repeating the tongue twister: <b>Nelson's noble spirit never kneeled, Marching miles through mountains, never to yield.</b>	Utilizing a <b>process-oriented approach</b> to guide students through the structural conventions and stylistic nuances of formal and types of communication. Students apply <b>functional writing skills</b> by drafting purpose-driven letters based on real-world scenarios to master tone, register, and professional etiquette.	To enable the students to imbibe-  Understand the format and apply it in practical life. Express their views in the desired manner. Identify the appropriate usage of writing skills.	Effective Written Communication <b>Structure formal and informal letters appropriately</b> (format, tone, salutation, closing, etc.). Express ideas clearly, coherently, and concisely. Use language suited to purpose and audience	Understand and identify the format of Letter Writing (formal) and Diary Entry. Relate and explore the rich relationship between reading, writing and thinking. Express their feelings/ideas. -learn to frame sentences grammatically correctly.	ASSESSMENT AS LEARNING  Writing Formal letter as per word limit on various topics given (Increasing the ease of tourism in Sikkim.) (MA)
		Skill Writing Analytical Paragraphs		April	April	Integrating a scaffolded approach that transitions students from guided identification of key trends to the independent synthesis of evidence and inference. Emphasising the use of comparative linguistic frameworks and logical signposting to ensure students produce precise, evaluative, and cohesive	Employing a <b>data-driven instructional model</b> to guide students in interpreting visual stimuli and translating complex information into structured, logical prose. Students practice <b>evidence-based argumentation</b> by synthesising provided data points into cohesive paragraphs that prioritise objective analysis and comparative clarity.	To enable the students to imbibe- -Identify the appropriate usage of writing skills Apply it in practical life Express their views in the desired manner.	Critical Thinking and Data-Driven Writing Skills Interpretation of data: Understanding and analysing graphs, charts, tables, or factual input to draw meaningful insights. Logical organization: Structuring content using a clear introduction, body (analysis), and conclusion for coherent expression. Evidence-based reasoning:	Read, comprehend, and respond to complex texts independently. Analyses, observes, form opinion and write information from a graph/chart/map/report/line/cues. Develops a sense of creative and critical writing skill.	ASSESSMENT AS LEARNING based question Extract based question Develop a paragraph on a given situation carefully observing/analysing the data given.

						analytical responses.			Supporting observations and opinions with relevant data and logical explanations. Concise and objective writing: Presenting information in a clear, focused, and neutral tone without personal bias. Communication clarity: Enhancing the ability to convey complex ideas in a precise and reader-friendly format.		
		SR1 A Triumph of Surgery (FP)		April	April	A tongue twister related to the lesson: A veteran vet views a very vast, velvet-vested, vegetable-fed vet-patient. Tricki, the tiny, tottering, too-tough-to-tackle Terrier, trips toward the trough.	1. Storytelling & Role Play Strategy 2. Discussion-Based Learning <b>Character contrast and irony</b> to critique overindulgence, moving from textual comprehension to a debate on <b>practical wisdom versus misguided affection</b> . It focuses on <b>experiential learning</b> through role-play and diary entries to help students internalize the story's moral about discipline and health.	The students will be able to  -understand that silly and negligent behavior of rich people may harm their near and dear ones by their extra caring nature.  -inculcate values, care and concern for the animals.	Reading comprehension and ethical reasoning through narrative texts. Understanding plot, characters, and sequence of events in a fictional story. <b>Inference and interpretation:</b> Drawing conclusions about characters' motivations and relationships (e.g., Dr. Herriot, Mrs. Pumphrey, Tricki). <b>Empathy and ethical thinking:</b> Reflecting on human behaviour, kindness, discipline, and responsible pet care.	Identify and understand the essence of the lesson. Relate to the life of a pet and its superrich owner. Understand and empathize with the central character. Grasp the global meaning of the text, its gist and theme.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

									<b>Appreciation of humour and irony:</b> Identifying subtle humour and understanding the author's tone and intent.		
		SR 2 The Thief's Story		June	June	<p>quick riddle to solve:          "I am given, but never sold. I am built over years, but can be broken in a second. I am what a thief needs to gain before he can truly rob you. What am I?"          Answer: Trust.</p>	<p>1. Storytelling &amp; Role Play Strategy          2. Discussion-Based Learning  <b>character transformation analysis</b> to explore how trust and kindness can reform a person, moving from moral judgment to empathy. It uses <b>comparative mapping</b> of Hari Singh and Anil to highlight the power of literacy and human connection over material gain.</p>	<p>To enable the students to imbibe- Motivation, confidence, faith, concern, importance of Education, understanding, behaviour, helping, caring, belief, forgiveness</p>	<p>Moral Reasoning and Character Analysis through Narrative Texts  <b>Character understanding and transformation:</b> Analysing the internal change in the protagonist (from a thief to a responsible individual).  <b>Moral and ethical reasoning:</b> Understanding themes of <b>trust, forgiveness, and redemption.</b>  <b>Empathy and emotional intelligence:</b> Developing the ability to view situations from different perspectives, especially those involving second chances.  <b>Reading comprehension and interpretation:</b> Grasping narrative structure, motivations, and implied meanings.</p>	<p>Read, comprehend and responds to complex texts independently, infer inherent ideas, communicate thoughts, ideas, views and opinions verbally. Read with comprehension and interpret the text, enrich vocabulary.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

									<b>Reflective thinking:</b> Encouraging students to think about the consequences of actions and the power of kindness.		
		Poem 3 A Tiger in the Zoo (First Flight)		June	June	<b>The Riddle:</b> "I have <b>stripes</b> but I am not a uniform. I have <b>paws</b> but I do not have a home. I have <b>strength</b> that can move mountains, But I am measured by <b>three steps</b> of concrete. I should be <b>snarling</b> at the edge of the jungle, But I am <b>staring</b> at the stars through bars. <b>Who—and where—am I?"</b>	Utilizing <b>juxtaposition and auditory imagery</b> to contrast the tiger's stifled captivity with its wild instincts, fostering a deep critique of confinement. Engaging students through <b>perspective-shifting exercises</b> to explore the ethical tension between human entertainment and animal freedom.	To enable the students to: Have sympathy towards animals. Show care and concern. Feel their pain. Spread awareness to save wild life. Spread awareness on deforestation	Sensitization to Freedom and Empathy through Poetic Expression <b>Empathy and emotional awareness:</b> Understanding the emotional impact of captivity on animals, and by extension, the value of <b>freedom.</b> <b>Interpretation of poetic devices:</b> Identifying and analysing <b>imagery, contrast, personification, and symbolism.</b> <b>Appreciation of tone and mood:</b> Recognizing the shift between the tiger's life in the wild vs. in the zoo and understanding the poet's underlying message. <b>Critical and reflective thinking:</b> Thinking deeply about the human-animal relationship and	Understand and appreciate the poetry. Understand the theme of the poem and recognize the poetic devices to get a better clarity of the poem. Grasp the new words, pronunciation and usage in the literary section. Imagine with enriched creative backdrop of the poem.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								ethical treatment of animals. <b>Language and expression:</b> Enhancing ability to respond to literature creatively and analytically.			
		Grammar Modals		June	June	The Modal Tongue Twister "I must not, might not, should not shout," "But I can and could if I could find out!"	Employing <b>contextual immersion and timeline mapping</b> to help students visualize the relationship between time and action rather than memorizing isolated rules. Integrating <b>inductive learning</b> by analyzing real-world texts, allowing students to discover grammatical patterns and apply them through communicative practice	To enable students to speak, write and converse, take part in dramas/role plays with fluency, accurate grammar. Will be able to create stories, scripts with precision.	Functional Grammar and Contextual Communication Skills. <b>Understanding modality:</b> Grasping the use of modals (can, could, may, might, must, shall, should, will, would, etc.) to express <b>ability, permission, obligation, advice, possibility, and necessity.</b> <b>Contextual usage:</b> Applying modals accurately in real-life contexts (formal and informal speech and writing). <b>Clarity in expression:</b> Communicating intent, politeness, certainty, or doubt effectively through proper use of modals. <b>Grammatical accuracy:</b> Using correct sentence structures involving modals	Recall, revisit the concepts of modals and their usage. Understand the rules and accurately use the modals in the sentences. Analyse, plan and attempt the skills further in day-to-day situations. Be able to analyse, plan and attempt the skills further in day-to-day situations.	ASSESSMENT AS LEARNING Editing/Omission/fill ups (Use previous text with Narration, conversation, etc) SEA

