

**Curriculum**  
**Session 2022-23**  
**Subject – English (Core) Code- 301**  
**Class – XII**

**Books:**

- Flamingo
- Vistas
- BBC Compacta (Reference)

Month	Content	Learning Outcomes	Reading, Listening and Speaking Skill	Writing Skill	Competancy based Activity/ Experiential Learning Activity
March/ April	<b>Flamingo (Prose)</b> -The Last Lesson  <b>(Poetry)</b> -My Mother at Sixty Six  <b>Prose (Vistas)</b> -The Third Level	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics</li> <li>• perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)</li> <li>• identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> </ul>	Unseen comprehension for Questions  Reference to context  Listening for specific and general information	-Article	Newspaper Reading for News Headline  Debate
May	<b>Flamingo (Prose)</b> -Lost Spring  <b>(Poetry)</b> -Keeping Quiet  <b>Prose (Vistas)</b> -The Tiger King	<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue(s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> </ul>	Appreciation of Poetry  Able to speak with purpose to compare two characters or themes	-Notice	Flipped Teaching  Slide show/ PPT

		<ul style="list-style-type: none"> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>			
<b>June</b>	<p><b>Flamingo (Prose)</b> -Deep Water</p> <p><b>(Poetry)</b> -A Thing of Beauty</p> <p><b>Prose (Vistas)</b> -Journey to the end of the Earth</p>	<ul style="list-style-type: none"> <li>• text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.</li> <li>• write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> <li>• select, compile and collate information for an oral presentation</li> </ul>	Group discussion	-Letters to Editor	Picture Description of the summary of the poem- “A Thing of Beauty”
<b>July</b>	<p><b>Flamingo (Prose)</b> -The Rattrap</p> <p><b>Prose (Vistas)</b> -The Enemy</p>	<ul style="list-style-type: none"> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	<p>Narrate simple experiences and put ideas in proper sequence</p> <p>-ASL -Project Work</p>		Slogan writing
<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Project Work</li> <li>• ASL</li> </ul>					

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August	<b>Flamingo (Prose)</b> -Indigo  <b>(Poetry)</b> -A Roadside Stand  <b>Prose (Vistas)</b> -On the Face of it	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics</li> <li>• perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)</li> <li>• identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> </ul>	Unseen comprehension for Questions  Reference to context  Appreciation of Poetry	-Invitation	Assignment on Freedom Fighters (Integrated with History)  Self composed poems
September	<b>Flamingo (Prose)</b> -Poets and Pancakes  <b>(Poetry)</b> -Aunt Jennifer's Tigers <b>Prose (Vistas)</b> -Memories of Childhood (part -1)	<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue(s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> </ul>	Listening for specific and general information	-Report	Flipped Teaching  Slide show/ PPT

		<ul style="list-style-type: none"> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>			
<b>October</b>	<b>Flamingo (Prose)</b> -The Interview	<ul style="list-style-type: none"> <li>• text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.</li> <li>• write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> <li>• select, compile and collate information for an oral presentation</li> </ul>	Making a group Presentation	-Application for Job with bio data or resume	Interview
<b>November/ December</b>	<b>Flamingo (Prose)</b> -Going Places  <b>Prose (Vistas)</b> -Memories of Childhood (part -2)	<ul style="list-style-type: none"> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	Narrate the story/ incident depicted pictorially or in any non-verbal mode  Story prompts  -ASL -Project Work		Story Telling  Role Play
<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Project Work</li> <li>• ASL</li> </ul>					