									in writing and speaking. <b>Error recognition and correction:</b> Identifying and correcting incorrect usage of modals in context.		
		<p>Ls 3. Two Stories About Flying</p> <p>First Flight</p>		July	July	<p>Repeating the line: "Fierce fliers fly fast, flapping five feathered fins frantically."</p>	<p>Integrating <b>comparative analysis and psychological scaffolding</b> to explore how overcoming internal fear and navigating external uncertainty lead to self-reliance. Utilizing <b>thematic synthesis</b> to connect the physical act of flight with the metaphorical journey of courage, independence, and the triumph of the human spirit.</p>	<p>To enable the students to imbibe-</p> <p>Courage Curiosity Confidence Eagerness to learn bravery</p>	<p>Overcoming Fear and Building Self-Confidence through Narrative Understanding</p> <p><b>Comprehension and interpretation:</b> Understanding the central theme of <b>facing fears and gaining courage</b> in both parts of the story ("His First Flight" and "Black Aeroplane").</p> <p><b>Emotional intelligence and resilience:</b> Recognizing the importance of <b>confidence, support, and self-belief</b> in overcoming personal challenges.</p> <p><b>Critical thinking:</b> Analysing character decisions, especially under pressure or uncertainty.</p> <p><b>Reflective and creative thinking:</b> Making</p>	<p>Read and understand and gain the ability to move beyond the text and increase vocabulary. Identify the new words, their usage with grammar accuracy. Write textual question using appropriate vocabulary. Plan, organize and present ideas coherently. Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

								connections with students' own experiences of fear and growth. <b>Language skills:</b> Expanding vocabulary, understanding descriptive language, and enhancing narrative comprehension.			
		Black Aeroplane (First Flight)		July	July	"Prudent pilots pinpoint pale planes popping past purple peaks."  Tongue twister	Integrating <b>comparative analysis and psychological scaffolding</b> to explore how overcoming internal fear and navigating external uncertainty lead to self-reliance. Utilizing <b>thematic synthesis</b> to connect the physical act of flight with the metaphorical journey of courage, independence, and the triumph of the human spirit.	To enable the students to imbibe curiosity Believe in mystery Eagerness to learn faith	Imaginative Thinking and Decision-Making under Uncertainty. <b>Comprehension and inference:</b> Understanding the narrative and <b>inferring meanings</b> beyond the literal — especially the mystery of the "black aeroplane" and the unseen helper. <b>Critical thinking:</b> Evaluating the pilot's decisions and <b>analysing risk, trust, and instinct</b> in challenging situations. <b>Creative and imaginative thinking:</b> Interpreting the <b>open-ended, mysterious elements</b> of the story, encouraging imaginative	Read and understand and gain the ability to move beyond the text and increase vocabulary. Identify the new words, their usage with grammar accuracy. Write textual question using appropriate vocabulary. Plan, organize and present ideas coherently. Speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								responses and discussions. <b>Emotional awareness:</b> Exploring themes like <b>fear, hope, gratitude, and wonder.</b> <b>Effective storytelling:</b> Appreciating narrative techniques such as suspense, first-person narration, and vivid description.			
		Poem 4. How to Tell Wild Animals (First Flight)		July	July	<b>The Riddle</b> "I might greet you with a <b>hug</b> that's much too tight, Or look like I am <b>weeping</b> before I take a bite. I might wear <b>peppered spots</b> or <b>tawny yellow</b> skin, But if I start to <b>roar</b> at you, it's a 'dying' state you're in. <b>What are we?"</b> <b>Answer: The Wild Animals</b> (specifically the Bear, Hyena/Crocodile, Leopard, and Asian Lion mentioned in the poem).	Leveraging <b>humorous satire and descriptive imagery</b> to demystify dangerous wildlife, teaching students to identify species through their unique characteristics and "deadly" behaviors. Utilizing <b>creative dramatization</b> to explore the poet's use of irony, transforming a scientific identification guide into an engaging lesson on literary tone and wit	To enable the students to imbibe- -understand animals' behavior -respect diversity -develop aesthetic sense	Humorous Interpretation and Understanding of Figurative Language. <b>Literary appreciation:</b> Recognizing and enjoying the poem's use of <b>humour, exaggeration, and irony.</b> <b>Understanding poetic devices:</b> Identifying <b>rhyme scheme, alliteration, personification, and hyperbole</b> in a playful poetic context. <b>Vocabulary development:</b> Learning names and traits of wild animals in a memorable, engaging way. <b>Creative thinking:</b> Interpreting imaginative	Understand, comprehend and appreciate the poetry. Understand the theme of the poem. Grasp the new words, pronunciation and usage in the literary section. Imagine with enriched creative backdrop of the poem. Admire the vivid animal description of animals given. Realize that nature gives vivid living beings with different qualities. Identify the poetic devices used in the poem.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								descriptions and connecting them with real-world knowledge. <b>Comprehension and inference:</b> Distinguishing between literal and figurative meanings in humorous or exaggerated content.			
		Ls 4. From The Diary of Anne Frank (First Flight)		July	July	<b>The Riddle</b> "I have <b>paper</b> , but I am not a kite. I have <b>secrets</b> , but I cannot speak. I am the only friend who <b>listens without judging</b> , And the only place where 'patience is greater than people.' <b>What am I?"</b> <b>Answer: A Diary</b> (or "Kitty," as Anne called hers).	Employing <b>historical contextualization and empathetic journaling</b> to explore the inner life of a teenager amidst the isolation and trauma of the Holocaust. Utilizing <b>thematic analysis of self-expression</b> to highlight the diary as both a personal confidante and a powerful historical testament to human resilience.	To enable the students to imbibe Understand student teacher relationship Acceptance of situations and face them with a lot of courage and find solutions to problems in life. Decision making in most adverse conditions. Understand child psychology. Empathy. Care and concern. Spreading peace and brotherhood. Developing compassion. Building rapport Unbiased approach	Empathy, Historical Awareness, and Expressive Writing through Personal Narratives. <b>Empathy and emotional intelligence:</b> Understanding the emotional world of Anne Frank and the trauma of living in hiding, helping students connect with themes of <b>fear, hope, resilience, and identity.</b> <b>Historical consciousness:</b> Gaining awareness of <b>World War II, the Holocaust,</b> and the impact of war on individuals and families. <b>Appreciation of personal voice and perspective:</b> Recognizing the power of diaries and	Understand the characters and their role in the diary/story. Understand elements of humour in the novel, the plot and the theme of the novel. Identify and empathize and relate to Anne Frank -To understand the importance of teacher. Relate to child psychology and analyse student teacher relationship Learn to accept of situations and face them with a lot of courage and find solutions to problems in life.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								autobiographical writing to convey personal truth. <b>Reflective and critical thinking:</b> Thinking deeply about freedom, discrimination, and the human will to survive. Language and expression: Enhancing descriptive and expressive writing skills by studying Anne's style.			
		SR3 The Midnight Visitor (FP)		July	July	<p><b>The Riddle</b> "I am the weapon used by a man who carries no gun. I am a balcony that doesn't exist, yet I can make you fall. I am not a secret agent who looks the part, But I am the story that wins the fight before it starts. <b>What am I?"</b> <b>Answer: A Lie</b> (or <b>The Wit/Intelligence</b> of Ausable).</p>	<p>Emphasizing <b>deconstructing genre stereotypes and situational irony</b> to demonstrate how intellectual wit and presence of mind can outmanoeuvre physical threats. Utilizing <b>strategic role-playing and plot-mapping</b> to help students analyze the subversion of the "super-spy" trope and the importance of tactical thinking over appearances</p>	<p>To enable the students to imbibe: Analyse different situations and characters. Develop the ability to plan the events. Develop the importance of presence of mind. Develop the ability to think quickly, act calmly and wisely in a situation of danger or surprise.</p>	<p>Logical Reasoning and Presence of Mind through Narrative Analysis. <b>Analytical thinking:</b> Understanding how the protagonist, Ausable, uses <b>intelligence, presence of mind, and quick thinking</b> to handle a dangerous situation without physical strength. <b>Inference and prediction:</b> Making logical inferences about character behaviour and predicting outcomes based on narrative clues. <b>Comprehension of suspense and</b></p>	<p>Read, write, speak and understand English correctly. Develop imaginative and analytic skills. Understand and identify with the secret agents' life in Fiction. Understands that their lives are full of twists and turns, they survive on their instincts and presence of mind. Develop the ability to think calmly and quickly and wisely in a challenging situation. Identify vocabulary and use the same correctly.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

								<p><b>surprise:</b> Identifying how the author builds <b>tension and irony</b> to create an engaging spy story.</p> <p><b>Understanding character traits:</b> Analysing personality traits like <b>calmness, confidence, and cleverness.</b></p> <p><b>Developing problem-solving mindset:</b> Encouraging students to consider non-violent, clever solutions to difficult situations.</p>			
		Poem 5 The Ball Poem (First Flight)		July	July	<p><b>The Riddle</b> "I am <b>round</b> and bounce away with a merry skip, I am the first thing you lose that gives your heart a <b>grip</b>. I cannot be replaced by 'another' or by money spent, Because I carry the <b>memories</b> of where your childhood went. <b>What am I?"</b> <b>Answer: A Ball</b> (representing lost childhood).</p>	Employing <b>symbolic interpretation and emotional scaffolding</b> to help students process the universal experience of loss and the difficult transition toward maturity. Utilizing <b>reflective inquiry</b> to bridge the literal loss of a toy with the philosophical necessity of "standing up" and accepting life's inevitable bereavements	To enable the students to imbibe- -experience grief at the loss of a beloved possession. -develop a sense of belonging. -accept responsibilities in life. -develop a deep emotional attachment and memories. -experience a feeling of regret on losing something. -develop reasoning	Emotional Maturity and Acceptance of Loss through Poetic Reflection. <b>Emotional literacy:</b> Understanding the experience of <b>loss, grief, and acceptance</b> through the symbolic loss of the ball. <b>Reflective thinking:</b> Encouraging students to relate the theme to real-life experiences of loss—both big and small—and the process of moving on. <b>Interpretation of symbolism:</b>	Understand, comprehend and appreciate the poetry. Understand the theme of the poem and analyse the poetic devices. Grasp the new words, pronunciation and usage in the literary section. Understand the importance of loss and responsibility in life. Analyse that the world is full of possessions and money is an external item. Understand and accept that all throughout their life, they will be forced to do things that they don't want to do; and they will lose or have to give up the things that they love, learn to be strong and get on with their lives, no matter how much it hurts inside, learn to accept situations and to let go.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

							<p>ability as well as the ability to justify views.</p> <p>-analysis on the basis of the poem read.</p> <p>- Sensitivity towards the sufferings of losing things.</p> <p>-To cope up with the challenges, stand against all odds and progress in life</p>	<p>Recognizing the <b>ball as a metaphor</b> for childhood, innocence, or personal attachments.</p> <p><b>Appreciation of poetic devices:</b> Identifying and analysing <b>imagery, symbolism, tone, and theme.</b></p> <p><b>Personal connection and self-awareness:</b> Promoting deeper understanding of self and emotional growth.</p>		
		Grammar Subject-Verb Concord		August	August	<p>Utilizing <b>pattern recognition and error analysis</b> to help students internalize the logical agreement between sentence subjects and their corresponding verb forms.</p> <p>Integrating <b>collaborative sentence-building</b> tasks that move from basic identification to mastering complex rules like collective nouns and indefinite pronouns in real-world contexts.</p>	<p>To enable the students to imbibe:</p> <p>Acquire knowledge through rules in grammar. Concentration, confidence, and independence while using the subject-verb concord.</p> <p>Usage of verbs according to the subject.</p> <p>Sharing of ideas.</p> <p>Decision making.</p> <p>Creativity.</p> <p>Novelty of ideas.</p>	<p>Grammatical Accuracy and Syntactic Awareness in Written and Spoken Communication.</p> <p><b>Understanding subject-verb agreement rules:</b> Ensuring that the verb form correctly matches the subject in number and person.</p> <p>Error detection and correction: Identifying and correcting subject-verb agreement errors in sentences.</p> <p><b>Improved sentence construction:</b> Writing grammatically</p>	<p>Understand concepts, rules, usage of grammar. Recall, revisit the previous knowledge of subject-verb concord and based on the same, building more complex sentences accurately.</p>	<p>ASSESSMENT AS LEARNING</p> <p>Editing/Omission/fill ups (Use previous text with Narration, conversation, etc) SEA.</p>

								correct and coherent sentences in various contexts. <b>Effective communication:</b> Enhancing clarity and correctness in both formal and informal writing and speech. <b>Application in real-life language use:</b> Using appropriate subject-verb agreement in emails, letters, essays, and spoken interactions.			
		Grammar Determiners  Articles Demonstratives Ordinals		August	August		Employing <b>contextual classification and inductive reasoning</b> to help students differentiate how various words modify and specify nouns within diverse sentence structures. Utilizing <b>interactive sorting tasks and cloze passages</b> to bridge the gap between abstract grammatical rules and the practical application of quantity, possession, and definiteness.	To enable students to speak, write and converse, take part in dramas/role plays with fluency, accurate grammar. Will be able to create stories, scripts with precision.	Precision and clarity in language use through grammatical awareness. <b>Understanding the role of determiners:</b> Learning how words like <b>articles (a, an, the), demonstratives (this, that), quantifiers (many, few), possessives (my, their), and numbers</b> specify nouns. <b>Accurate sentence construction:</b> Using determiners correctly to form <b>clear, precise, and</b>	Understand concepts, rules, usage of grammar. Recall, revisit the previous knowledge of determiners and based on the same, building more complex sentences accurately. Identify determiners and classify them according to their functions. Know about the positions of determiners.	ASSESSMENT AS LEARNING Editing/Omission/fill ups (Use previous text with Narration, conversation, etc) SEA

								<p><b>grammatically correct</b> sentences.</p> <p><b>Enhancing writing and speaking:</b> Improving both <b>descriptive ability</b> and <b>clarity of expression</b> in written and spoken English.</p> <p><b>Contextual grammar application:</b> Applying determiners appropriately across different contexts (narrative, descriptive, formal/informal communication).</p> <p><b>Error recognition and correction:</b> Identifying misuse or omission of determiners and correcting them effectively.</p>			
		Poem 6 Amanda! (First Flight)		August	August	"Stop slouching, sighing, and sulking, Amanda!" "Sit straight, stop snacking, and start standing, Amanda!"  (tongue twister)	Utilizing <b>tonal juxtaposition and perspective mapping</b> to highlight the psychological tension between parental nagging and a child's vibrant inner world. Employing <b>comparative analysis of structure</b> to help students identify the contrast	To enable the students to imbibe- Understanding Respect for Parents Analyze situations of life Understanding the real meaning of freedom. Imagination. Balancing emotions.	Understanding Adolescent Psychology and Expression of Individual Identity through Poetry. <b>Empathy and emotional awareness:</b> Recognizing the emotional needs of adolescents, such as <b>freedom, self-expression,</b>	Identify and discuss the essence of the poem. Understand and appreciate the work of Robin Klein. Understand, comprehend and appreciate the poetry. Understand the theme of the poem and analyse the poetic devices. Grasp the new words, pronunciation and usage in the literary section.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

						between societal expectations and the yearning for imaginative freedom and autonomy	Patience.	<p><b>and the desire for autonomy. Interpretation of tone and contrast:</b> Understanding the contrast between <b>parental authority</b> and a <b>child's inner world</b>, as reflected in the poem's structure and tone.</p> <p><b>Critical thinking and self-reflection:</b> Analysing societal and familial expectations placed on children, especially girls, and reflecting on <b>mental well-being.</b></p> <p><b>Appreciation of poetic devices:</b> Identifying <b>repetition, imagery, contrast, and irony</b> used to highlight conflict and escapism.</p> <p><b>Communication and expression:</b> Encouraging learners to articulate feelings, opinions, and personal responses to the poem's themes.</p>		
	SR4 A Question of Trust (FP)		August	August	<b>Song Suggestion:</b> " <i>Smooth Criminal</i> " by Michael Jackson	Utilizing <b>irony and character deconstruction</b> to examine the	To enable the students to imbibe-Courage	Ethical Reasoning and Understanding Human	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly.	ASSESSMENT AS LEARNING (MCQs, objective type questions)

					<p>or “<i>Secret Agent Man</i>” by Johnny Rivers.</p> <p>(detecting the criminal) and guessing the theme</p>	<p>fallacy of "honour among thieves" and the consequences of misplaced confidence. Employing <b>comparative mapping and situational analysis</b> to help students evaluate the power of manipulation and the ethical complexities of the protagonist's unintended failure.</p>	<p>Confidence Don't trust unknown people Be a meticulous planner Be Smart enough to judge a person. Trust should not be broken.</p>	<p>Behaviour through Narrative Texts <b>Analysing character motivation:</b> Understanding the irony of a thief being outwitted by another, and exploring themes of <b>trust, deception, and justice.</b> <b>Critical and ethical thinking:</b> Reflecting on <b>right vs. wrong</b>, especially in situations where characters justify their actions. <b>Comprehension and prediction:</b> Identifying narrative clues, making inferences, and anticipating plot twists. <b>Interpretation of irony and humour:</b> Appreciating <b>situational irony</b> and the author's subtle use of wit. Reflective thinking: Encouraging students to think about the consequences of dishonesty, even if the intentions seem justified.</p>	<p>Understand, discuss and the trust issues that people have amongst themselves, how to solve them. They learn the different uses and meanings of a few words like- no room means -no place , no choice</p>	<p>short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>
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		Reading Skills Reading Literacy and Passages  (Case Based)		August	August	Reading newspapers aloud, reading articles and guessing the title	Utilizing <b>active annotation and metacognitive strategies</b> to help students move from literal decoding to deep inferential understanding of diverse texts. Employing <b>scaffolded inquiry and evidence-based reasoning</b> to train learners in identifying main ideas, authorial intent, and subtle contextual nuances.	To enhance the reading skills. To be able to analyse data, review the analytics and present them in an appropriate way.	Understanding and interpreting information from charts, graphs, tables, or brief texts provided in the case. Critical thinking: Drawing inferences, conclusions, and logical connections based on given data or situations. Structured response writing: Organizing ideas coherently and concisely while responding to specific questions based on the case. Information processing: Extracting relevant details and using them to construct meaningful answers. Real-world application: Applying reading and reasoning skills to practical, real-life scenarios—a key 21st-century skill.	Read with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, and inferring.	ASSESSMENT AS LEARNING  Working with reading literacy passage and joyful learning activities
		Ls 5 Glimpses of India  A Baker From Goa		September	September	Looking up at various places in India (photographs) and guessing the monuments, places, etc.	Integrating <b>multicultural exploration and sensory-rich textual analysis</b> to celebrate India's diverse heritage through the distinct lenses of tradition,	To enable the students to imbibe: Respect traditions. -recollect childhood memories. -respect values, beliefs	Cultural Awareness and Appreciation of Local Traditions through Descriptive Texts <b>Understanding cultural context:</b> Gaining insights into <b>Goan</b>	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and develop interest in the old methods of baking, making tea and traditions of Indian cities.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference,

						<p>landscape, and community. Utilizing <b>comparative travelogues and descriptive mapping</b> to help students synthesize regional identities and appreciate the historical evolution of local customs.</p>	<p>and customs of others. -develop inquisitiveness – towards people, culture and old methods. -understand that tradition is deep rooted in our culture.</p>	<p><b>traditions, colonial influence, and the role of the village baker (pader)</b> in community life. <b>Appreciation of heritage:</b> Developing respect for <b>regional diversity and traditional occupations</b>, fostering a broader world view. Connecting personal and social experiences: Encouraging students to relate the text to their own regional or cultural practices. Vocabulary and expression: Enhancing language skills through exposure to rich, culturally-rooted vocabulary and imagery.</p>	<p>Communicate thoughts, ideas, views, and opinions verbally, enrich vocabulary.</p>	<p>evaluation &amp; vocabulary)</p>	
		Coorg		September	September	<p>Looking up at various places in India (photographs) and guessing the monuments, places, etc.</p>	<p>Integrating <b>multicultural exploration and sensory-rich textual analysis</b> to celebrate India's diverse heritage through the distinct lenses of tradition, landscape, and community. Utilizing <b>comparative</b></p>	<p>To enable the students to imbibe- - acquaint with the life of the people, gain knowledge of the climatic conditions, culture, various sports activities, flora and fauna of Coorg.</p>	<p>Geographical and Cultural Literacy through Descriptive Narratives Cultural appreciation: Understanding the unique customs, traditions, and values of the Coorgi (Kodava) people.</p>	<p>Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and develop interest in the old methods of baking, making tea and traditions of Indian cities. Communicate thoughts, ideas, views, and opinions verbally, enrich vocabulary.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

						<p><b>travelogues and descriptive mapping</b> to help students synthesize regional identities and appreciate the historical evolution of local customs.</p>	<p>-appreciate the culture , tradition and natural beauty of Coorg, its forests and coffee plantations and the bio-diversity</p>	<p>Environmental awareness: Learning about natural beauty, biodiversity, and eco-tourism in the region of Coorg. Reading comprehension and visualization: Interpreting vivid descriptive language that paints a sensory-rich picture of a place. Connecting literature to real-world contexts: Linking the narrative to themes like identity, heritage, and patriotism (e.g., Coorgis in the Indian Army). Vocabulary and language enrichment: Building language skills through exposure to expressive and culturally contextual vocabulary.</p>		
	Tea From Assam (First Flight)		September	September	Looking up at various places in India (photographs) and guessing the monuments, places, etc.	Integrating <b>multicultural exploration and sensory-rich textual analysis</b> to celebrate India's diverse heritage through the distinct lenses of tradition, landscape, and community.	<p>To enable the students to imbibe-</p> <p>-appreciate the tea gardens</p> <p>-acquire knowledge and enjoy the text related to Tea</p> <p>Express well, based on the</p>	<p>Awareness of Economic and Cultural Significance through Informational Narrative</p> <p>Understanding regional identity: Learning about Assam's tea culture, history,</p>	<p>Read, write, speak and understand English correctly.</p> <p>Identify vocabulary and use the same correctly.</p> <p>Understand, discuss and develop interest in the old methods of baking, making tea and traditions of Indian cities.</p> <p>Communicate thoughts, ideas, views, and opinions verbally, enrich vocabulary.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

						Utilizing <b>comparative travelogues and descriptive mapping</b> to help students synthesize regional identities and appreciate the historical evolution of local customs.	knowledge of the text.	and its significance in both Indian and global contexts. Connecting literature with economics and geography: Exploring how natural resources like tea influence livelihoods, trade, and culture. Reading for information and insight: Interpreting facts within a narrative and distinguishing between description and explanation. Cultural appreciation: Gaining respect for the heritage and daily lives of people involved in tea production. Observation and interpretation skills: Enhancing ability to notice details, ask questions, and think critically about travel experiences and real-world industries.			
		SR5 Footprints without Feet (FP)		September	September	Walking tiptoed in the whole classroom without making noise with the footsteps and drawing footprints.	Utilizing <b>ethical evaluation and character profiling</b> to examine how the misuse of scientific brilliance leads to moral	To enable the students: To imbibe values like empathy, respect, care and concern, faith, peace	Scientific Imagination and Ethical Reasoning through Science Fiction <b>Scientific awareness:</b>	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and to analyse, plan and attempt the skills further in day-to-day situations.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation,

						<p>decay and social isolation. Employing <b>causality mapping</b> to help students analyze the conflict between individual power and social responsibility, highlighting the tragedy of a "lawless" discovery.</p>	<p>and patience, compassion To understand that knowledge should be used for betterment of humanity To help the society in developing with one's intellect. To spread peace and brotherhood. To overcome the feeling like jealousy. To do selfless service to the society. To know that greed destroys everything and isolation leads to failure. To understand that over ambition results in frustration and destruction.</p>	<p>Stimulating curiosity about scientific concepts like <b>invisibility and experimentation</b>, blending fiction with plausible science. <b>Imaginative and critical thinking:</b> Encouraging students to explore <b>cause-and-effect</b> relationships and the potential consequences of unchecked ambition or scientific misuse. <b>Ethical reflection:</b> Raising questions about <b>responsibility, morality, and isolation</b> as seen in the actions of the invisible man. <b>Narrative comprehension:</b> Understanding elements of <b>suspense, irony, and characterization</b> in a science fiction setting. <b>Interdisciplinary learning:</b> Linking <b>literature with science and ethics</b>, promoting holistic understanding.</p>	<p>Communicate thoughts, ideas, views, and opinions verbally, enrich vocabulary.</p>	<p>analysis, inference, evaluation &amp; vocabulary)</p>	
		SR6 The Making of a Scientist		September	September	Asking the names of famous scientists and enacting like one	Utilizing <b>biographical inquiry and process-based</b>	To enable the students to imbibe- -inculcate	Scientific Temperament and Growth Mindset through	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly.	ASSESSMENT AS LEARNING (MCQs, objective questions)

		(FP)				<p>of them, or guessing their discoveries or inventions.</p> <p><b>learning</b> to demonstrate how curiosity, perseverance, and a competitive spirit converge to foster scientific excellence. Employing <b>thematic mapping</b> to track the evolution of a hobby into a professional career, highlighting the critical role of mentorship and observation in the journey of discovery</p>	<p>competitive spirit in them.          -develop their curiosity to enhance their knowledge, learning, be observant and unending hunger to discover more.          -research and do in-depth study.          -share their knowledge with others.          -do real experiments to test their findings and relate with real life situations.          -develop competitive spirit.          -develop their reading habit.          -develop a strong desire to work really hard on their area of interest.</p>	<p>Biographical Narrative  <b>Curiosity and inquiry:</b>          Encouraging a strong sense of <b>observation, questioning, and experimentation,</b> as seen in Richard Ebright's journey.  <b>Perseverance and self-motivation:</b>          Inspiring students to pursue goals through <b>dedication, consistent effort, and a never-give-up attitude.</b>  <b>Value of mentorship and guidance:</b>          Understanding the role of <b>teachers, parents, and opportunities</b> in shaping a learner's growth.  <b>Analytical and problem-solving skills:</b>          Recognizing how early interest and practical application contribute to scientific discovery.  <b>Connection between hobbies and career paths:</b> Showing how personal passions can evolve into <b>lifelong learning</b></p>	<p>Understand, discuss and develop interest in science, scientific temperament. Observe what is required to become a scientist. Communicate thoughts, ideas, views, and opinions verbally, enriches vocabulary.</p>	<p>short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>
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									<b>and achievement.</b>		
		Ls. 6 Mijbil the Otter (First Flight)		September	September	Showing the picture of an 'otter' and asking the students to guess the animal.	Employing <b>vivid sensory analysis and cross-species empathy</b> to explore the unique bond between humans and unconventional pets in a modern urban setting. Utilizing <b>narrative mapping</b> to track the challenges and joys of domesticating wildlife, fostering a deeper understanding of animal behaviour and environmental responsibility.	To enable the students to imbibe- -Empathize with animals -Learn to take care about animals -Learn to be responsible towards other life forms.	Empathy Towards Animals and Appreciation of Human–Animal Relationships Sensitivity and emotional awareness: Fostering compassion, empathy, and responsibility toward animals through the narrator's bond with Mijbil. Observational and descriptive skills: Understanding how detailed observations bring personality and emotion into storytelling. Cross-cultural and travel awareness: Gaining insights into different places and experiences through the author's travels with Mijbil. Narrative comprehension: Interpreting a personal account that blends humour, affection, and subtle social commentary. Communication and expression:	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and develop empathy towards animals. (Otters). Learn to know about animals, their habits, likes, dislikes and the international travel rules about carrying animals, etc. Communicate thoughts, ideas, views, and opinions verbally, enriches vocabulary.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

									Encouraging expressive writing and speaking skills through storytelling and reflection on real-life experiences.		
		Grammar Reported Speech (Commands and requests Statements Questions)		September	September	1-minute task: <b>The Secret:</b> Whisper a simple sentence to one student (e.g., " <i>I like eating cold pizza at midnight</i> "). <b>The Report:</b> That student must turn to their neighbour and start with: " <b>He/She said that...</b> " and pass it on. <b>The Result:</b> The last student says it out loud.	Utilizing <b>contextual transformation and perspective-shifting</b> to help students master the logical shifts in tense, pronouns, and time expressions during indirect narration. Employing <b>comparative dialogue-to-report exercises</b> to bridge the gap between spoken interaction and formal reporting, ensuring a functional understanding of communicative accuracy.	To enable the students to imbibe- -Identify the appropriate usage of writing skills Apply it in practical life Express their views in the desired manner	Effective Communication and Grammatical Transformation Skills Grammatical accuracy: Learning the rules of tense changes, pronoun shifts, and time/place references while converting direct to indirect speech. Listening and speaking skills: Enhancing the ability to report dialogues or events accurately in conversations and storytelling. Reading comprehension: Interpreting dialogues or speeches in texts and converting them into narrative form. Clarity in expression: Conveying information in a structured, clear, and concise manner. Writing proficiency:	Recall, revisit the concepts/rules of reported speech and their usage in sentences. Understands the characteristic difference between direct and indirect speech. Identify the change in pronouns and change in time reference. Construct grammatically correct sentences as per the rules.	ASSESSMENT AS LEARNING Editing/Omission/fill ups (Use previous text with Narration, conversation, etc) SEA

									Using reported speech appropriately in formal writing, such as news reports, narratives, and summaries.		
		Ls. 7 Madam Rides the Bus (First Flight)		October	October	<p><b>The "Fare" Riddle</b>          "I am small and round, made of silver or copper. To a grown-up, I am just a snack; but to a child with a dream, I am a <b>ticket to the world</b>. I cost <b>thirty paise</b> one way. What am I?"  <b>Answer:</b> The Bus Fare.</p>	<p>Utilizing <b>experiential narrative mapping and perspective-shifting</b> to explore a child's first independent encounter with the adult world and the complexities of life and death. Employing <b>character-driven analysis</b> to highlight Valli's meticulous planning and self-reliance, fostering a deeper understanding of curiosity as a catalyst for personal growth.</p>	<p>To enable the students to imbibe- feel sensitive towards the feelings of an individual. enjoy a light-hearted literature. realise the lessons and experiences that travelling gives us</p>	<p>Self-Awareness and Social Understanding through Narrative Exploration Empathy and emotional growth: Understanding a young girl's curiosity, innocence, and gradual realization about life and mortality. Critical thinking: Reflecting on the contrast between childlike wonder and adult realities, as Valli faces both adventure and grief during her bus journey. Observation and independence: Encouraging students to notice details, think independently, and form personal judgments like Valli does. Narrative comprehension: Interpreting themes like freedom, curiosity, and the</p>	<p>Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and develop interest in forming stories. Relate to the lesson and the central character's experiences that travelling gives us. Communicate thoughts, ideas, views, and opinions verbally, enriches vocabulary.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

									coming-of-age journey. Cultural and social insight: Gaining awareness of simple rural life and the emotional world of a child within it.		
		Poem 7 The Trees (First Flight)		October	October	Asking as many trees (names) as the students can remember from around their surroundings	Utilizing <b>metaphorical deconstruction and eco-critical analysis</b> to explore the symbolic struggle of nature reclaiming its freedom from domestic confinement. Employing <b>visual imagery mapping</b> to connect the physical movement of the trees with the broader themes of liberation, feminine empowerment, and environmental restoration	To enable the students to imbibe- Concern for MotherEarth Sensitivity Mother Nature isinevitable Tree as a symbol of mankind Empathy Understanding develop thought, critical analysis on the basis of the text read Importance of freedom Equality	Environmental Sensitivity and Symbolic Interpretation through Poetry Ecological awareness: Developing a deeper understanding of human impact on nature and the silent resistance of the natural world. Critical thinking and symbolism: Interpreting the trees as metaphors for freedom, rebellion, and restoration of balance. Empathy and emotional insight: Connecting emotionally with themes of confinement and liberation, both for nature and individuals. Poetic analysis: Identifying and appreciating imagery, personification, tone, and	Understand, comprehend and appreciate the poetry. Understand the theme of the poem. Identify the poetic device and analyse the poem. Grasp the new words, pronunciation and usage in the literary section. Understand the trees are much more significant to humankind than the world believes. Compare the natural forests versus the artificial ones.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								structure used to convey deeper meanings. Articulation of ideas: Encouraging students to express personal interpretations and draw parallels with real-life environmental issues.			
		Poem 8 Fog (First Flight)		November	November	Tongue twister that emphasizes the "f" and "h" sounds: "Fog follows footprints, floating and fading," "Hiding the harbour on heavy, hushed haunches." Activity: <input type="checkbox"/> <b>The Gesture:</b> Ask everyone to start in a low crouch (like a cat). <input type="checkbox"/> <b>The Action:</b> Slowly "rise" and stretch arms out wide without making a single sound. <input type="checkbox"/> <b>The Question:</b> Ask: <i>"If you were a cloud of fog, would you crash into the city like a wave, or creep in like a cat?"</i>	Utilizing <b>comparative metaphor and minimalist imagery</b> to explore the silent, transient nature of natural phenomena and their subtle impact on urban landscapes. Employing <b>sensory-based analysis</b> to help students recognize personification and understand how brevity in poetry can convey profound atmospheric transformations.	To enable the students to imbibe- appreciate nature and find beauty in it -respect nature	Imaginative Thinking and Visual Interpretation through Poetic Imagery Observation and visualization skills: Interpreting how the poet uses simple, vivid imagery to describe the fog like a silent, stealthy cat. Appreciation of metaphor and personification: Understanding how literary devices transform an ordinary weather phenomenon into a living presence. Creative thinking: Encouraging students to look at common experiences from unique perspectives,	Understand, comprehend and appreciate the poetry. Understand the theme of the poem. Identify the poetic device and analyse the poem. Grasp the new words, pronunciation and usage in the literary section. Understand the powerful nature and worth of natural occurrences. Know how natural occurrences could be beautifully expressed in verses.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

									<p>promoting original thought. Concise expression: Learning how brevity in poetry can still convey rich and layered meanings. Emotional and sensory engagement: Developing a sensory connection with language that fosters emotional and artistic sensitivity.</p>		
		Poem 9 The Tale of Custard the Dragon (First Flight)		November	November	<p>The Pirate's Riddle "I have a beard as black as coal and a wooden leg to match, I carry a pistol in each hand and a cutlass in my teeth to catch. I came to rob the little white house and make the kittens flee, But I didn't expect a 'coward' to make a meal out of me! Who am I?" Answer: The Pirate.</p> <p>The "Dagger-Toed" Tongue Twister "Custard's keen claws and cruel, cutting canines," "Dashed the dark, dreadful, dagger-</p>	<p>Employing a comparative analysis of traditional ballad conventions versus Ogden Nash's parody to deconstruct how irony and whimsical imagery subvert heroic tropes. Facilitating an exploration of character archetypes and phonetic devices to illustrate how rhythmic storytelling enhances the poem's central theme of situational courage.</p>	<p>To enable the students to imbibe- Be brave Help others Not to boast Develop compassion Infer that good deeds are rewarded.</p>	<p>Understanding of Irony, Self-Perception, and Courage through Narrative Verse Critical thinking and interpretation: Recognizing the irony and humour in how the so-called cowardly dragon turns out to be the true hero. Reflection on stereotypes and judgment: Challenging assumptions about bravery, identity, and appearances through character roles. Comprehension of poetic devices: Appreciating rhyme, rhythm, repetition, and</p>	<p>Understand, comprehend and appreciate the poetry. Understand the theme of the poem. Identify the poetic device and analyse the poem. Grasp the new words, pronunciation and usage in the literary section. Understand the simple, imaginary stories can be beautifully woven into poems. Know how ballads are formed and interest the senses over the years.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

						drawn dragon-slayer!			satire to enhance both understanding and enjoyment of the poem. Storytelling skills: Enhancing the ability to follow and retell a story narratively through poetry, with attention to plot, characters, and moral. Emotional intelligence: Understanding themes of self-worth, peer pressure, and personal growth.		
		SR7 The Necklace (FP)		November	November	<p>Tongue twister: "Matilda murmured for magnificent, multicolored medals and necklaces," "But a borrowed, brilliant bauble brought bitter, bleak burdens."</p> <p>Activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The Gesture:</b> Ask students to look at something they are wearing (a watch, a pen, or even a button).</li> <li><input type="checkbox"/> <b>The Action:</b> Tell them to imagine it is made of <b>pure diamonds</b> worth millions of rupees. Ask them to adjust it or</li> </ul>	Utilise a character-driven inquiry approach to trace the protagonist's psychological evolution and the devastating intersection of social vanity with tragic irony. Facilitate a thematic deconstruction of Victorian societal expectations to evaluate how Guy de Maupassant uses the twist ending as a critique of materialism and moral integrity.	To enable the students to imbibe- -inculcate the values of realization of truth and satisfaction -understand that over ambition results in frustration and destruction of peace of mind understand showism and greed has no limit, it ultimately proves disastrous, thus would refrain from it	Value-Based Reasoning and Critical Reflection on Choices and Consequences. Ethical and moral reasoning: Understanding how vanity, pride, and dishonesty can lead to lifelong consequences. Critical thinking: Analysing the irony in the twist ending and reflecting on themes of materialism, self-perception, and contentment. Character analysis: Evaluating the motivations and decisions of	Understand, discuss and express thoughts, ideas, views, opinions verbally and non-verbally in order to demonstrate language communication skills. Understands the theme of the lesson, empathizes with the characters of the story. Know that satisfaction leads to contentment which is a key to happiness. - understand that acceptance of mistake will make the life easier in contrast to hiding the truth and paying for it later/or ruining your inner peace Enjoy and appreciate the stories giving lessons of life.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

						<p>touch it with extreme care.</p> <p>□ <b>The Twist:</b> Now, tell them they just noticed a <b>crack</b> in it. Ask: <i>"What is the very first emotion you feel? Fear, or the urge to hide it?"</i></p>			<p>Mathilde and how they shape the outcome of the story.</p> <p>Decision-making awareness: Encouraging students to think about how small choices can have significant long-term impacts.</p> <p>Narrative comprehension: Identifying plot elements, irony, and symbolism used to build a powerful moral message.</p>		
		Ls. 8 The Sermon at Benares (First Flight)		November	November	<p>Pranayama: For Deep Meditation and Peace before introducing The Buddha</p>	<p>Employing a philosophical inquiry model to examine the transition from individual suffering to the universal realization of the impermanence of life.</p> <p>Integrating a thematic analysis of parables and narrative symbolism to help students deconstruct the core tenets of detachment and spiritual enlightenment.</p>	<p>To enable the students to imbibe- Know the reality Peace of mind Accept the truth Faith Acceptance Be patient Reach out to others in their grief</p>	<p>Emotional Resilience and Philosophical Understanding through Moral Teachings Coping with loss and grief: Helping students understand and reflect on the universal nature of suffering and death.</p> <p>Value education: Learning compassion, detachment, and inner peace through the teachings of Gautama Buddha.</p> <p>Ethical and emotional maturity: Developing the ability to accept life's impermanence</p>	<p>Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and express thoughts, ideas, views, opinions verbally and non-verbally in order to demonstrate language communication skills. Understands the theme of the lesson about how Gautam Buddha obtained enlightenment and learn his preaching to the world. Deeply observe that death is the ultimate truth in the world.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

								and find strength in understanding rather than denial. Critical and reflective thinking: Interpreting philosophical ideas and relating them to real-life challenges and emotions. Cultural and spiritual awareness: Gaining insight into Buddhist philosophy and India's rich spiritual heritage.			
		Ls 9 The Proposal (play) (First Flight)		December	December	Tongue twister: "Picky Pyotr proposed a precarious property piece to proud Natalya," "But Natalya and Pyotr pestered and protested over paltry pastures!"	Employing a dramatic analysis approach to deconstruct Chekhov's use of farce and satire in critiquing the transactional nature of upper-class marriage. Facilitating an exploration of dialogue and character motivation to illustrate how petty disputes and situational irony expose the fragility of social decorum.	To enable the students to imbibe- Managing Conflicts Anger management Need to control the usage of language Trust Faith Understanding Behaviour Forgiveness	Interpersonal Communication and Social Satire Appreciation through Dramatic Text Understanding human behaviour: Analysing how trivial matters like land disputes and pride can overshadow genuine emotions in relationships. Conflict resolution skills: Identifying how poor communication and ego can escalate minor disagreements into major conflicts. Comprehension of satire and humour: Recognizing Chekhov's use of	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and express thoughts, ideas, views, opinions verbally and non-verbally in order to demonstrate language communication skills. Relate to the various characters of the drama and their temperament. Discuss the characteristics, the language used by the Russian writer Anton Chekov.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								irony, exaggeration, and farce to critique social customs like arranged marriages and materialism. Dialogue analysis: Enhancing reading fluency and interpretation of tone, body language, and subtext in dramatic conversations. Collaboration and performance: Encouraging group activities like role play and script reading to build confidence and expressive skills.			
		Poem 10 For Anne Gregory  (First Flight)		December	December	Playing the song: The golden hair and then introducing the main character- Anne Gregory	Employing a Socratic dialogue approach to explore the tension between external aesthetic beauty and the intrinsic value of the soul. Facilitating a comparative analysis of perspectives to deconstruct how Yeats uses symbolic imagery to differentiate between superficial human attraction and divine, unconditional love.	To enable the students to imbibe- Appreciation Respect Beauty of thought Purity of Soul Acceptance Accept Challenges Courage to face the reality.	Awareness of Superficial Judgments and Deeper Human Values through Poetic Reflection Critical thinking on beauty and identity: Encouraging students to reflect on the difference between external appearance and inner worth. Emotional intelligence: Understanding themes of love, self-worth, and societal expectations, particularly	Understand, comprehend and appreciate the poetry. Understand the theme of the poem. Identify the poetic device and analyse the poem. Grasp the new words, pronunciation and usage in the literary section. Understand that outer beauty is short lived and inner beauty is forever through a small/simple poem like Anne Gregory.	ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)

								<p>regarding physical beauty. Interpretation of poetic devices: Analysing the use of dialogue, tone, metaphor, and contrast in the conversation between the speaker and Anne.</p> <p>Gender sensitivity and social awareness: Discussing how perceptions of beauty can influence relationships and self-image, especially for young people.</p> <p>Personal reflection: Inspiring students to value character and integrity over appearance, and relate these themes to their own experiences.</p>			
		SR. 8 Bholi (FP)		December	December	<p>Activity:</p> <p><input type="checkbox"/> <b>The Task:</b> Give each student a small slip of paper. Ask them to write one "label" or "nickname" someone has given them that they <b>don't</b> like (e.g., "the shy one," "the clumsy one").</p> <p><input type="checkbox"/> <b>The Action:</b> Tell them to <b>crumple it up</b> and toss it into a</p>	<p>Utilising a transformative narrative approach to examine the intersection of social marginalisation and the empowering role of education in fostering self-assertion. Facilitating a character-arc deconstruction to evaluate how the shift from submissiveness to</p>	<p>To enable the students to imbibe- Compassion Confidence Care and concern for girls Empathy Gender equality Willingness to help others Nobility</p>	<p>Empathy, Social Justice, and Empowerment through Character Study Empathy and emotional understanding: Encouraging students to connect with Bholi's struggles and develop empathy for people facing disability, discrimination, and social isolation. Critical</p>	<p>Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and express thoughts, ideas, views, opinions verbally and non-verbally in order to demonstrate language communication skills. Understands the theme of the lesson. Enjoys the description of twist and turns story carefully scripted by author K.A. Abbas.</p>	<p>ASSESSMENT AS LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation &amp; vocabulary)</p>

"trash bin" (or a corner of the room) together.  
□ **The Bridge:**  
Explain that Bholi was given a label that meant "simpleton" or "fool" from the day she was born. Today, we'll see how one person helped her throw that label away.

defiance serves as a critique of patriarchal norms and societal prejudices.

reflection on social issues:  
Analysing the impact of caste-based discrimination, societal expectations, and gender roles on individuals, particularly women.  
Empowerment and resilience:  
Fostering a deeper understanding of how education, self-awareness, and support can help overcome adversity, as demonstrated by Bholi's transformation.  
Character analysis:  
Evaluating Bholi's growth from a shy, mistreated girl to an empowered, self-assertive woman, and understanding the importance of inner strength and self-respect.  
Social sensitivity:  
Raising awareness about issues like social justice, the importance of education, and overcoming prejudices in communities.

		SR. 9 The Book That Saved Earth (FP)		December	December	Reciting Nursery Rhymes	Employing a dramatic deconstruction of satirical elements to analyze how cultural misunderstandings and intellectual arrogance create a humorous critique of imperialism. Facilitating an exploration of genre conventions to illustrate how the play uses science fiction tropes and comedic irony to celebrate the power of literature and human imagination.	To enable the students to imbibe- Confidence Unity Presence of mind Acceptance Time Management Cooperation Friendship Trust	Creative Imagination, Critical Thinking, and the Importance of Literature through Fictional Narratives Creative and imaginative thinking: Encouraging students to think about the power of books, storytelling, and literature in preserving knowledge and shaping history. Understanding the significance of history and culture: Recognizing how ancient texts can influence societies across time, as reflected in the story's futuristic theme. Critical reflection on learning and technology: Discussing the role of literature in human progress and the balance between technological advancement and cultural heritage. Narrative comprehension: Interpreting the satirical and humorous tones used by the author to engage with futuristic ideas	Read, write, speak and understand English correctly. Identify vocabulary and use the same correctly. Understand, discuss and express thoughts, ideas, views, opinions verbally and non-verbally in order to demonstrate language communication skills. Understands the theme of the lesson and analyse each character and its peculiarities. Enjoys the description of twist and turns story carefully scripted by author Claire Boiko	ASSESSMENT OF LEARNING (MCQs, objective type questions short/long answers, RTC to assess comprehension, interpretation, analysis, inference, evaluation & vocabulary)
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									about books and their survival. Discussion of cultural and intellectual preservation: Reflecting on the role of books in preserving wisdom, and encouraging students to value literature as a treasure of human knowledge.		
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